



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

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Professor's Name	First semester to be taught as C-I	Course Abbreviation/Number	Credit Hrs	Max Enrollment
Barry Aronhime	Spring 2016	BIOL 4254	1	35:1 max w/o GA 20
Course Title		Communication Modes		
Principles of Ecology Lab		Which communication modes will your course emphasize? <input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken <input type="checkbox"/> Visual <input type="checkbox"/> 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.				
This course focuses on hands on experience conducting scientific research. Students in this course will study and discuss topics such as life tables, dispersal, invasive species, competition, and island biogeography. However, the focus of the class is the scientific method. Students will develop their own hypotheses and experiments based on observations that they make in the field or in the literature. Students will also spend much time on data analysis and interpretation. Since scientific findings are of little use if they are not explained in a clear and concise manner through peer-reviewed manuscripts, scientific writing will be a central role on this course.				
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:		Informal activities for Mode 2:		
Statistics, life tables, and invasive species homework assignments will be graded more lightly on grammar, etc. while grading content with the same rigor as full lab reports. We will also have students peer-review their first lab report before submitting it for a final grade. Lastly, we will incorporate some scientific writing questions into lab quizzes.		N/A		
Formal activities for Mode 1:		Formal activities for Mode 2:		
Students will be asked to write two formal lab reports and one formal grant proposal. The grant proposal is a group assignment. These will be graded using rubrics developed with CxC.		N/A		
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.		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.		
The communication modes in this course will mostly focus on scientific writing and how it differs from other disciplines. We have found that most of our feedback with students centers on the economy of words. Scientific writing is concise and direct. We also do not use quotes as students might in a history class, for example. We have spent and will continue to spend much of our effort working with students in this area.		Lab reports are submitted electronically through Moodle and TAs attach comments on the file for the students to see. We also use a rubric developed with CxC. Students are required to address those comments as a coversheet on the following assignment. We have used this in the past and found it to greatly reduce repetitive mistakes.		
Grading– Outline the course grading scale to illustrate how 40% of the course grade is tied to communication-based activities.		Studio Support – Describe how you will use the CxC Studios as a resource for this course (if applicable).		
The grading scale follows the 3,4,3 plus minus system that the university recommends. Formal lab reports account for 30% of the grade, homework 15%, and the proposal 15%. Writing assignments will account for 60% of the grade.		CxC visits with our students on the first day a of lab and has the studio open for student tutoring. In the past, we have also worked with CxC to develop better rubrics and, I suspect we will find other areas that could be improved as well.		