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: Full Day Child Care Methods/ Name changing to: …

Course Number: EDME 359

Course Description:
See syllabus: course catalogue description exceeds space allotment.

Prerequisites/Co-requisites:
Admission into the Early Childhood Program, B or above in EDEL 100, Introduction to Education, B or above in English 101, B or above in all courses with EDEC, EDME or EDRE prefix.

Number of Credit Hours: 3

Faculty Name: Hutchinson-Smyth, Donna
(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 assignments and activities in this course support the mission statement of the Department of Childhood Education & Literacy by including class discussions, visiting members from the community, and assignments about current critical issues in early childhood education including insights about children from diverse backgrounds and from different school structures whether urban, rural, and suburban. An emphasis on diversity is woven throughout the course to help support the candidates as they learn about the academic, moral, and social development of today's students including the importance of families and communities.

Statement of Purpose: This course introduces the candidate to the methods and essentials of childcare and early learning in America, as well as the rules and regulations at both the state and local levels. Candidates explore advocacy in education, the role of a caregiver in speaking for children and their families.

Skill Objectives
• To examine practices in care giving based on a thorough understanding of the stages of development of children from birth to six years.
• To develop a method of self-evaluation in order to improve skills as a caregiver/teacher.
• To demonstrate knowledge in how to set up a quality childcare environment.
• To develop a working knowledge of available community services.
• To communicate effectively in order to develop professional relationships and advocate for children and their families.

Prerequisites/Co-requisites: Admission into the Early Childhood Program, B or above in EDEL 100, Introduction to Education, B or above in English 101, B or above in all courses with EDEC, EDME or EDRE prefix.

Methodology
• Lectures
• Visits to Montessori schools and classrooms
• Guest Speakers
• Presentations, debates, interviews and discussion
• Films
Course outcomes include: Standards for the American Montessori Society, the Montessori Accreditation Council for Teacher Education, National Association for the Education of Young Children and Oral communications SLO’s. All are embedded in the syllabus, see attached.

By the end of this course you will have a better understanding of the importance of specific communication skills and knowledge to effectively build professional relationships, give lessons and advocate for children and their families. Candidates will engage in the following to facilitate their learning of specific communication skills that will enhance their ability to effectively communicate in the field of education; more specifically with internal and external constituents. Candidates of this course complete the following: debate, interview others, conduct large group presentations, self-reflection and peer critique.

The following student learning outcomes can be found in the syllabus, and cover at least 20% of the curriculum.

OCF SLO 1: “Adapt messages in a variety of communication contexts”
As educators, candidates need to be well versed in various forms of oral communication in order to meet the many groups with whom we work and serve; students, parents, colleagues, administrators and legislators.
- Candidates will prepare for and present individually or in a group. (Assignment: Education Theorist – Group Presentation)
- Candidate will prepare to and facilitate in large group class discussions, as well as actively participate as an audience member. (Assignment: Article & Chapter Discussions)
- Candidate will prepare for and facilitate small group class presentations, as well as actively participate as an audience member. (Assignment: Article & Chapter Discussions)
- Candidate will prepare for and facilitate a one on one interview of a professional in the field. (Assignment: Community Agency Interview & Presentation)
- Candidate will prepare for and engage in a debate with peers. (Assignment: Radio Show Debate & Discussion)

OCF SLO 2: “Organize information effectively”
In order to produce effective, presentations, debates and interviews our candidates will need to analyze and synthesize information from a variety of sources. The message developed will then be developed into a professional format that shows their ability to develop information into a creative and organized arrangement that the intended audience will easily be able to follow and engage with. (Assignment: Educational Theorist – Group Presentation)

OCF SLO 3: “Advocate a supported opinion of a complex topic.”
Through speakers, literature, and current debate candidates are exposed to current issues in Early Childhood education and learn to develop opinions and advocate with and on behalf of others. Candidates listen, analyze and research key voices in the national debate of current educational issues. In addition to understanding the compelling arguments of multiple sides of an issue, candidates work to develop their own opinion and express and support their ideas with relevant research. (Assignment: Educational Theorist – Group Presentation)

OCF SLO 4: “Critique challenging messages with respect.”
Our students are required to actively participate in all discussion and presentations. All must be able to listen actively, synthesize and analyze the information presented and ask relevant questions or add to the topic presented. Candidates will provide respectful and helpful feedback. (Assignments: Radio Show Debate and Discussion & Article & Chapter Discussions)

OCF SLO 5: “Present messages through a variety of modalities”
In order to show efficacy in presenting, candidates show their ability to engage others through verbal and non-verbal messages, vocal messages and visual images. Various communication tools are highlighted to enhance presentations such as video, social media, Prezi, Power Point and other engaging hands-on educational materials. (Assignments: Educational Theorist – Group Presentation & Community Agency Interview & Presentation)
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.

Information would not paste in. See attached prospectus.

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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.

Again information would not paste in. See attached prospectus.

Rubrics are embedded in syllabus and attached.

Catalogue course description is too long for the space given, it has been embedded in the syllabus.
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.