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: Intro. to Chem. Research; Instrumental Analysis; R…

Course Number: CHEM 300; CHEM 340; CHEM 400 (2x)

Course Description:
Intro. to chemical literature; discussion of modern instrumentation and measurement techniques; ca…

Prerequisites/Co-requisites:
Junior status; CHEM 220 or CHEM 320; CHEM 300

Number of Credit Hours: 6
Faculty Name: Davis, Craig  
(Please use Xavier username)

Department Chair: Hopkins, Barbara  
(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 Flaged course student learning outcomes (stated above).
B. Instructors of Oral Communication Flaged 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 (SLO’s)

OCF SLO #1: “Adapt messages in a variety of communication contexts.”
Our students will need to (a) create messages to Large Groups (research talks at symposia) and Small Groups (their own research group; eventually, their supervisors and other personnel at work), and (b) adapt these messages primarily to professional colleagues, broadly defined (i.e. both their classmates and the faculty; again, eventually to peers and supervisors at work).

OCF SLO #2: “Organize information effectively.”
Our students will need to organize information clearly and succinctly. It is important for our students to be able to (a) synthesize information, (b) create an organizational structure for their message that makes sense to their audience, and (c) place their research in context (CHEM 400).

OCF SLO #3: “Advocate a supported opinion on complex topics.”
Our students will need to present – and possibly defend – correct interpretation of spectroscopic, chromatogra

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. (1) Feedback To Students

In CHEM 300 the student (peer) evaluations remain confidential. (They write their names on the forms so I can assess their assessment!) I average the scores in each category, and the type the comments (verbatim); separately, I assign scores and write comments. In CHEM 400 each research advisor shares the actual evaluation (anonymous) evaluation forms with his/her students.

A. (2) Consistency Across Multiple Sections

CHEM 400 is divided into six sections (one for each principal faculty member), and each faculty member is ultimately responsible for assigning grades to his/her own research students. However, each Friday afternoon we have a Department Seminar, where all the students engages in research (and the faculty) gather to hear the student presentations. Thus, each student is assessed by everyone involved in research, using a common evaluation form; see attachment.

B. Evaluated Practice Presentation

Our research students always practice their talk with their research advisor prior to the public seminar; this practice talk will be evaluated with the same rubric used in the public forum (although some topics will not be applicable).

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.

We will allocate 25% of the equivalent of a three-credit course (0.75 credit equivalents) for Oral Comm.

CHEM 300: Two SciFinder Searches, Talk (Outline & Live) - 25% (0.25 credit equivalents)
CHEM 340: Paper and Talk - 25% (0.15 credit equivalents)
CHEM 400A: First Seminar - 15% (0.15 credit equivalents)
CHEM 400B: Second Seminar and Poster Presentation - 20% (0.20 credit equivalents)

SUM = 0.75 Credit Equivalents

(Rubrics are attached at bottom.)

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.