

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number COMM 322 or Degree Plan(s) _____

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

Our department is requesting to add COMM 322 to the arts and humanities menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	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	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

A = Approve I = Information Item R = Respond in Writing

	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ 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.

² Courses that satisfy ACU's University Requirements 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.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9-15-2022 _____ <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>

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

Abilene 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>

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	COMM 322 - Argumentation and Debate
Terms offered:	Spring
Catalog description:	A study of argument and refutation as applied to the debate situation. Emphasis is upon research, analysis, writing of argumentative briefs, and actual debating.
Course prerequisites:	COMM 211 or permission of instructor
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

This course examines argumentation, beginning with the public forum in ancient Greece and continuing to the present day. Students understand the human condition through learning about the use of argumentation in politics, legal systems, and social systems with an emphasis on real world issues. Students are encouraged to interrogate their own worldviews on current event topics as well as philosophical or theoretical ideals, while learning to engage the opinions and beliefs of others. This is accomplished through both viewing and participating in public collegiate debate.

With the successful completion of this course, students will have a working knowledge of the theories behind argumentation and the ability to examine issues critically from a multidimensional perspective. Specifically, students will be able to do the following:

- Identify controversial claims, and
- Analyze issues to be resolved using ancient and current rhetorical theories, including investigating appropriate evidentiary materials, formulating relevant arguments, supported by evidence, briefing arguments, presenting a case clearly and persuasively, and attacking and defending positions.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

This course requires, in most cases, that students complete COMM 211 prior to enrolling. The justification for this is the degree of research and writing required from successful completion of the course. COMM 211 lays the foundation for students' ability to outline, organize presentations, and conduct research. Having these skills allows students to move more quickly into the new acquisition of knowledge and higher level learning that will come in COMM 322, without having to learn the fundamentals of research and presentation writing.

The ability to form cogent arguments is relevant to all occupations and professions.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one's internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

The very basis of public discourse and debate is to listen to, understand, and critically evaluate rhetorical or persuasive claims. This course teaches rhetorical theories and logical fallacies while giving students opportunities to create and critically evaluate rhetorical arguments in a real world setting both in and outside of the classroom. Students demonstrate the ability to create and critically evaluate rhetorical claims in both the campaign advertisement paper and debates.

Describe how the course meets the C2 outcome (100 words or less).

The best public debate and discourse uses quantitative data and published writings to support rhetorical claims. The students are taught to use the Toulmin method of analysis to both create and test arguments. Specifically, students learn to research claims and support those claims with evidence as they draw and assess conclusions. This is applied to the microdebates, IPDA debates, and the campaign advertisement paper.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

The ways in which COMM 322 meets the outcomes for B1 and B3 are explained below. However, assessment will focus on B1 through the use of the affirmative speech assignment.

For B1, the students are asked to research multiple topics that are unfamiliar to them, ranging from international issues to local phenomena. They explore the history of issues in international politics and social systems and embrace this knowledge to make arguments for their position. This research allows for more competent discourse and gives students more awareness of their own views and prejudices (B3). Over the course, student views are challenged and their worldviews are broadened due to the exposure to the research and the views of their classmates that are shared during the discussion and debates.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	Campaign Advertisement Paper
Outcome C2	Campaign Advertisement Paper
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B1 - Affirmative Speech

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

Course Syllabus

Coms 322 : Discussion, Dissent, and Debate

Department of Communication and Sociology

College of Arts and Sciences

Abilene Christian University

Sheila Ritchie, M.A.

Office: Sherrod 218

Office Phone: 325-674-2387

Email: sheila.ritchie@acu.edu . I attempt to answer all emails within 24 hours. ***Please keep in mind I take time for rest, worship and family time on weekends and holidays, so I may not be able to answer questions within the 24-hour time limits during those times. Also remember that on weekends when I am traveling with the Debate Team, there could be a significant delay in how quickly I can respond.***

Office Hours: Sherrod 218

Mon - 1:00-4:00 pm; Tues 3:00 - 5:00 pm; Wed 1:00 - 3:00 pm

Available at other times by appointment.

Course Materials:

Richey, P., & Brooks, K. (Eds). (2020). *IPDA Textbook* (2nd ed). Kendall Hunt. ISBN: 978-1-7924-0896-0

Supplemental Readings as assigned.

To avoid having two book purchases, multiple readings that will be uploaded to Canvas. Students are responsible for these readings as they would be a text.

ACU Mission Statement

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Communication Department Mission Statement

To educate students for Christian service and leadership through the world by developing communication skills through analyzing, managing, changing, and advocating for ideas, people, organizations, and culture.

Course Description

This course is designed to enable students to become more effective producers and more critical consumers of argumentation. The skills gained in this course can be applied to virtually any method of decision-making or problem-solving in which people weigh two sides of an issue, from complex tasks in the practice of law or in the marketplace to simpler tasks such as reading a newspaper or watching television. Most importantly, this course will explore the questions of how the skills of argumentation and debate may be applied to our spiritual lives. How do we ask important controversial questions in a way that supports our point of view but also demonstrates our respect for other individuals as children of God? How do we persuade people without becoming obnoxious, thus destroying our influence as lights in a world of darkness? How do we as Christians use these skills of argumentation to “Change the World?” In essence, this course will seek to examine ways in which we may argue the truth as followers of Christ.

Course Objectives

The purpose of this course is:

- To provide students with a working knowledge of the theories behind argumentation and the ability to examine issues critically from a multidimensional perspective.
- To provide practical skills including:
 - Identifying controversial claims
 - Analyzing issues to be resolved
 - Investigating appropriate evidentiary materials
 - Formulating relevant arguments, supported by evidence
 - Briefing arguments, presenting a case clearly and persuasively, and attacking and defending positions.

Academic Accommodation Policy

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

Anti-Harassment Policy

ACU strives to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

The [Anti-Harassment Policy \(Links to an external site.\)](#) outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. If you experience harassment in any of these forms, we encourage you to [report it \(Links to an external site.\)](#) so that we can help maintain a work and academic environment free of unlawful harassment.

Electronic Devices

All communication that occurs inside the classroom should contribute to a good learning environment for you and your classmates. If you are using a portable electronic device (e.g. phone, laptop, iPhone, etc), I will assume it is for class purposes. If it is not being used for class purposes there is a good chance I will ask you to leave class. Reading or sending text messages or engaging in other types of wireless chatting, surfing, or gaming or other kinds of wireless communication are distracting to you, your classmates, and your professor.

Course Calendar

We will abide by the Course Calendar dates as listed in the MODULES portion of the Canvas Course. ***Note, additional graded, impromptu, in-class assignments may be included that ARE NOT LISTED IN THE CANVAS CALENDAR.***

Communication

All written course documentation (e.g., syllabus, assignments, etc.) will be available on Canvas. Additionally, your grades will be available to you under the “Grades” button, and you should monitor your grades throughout the semester. I will notify students of any changes to the syllabus or the course calendar through e-mail. I will also post all changes to this course's Canvas website.

Mask Policy - this will be strictly enforced.

We will follow the university guidelines for masking. This could change throughout the semester based on changes in school policy. Be prepared to follow university guidelines carefully if changes occur.

Attendance and Engagement

The best advice I can give you is don't be absent unless you absolutely must. Due to the fact that we have activities, daily work, debates, and group work, absenteeism will

end up naturally affecting your grade. Plus, there is a participation and engagement portion of the grade for the course (10%).

Class participation/engagement (part of your grade for the class) is comprised of two components: attendance and discussion. In order to receive the highest grade possible in this section, have no absences, be on time, participate in discussions/activities, and stay off your social media.

This is a Tuesday/Thursday course. If you miss more than 6 times (excused or unexcused) you will be at risk of being dropped. Due to COVID, this policy is not absolute, but the only exceptions will be excused absences due to illness or school-sponsored events.

Late Work: *Late work will be penalized.* If an assignment is turned in after the due date, it will receive a 10% deduction for each day (not class day) it is late. The only time late work will not be penalized is if a student has a documented absence (see attendance policy). If an assignment is more than 10 days late, you will receive no credit for the assignment. At the end of the semester, any late work must be submitted by 11:59 pm on Dead Day to receive any credit whether the 10 days have elapsed or not. *Due to the nature of exams, students will not be allowed to make up exams unless the absence is excused.*

Make-up Work: If your absence has been excused (see attendance policy), you may turn in the assignment up to one week from the day you return to class. If the work is turned in past the seven-day grace period, it will receive a deduction based on the late work policy above.

Assignments. Expect to spend a few **hours** outside of class reading and/or studying the material or working on assignments each week. You can expect daily assignments. Plan to spend a good amount of time preparing for you in-class debates. These will be graded based on research, argument formation, application of theory, and delivery. The debates will be different lengths and topics but all will require a significant amount of outside class preparation.

Assignment Details: All assignments with their details are listed in Canvas.

Grading:

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

- Microdebates -- 10%
- Affirmative Speech -- 5%
- Negative Speech -- 5%
- Tournament Judging/Competing -- 10%
- Campaign Advertisement Paper -- 10%
- IPDA Debates - (two full debates - 10% each) – 20% total
- Feedback and Evaluation - 10%
- Midterm Exam -- 10%
- Final Exam--10%
- Engagement and Attendance --10%
- **Total** 100%

ASSIGNMENTS

- **Microdebates(10%)** For the first 7 weeks of class, the first 20 minutes of the class will be dedicated to these presentations. The students will be given a topic, choose a side to support, and then have 2 minutes of preparation time. The speaking order will be [Affirmative Constructive - 1 minute, Cross-Examination - 1 minute, Negative Constructive - 1 minute, Cross-examination - 1 minute, Affirmative Rebuttal - 1 minute, Negative Rebuttal - 1 minute]. Each student must participate in six microdebates during the semester to receive full credit. Only 20 minutes will be dedicated to this each day, so students will be allowed to speak on a first-come-first-serve basis. Further instructions will be given before the Microdebates begin.
- **Affirmative Speech (5%)** You will choose a controversial issue on which to write an Affirmative speech. You will write the proposition and then build a speech that supports (affirms) your proposition. Your proposition will need to be approved by the professor and a topic can only be chosen by one student. You will present a 5-minute speech, requiring practice and good management of content and time. More details will be given in class and in the assignment notes in the module.
- **Negative Speech (5%)** You will choose one of your classmate's Affirmative speeches from the previous assignment and write a negative speech to negate their proposition. You will build your speech with evidence and support in a 5-minute speech. Your Negative speech topic will need to be approved by the professor and a topic can only be chosen by one student. Your speech will be addressing a previous speech, so careful note-taking in class will be required to adequately address the issues. More details will be given in class and in the assignment notes in the module.
- **Tournament Judging/Competing (10%):** Each semester, ACU hosts a variety of debate events, both collegiate and high school. Students will be required to judge or compete in at least one tournament. When judging, they will be required to judge

five rounds. When competing, they will be required to compete in all prelim rounds of the tournament, usually six rounds.

- **Campaign Advertisement Analysis (10%)** 750-1000 word paper analyzing the argument in a campaign advertisement for a political campaign. This can be on the local, state, or national level. A rubric and further instructions will be given before the assignment.
- **Midterm Exam (10%):** This exam will cover the majority of the chapters we cover in the first half of the course. This will require Lockdown Browser so make sure you have the technology to support it.
- **IPDA Debates (two at the end of the semester/10% each):** Sides for each debate will be chosen by drawing in class. You and your opponent will advocate for or against the resolution (claim). The procedure for this assignment will be discussed in greater detail in class. Cases and outlines must be emailed to the instructor before the debate. A rubric and further instructions will be given before the assignment.
- **Feedback and Evaluation (10% for full credit):** During the Full Debates in Class you will be to take part each day by judging each match and evaluating both the winner and the good and bad things that each speaker did in the round. This will allow you to analyze things they did well and things they can improve upon. It will also give you a unique perspective for improving your own argumentation skills. To get full credit for this, you must submit a ballot for every round that you do not debate in.
- **Final (10%):** This will be a comprehensive final that will cover material from the chapters, midterm, discussions, and readings. A review will be given before the final exam.
- **Engagement and Attendance (10%) Based on participation in discussion, activities, and attendance/promptness.**

A Note on Formatting: All written work must be typed in 12 point Times New Roman font, double-spaced, 1-inch margins, with a clear heading up at the top. Your name must be included. All written work (with the exception of quizzes and engagement points) is submitted through Canvas and is due by class time on the assigned due date. Assignments submitted electronically must be in Microsoft Word (.doc) format and named with your last name and the assignment (ie. "Mack - Rhetorical Analysis 1.doc"). All written work must use **APA format and citations**.

Academic Integrity. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained

from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: [\(Links to an external site.\)ACU Policy. \(Links to an external site.\)](#)

Exam Protocol. Lockdown browser will be used for exams. Make sure you have a device that can accommodate that requirement. When an exam begins, you may not leave the room. If you leave the room, you are finished with the exam. Cell phones are to be off during exams.

Appeal Process. If a student wishes to appeal a grade on a paper, debate assignment, or exam, the following process must be followed:

- Wait 24 hours before submitting a written appeal.
- In the written appeal, identify the problem with the grading, what one believes to be the correct answer, and reasoning on why the grade should be changed.
- Appeals must be submitted via email.

The instructor reserves the right to change syllabus policies if needed.