The junior-level number theory course at Monmouth University focuses heavily on communicating mathematics, both orally and in writing. It is a writing-intensive course as well as a course in reasoned-oral discourse (two requirements of our general education curriculum). In order to address the learning outcomes of these course types, as well as the mathematical goals of the course, we have been teaching it using a modified-Moore method. This talk will discuss both the successes and challenges of this approach. (Received September 25, 2012)