



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

www.cxc.lsu.edu

Professor's Name	First semester to be taught as C-I	Course Abbreviation/Number	Credit Hrs	Max Enrollment
Ursula Emery McClure	Fall 2015	ARCH/ANTH 4440	3	35:1 max w/o GA 30
Course Title		Communication Modes		
Digital Media Capstone		Which communication modes will your course emphasize? <input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken <input checked="" 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.				
<p>1. Understand the conditions and development of a specific culture of building and architecture especially in relation to its natural environment. 2. Explore construction and building theory and its relationship to material and vernacular architecture culture. 3. Read, Summarize, and prepare for class discussion, pertinent readings to the topical material. 4. Organize, collate, and synthesize for use local tectonic systems. a. identify salient characteristics/components/assemblies/ uses. b. assemble and compose aforementioned data into a synthesized and crafted presentation. c. draw conclusions from data for use in final research project. 5. Propose, support, and produce a research project based on selected course topics. a. analyze the assigned topic. b. propose a collaboration of systems or modification of systems based on knowledge acquired throughout the course and the course readings. c. demonstrate ability to express intentions through research outline. d. demonstrate ability to articulate through speaking one's intentions. e complete the outcomes set forth in self composed research outline. 6. Discipline a. demonstrate an ability to work for extended periods of class time. b. show an ability to define investigations (short term), set schedules for work and meet these deadlines. c. demonstrate an ability to incorporate criticism and self-criticism into work.</p>				
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:		
Reading Summaries and leadership in class discussion (spoken) 3 Peer Evaluations of Communication Skills (spoken)		Reading Summaries and leadership in class discussion (visual cues) Final Verbal and Graphic Presentation of Original LA Tectonic		
Formal activities for Mode 1:		Formal activities for Mode 2:		
Two Graphic Presentations of Prescribed Tectonic Research (spoken presentation) Final Graphic Presentation of Original LA Tectonic (spoken presentation)		Two Graphic Presentations of Prescribed Tectonic Research (graphic presentation) Final Graphic Presentation of Original LA Tectonic (graphic presentation)		
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.		
<p>The reading discussions and peer evaluations are specific areas for teaching the verbal skills. The course focuses on the student's abilities to learn how to process/ discuss/ and state clearly the readings intent. These verbal skills are taught through repetitive readings and discussions. The visual skills are taught through multiple 2D graphic presentations. The 1st exercise is analog drawing analysis and after a verbal peer review is revisited with a digital drawing analysis. Following the second exercise and peer review, the students then combine the two previous exercises into a final visual presentation. The goal is tat through the reiterations and critique and also the witnessing of peer's works, that the students will gain more graphic skills.</p>		<p>Besides providing students with verbal corrections during in-class presentations, I also return all assignments with markups and summary critiques of both verbal and graphic works. I also have peer to peer critiques, which are done both verbally and with a standard form that each student completes following a presentation. Those are copied and distributed to the students. I also practice reiterative exercises so that the students can put previous feedback directly into practice with the following exercise.</p>		
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).		
<p>50% or more of each phase's grade will be based on class participation and work presented prior to the completion of the course. Grades will be given at the completion of each part. Individual participation is determined by the following criteria. 1.The degree to which the student meets the stated objectives and daily requirements. 2.Clear evidence (written and/or verbal presentations, etc.) of the student's investigation of the issues relevant to the successful solution of the course problems. 3.Evidence of a sustained effort with continuous progress toward a resolution of course assignments. 4.Evidence of professional approach as indicated by class attendance, class participation, and preparation for each class, discussion, presentations, timely completion of assignments, and a mature and responsible attitude toward the course. 5.The quality of the material presented. (Craft, execution, and skill of workmanship, as well as eloquence and clarity of language in both speech and writing.) GRADE DISTRIBUTION Reading Summaries and leadership in class discussion (spoken and visual) 25% Two Verbal and Graphic Presentations of Prescribed Tectonic Research (spoken and visual) 25% 3 Peer Evaluations of Communication Skills - PINUps 1,2,3 15% Final -Project 2 35% 100%</p>		<p>General support as needed and consistent check-ins with the CxC Studio Coordinator.</p>		