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: Oral Communication

Course Number: Comm 101

Course Description:
To increase your understanding of oral communication principles and to improve oral communication skills

Prerequisites/Co-requisites:
None

Number of Credit Hours: 3

Faculty Name: Tighe, Jennifer
(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.

The 5 OCF learning outcomes have been adapted to reflect the course goals for Comm 101 – Oral Communication.

Course Goals:
By the end of this course students will be able to:
SLO #1 - Analyze an audience and adapt their message to the audience.
   • Speak effectively in communication contexts such as one on one, one to many, and in small groups.
   • Adapt messages to peers and audiences comprised of mixed demographics.
   • Speak in public with confidence.

SLO #2 - Clarify ideas and organize information effectively.
   • Develop a clear thesis/central idea.
   • Organize ideas effectively in full sentence and speaking outlines.
   • Use language effectively – communicate with clarity.

SLO #3 - Prepare appropriate visuals and analogies for the target audience.

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 receive:

Instruction:

· Students receive face-to-face instruction, experiential learning opportunities in the classroom, additional resources as needed, and at times, online guided learning experiences.

Oral and written feedback:

· Oral feedback and/or written feedback from the instructor will occur in varied forms. One example is a general oral discussion on the day of the presentation and formal written feedback along with a graded assessment.

· Written and oral instruction on draft assignments may also be given.

· Peer oral and/or written feedback is given on the day of the presentation.

Self-assessment and reflection:

· Students review at least one recorded presentation and submit a self-assessment. They set goals for their next presentation based on this assessment.

At least one assignment should require an evaluated practice presentation prior to the final presentation for grade.

· One option is for students to record their speech and critique it prior to delivering it to the class. They submit a plan for improvement prior to delivering the speech.

· Another possibility is for students to work in partners or small groups to conduct peer critiques prior to the presentation.

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

The course grade is completely based on oral communication competence.

Include any instructional tools (i.e. rubrics, assignments) you currently use in your course to help equip students with oral communication skills.

Please see the syllabus for a detailed breakdown of assessment.

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.

Comm101 Syllabus 15F - Tighe.pdf

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.