

Course Tag Reflection Exemplar Communication Skills

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FSC 498: Capstone Seminar in Forensic Science

Identify the course learning objectives in the syllabus that are clearly aligned to Communication Skills and respective assignment(s).

1. Make a significant contact with at least one practicing forensic professional
2. Gain experience in writing and oral presentation of findings.
3. Gain exposure to a wide variety of perspectives concerning forensic science.
 - CLO 1 helps students develop networking skills by initiating and maintaining scientific communication with an expert in the field.
 - CLO2 trains students in presenting scientific information to different types of audience in oral and written formats (talk, report and poster).

Explain the connection between specific assignment(s) and Communication Skills. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.

1. Group article review presentation (10%)- The students give a 15-min presentation on the selected paper in the class
 2. Capstone draft report (10%)- Students build a draft of their scientific report based on their outline expanding on details about context/scope, introduction, methods, results, and analysis
 3. Capstone poster (15%)- The students present the finding from their capstone project to peers and general audience using a poster
 4. Capstone project discussion board (5%)- Students answer peer-questions about their projects on blackboard
 5. Mentoring progress report (3%)- Students report their chosen mentor's name (or professionals they reached out to) and rationale behind their choice(s).
- 43% of the course grade relates to this competency.

Describe in detail the instructional strategies faculty use to intentionally teach Communication Skills in the course.

Faculty have discussions during class about the structure, components and organization of a scientific presentation. The students are trained in written communication via multiple assignments (outline, draft and final report) that they need to submit while working on their capstone project. The assignments scaffold the next assignment in terms of structure and content.

The students are also provided feedback on each assignment that they can use to review, emphasizing the iterative nature of scientific writing. Students learn to 'defend' their research question and/or their chosen methodology by answering questions from peers on their project training them in scientific discourse. Faculty-led discussions during class train students on poster design, layout, content and skill of presenting scientific information to audience of different backgrounds.

Describe the feedback tool(s) faculty use to support students' competency development on Communication Skills.

Faculty provide verbal and written feedback on the literature review presentation as applied to the presentation design and style. Faculty provide written instructions on best practices in poster design and presentation. Faculty welcome student questions about their poster layout at draft stage. Students are provided with verbal and oral feedback on their poster. Faculty also provide written feedback via rubrics and written comments on the different stages of scientific report to the students especially on how to build their argument using literature data and/or their results, key to scientific writing.