Faculty Worksheet for Communication-Intensive (C-I) Course Certification

Professor's Name	First semester to be taught as C-I	Course Abbreviation/Number	Credit Hrs	Max Enrollment *35:1 max w/o GA*
Harold Toups	Fall 2016	CHE 4162	3	15

Course Title	Communication Modes
Unit Operations Lab	Which communication modes will your course emphasize? ✔Written ✔Spoken ☐Visual ☐Technological

Learning Objectives – List the course's learning objectives below. You are encouraged to include at least one communication-specific objective. Please use bullets to separate objectives.

* Solve complex open-ended problems creatively, in a team setting
* Integrate knowledge and skills from unit operations design, kinetics and reactor design, process control optimization, and economics into experimental design, execution and analysis
* Design and conduct realistic experiments, analyze resulting data, draw robust conclusions, make relevant recommendations
* Communicate effort and findings effectively through the written and oral word.

Syllabus: http://www.uolab.lsu.edu/syllabus.htm

Assignment Overview – C-I courses use **informal communication exercises for learning** and **formal communication exercises for demonstrating skills and knowledge** within the discipline. Briefly describe the informal & formal communication activities/projects that you will include for each mode under which you are certifying. Informal and formal activities are required for both modes.

Informal activities for Mode 1:

Students undergo a team informal oral review where the they discuss unresolved issues of theory, explore and clarify experimental goals and plans, and examine sample calculations trouble spots. Armed with the output from this discussion – feedback from the instructor meshing with their own first-pass notions – students come away prepared to make constructive revisions to their experimental program and the communications deliverables, both oral and written.

Informal activities for Mode 2:

Student teams write a practice, low-stakes Summary document on the workshop take-home problem. Students individually write a self-critical one-paragraph analysis of their workshop oral presentation. Student teams perform a safety analysis before each of three (3) experimental cycles, documenting in written form all pertinent details for review by the instructor. Students record details of methods, observations and resulting data in their digital lab notebooks (a series of Excel workbook files) which are reviewed and commented on by the instructor throughout the semester's three experimental cycles.

Formal activities for Mode 1:

Students present a team oral report during the course workshop at the beginning of the semester and an individual oral report during the semester.

Formal activities for Mode 2:

Student teams complete a lab prep report (in each of three cycles) that serves as a formal draft for the beginning parts of their final report. The contents attest to their understanding of the problem, its context in theory and the literature, and a suitable approach to performing the experimental work and analyzing its results. The final report is a complete, polished report that includes content from the lab prep report in addition to results and findings and an executive summary.

Teaching – In addition to assigning communication activities, C-I instructors are required to **teach effective communication skills** specific to the discipline. Describe your teaching efforts as they relate to your two communication modes of focus.

Teaching communications skills by a variety of techniques and tools at various opportunities during the semester: a) the course Syllabus itself is a two-part document, with the second part being a didactic primer on the content and style requirements of the written and speaking deliverables for the course; a pass-fail assessment is administered at the start of the semester against the contents of this document; b) the lead instructor teaches Assertion/Evidence style presentation support material development by both methodology and examples; c) the lead instructor teaches the creation of report and presentation titles by both methodology and examples; d) by way of structured live critique of low-states team oral presentations during the start-of-semester workshop, instructor and staff from the COE Communications Studio deliver a myriad of how-to instructional vignettes on speaking skills and support material attributes (this continues to a lesser extent during the semester in the context of the higher-stakes presentations), e) at least one set of two written reports during the semester will contain editor-like feedback on student work, using the many examples from students' own work, to correct technical writing deficiencies and help build targeted, student-specific writing skills.

Feedback-Improvement Loop – Describe your feedback process and the opportunities students will have to incorporate your feedback for deeper learning of the two communication modes you will focus on in this course.

As described in the materials above, draft, feedback and revision for speaking skills takes place during the team informal oral review midway through each cycle. Draft, feedback and revision for writing skills takes place by the structure of the two-reports-per-cycle model, wherein many of the first report's sections appear again in the final report. Those first report's sections are the draft, feedback is given, the final report is the revised work.

Grading – Outline the course grading scale to illustrate how 40% of the course grade is tied to communication-based activities.

Workshop (which includes both speaking and written deliverables), 3%; Lab Prep Reports (first written report each cycle), 27%; Final Reports (second written report each cycle), 48%; Individual oral presentation, 15%; safety activities and quizzes, 7%. More than 90% of the assessment for the course is from communications deliverables.

Studio Support – Describe how you will use the CxC Studios as a resource for this course (if applicable).

At the beginning of the course, students undergo a workshop packed with both teaching of and student delivery of communications work products, both speaking and written. Staff from the COE Communications Studio are present and assist with the critique of the speaking efforts. In addition, students are encouraged (and in some cases, obligated) to use the CxC Engineering Studio for assistance in improving their skills, throughout the semester.