Guidelines for Submission of Proposed Oral Communication Flagged Course

Overview
Oral communication is the creation and dissemination of oral messages in multiple contexts. In higher education, students and faculty design and consume oral messages with intent to strengthen understanding or mastery of discipline specific materials.

Oral communication flagged courses should be designed to accomplish the following student learning outcomes in the context of a specific discipline.

Student Learning Outcomes
Students Will:
1. Adapt messages in a variety of communication contexts.
2. Organize information effectively.
3. Advocate a supported opinion on complex topics.
4. Critique challenging messages with respect.
5. Present messages through a variety of modalities.

Submitting a Proposal

General Information:
Course Title: Cicero Orations
Course Number: Latin 211 Honors
Course Description:
A critical reading of selections from the speeches of Cicero in the original Latin.
Prerequisites/Co-requisites:

Number of Credit Hours: 3
Faculty Name: Strunk, Thomas
(Please use Xavier username)
Prospectus:
Through your answers to the questions below, explain how your course will effectively achieve the above stated student learning outcomes. Please label your responses.

I. Oral communication competence must be a substantial part of the course work and its desired outcomes. This component must be explained in the syllabus. Describe the specific communication skills and knowledge students will have upon completion of your course. The parameters below may aid your response. Please click here to review the requirements and additional information on this section.

A. Student Learning Outcomes and/or goals for the course should include the Oral Communication Flagged course student learning outcomes (stated above).
B. Instructors of Oral Communication Flagged courses should use Oral Communication as a means of thinking, exploring, and learning and not solely as a means of assessment.
C. Address the discipline specific competencies required by your students upon graduation. This may include but is not limited to student speeches, presentations, small group or team based oral work, debates, oral examinations, and student led discussions.
D. At least 20% of a three-credit course, or the equivalent, must be devoted to teaching Oral Communication.
   a. This might include direct instruction, peer-review activities, and class discussion about Oral Communication.

A. Students in Latin 211 deliver to their instructor and peers several types of presentations. They present a review of grammar, which is very similar to teaching, a necessary ability whether one becomes a teacher or not.
   They also present on an Oration of Cicero, which is more formal in nature and mimics the delivery of a conference paper, which many of them will do both at Xavier and after graduation. Students will also participate in classroom discussion. The variety of these Oral Communication components will help students develop different strategies for delivering different types of presentations. (OCF SLO #1)

As part of the presentations, students will be essentially teaching their classmates. To do this appropriately they will be expected to organize information effectively. For the Wheelock chapter reviews, they will need to synthesize the information in the chapter and present it in a lucid manner, as their audience will be expected by the instructor to learn the material taught in the presentation. (OCF SLO #2)

In the Oration of Cicero presentation, students will evaluate and analyze the style of Cicero’s Latin and his presentation of the speech as well as the outcome and repercussions of the speech. To do this will require students to support their evaluation in class orally not only in the presentation proper but also in the question and answer following. (OCF SLO #3)

II. Explain how you will prepare students for oral communication assignments and what type of feedback/assessment students will receive. Please address the following parameters in your response. Please click here to review the requirements and additional information on this section.

A. Students must receive ongoing and meaningful feedback on their Oral Communication competence. Explain how you will incorporate instructor oral and written feedback, peer assessment, self-assessment or other means of feedback.

B. At least one assignment should require an evaluated practice presentation prior to the final presentation for grade.
Students will become prepared in a number of ways. They will observe the instructor not only teaching but also presenting to them various points of grammar through the *Wheelock* chapter reviews, which will be analogous to the student led presentations on assigned *Wheelock* chapters. Students will be directly prepared to these *Wheelock* presentations by coming to me to do a practice presentation before they present in class.

For the presentation on the Oration of Cicero, as well as the *Wheelock* chapter presentations, students will be prepared by the instructor clearly delineating the format of the presentation and the criteria for a good (and poor) public presentation. As the course is focused on the speeches of Cicero, there will be close scrutiny of Cicero’s speeches and his preparation for public speaking. The presentation on the Oration of Cicero also includes a short recitation of the speech in Latin, for which the class will prepare by watching recorded videos of scholars reciting/dramatically performing speeches from Cicero.

Students will be required to reflect on the presentations in two ways. They will peer-review another student’s presentation, for which they will consider what was positive and what needed improvement. The students will then reflect upon their own presentation by doing a written reflection on the peer-evaluation they received and also on the video-recording of their presentation.

In addition to their practice presentation, the instructor will also provide oral feedback in and outside of class and written feedback via the attached oral communication rubric.

III.

**Oral Communication assessments must be a substantial part of the student’s course grade—ideally, at least 25%.**

A. Provide a general explanation of how a student’s grade will reflect oral communication competence.

B. Include any instructional tools (ie. rubrics, assignments) you currently use in your course to help equip students with oral communication skills. You can attach these items at the bottom of this form, in section IV.
In Latin 211, 30% of the grade will be determined by Oral Communication assignments. These will be assessed in part using the attached rubric. Students will have to do a practice presentation with the instructor before they give their first presentation in class. They will also be peer–reviewing their presentations on an Oration of Cicero. For this assignment students will have their presentation video–recorded; students will then be required to write a reflection on both the peer review and the video–recording. The details of these assignments are included on the attached syllabus, but here is a succinct breakdown of the assignments, including the percentage of the course’s overall grade.

Wheelock Presentations: 2 @ 5% each = 10%

Students will be scheduled to present two 10-minute Wheelock chapter reviews. For each they will explain the grammar using a PowerPoint presentation. All students are required to see me during office hours or by appointment no later than one day before they are scheduled for their first chapter review for a brief run through of your presentation.

Oral Presentation on Oration of Cicero = 10%  
(including a short recitation of the oration in Latin)  
Peer Review of Oration of Cicero = 5%  
Reflection on Peer Reviews and Video Recording for Oration of Cicero = 5%

Students will select one of Cicero’s speeches from the list provided by the instructor. On their own, they read the entire speech in English. They will write a report (5-6 pages + a bibliography) on the speech highlighting its purpose, 2 or 3 major stylistic elements, and the outcome or repercussions. On the assigned report day, they will bring a printed copy of their report, which they will read out loud to the class. The oral presentation of their report must be 10-12 minutes. They are required to bring handouts for their classmates of any passages from Cicero’s speech (in Latin and English) that they use in their report to demonstrate the stylistic analysis. Students will also need to recite from memory a section of at least 10 lines from their speech in Latin; their selection must be approved by the instructor by the class prior to the presentation. There will be several graded components to this assignment: the written report (10% of course grade), the oral presentation of the report, including a short recitation of the oration in Latin (10% of course grade), written peer review (5% of course grade), and a written reflection on the peer reviews and recording of your presentation (5% of course grade).

See attached rubric and syllabus for more details.

IV. A syllabus is required. The syllabus should include the following components:

- A clear indication of the course’s status as an Oral Communication Flagged course.
- Discipline specific learning outcomes related to Oral Communication competence.
- The major assignments related to oral communication.
- An explanation of student performance assessment and the course grading system.
- This syllabus can be added at a later date. It must be submitted before the course begins.
If you would like more information about teaching oral communication in the disciplines please visit our electronic resource site at http://libguides.xavier.edu/oralcomm_flag.