Flag Course Submissions
Oral Communication Flag Proposals
: Preparation and delivery of oral presentations for business communication, or civic organizations. Emphasis is placed on audience adaptation, situational analysis, research, persuasion, and use of media to communicate messages.

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: Presentational Speaking
Course Number: Comm 301
Course Description: Preparation and delivery of oral presentations for business communication, or civic organizations. …

Prerequisites/Co-requisites:
Comm 101
Number of Credit Hours: 3

Faculty Name: Tighe, Jennifer
(Please use Xavier username)

Department Chair: Mellinger, Gwyn
(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. Student Learning Outcomes and/or goals for the course should include the Oral Communication Flagged course student learning outcomes (stated above).

I have adapted each of the 5 OCF learning outcomes to reflect the course goals for Comm 301-Presentational Speaking. This is an advanced speaking course requirement for Communication Studies majors. It is an elective option for Public Relations and Advertising majors. The course goals below reflect the needs of communication professionals. I have provided a brief outline to detail course student learning outcomes in each area.

Course Goals:
By the end of this course students will be able to:
1. Analyze an audience and adapt their message to the audience.
   a. Speak effectively in the following communication contexts
      i. Small group presentations, discussions, symposiums
      ii. Individual presentations

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.
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The course is developed into 6 modules. Each module contains a complete presentation cycle. Students review the assignment, analyze the audience, learn the content, learn the technology, deliver the presentation/critique their peers, self-assess their recorded presentation, reflect on their learning experience and set goals for their next experience.

During each module students receive:

Instruction:

- Face to face instruction and experiential learning in the classroom
- Resources on Canvas for additional information
- Technology – typically a self-guided learning experience for students provides assistance using technical resources.
- Peer instruction - in particular during the training session module

Oral and written feedback:

- Oral feedback from the instructor on the day of the presentation
- Written instructor feedback after any preliminary drafts have been submitted and graded assessments after each presentation
- Peer oral and written feedback on the day of the presentation.
- Peer oral feedback after mock runs for video and web conferencing assignments

Self-assessment and reflection

- To close the learning loop, students review their recorded presentation on Canvas and submit an assessment. They set goals for their next presentation based on this assessment.
- Students reflect on the entire learning experience for the module and provide the instructor with feedback, which is incorporated into improving the next module.

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

The Organizational Overview assignment requires students to deliver (record) and assess a presentation rehearsal prior to delivering the presentation to classmates. They load this rehearsal to Canvas and submit a critique with three improvements they plan to make before they deliver to the class.

Students also conduct a mock run of the webinar with a classmate before their webinar to classmates.
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 (i.e. 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.
The course is designed in 6 modules. Below you will find a general explanation of how a student’s grade will reflect oral communication competence. Each module builds on the previous one to develop a student’s understanding of oral communication principles and competence in skills.

Each module includes a written assessment, oral presentation component, presentation rehearsal, peer assessment and self-reflection.

100% of the student's grade is reflected in these 6 modules.

**Module #1 – Personal Branding Presentation**

Goals – Learn how to master impromptu speaking and design introductory presentations. You will also understand the difference between public and presentational speaking.

**Module #2 – Organizational Overview Presentation and Presentation Rehearsal**

Goals – Perfect traditional presentational skills by presenting a poster presentation. Improve organization and outlining skills using oral communication. Research and present on an organization of interest. Become competent in recording a rehearsal presentation and loading it to Canvas.

**Module #3 – Training Sessions**

Goals – Learn to implement the ADDIE model as a training tool. Gain an understanding of training/consulting as a profession. Conduct a face-to-face training session with your peers as the audience.

**Module #4 – Staff Reports in a symposium format**

Goals – Become competent in presenting in a mediated environment. Learn how to manage question and answer sessions effectively. Communicate effectively in group presentations.

**Module #5 – Sales/Proposals – Webinars**

Goals – Develop and present a webinar focused on sales or presenting a proposal. Be able to manage the technology from the inception of the meeting to the close. Learn how to influence others without the advantage of face-to-face communication.

**Module #6 – Progress Reports**

Goals – Present, in a concise and clear manner, achievements that have been made toward goal attainment. Learn how to measure effectiveness and communicate action steps to be taken in the future.

B.

Each module has specific criteria and an assessment rubric. These are available upon request.

Each module is taught using a blend of engaged learning activities via Canvas and face-to-face workshops in the classroom.

**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.

Comm 301 OCF Syllabus.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.