



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

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Professor's Name	First semester to be taught as C-I	Course Abbreviation/Number	Credit Hrs	Max Enrollment
Warren Waggenspack	Fall 2016	ME 4202	2	35:1 max w/o GA 50 (+GA)
Course Title		Communication Modes		
ME Capstone Design II		Which communication modes will your course emphasize? <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken <input 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.				
To complete the comprehensive design experience initiated in ME 4232 by realizing and characterizing the performance of a functional prototype. To demonstrate the application/use of fundamental engineering principles, accepted design methodologies, and appropriate engineering materials to actual design projects. To develop the ability to refine ill posed design challenges into more detail engineering specifications and, throughout the term, be able to effectively communicate and defend the project status and technical material in both oral and written form. To demonstrate an ability to contribute as a member of a larger team of students addressing a technical challenge.				
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.				
<b>Informal activities for Mode 1:</b>		<b>Informal activities for Mode 2:</b>		
Written and oral reports will be required throughout the semester documenting and communicating the progress on your project. General requirements and guidelines will be discussed as the semester proceeds. Written documentation will continue to include concise bi-weekly progress reports, a chronological design notebook, periodic, constructive/structured team assessments		Two short (~15-20 minute), in-class oral presentations will be used to report the groups' progress during the semester.		
<b>Formal activities for Mode 1:</b>		<b>Formal activities for Mode 2:</b>		
I require a formal, comprehensive final report detailing the actual design solution as manufactured, and prototype performance assessment.		During the last week of class, student teams will be required to formally defend their project before a Design Review Panel composed of Engineering faculty, students, industrial representatives and/or sponsors (typically the same panelists from first term). Each team which presents a complete, functional, safe, tested and well documented prototype is a candidate to receive the prestigious Ben Burns Award given to the best senior project for a given semester.		
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.		
The content and quality of each credit assignment including presentations, tech briefs, reports and/or analyses, as judged by the course instructor will determine the grade for that particular assignment. An additional factor affecting each individual's grade on group assignments is the instructor's assessment of each member's contribution to the success/failure of each of these efforts. The means for differentiating individual effort will include the Design Notebook (see attached Design Notebook & Bi-Weekly Progress Report Guidelines), evaluation by and assessments (some confidential) from each and every team member and project advisor. Any student not contributing his or her fair share on any given assignment should not expect to receive the same grade as other team members on any given assignment or overall at the end of the term.		For each informal activity I offer written and oral feedback to prepare students or their final culminating projects.		
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).		
Presentations: (20) • In-Class Reports 2 @ ~15-20 minutes (10) • Design Review Panel (~55 minutes w/ Q&A & Demo) (10)  Written Reports (80) • Design Notebook (One per Individual, includes Bi-Weekly Repts) (30) • Final Design Report/Analysis (One per Group) (40) • Effective/Constructive Team Assessments (Advisor, Individual) (10)		Students access the CxC Engineering studio for software and design support as well as practice space for their presentations.		