Communication Literacy 1 and 2 Course Development Guidelines

Description
The proposed Communication Literacy sequence adopts a “Writing in the Disciplines” model that recognizes that our students will communicate in a world that is textual, but also digitally mediated and highly visual. It recognizes that students will be asked to collaborate and communicate with diverse groups in a global context, and that they will be challenged not only to find information, but also to organize, evaluate and manage the enormous quantity of information they find.

Both Communication Literacy courses shall have – as a minimum – the following components:

- Apply a productive writing process, including revising their work to discover and reconsider ideas and improve their writing.
- A minimum of 5000 words of revised, formal writing assignments.
- A minimum of three formal writing assignments.
- Regular, weekly informal writing assignments (e.g. online discussion forum posts, journals, blogs, in-class writing, etc.)
- Formal writing assignments that comprise a minimum of 50% of the final grade.
- Understand and apply visual and digital composing methods as appropriate to the field.
- At least one assignment with a research component.
- Use of the eportfolio.

Communication Literacy 1 will be developed and delivered by the English department (as with the current ENG101). The course will incorporate the e-portfolio and feature:

- At least one assignment with a visual/digital component.
- At least one oral presentation.
- A final portfolio of substantively revised work from the course.

Minimum Learning Outcomes – Communication Literacy 1

Having completed Communication Literacy 1 course, students will be able to:

1- Evaluate, construct and support arguments.
2- Analyze the effects of different audiences, purposes, and genres on communication practices across media (rhetorical analysis).
3- Locate, evaluate, synthesize and manage information (text, visuals, media) effectively and ethically.
4- Analyze how information is created, disseminated and used in a constantly evolving information environment.
5- Compose in a variety of academic, professional and civic contexts.
6- Compose and deliver effective oral presentations.
7- Understand, evaluate, and compose effective visual communications.
8- Understand and use current digital composition methods.
9- Vary appropriately genre conventions for structure, paragraphing, tone and mechanics.
10- Analyze cultural and human differences when communicating.

Communication Literacy 2 will be taught within the disciplines, providing students with a range of choices for completing the second course in the Communication Literacy sequence. Schools and departments are encouraged to develop their own discipline-specific courses to meet the Communication Literacy 2 learning outcomes, or to adapt existing courses in order to make them writing intensive, particularly when targeting their own majors. However, if, in a department’s assessment, students would benefit from additional writing instruction, this might not be the best strategy. While these courses will be known as “Communication Literacy 2” for the purposes of the UB Curriculum and the Academic departments have the freedom to name them as they wish.
Minimum Learning Outcomes – Communication Literacy 2

Having completed Communication Literacy 2, students will be able to:

- Compose in academic, professional, and/or workplace genres related to a field of study.
- Apply writing processes common to that field.
- Compose and deliver a professional presentation.
- Describe the conventions of genres within a field.
- Make effective disciplinary and professional arguments.

Comments
Colorado State University provides an excellent resource for Writing in the Disciplines (also known as “Writing Across the Curriculum,” which may be of assistance in curriculum development: http://wac.colostate.edu/intro/

Before being accepted for the UB Curriculum, courses proposing to qualify for the Communication Literacy 2 requirement must be approved by the component sub-committee of the UB Curriculum committee.