

This template is a guide that details the components FSCUE has identified for approval in the UGER. Your syllabus can vary from this format, and may include additional sections as befits your course.

TEMPLATE SYLLABUS
UGER Communication Intensive Course (3 units)

Course Number and Title:
Course meeting times:
Classroom:
Instructor:
Instructor Contact Information:
Instructor Office hours and location:

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**Course Description**

*[Insert course description here.]*

**Course Learning Outcomes**

*[You must have at least one communication-focused student learning outcome (SLO) on the syllabus. Below you will find the SLOs for this sequence of classes. You can choose the most relevant one(s), and you can tailor the wording for your course. You may also include additional SLOs that name other skills or content outcomes.]*

This course meets the Communication Intensive requirement in the Written, Oral, and Multimodal Communication Sequence in the UGER. After completing this course sequence, students will be able to:

- Identify, analyze, and respond appropriately to the contexts, audiences, and purposes of a variety of writing/communication tasks (rhetorical awareness);
- Apply critical, creative, and analytical skills to describe and evaluate relevant questions or problems (critical thinking);
- Use effective research methods to discover and evaluate credible, relevant, and diverse sources that are appropriate for the writing/communication task (information literacy);
- Contribute to scholarly conversations among diverse people and perspectives (authorial agency);
- Develop successful composing processes, including strategies for reading, responding, drafting, collaborating, revising, editing, and reflecting (composing processes); and

- Compose effective written, oral, and multimodal texts that address the expectations for the task, as appropriate to the genre and discipline (mechanical & stylistic agility).

**Required Texts and Materials:**

*[List required or recommended texts here.]*



**Work Expectations & Grading**

**Discussion/Participation**

*[List your expectations here for students’ participation in the course.]*

**Writing and Communication Assignments with due dates**

*[Design assignments within these predetermined parameters:*

- *There must be two or more writing assignments totaling at least 5,000 words (~20 double-spaced pages). Please note the benchmark for the Experience Portfolio, as below*
- *One of the assignments must go through substantial revision*
- *There must be one or more oral/multimodal assignments]*

*Here are three examples of how you might organize the communication assignments. You do not need to follow one of these examples, though you are welcome to build on and adapt one that feels appropriate to you, or mix and match across the examples (but following the FSCUE parameters).*

| <b>Sequence #1 Example</b>                                      | <b>Sequence #2 Example</b>                                                     | <b>Sequence #3 Example</b>                                            |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| One-page papers that respond to the assigned reading (5 total ) | 5-page paper that explores the students’ initial understanding of course topic | Discussion Leading and discussion board posts throughout the semester |
| Midterm paper that builds on a one-page paper (5 pages)         | 5-page paper that summarizes and responds critically to one reading            | 6-page midterm paper (includes proposal and draft)                    |
| Discussion Leading                                              | 2-page formal research proposal                                                | Research Proposal (2 pages)                                           |
| Verbal research proposal roundtable                             | Annotated Bibliography with Critical Introduction (6 pages)                    | Literature Review section (4 pages)                                   |
| 5-page exploratory draft                                        | Complete draft for instructor comments and individual                          | Complete draft for peer review (incorporates                          |

|                                                                     |                                                         |                                      |
|---------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------|
|                                                                     | meeting (incorporates critical introduction assignment) | literature review)                   |
| Group Peer Review with Instructor                                   | Revised 8-10 page research paper                        | Revised 8-10 page research paper     |
| Revised 8-10 page research paper (built from the exploratory draft) | In-class Presentation                                   | Poster Presentation at Intersections |

### **Experience Portfolio**

*[The syllabus must include a reminder to students to upload an appropriate paper to their Experience Portfolio. The benchmark paper from CI courses is a 2,000-2,500 word (~8-10 double-spaced pages) research-based argument with appropriate citation/documentation of sources, or equivalent genre appropriate to the discipline.]*

Students must upload a final paper to their Experience Portfolio. The best paper from this class for that purpose is \_\_\_\_\_. Plan to upload it to your portfolio at the same time you turn the final version in for class.

### **Grading**

*[You can determine the grade breakdown; however, at least 30% of the course grade must be determined by writing/communication assignments]*

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Course Policies & Expectations

Attendance & Classroom Expectations

[You should include your attendance policy. The Bulletin states: "Each instructor is free to determine the extent to which absences affect the final grades of students but should make the policy regarding attendance known at the start of the course. Instructors should report excessive absences to the Office of Undergraduate Studies. Instructors who judge a student's absences from class to be excessive may drop the student from the course with a grade of F. Instructors taking such action must notify the student's dean in writing. Students unable to attend classes because of illness should notify their instructors and make the appropriate arrangements directly with the instructor."]

In addition, you can set applicable behavior, technology, eating, and other community agreements as appropriate and necessary.

You might also choose to include policies with headings and text similar to the following, but none of these is required.

Diversity & Inclusion Statement

Accommodations

[This wording is recommended by the Office of Disability Resources.]

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from Disability Resources. In order to be considered for accommodations, you must first register with the Disability Resources office. Please contact their office to register at [216.368.5230](tel:216.368.5230) or [get more information on how to begin the process](#). Please keep in mind that accommodations are not retroactive.

Academic Integrity

[This wording is recommended by the Office of Student Conduct & Community Standards.]

Students at Case Western Reserve University are expected to uphold the highest ethical standards of academic conduct. Academic integrity addresses all forms of academic dishonesty, including cheating, plagiarism, misrepresentation, obstruction, and submitting without permission work to one course that was completed for another course. Please review the complete [academic integrity policy](#). Any violation of the policy will be reported to the Dean of Undergraduate Studies and the Office of Student Conduct & Community Standards.

Use of Artificial Intelligence (ChatGPT, etc.)

[Consult [the Writing Program's advice](#) regarding this technology; they include suggestions for what to put on your syllabus, depending on your approach.]

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## Resources

*You might choose to include resources with headings and text similar to the following, but none of these is required.*

### Writing Resource Center

*[This language is recommended by the Writing Program.]*

The Writing Resource Center (WRC) provides support for writers across the university. Consultants in the WRC provide individualized, hands-on instruction specific to each writer's goals. They encourage visits from writers at any stage of the writing process, from understanding contexts for writing and interpreting assignment prompts, to

organizing and revising ideas. And, they work with all campus writers, including undergraduate students working on course assignments, graduate students working on theses and dissertations, post-doctoral and faculty writers composing grant applications and specialized genres, and staff members working on personal and professional projects.

Visit: <https://case.edu/artsci/writing/resources/writing-center> for more information and to make an appointment.

### **Physical & Mental Health Resources**

*[This language was written by the Writing Program.]*

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Help is always available. University Health & Counseling can help with these or other issues you may experience. You can learn about the physical and mental health services available to you by contacting University Health & Counseling: 216.368.5872 or <https://case.edu/studentlife/healthcounseling/>.

If a life circumstance arises (e.g., significant illness, death, injury, traumatic event, etc.) that seriously affects your work, your 4-year advisor (in [the office of Undergraduate Advising Support](#)) can help you notify your instructors, coordinate resources to support you, and arrange for appropriate accommodations, if applicable. Please note that it is critical to alert your 4-year advisor when the situation is happening, not after the semester has closed.

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Course Schedule with due dates

[When you complete your course schedule, in addition to listing due dates and assigned readings, lecture topics, guest speakers, special activities, etc. also list writing workshop days and/or peer review dates, weeks that students will meet with you, etc. in order to show how the writing instruction will be incorporated in the course.]