Communication, Diversity and International Intensive Course Requirements

Overview for Faculty

The current curriculum requires all undergraduate students take at least one course designated as Communication Intensive (CI), Diversity Intensive (DI) and International Intensive (II). Students majoring in a Bachelor of Science program must also complete a second CI course within their major. Faculty committees (listed below) set the standards of what is expected of CI, DI and II courses. The Curriculum Implementation Committee (CIC) uses those standards to review courses seeking the CI/DI/II designation and approves courses that sufficiently meet the requirements established by the faculty committees.

Faculty who are interested in seeking CI/DI/II designation for their courses should submit a course proposal through CourseLeaf, which will then be reviewed by CIC. Faculty can seek this approval for existing courses that do not currently carry the desired designation or for brand new courses. When preparing a course proposal for CI/DI/II designation, please keep in mind the criteria CIC will use when reviewing proposals, listed below. The International Intensive committee is currently in the process of drafting criteria for that designation; faculty can still apply for II approval while the criteria is being drafted.

For more information on this process, please reach out to: Jane De León Griffin, Associate Dean of Arts and Sciences; Zoë Wagner, CIC Chair

International Intensive Committee:
Samir Dayal, English and Media Studies
Swati Mukerjee, Economics
Sung Choi, History
Natalie Schlegel, Cronin Office for International Education

Communications Intensive Committee:
Greg Farber, English & Media Studies
Mary Marcel, Information Design and Corporate Communication
Michael Quinn, Economics
Emmy Roth, Mathematical Sciences

Diversity Intensive Committee:
Stephen Campbell, Philosophy
Marianne DelPo Kulow, Law & Taxation
Tzarina Prater, English and Media Studies
Katie Lampley, Chief Officer of Diversity and Inclusion

Communication Intensive Guidelines and Student Outcomes

General Criteria for Communication-Intensive Courses:
- The aim of CI courses is to help students improve their ability to communicate in either writing or speaking in English.
- The course will include written and/or oral communication assignments.
- Individual communication components should constitute at least **one-third** of the student's final course grade.
- The course must include instruction in, as well as evaluation of, communication components.
- Classroom instruction and feedback should focus on issues of effective communication skills appropriate to the field being studied.
- Communication assignments must be iterative; students should receive feedback from the instructor on communication assignments or activities.

Criteria for written work:
- Formal written assignments should have explicit instructions regarding content, genre, and audience.
- Informal written assignments should be used to facilitate learning the course content.
- The instructor should provide feedback on a draft of the assignment to encourage improvement. (When there is more than one of the same type of assignment, instructors may provide appropriate feedback on earlier papers that will motivate better writing on later papers.)

Criteria for oral communication:
- The instructor should provide written guidelines regarding the goals, speech genre, and intended audience of formal presentations.
- Oral communication and participation should facilitate learning in the discipline.
- Oral communication-intensive courses normally should provide students at least two opportunities to present or otherwise demonstrate these skills. Expectations for improved performance should be specified.

When applying for CI designation, the following should be identifiable in your syllabus:

- Reading assignments that provide specific communication instruction
- Class time devoted to communication instruction
- Assignments that offer students the opportunity to improve based on instructor feedback.
  - For longer or one-time assignments, the instructor should provide feedback on an informal or preliminary version of the paper or presentation.

- When there is more than one of the same type of assignment, instructors may provide appropriate feedback on earlier papers or presentations that will motivate better communication on later ones.
- Students may provide feedback to each other on drafts of writing assignments or early versions of presentations.

a) Distinguish between individual and group communication projects and, for group projects, indicate the requirements for individual students.

Student outcomes for CI courses

Students will be able to identify and understand the rhetorical forms and strategies used in writing or speaking in the course discipline or profession and employ these forms and strategies in their own writing. These forms include:

- *Genre*: Students will be able to identify the types of disciplinary or professional writing or speaking appropriate to the course (e.g., lab reports, literature reviews, proposals, management memos, audit reports). Students will be able to analyze and imitate the genre, its typical uses, structure, and conventions (e.g., length, format, forms of reference).
- *Audience*: Students will be able to identify the intended audience of a piece of writing and explain how audience considerations may have shaped the writing (e.g., the audience's level of technical proficiency, need for technical or general information, likely position on a disputed proposition, position within an organization). In their own writing, students will be able to make decisions (e.g., about tone, diction, and purpose) that reflect the need to address the intended audience.
- *Evidence*: Students will be able to assess the relevance and credibility of evidence in their reading and writing. They will be able to search for and find relevant and reliable evidence to support their own assertions and claims.
- *Argument*: Students will understand the strategies of argument and persuasion appropriate to the course discipline or profession (e.g., appeals to logic, emotion, precedent, authority) and be able to employ them in their own writing, consistent with the purpose, audience, and genre of the writing task.

Finally, students will engage in writing and/or speaking as multi-step processes requiring drafting, research, feedback, and revision.

Note to faculty: These student outcomes reflect the importance of learning about communication within the context of a particular discipline or profession. While we may wish to believe that good writing is the same in all situations, we should recognize that every discipline focuses on a particular part of the world and takes a particular perspective, expressed in the questions that it asks, the assumptions that it makes, the technical knowledge it generates and the technical vocabulary that embodies its knowledge. Inevitably, each discipline thus produces a kind of

ongoing conversation among its practitioners, a conversation that uses its own special language and conventions. Our goal is to enable our students to enter that conversation. To do so, they must not only use the accepted conventions of standard written and spoken English, but also master the rudiments of *disciplinary* forms of communication.

Diversity Intensive Goals & Objectives

In order to be approved for the Diversity Intensive designation, at least **one** of these learning goals needs to be fulfilled by your syllabus. In light of our new commitment to go further in our efforts to address issues of diversity and inclusion on our campus, we particularly encourage submissions that incorporate **more than one** of the objectives outlined below.

Goal 1: Knowledge and understanding of the diversity of human experience in the context of the U.S.

> Objective 1.1: Students will be able to describe the perspectives and circumstances of one non-dominant group in the U.S.

> Objective 1.2: Students will be able to identify the variation of the perspectives and circumstances of people of differing social identities or demographic differences

> Objective 1.3: Students will be able to explain diversity as constituted through the intersections of social categories such as race, gender, ethnicity, religion, sexual orientation, etc.

Goal 2: Understand the dynamics of power, privilege, and oppression in the context of the U.S.

> Objective 2.1: Students will learn to define the concepts of power, privilege and oppression

> Objective 2.2: Students will be able to describe how these concepts of power, privilege, and oppression apply to dominant and non-dominant groups.

> Objective 2.3: Students will be able to analyze how power, privilege, and oppression operate in a real-world context with respect to individuals, organizations, communities, policies, etc.

Goal 3: Knowledge of self in the context of diversity.

> Objective 3.1: Students will develop the ability to analyze their own identities within the context of understanding how power and privilege work in our society.

> Objective 3.2: Students will be able to illustrate how their identities shape their experiences, world views, and interactions with others.