

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number COMM 310 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

We would like to add COMM 310 -- Civil Discourse to the Cultural Awareness menu within the Additional University Requirements. Please see the attached justification and syllabus.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Lauren Lemley</u> Lauren Lemley (Feb 18, 2020)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Expanding the Reach of COMM 310 – Civil Discourse

COMM 310 - Civil Discourse is a class that directly addresses one of the most difficult challenges facing our polarized society today: The apparent inability for people to disagree on important matters in a way that shows respect for the human dignity of the other person.

In order to meet the criteria for the Cultural Awareness Menu, I am introducing a stronger cultural component into the course. I have modified Learning Outcome #3:

Old SLO 3: Connect argumentation with Christian practices of testimony and hospitality.

New SLO 3: Identify cultural bias and develop strategies to overcome the effect of cultural bias on the Christian practice of hospitality.

This is less than a 20% change of the course, and so a substantive content change is not being requested. I am making more explicit what we are already covering in the course.

The slightly revised content of COMM 310 directly relates to each of the five criteria identified in the UGEC Criteria for Cultural Awareness Menu:

1. [Ability to] reflect on own cultural rules and biases
2. [Ability to] consider experiences and issues from the perspectives of others with differing world views
3. [Ability to] articulate understanding of cultural differences in verbal and nonverbal communication
4. [Ability to] ask complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural understanding
5. [Ability to] initiate and develop interactions with individuals from cultures that differ from that of the student

All five criteria are reflected in the course content. In chapters 2 and 3 of Alan Jacobs' *How to Think*, students learn about the "Repugnant Cultural Other," and how our cognitive biases lead us to be attracted to some and revolted by others in ways that inhibit rational thinking and productive discourse (UGEC criteria 1 and 4). Brene Brown's *Braving the Wilderness* discusses the "three greatest fault lines" in American culture – race, gender, and class – and invites readers to "enter the wilderness" to address those themes (UGEC criteria 1 and 4). I also include readings from Robin DiAngelo's *White Fragility* to highlight cultural biases particularly endemic to the culture of whiteness (UGEC criteria 1, 4). Guest speakers come from a variety of cultural backgrounds. Dr. Jerry Taylor came last fall to challenge students to consider the culture of whiteness at ACU (UGEC criteria 2). In terms of assignments, I have slightly revised the journaling assignment so that students specifically engage practices that challenge their cultural biases, and to reflect on those experiences (UGEC criteria 3, 5).

I wish to expand the reach of Civil Discourse to a broader student audience for two reasons. First, more students will benefit from learning this essential skill for engagement in an increasingly polarized (and polarizing) society. Second, the classroom experience will be enriched through maximizing the demographic, disciplinary, and ideological diversity of the class.

The course is currently offered in the Fall semesters.

Course Name & Number	Civil Discourse – COMM 310
University Requirement menu	Cultural Awareness
General Education Competency	#3 – Intercultural knowledge, integrative thinking, and collaborative problem-solving skills - achieved and demonstrated in a variety of collaborative contexts (classroom, community-based, international, and online) that prepare students both for citizenship and for work;
Assessment Method	The Final Project
Acceptable Goal	70% of the students will receive an A or B on the final project.
Ideal Goal	85% of the students will received an A or B on the final project.
Results for this year	N/A

Civil Discourse

COMM 310.01—(3 hours)
Department of Communication & Sociology
College of Arts and Sciences
Abilene Christian University
MWF, 9-9:50; Sherrod Building, Room 217

Jonathan W. Camp, DMin, PhD, Associate Dean, College of Arts and Sciences. Associate Professor of Communication

Office: Sherrod Building (SHB) 127, 325-674-2209

E-mail: Jonathan.Camp@acu.edu

Cell: 325-232-5861

Office Hours: Mondays, 10-11, 2-5; Thursdays, 8:30-11:30. Other times by appointment.

ACU MISSION STATEMENT: To educate students for Christian leadership and service throughout the world.

COLLEGE OF ARTS AND SCIENCES MISSION: To engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

DEPARTMENT OF COMMUNICATION & SOCIOLOGY MISSION: To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.

COURSE DESCRIPTION AND PURPOSE: This class will focus on the need for civil conversations about difficult topics, the inner dispositions necessary for meaningful engagement, and the practical skills that make productive dialogue possible.

Student Learning Outcomes:

The successful student will be able to engage peacefully and productively in public and private conversations over difficult topics. Specifically, the student will be able to:

1. Identify virtues displayed in local instances of civil discourse.
2. Identify cognitive errors and their associated communication practices that hinder civil discourse.
3. Identify cultural bias and develop strategies to overcome the effect of cultural bias on the Christian practice of hospitality.
4. Improve media literacy by recognizing fallacies in popular media.
5. Produce a strategy for improve civil discourse in a specific student community on campus

COURSE MATERIALS:

- Brown, Brené (2017). *Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone*, Random House
- Jacobs, Alan (2017). *How to Think: A Survival Guide for a World at Odds*. Currency.
- Electronic course readings as uploaded into Canvas

ASSIGNMENTS AND GRADING

Assignment	Description	Points	Aligns with SLO #
Class Participation	Students will be expected to engage in a class discussion face-to-face and online (in Canvas).	100	1, 2, 3, 4, 5
Summit Activity	Students will attend Summit lectures during class time, and present a 1 page summary and reflection on how the presentation creates (or fails to create) a civil discourse.	50	1
Virtue and Christian Practices journaling	Students will keep a week-long journal in which they reflect on a cultural bias that they have inherited, and how they are working to develop a virtue and practice to overcome that cultural bias.	100	1, 3
Reading quizzes	Fifteen 5-10 question quiz will be administered on select readings, each worth 10 points.	150	2, 3, 4
Exams	Three exams will be given in this course. The first two exams will each be worth 100 points. The final exam will be worth 200 points and will be cumulative.	400	1, 2, 3, 4, 5
Final Project	The semester will culminate in a final project in which students create a demonstration of mastery over SLO #5. This project will unfold throughout the month of September, and will be due at the end of the course.	200	5
		Total: 1000	

COURSE POLICIES AND PROCEDURES**ATTENDANCE POLICY**

This course is designed to facilitate your communication knowledge and skills through reading, writing, lectures, discussions, activities, and speeches. As a highly interactive, participatory class, daily attendance is critical to success. Non-participation or disruption is grounds for dismissal.

If you are absent (excused or unexcused) for ***more than 20% of class meetings*** during the semester, you should withdraw from the course. If you are still enrolled in the course at the end of the semester, you will be assigned an “F” regardless of your performance in the course. This policy will be enforced if you have the following number of absences or more: MWF = 9, TR = 7, Summer Courses = 5, Accelerated MWF = 4, Accelerated TR = 3. Three tardies = 1 absence.

Respect for the thoughts, ideas, and work of your peers is essential in a Civil Discourse course. Expressing your ideas in front of a group can be stressful, and it’s our goal to create the most collaborative and supportive classroom environment possible so that each student feels comfortable speaking in both discussions and formal presentations. To that end, we take your engagement in our work together seriously. You will be counted absent if you are more than 10 minutes late to class, leave class early, or if you are not engaged in the course during class time. This includes but is not limited to disruptive behaviors like using electronic devices during class when they are not part of an activity or assignment or doing homework for other courses.

CELL PHONES AND OTHER ELECTRONIC DEVICES

I do not allow the use of electronic devices in class unless I have specifically requested that the student use them for an activity. Exceptions to this policy will be made for students requesting an accommodation and have the necessary approvals from the Alpha Scholars Office.

EXCUSED ABSENCE POLICY

Excused absences must be documented and are defined as (1) Official university-approved absences (documentation given to your instructor one week before your absence), (2) documented illness, or (3) death in the family.

To excuse an absence because of illness, you must have a note from a doctor that includes the date/time of your visit. The date/time must be before the class you missed. Additionally, the doctor must indicate in the note that she/he recommends you do not attend class on the day you missed. The doctor’s note need not indicate what your medical condition is.

You will have one week upon returning to class to complete assignments missed during an excused absence. If you do not make up assignments within one week, you will earn a zero.

ACADEMIC INTEGRITY

A zero-tolerance policy is in force regarding academic dishonesty. Please see the **academic integrity policy** in Canvas for details.

LATE WORK POLICY

Late work will receive an automatic 50% reduction. After one week, late work will not be accepted. Make-up quizzes will not be given for unexcused absences.

ACU ADA STATEMENT

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order

to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars Program office directly at 325-674-2667.

Fall 2019 COURSE SCHEDULE (Subject to change at professor's reasonable discretion)

Date	Topic	Required Reading and Assignments
WEEK 1 – Introductions to each other and the course		
08/26/19	Introductions	
08/28/19	The need for civility	Submit ideas for class (Canvas)
08/30/19	Trigger warnings. Defining productive constructive conversations.	Read “The Coddling of the American Mind” (Canvas)
WEEK 2 – Cultivating the virtues for civil discourse		
09/2/19	Intellectual humility and the Kenosis of Christ. Cultural bias	Read: “Radical Humility in Everyday Politics” (Canvas)
09/4/19	The Ignatian Presupposition	Selected reading (Canvas)
09/6/19	Intellectual Tenacity and Courage	Selected reading (Canvas)
WEEK 3 – Connecting to Christian Practices, Part I		
09/9/19	Cultural bias and Hospitality	Selected reading (Canvas)
09/11/19	Testimony	Selected reading (Canvas)
09/13/19	Open Topic Discussion	
WEEK 4 – Summit		
09/16/19	Class to Summit	
09/18/19	Introducing <i>How to Think</i>	Read H2T. Introduction & ch 1
09/20/19	Open Topic Discussion	Virtue Journal #1 due
WEEK 5 -- Engaging <i>How to Think</i>		
09/23/19	Introduction and ch. 1	
09/25/19	Attractions	Read H2T ch 2
09/27/19	Repulsions	Read H2T ch 3 Summit Assignment due
WEEK 6 – Engaging <i>How to Think</i>		
9/30/19	The Money of Fools	Read H2T ch 4
10/2/19	The Age of Lumping	Read H2T ch. 5
10/4/19	Open and Shut	Read H2T ch 6
WEEK 7 – Engaging <i>How to Think</i> and Exam		
10/7/19	Wrapping up <i>How to Think</i>	Read H2T ch 7 – conclusion
10/9/19	Exam 1 review	Aristotle, excerpts (Canvas)
10/11/19	Exam 1	
WEEK 8 – Historical Foundations for Civil Discourse		
10/14/19	Civil Discourse in Aristotle	Aristotle, excerpts (Canvas)
10/16/19	Tocqueville on Civil Society	Tocqueville, excerpts (Canvas)
10/18/19	Open Topic Discussion	

WEEK 9 – Civil Discourse and Media Literacy		
10/21/19	What is media literacy	Selected readings (Canvas)
10/23/19	Keeping it civil on social media	Selected reading (Canvas)
10/25/19	No Class, Fall Break	
WEEK 10 – Connecting to Christian Practices, Part II		
10/28/19	Discernment	Selected readings (Canvas)
10/30/19	Forgiveness and Healing	Selected readings (Canvas)
11/1/19	TBA	Selected reading (Canvas)
WEEK 11 – Braving the Wilderness		
11/4/19	Truth and Reconciliation	Selected reading (Canvas) Christian Practices journal due
11/6/19	Open Topic Discussion and exam review	
11/8/19	EXAM 2	
WEEK 12 – Braving the Wilderness		
11/11/19	Introducing BTW	Christian Practices journal due Read BTW chs 1-2
11/13/19	High Lonesome	Read BTW ch. 3
11/15/19	People are hard to hate close up.	Read BTW ch. 4
WEEK 13 – Braving the Wilderness		
11/18/19	Speak Truth	Read BTW ch. 5
11/20/19	Hold hands with strangers	Read BTW ch. 6
11/22/19	Strong back, soft front, wild heart	Read BTW ch. 7
WEEK 14 – Braving the Wilderness		
11/25/19	Open Topic Discussion	
11/27/19	No class. Thanksgiving Break	
11/29/19		
WEEK 15 – Class Presentations and Final Exam Review		
12/2/19	Presentations	Final Project Due
12/4/19	Presentations	
12/6/19	Final Class. Exam Review	
WEEK 16 – The Final Exam		
12/12/19	Final Exam 2 pm – 3:45 pm	