

## Communication-Intensive (CI) Courses

Communication-Intensive (CI) courses use writing/communication to enhance students' learning of the course content. Students use writing and other forms of communication to engage with course topics and questions in ways that demonstrate their growing participation in academic inquiry and knowledge-making. CI courses are part of the sequence of Communication requirements in CWRU's GER, as described in the following table:

Academic Inquiry Seminar (3 cr)	Communication Intensive (2 @ 3cr)	Disciplinary Communication (3 cr)	Capstone Experience (3 cr)	Experience Portfolio
Introduction to academic inquiry; focus on developing effective writing processes & entering academic conversations; majority of instruction addresses writing & communication.	Writing & communication used to explore course topics; focus on refining writing processes & composing research-based arguments; consistent writing/communication instruction.	Introduction to disciplinary forms of communication; focus on discipline-specific skills/genres & entering disciplinary conversations; intentional writing/communication instruction.	Independent research, scholarship, and/or creative activity; focus on project-specific skills/genres & communicating knowledge to the public; individualized writing/communication instruction.	Collection of artifacts that demonstrate development of writing/communication proficiency; includes materials from each writing/communication course in the sequence.

### Questions to Consider When Developing/Reviewing CI courses:

- How does the course support students' developing participation in academic inquiry and knowledge-making?
- How does the course encourage students to use writing/communication activities to understand and engage with its subject matter & methodology?
- How does the course provide multiple opportunities for students to develop their writing/communication skills?
- How does the course facilitate meaningful feedback for students on their writing/communication activities?
- How does the course use writing/communication to assess students' progress toward the course goals?

✓	<b>Successful Proposals for Communication-Intensive (CI) courses will include:</b>
	<b>Writing/Communication Instruction:</b> Instructor designs activities to support students' writing/communication development, for example: using course materials to discuss authors' approaches to their purposes, contexts & audiences; scaffolding student activities across the semester to build key skills; expecting students to revise their work based on meaningful feedback.
	<b>Writing Process:</b> Students have multiple opportunities to practice and refine their writing processes, including activities such as drafting, revising, editing, reflecting, and self-assessing.
	<b>Writing Assignments:</b> Two or more written assignments, at least one of which goes through substantial drafting/revision. As a benchmark, students should compose 5,000-6,250 words (~20-25 double-spaced pages) of finished (i.e., graded) writing throughout the course.
	<b>Oral/Multimodal Assignments:</b> One or more oral/multimodal presentations, for example: formal or informal presentations and/or recordings/podcasts; may also include leading discussions or other course activities.
	<b>Assessment:</b> One or more student learning outcomes address writing/communication; at least 30% of the course grade is determined by writing and/or communication assignments.
	<b>Portfolio:</b> Students compose an assignment to be included in their Experience Portfolios; syllabus should indicate that this assignment is part of the Experience Portfolio graduation requirement. (Experience Portfolio online tool for student submissions will be implemented & monitored by the Associate Provost for Curriculum & the Writing Program.) As a benchmark, students should compose a 2,000-2,500 word (~8-10 double-spaced pages) research-based argument with appropriate citation/documentation of sources, or an equivalent genre appropriate to the course content/discipline.
	<b>Enrollment:</b> 15-18 students per course, or alternative arrangements for "break-out" discussion sections that attend to writing/communication and academic inquiry in seminar-sized groups. <b>Note:</b> Faculty may wish to recommend or require successful completion of AIQS prior to enrollment in a CI course.

**Writing Resources & Support:** The [Writing Program](#) offers online resources & pedagogical guidance; the [Writing Resource Center](#) offers faculty consultations, campus-wide workshops for students, and tutoring in writing/communication. Please email [writing@case.edu](mailto:writing@case.edu) for more information.

