Worksheet for Submitting a Proposal
Oral Communication Flagged Course
Part I

This worksheet is designed to assist you in determining how the Oral Communication Flag Student Learning Outcomes (OCF SLO) apply to students in your discipline as they develop oral communication knowledge and skills.

Note: You do not need to respond to all of the following points and you do not need to incorporate all of the following options. This is meant to help guide you through what you need for your course. In other words, you must pick and choose which options are most relevant to your course, and then develop material around these selected options.

Part I of the Prospectus states:
1. 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.

Below are the student learning outcomes for the oral communication flag. Consider each outcome as you determine the specific communication skills and knowledge you believe to be of primary importance to student learning.

1. OCF SLO: "Adapt messages in a variety of communication contexts."
In order to be competent oral communicators in their professional field, students in my discipline will need to create/adapt messages in the following context (s):
Identify all that are of primary importance to your course.

- One to One (Dialogue) – clients, co-workers, patients, colleagues.
- Small Group – team presentations, collaborative problem solving, discussions.
- Large group – speeches, debates, symposiums.
- Other______________

Students will need to adapt within these contexts to the following audience type(s):

- Peers – Classmates/non classmates
- General public
- Faculty/Professional Colleagues
- Clients/Patients
- Mixed demographic groups
- Other______________

2. OCF SLO: "Organize information effectively."
In order to be competent oral communicators in their professional field, students in my discipline will need to organize information clearly and succinctly. Identify all that are of primary importance to your course.

- It is important for students to be able to synthesize information.
- It is important for students to be able to prioritize key talking points.
- It is important for students to be able to develop a single central idea that encompasses the key ideas of their message.
- It is important for students to be able to create an organizational structure for their message that makes sense to their audience.
• It is important for students to be able to develop a full sentence outline of their oral message.
• It is important for students to be able to develop a phrase or key word outline of their oral message.
• It is important for students to be able to develop effective speaking notes.
• Other

3. OCF SLO: "Advocate a supported opinion on complex topics."
In order to be competent oral communicators in their professional field, students in my discipline will need to present a supported opinion.
Identify all that are of primary importance to your course.
• Students must be able to advocate a position using credible evidence and sound logic.
• Students should be able to conduct research with a critical eye to evaluation of sources.
• Students should be able to cite their sources orally when presenting their position.
• Students should be able to motivate/influence their audience, client, patient.
• Students should be able to develop opinion statements on complex topics/critical issues.
• Students should be able to engage in formal/informal debates and discussions.
• Other

4. OCF SLO: "Critique challenging messages with respect."
In order to be competent oral communicators in their professional field, students in my discipline will need to listen actively and critically. They will also need to respond to speakers respectfully.
Identify all that are of primary importance to your course.
• Students must be able to listen actively – comprehend the speaker’s main ideas and ask relevant clarifying questions.
• Students must be able to respectfully participate in group discussions with an open mind. They should be able to examine a variety of opinions including their own.
• Students should be able to give constructive feedback to the speaker/client.
• Other

5. OCF SLO: "Present messages through a variety of modalities."
In order to be competent oral communicators in their professional field, students in my discipline will deliver messages effectively utilizing verbal, nonverbal, vocal, and visual channels of communication.
Identify all that are of primary importance to your course.
• Students must be able to determine the most appropriate and effective visual medium to enhance a verbal message. This refers to use of visual aids such as models, props, graphs, charts and use of presentation software such as PowerPoint and Prezi.
• Students must be able to manage technology effectively during public presentations.
• Students must be able to deliver an oral message to a small or large group with effective verbal and nonverbal skills. This includes but is not limited to effective use of language, vocal variety, eye contact, gestures, movement, and confidence/poise.
• Students must be able to engage a client/patient in a one to one conversation by utilizing effective eye contact, vocal cues, and non-verbal communication.
• Other
Worksheet for Submitting a Proposal  
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Part II

This worksheet is designed to assist you in determining assignment type, instruction method, and assessment method used to achieve the discipline specific SLO’s determined in Part I of the Oral Communication Flagged Course Prospectus.

Part II of the Prospectus reads:
II. Explain how you will prepare students for oral communication assignments and what type of feedback/assessment students will receive.

The following types of assignments, instruction, and assessment methods will assist students in achieving discipline specific SLO’s determined in Part I of the prospectus.

List your discipline specific SLO’s
1.
2.
3.
4.
5.

Complete this grid for each assignment offered in your course. The number of assignments may vary by major. Completing this grid ensures that students will meet your discipline specific SLO’s which in turn reflects oral communication competence for your majors.

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<thead>
<tr>
<th>Assignment # __________________________</th>
<th>Week offered in the semester ____________</th>
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<tbody>
<tr>
<td>SLO’s (List all that apply to this assignment)</td>
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<td>Access to online resources</td>
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<tr>
<td>Dialogue/Interview</td>
<td>Self assessment</td>
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<td>Debate</td>
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