

Abilene Christian University

Application for a New Course v9

Course ID <i>Subject and Number</i>	ENGL 473
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Laura Carroll
2	Course Teacher	Laura Carroll or other rhetoric faculty
3	Course Title	Rhetoric and Belief
4	Course Abbreviation (if title is over 30 characters)	
5	College	CAS
6	Department	Language and Literature
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	0
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours - Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours - Other (specify)	0
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course focuses on the intersections of rhetoric and belief. Students examine traditional religious discourse and consider the rhetorical nature of that discourse, as well as examine

		ways that belief -- not just faith in a transcendent being -- permeates much (if not all) rhetorical discourse.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Sophomore Literature
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	Spring
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Even Years
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 16
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	In a distribution of "And Belief" Courses
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes -- ENGL 440, Spring 2008 20 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this	It fits into an existing menu with Film and Belief
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	course affects degree requirements.	and Literature and Belief
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The English major currently requires all majors to take 3 hours of a class connecting areas of our field and belief. The current courses, Film and Belief and Literature and Belief, are excellent models, but do not cover the rhetoric portion of our discipline.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Upper-level English majors
2	State the overarching course goal(s) in performance terms.	Focuses on the intersections of rhetoric and belief. Students will be able to <i>recognize and analyze</i> traditional religious discourse (prayer, sermon, exhortation, prophesy, etc.) and <i>argue for the rhetorical nature of that discourse</i> . Additionally, the students <i>comprehend</i> that belief—not just faith in a transcendent being—permeates much (if not all) rhetorical discourse. Students will <i>analyze</i> rhetorical sites of faith such as civic/political discourse and the nature of civil religion, academic discourse and humanistic faiths, and popular culture and materialism.

2. Competencies and Measurements

	Competency	Measurement
1	Identify and examine intersections between rhetoric and faith in contemporary culture.	Weekly 1-2 page papers Grades on written papers and presentations will be assigned according to the following general criteria: • <i>Professional quality</i>: Concise yet comprehensive, tightly reasoned in argument, well organized, easily understood, virtually error free, and crisp in eye-appeal. Fulfills the assignment guidelines with authoritative, current information and insightful analysis. • <i>Good quality</i>: Manages to communicate the message without

		gross errors and does not offend the eye. The argument is generally logical and is supported with solid information. • <i>Mediocre quality</i> : Errors distract or interfere with the argument or presentation. Little is done to make the document attractive. The coverage is spotty with few or less than solid sources. • <i>Unacceptable quality</i> : Watered-down topic coverage, disorganization, and/or presentation errors characterize this project. Significant holes exist in the assignment guidelines. • <i>Failing quality</i> : Doesn't communicate, undeveloped, many grammar errors, fails to use standard English, offends reader, unharmonious. Didn't do the assignment according to the guidelines
2	Argue for the need to understand the discipline of rhetoric as a supplement to the development and/or existence of faith.	Write a Three-Four page paper answering the question "Why is the study of rhetoric important to belief?"
3	Assess a faith-oriented text from a rhetorical framework.	Write a major rhetorical analysis.
4	Systematize rhetorical theory about belief and assess a brief faith-based text.	Final Exam Essay
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Camp, Lee C. Mere Discipleship: Radical Discipleship in a Rebellious World. 2nd ed. Grand Rapids, MI: Brazos P, 2008.

Crowley, Sharon. Toward a Civil Discourse: Rhetoric and Fundamentalism. Pittsburg: U of Pittsburg P, 2006.

Jost, Walter, and Wendy Olmstead. Rhetorical Invention and Religious Inquiry: New Perspectives. New Haven: Yale UP, 2000.

Mountford, Roxanne. The Gendered Pulpit: Preaching in American Protestant Spaces. Carbondale: Southern Illinois UP, 2003

Nafisi, Azar. Reading Lolita in Tehran. New York: Random House, 2003.

Vowell, Sarah. The Partly Cloudy Patriot. New York: Simon and Schuster, 2002.

Wolf, Christa. Cassandra: A Novel and Four Essays. Trans. Jan Van Heurk. New York: Farrar, 1984

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 30, 2014
TO: Dr. Laura Carroll
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ENGL ~~44X~~ – Rhetoric and Belief
473

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Carisse Berryhill (carisse.berryhill@acu.edu), Librarian Liaison to the Department of Languages and Literature, if you will require additional library resources in the future for the course. Thank you for letting us review the course application.



November 25, 2013

Dr. Laura Carroll
Chambers 316
Abilene Christian University
Tel: (325)674 2264
Email: laura.carroll@acu.edu

Re: Review of ENGL4XX: Rhetoric and Belief

Dear Dr. Carroll,

Thank you for the submission of the application for the new course ENGL4XX: Rhetoric and Belief. We reviewed the syllabus based on the ACU Syllabus Guidelines. Thank you very much for incorporating the changes that we suggested. Your syllabus now meets the requirements described in the guidelines.

If there are any other aspects of the application or course development you would like to discuss further, please let me know as well. I will be happy to discuss with you. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

Director, Instructional Design,
Adams Center

ENGL 473: Rhetoric and Belief

Dr. Laura Carroll
Chambers 316
Phone: 674-2264
Fax 325/674-2408

CH 120 MWF 9:00-9:50
Office Hours: MWF 8-10; TR 3-4
and by appt.
laura.carroll@acu.edu

Texts

Camp, Lee C. Mere Discipleship: Radical Discipleship in a Rebellious World. 2nd ed. Grand Rapids, MI: Brazos P, 2008.

Crowley, Sharon. Toward a Civil Discourse: Rhetoric and Fundamentalism. Pittsburg: U of Pittsburg P, 2006.

Jost, Walter, and Wendy Olmstead. Rhetorical Invention and Religious Inquiry: New Perspectives. New Haven: Yale UP, 2000.

Mountford, Roxanne. The Gendered Pulpit: Preaching in American Protestant Spaces. Carbondale: Southern Illinois UP, 2003

Nafisi, Azar. Reading Lolita in Tehran. New York: Random House, 2003. New York: Simon and Schuster, 2002.

Vowell, Sarah. The Partly Cloudy Patriot

Wolf, Christa. Cassandra: A Novel and Four Essays. Trans. Jan Van Heurk. New York: Farrar, 1984.

Course Description, Goal, and Audience

ENGL 473 is a 3 hour lecture-based class, *described in the catalogue* as “focus[ing] on the intersections of rhetoric and belief. Students examine traditional religious discourse and consider the rhetorical nature of that discourse, as well as examine ways that belief -- not just faith in a transcendent being -- permeates much (if not all) rhetorical discourse.”

The *course goal* is to equip you with an understanding of the rhetorical nature of traditional religious texts as well as to prepare you to articulate intersections between rhetoric and discursive and non-discursive faith-oriented texts. A *brief course topics outline follows*: during the first section of the course, you will be introduced to the rhetorical nature of traditional religious texts. During the remainder of the course, you will explore the intersections between rhetorical principles and non-traditional faith-oriented texts, such as civic/political discourse and the nature of civil religion, academic discourse and humanistic faiths, and popular culture and materialism.

I will use a variety of *teaching methods* to facilitate your achieving the objectives stated below, including active learning activities, mini-lectures, frequent feedback from your peers and from me, analysis of sample writing, analysis of my writing, individual conferences, email, and use of Blackboard resources.

Course Objectives and Outcomes Evaluation

Several premises guide me in choosing what I think this course should enable you to do. I always seek to align my personal premises with the *mission statements of the University* (“to educate students for Christian service and leadership throughout the world”), *the College of Arts and Sciences* (“to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education”), and *the English department* (“to prepare majors for such careers as law, professional writing”).

My faith statement

Sovereign God calls us to be a community of learners—humbled, renewed, and unified before Him, As we are being transformed, we reflect His light, shaping all inquiry into a pursuit of God and His Truth. Let us [as faculty] encourage one another in this journey.

In this course, you should expect to meet the competencies listed below:

	Competency	Measurement
1	Identify and examine intersections between rhetoric and faith in contemporary culture.	Weekly 1-2 page papers
2	Argue for the need to understand the discipline of rhetoric as a supplement the development and/or existence of faith.	Write a Three-Four page paper answering the question "Why is the study of rhetoric important to belief?"
3	Assess a faith-oriented text from a rhetorical framework.	Write a major rhetorical analysis.
4	Systematize rhetorical theory about belief and assess a brief faith-based text.	Final Exam Essay

Course Expectations

1. **Attendance is required.** I realize, thought, that whether in school or on the job, you may have a situation arise that necessitates your absence. Just as you would exercise your professionalism on the job about whether or not to miss work, I expect you to exercise professionalism when determining whether or not to miss class because your roommate is ill or because you have a pending extra-curricular activity. Do note that the department policy states that after 6 absences in a Tuesday/Thursday class (9 in a MWF class), a student will be dropped from the class.

2. All **work is due** by 5:00pm on the designated day, unless you have made prior arrangements with me. It may be submitted electronically or as a hard copy. **Late work** submitted without permission will not be accepted and will receive an "F."

3. All work should be original, grammatically correct, and **formatted** according to the discipline's standards. As English majors who may write in other disciplines, you may use either MLA or APA standards, but I expect you to be consistent in your use.

4. **Readings should be completed.** Even when you feel insecure with your grasp of material, insights are often gained by completing the entire selection.

5. **Each assignment will be preceded by a handout explaining parameters** and grading criteria specific to the assignment. The grade scale is as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

Grading Scale with Measurement Standard Explanation

- *A - Professional quality:* The project is concise yet comprehensive, tightly reasoned in argument, well organized, easily understood, and virtually error free. The student demonstrates excellent knowledge of the topic. It fulfills the assignment guidelines with authoritative, current information and insightful analysis.
- *B - Good quality:* The student manages to communicate knowledge of the topic without gross errors. The argument is generally logical and is supported with solid information.
- *C - Mediocre quality:* Errors in information and incomplete knowledge of the topic distract or interfere with the argument or presentation. The coverage is spotty with few or less than solid sources. The argument contains invalid components.
- *D - Unacceptable quality:* The topic coverage is watered-down and disorganized, with major errors in the project. Significant holes exist in the argument.
- *F - Failing quality:* The student does not communicate understanding of the topic. It is undeveloped with many grammar errors and is unharmonious. The student did not do the assignment according to the guidelines.

Violations of academic integrity

Plagiarism and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research.

Should you be academically dishonest, you will receive a zero (0) on the assignment. Additionally, I will require you to revise the assignment in order to pass the course. In blatant circumstances (you submit someone else's entire work as your own, for example), you may receive an F in the course, and the department chair will be notified.

The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Special Needs Policy:

ACU and the Department of English comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the ADA and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at 674-2667.

Matters of Conscience

No student will be required to read material that he or she deems spiritually harmful or ethically compromising. If you have such a problem with one of the assigned works, consult me outside of class. I will honor your request and assign an alternate reading. The substitution will be treated confidentially.

Course Assignments		
Assignment	Due Date	Weight
Weekly papers (10)	Weekly, beginning 1/22	25%
In-class group presentations and discussion		05%
Faith and rhetoric paper	2/21	15%
Major analysis	5/1	45%
Final Examination	5/4	10%

Rhetoric, Belief and Traditional Religious Discourse

1/15 Introduction – What’s rhetoric have to do with belief?	1/17 “On Christian Doctrine, IV”
1/22 <i>Rhetorical Invention</i> 1-130	1/24 Traditional Religious Discourse
1/29 <i>Rhetorical Invention</i> 130-218	1/31 Traditional Religious Discourse
2/5 <i>Rhetorical Invention</i> 219-300	2/7 “Babette’s Feast” (11:40)
2/12 <i>Rhetorical Invention</i> 301-416	2/14 Creation Museum
2/19 <i>The Gendered Pulpit</i>	2/21 Christian Feminist Rhetoric

Rhetoric, Belief and Civic/Political Discourse

2/26 <i>Toward a Civil Discourse</i>	2/28 Intersections of Political and Religious Discourse
3/4 <i>Partly Cloudy Patriot</i>	3/6 Intersections of Political and Religious Discourse
3/11 <i>Cassandra</i>	3/13 Intersections of Political and Religious Discourse
3/18 Spring Break	3/20 Spring Break
3/25 <i>Mere Discipleship</i>	3/27 Intersections of Political and Religious Discourse

Rhetoric, Belief and (Popular) Culture

4/1 "Ushpizin" (11:45)	4/3 (Anti-) Religious Rhetoric in Pop Culture
4/8 Contemporary Islamic Culture	4/10 (Anti-) Religious Rhetoric in Pop Culture
4/15 <i>Reading Lolita in Tehran</i>	4/17 (Anti-) Religious Rhetoric in Pop Culture
4/22 "South Park" and Scientology	4/24 (Anti-) Religious Rhetoric in Pop Culture
4/29 God vs. Science and Everything Else	5/1 (Anti-) Religious Rhetoric in Pop Culture
5/4 Final Exam	

V. Preliminary Approvals

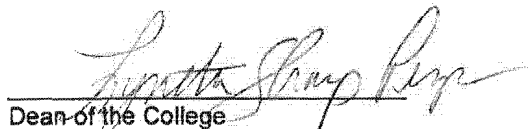
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair

1/22/14
Date



Dean of the College

2-3-14
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: ENGL 473

Course Title: Rhetoric and Belief

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐

Signature
College Dean or Director

2-3-14
Date

Approved ☐ Denied ☐

College Dean or Director

Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐

Dean of Graduate School

Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐

Associate Provost

Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐

Provost or designee

Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐

Chair, University Budget Committee

Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐

Provost

Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐

President

Date

Attach notes, comments, or conditions from appropriate councils: