Flag Course Submissions
Oral Communication Flag
Proposals
: Introduce students to the principles of scientific
inquiry & research
methods. Evaluation of published research &
procedures for developing
a research design are also
emphasized. Students will
gain a basic understanding
of statistics.

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: Research in Athletic Training

Course Number: ATTR 420

Course Description:
Introduce students to the principles of scientific inquiry & research methods. Evaluation of publis…

Prerequisites/Co-requisites:
Prerequisites: MATH 115 or 156, ENGL 101 or 115
Number of Credit Hours: 3

Faculty Name: Jutte, Lisa
(Please use Xavier username)

Department Chair: Olberding, Douglas
(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. The following Oral Communication Flag Student Learning Objectives and discipline specific student learning objectives are included in ATTR 420 - Research in Athletic Training (see attached syllabus).
OCF SLO #1: Adapt messages in a variety of communication context.
Students in this course will create messages for large groups (group and individual speeches) and individuals (dialogue via poster presentations) and adapt these messages for delivery to professional colleagues and the general public.
OCF SLO #2: Organize information effectively.
Students in this course will synthesize information from a variety of peer-reviewed sources, create a structure for message delivery, and provide the appropriate context for their audience.
OCF SLO #3: Advocate a supported opinion on a complex topic.
Students in this course will use the best available healthcare evidence to advocate for a best clinical practice recommendation.
OCF SLO #4: Critique challenging messages with respect.
Students in this course will critically listen, respectfully respond to speakers through relevant questions, and provide constructive feedback to speakers.
OCF SLO #5: Demonstrate integration of knowledge.

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.

A. The instructor will provide both informal and formal feedback on the oral presentation in ATTR 420. Prior to submitting their group short report (professional elevator speech) for a grade, students will receive informal feedback from the instructor via Canvas. Groups will post a video of their group short report presentation on Canvas. The instructor will provide feedback regarding their oral delivery of the short report. The instructor will also provide formal written feedback via grading rubrics (See Grading Rubric Example Attached) for each oral presentation (poster presentation, an individual Powerpoint (or Prezi) presentation, a group Powerpoint (or Prezi) presentation, and a group short report (professional elevator speech).

Students will receive informal peer assessment during in-class project work days and will receive formal peer assessment on their individual Powerpoint presentation. Lastly, students will receive feedback on their poster presentation (dialogue communication type) from a general audience who attends the course poster symposium held in the CLC.

B. As mentioned in part A above, students will receive informal feedback on their group short report presentation prior to the final graded 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. Thirty-two percent (250/790 points) are devoted to oral communication projects.

B. The oral communication related assignments include following.

1. Case Report Poster Presentation: Students will create a 3x4 ft poster presentation (50 points) for your Case Report following the NATA-REF Free Communication Guidelines. *It will cost approximately $25 to print your poster in the Conaton Learning Commons Digital Media Lab. It will take 2 business days to print your poster, so plan ahead.* Students will present their poster to peers, other healthcare professionals, and Xavier community at a Class Poster Symposium held in the CLC, where students will be graded on your one-on-one (dialogue) communication skills (25 points). Detailed directions and the grading rubric can be found on Canvas.

2. Critically Apprised Topic (CAT) I Presentation: Students in groups of two will orally present the finding of your CAT I project to your classmates and invited guests. This presentation will be brief (~5 min). You and your classmate will present the need for your clinical question, present your question, and briefly summarize the evidence. Detailed directions and the grading rubric are on Canvas. *The grading rubric for this project is attached to this Oral Flag Prospectus.*

3. Critically Apprised Topic (CAT) II Presentation: Students in groups of two will orally present the finding of your CAT II project to your classmates and invited guests. This presentation will be approximately 20 minutes. You and your classmate will present the need for your clinical question, present your question, give a detailed summary of the evidence, and provide a final clinical recommendation. Detailed directions and the grading rubric are on Canvas.

4. Pilot Research Project Presentation: Students will develop a research question and attempt to answer it by designing a pilot research study, collecting pilot data, analyzing your pilot data, and discussing your preliminary findings. During the course of this project you will deliver an oral presentation following the National Athletic Trainers’ Association Research and Education Foundation’s free communication format. Detailed directions and the grading rubric are on Canvas.

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.

2015 Syllabus ATTR 420.pdf
CAT Presentation Grading Criteria updated apr15.pdf
2015 Course Schedule ATTR 420.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.