Certification Criteria for Communication-Intensive Courses

In Communication-Intensive (C-I) courses, faculty address discipline-specific characteristics of two of CxC’s four modes of communication: writing, speaking, visual and technological. Additionally, C-I courses must:

- maintain a student/faculty ratio of no greater than 35:1 (TAs may count toward faculty ratio);
- incorporate substantive “informal” communication activities/projects for learning and “formal” communication activities/projects for sharing knowledge publicly;
- involve activities/projects that are focused on discipline-specific genres and audiences to create meaningful, transferrable learning experiences;
- include instruction time on applicable communication strategies;
- incorporate draft-feedback-revisions process for deeper learning;
- require students to uphold ethical and professional standards for all class work; and
- base at least 40% of the final course grade on communication work.

When designing your course for a specific mode, please incorporate the mode-specific requirements detailed below.

**WRITING-INTENSIVE COURSES**

- **TEACHING:** Faculty member provides students ample instruction on the conventions of discipline-specific writing, including detailed directions for the assignment itself and grading descriptions or formal rubrics for assessment.

- **LEARNING:** Students participate in a minimum of five “informal” or “formal” writing tasks throughout the semester that engage them in good writing techniques and critical thinking to learn course content (e.g., summaries, annotated bibliographies, journals, lab observations, reflections, blog posts, discussion boards). These tasks may be done in or out of class, have no length requirement, require only minimal feedback, and may be graded or ungraded.

- **DEMONSTRATING SKILL:** Students complete one or more graded “formal” writing assignments that result in a minimum of 10 double-spaced pages that have been through the draft-feedback-revision process. (The 10-page requirement of formal writing does not have to be a single project. For example, it may be one 5-page project and several shorter projects to equal the 10 pages of revised, edited writing.)

**SPEAKING-INTENSIVE COURSES**

- **TEACHING:** Faculty member provides students ample instruction on the conventions of discipline-specific speaking, including detailed directions for the assignment itself and grading descriptions or formal rubrics for assessment.

- **LEARNING:** Students participate in a minimum of three “informal” or “formal” speaking experiences throughout the semester that engage them in good oral communication techniques to process and learn course content (e.g., discussion groups, meetings, debates, audio reflections). These tasks have no time requirement, require only minimal feedback, and may be graded or ungraded.
DEMONSTRATING SKILL: Students complete a minimum of two “formal” graded speaking experiences. (If group presentations are assigned, each student must have a significant speaking role.) The first formal speaking experience must involve faculty feedback that the student is required to apply to his/her second formal speaking experience. Faculty are encouraged to set time requirements appropriate to the project and to their discipline.

VISUAL COMMUNICATION-INTENSIVE COURSES

✔ TEACHING: Faculty member provides students ample instruction on the conventions of creating discipline-specific visuals, including detailed directions for the assignment itself and grading descriptions or formal rubrics for assessment.

✔ LEARNING: Students participate in a minimum of two “informal” or “formal” visual analyses or creation experiences that integrate the course content and teach students about good visual communication (e.g., poster reviews, film analyses, art critiques, theatrical performance reviews, data visualization studies). These tasks require only minimal feedback and may be graded or ungraded.

✔ DEMONSTRATING SKILL: Students complete a minimum of two* “formal” graded visual projects in which students demonstrate ability to communicate visually to pose inquiries, analyze, inform, entertain, or persuade. (If group projects are assigned, each student must play a significant role in the creation.) The first formal visual project must involve faculty feedback, which the student is required to apply to his/her second formal visual project. (*Courses involving one substantial, semester-long visual project may suffice if faculty provides feedback—graded or ungraded—throughout the creation process.)

TECHNOLOGICAL COMMUNICATION-INTENSIVE COURSES

✔ TEACHING: Faculty member provides students ample instruction on the conventions of selecting and using appropriate technology to communicate discipline-specific ideas, including detailed directions for the assignment itself and grading descriptions or formal rubrics for assessment.

✔ LEARNING: Students participate in a variety of “informal” or “formal” communication experiences that involve the use of appropriate technology to learn course content (e.g., online discussions, electronic lab notebooks, podcast reflections, trainings on discipline-specific software). These tasks require only minimal feedback and may be graded or ungraded.

✔ DEMONSTRATING SKILL: Course involves a minimum of two* “formal” graded learning experiences that involve the use of appropriate technology to communicate discipline-specific information (e.g. creation of sophisticated charts/graphs, website/digital portfolio development, visualization/animation modeling, video creation; application of discipline-specific software). The first formal technological communication project must involve faculty feedback, which the student is required to apply to his/her second formal technological communication project. (*Courses involving one substantial, semester-long technological project may suffice if faculty provides feedback—graded or ungraded—throughout the creation process.)