



Guidelines for C-course Instructors

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There are four criteria for communication-intensive courses (C-courses). These were passed by the Undergraduate Studies Committee in April, 2009. They are:

- Students must receive instruction in, or modeling of, discipline-specific discourse, written and/or spoken.
- They must have the opportunity to put their skill/s into practice.
- They must get (timely) feedback on their efforts.
- They must have the opportunity to incorporate feedback into subsequent efforts.

Instructors of C-courses can streamline the process of getting initial and/or renewed approval of the C designation by indicating in their syllabi how these criteria are implemented in their courses. Looking at each criterion separately, here's how one might do this.

- Students must receive instruction in, or modeling of, discipline-specific discourse, written and/or spoken.

This is the easiest one: it is simply assumed that instructors, by speaking and writing to and with their students, will at least model discipline-specific discourse. So, there is no need to add anything to the syllabus to indicate that.

- They must have the opportunity to put their skill/s into practice.

Indicate what writing and/or speaking assignments will be required, along with the points in the term when they are due. If there will be just one large assignment due at the end of the term, then you should encourage or require at least one early draft to be submitted for your comments, or for instructor-directed peer review.

- They must get (timely) feedback on their efforts.

Indicate somewhere in your syllabus (at least roughly) when assignments and/or early drafts will be returned to students, and the type/s of comments (feedback) you will give them, or the issues their peers will be directed to focus on in peer review sessions.

- They must have the opportunity to incorporate feedback into subsequent efforts.

If you have indicated (1) that students will have a number of assignments to be submitted at different points during the term, and (2) that (with the exception of anything submitted at the end of the term) they will be returned in a timely manner with comments/feedback, then you will have implied that students will be able to incorporate the comments/feedback into their subsequent assignments. If you just have one primary paper or presentation, and you have given feedback (either yourself or via directed peer review) on an early draft or version, then you will have met this requirement.