

Approval Chart for Curriculum Changes

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

Course Number COMM 310 or Degree Plan(s) B.A. & B.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 both B.A. and B.S. degrees. This course fills a gap in our current degree plans. COMM 310 (Civil Discourse) teaches students how to communicate civilly with members of diverse communities, supporting one of our student learning outcomes and filling an important need in an era of incivility. COMM 310 will be an upper-division selection in the Communication Studies and Advocacy concentrations in both B.A. and B.S. degrees. See attached revised degree plans.

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	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
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	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

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								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
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

Approval Chart for Curriculum Changes

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

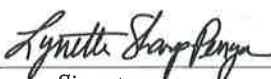
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	3-1-2018 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	3-1-19 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	3/6/19 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.6

Instructions:

Sequence:

- Consult with the Registrar's Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to Instructional Design Director, Berlin Fang
- ~~Adams Center schedules review appointment within ten days of receipt of all items~~
- Meet with Adams Center Instructional Design team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to Teacher Education Council (if applicable)
- Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Syllabus Checklist v10.6

Course ID COMM 310 Developer Jon Camp

NOTE: It is not necessary to submit this checklist with the New Course Application. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course " Course number and title " Credit hours " Semester and year " Meeting time and place " Pre-requisite/co-requisite	Learning Objectives/Competencies " Specific competencies stated in measurable terms " Assignments or instruments that will be used to assess the competencies.
About the Instructor(s) " Name and title or rank " Office location " Phone number(s) " Email address " Office hours / contact expectations Mission Statements " ACU mission statement " College mission statement " Departmental mission statement " Personal mission statement (optional) Unique Christian Perspective " Description of how learning and Christian faith are integrated in the course Course Content " Catalog description " Intended audience " Outline of topics " Format of course/types of activities student should expect in the course Teaching/Learning Methods and Format of Class Sessions " Description of the types of activities students should expect in the course Materials " Required and optional materials, including textbooks, etc.	Assessment/Grading Criteria " Complete and accurate details of factors and elements that will comprise the final grade. " Weight or point value of all graded elements " Grading scale with expectations for letter grades " Extra credit opportunities (optional) University Policies " Special needs policy - ADA " Academic integrity policy (recommended) " Title IX policy (recommended) Course Policies " Expectations and consequences regarding: - o Attendance and Tardiness - o Participation - o Course specific academic integrity policy (optional) Course Calendar (Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.) " Exam dates " Assignments " Due dates and other deadlines - o Late assignment/exam policy " Schedule of readings and topics " Statement to reserve right to modify the calendar as necessary

Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. . . .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Schedule Type definitions

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops,
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	COMM 310
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jon Camp
2	Course Teacher	Jon Camp
3	Course Title	Beyond Tolerance: Cultivating a Civil Discourse
4	Course Abbreviation (if title is over 30 characters)	Civil Discourse
5	College	CAS
6	Department	Communication & Sociology
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	45
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25 Students
17	Catalog Description (50 words or less)	Focuses on the need for civil conversations over difficult topics, the inner dispositions necessary for meaningful engagement, and the practical skills that make productive dialogue possible.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	N/A
21	Does this course have any special student costs?	☒ No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	Yearly in Fall
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	N/A
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	N/A
23	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>	Fall, 2019
24	List course/s that should be deleted, (Also, 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>	N/A

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☐ No ☒ Yes Starting in Fall, 2019, this course will be required in the BA and BS Communication & Advocacy Core.
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☐ No ☒ Yes Explanation: Starting in Fall, 2019, this course will be required in the BA and BS Communication & Advocacy Core.
27	Has this course been offered as a Special Topics course?	☐ No ☒ Yes <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i> COMM 340 was offered in Fall, 2018 with 20 students.
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Starting Fall, 2019, this course will be required in the new degree plans for both BA and BS in the Communication & Advocacy Major
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	Our society suffers from a lack of civil discourse. This course directly addresses this need by providing students with knowledge, inner dispositions, and skills to carry out and lead public and private conversations on difficult topics. This course is critical for the Communication & Advocacy major, as difficult, controversial subjects are often presented.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The intended audience is juniors and senior communication majors and minors. The course is also open to any upper-level student interested in growing in skills to engage in and lead conversations on difficult topics.
2	State the overarching course goal(s) in performance terms.	The successful student will be able to engage peacefully and productively in public and private conversations over difficult topics.

2. Competencies and Measurements

	Competency	Measurement
1	Develop specific virtues required for civil discourse.	Class participation in discussion; Virtue & Christian Practices Journal
2	Identify cognitive errors and their associated communication practices that hinder civil discourse.	Reading quizzes; Exams
3	Connect argumentation with Christian practices of testimony and hospitality.	Virtue & Christian Practices Journal; Exams; Summit Activity
4	Improve media literacy by recognizing fallacies in popular media.	Reading quizzes; Exams
5	Produce a strategy for improve civil discourse in a specific student community on campus	Final Project
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.

Brown, Brene (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 uploaded into Canvas. These will vary according to semester to reflect current events.

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 Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library 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	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.
4	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.
5	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.
6	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.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

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.

Course Number and Name COMM 310: Beyond Tolerance: Cultivating a Civil Discourse.

Primary Department

Lynette Sharp Penya

Department Chair
Dean of the College

9/30/2019

Date _____

Jonathan Camp

09/30/2019

Date _____

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

Department Chair
Dean of the College

Date _____

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

Department Chair
Dean of the College

Date _____

Date

Date _____

VI. Actions *Place all actions on one page.*

Course ID: COMM 310

Course Title: Beyond Tolerance: Cultivating a Civil Discourse

1. College Academic Council: (for all courses)

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

Approved ☒ Denied ☐ Jonathan Camp 2-1-19
College Dean or Director Date

Approved ☒ Denied ☐ [Signature] 2/7/19
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

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

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Beyond Tolerance: Cultivating a Civil Discourse

COMM 310—(3 hours)
Department of Communication & Sociology
College of Arts and Sciences
Abilene Christian University
Fall, 2019
MWF at 9:00. Meeting place TBA

Jonathan W. Camp, DMin, PhD, Associate Dean, CAS, and Associate Professor of Communication

Office: Sherrod Building (SHB) 127, 325-674-2191

E-mail: Jonathan.Camp@acu.edu

Office Hours: M-F 8 – 9 am; M 3 - 5 pm. 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.

INTEGRATION OF FAITH AND LEARNING: Our society is increasingly plagued by a break-down in civil discourse. As Christians, we are told to speak the truth in love. This course challenges students to respect the dignity of every human being, especially in times of heated disagreement.

INTENDED AUDIENCE: Upper-level Communication students, as well as any other upper-level student wishing to grow in their knowledge and practice of civil discourse.

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. Develop specific virtues required for civil discourse.

2. Identify cognitive errors and their associated communication practices that hinder civil discourse.
3. Connect argumentation with Christian practices of testimony and 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	1,5
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	3
Virtue and Christian Practices journaling	Students will identify 1 virtue necessary for civil discourse, and 1 practice of civil discourse, and keep a daily journal for a week on each topic, logging specific moments when the student consciously acted in ways to cultivate the virtue or practice	100	1
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	2, 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. The project will involve the production of a communication strategy to improve the civil discourse of a student group on campus.	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 excepted. 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.

COURSE SCHEDULE (Subject to change at professor's reasonable discretion)—Reflects Fall 2018 offering as a Special topics

Date	Topic	Required Reading and Assignments
WEEK 1 – Introductions to each other and the course		
08/27/18	Introductions	
08/29/18	The need for civility	Submit ideas for class (Canvas)
08/31/18	Trigger warnings. Defining productive constructive conversations.	Read “The Coddling of the American Mind” (Canvas)
WEEK 2 – Cultivating the virtues for civil discourse		
09/3/18	Intellectual humility and the Kenosis of Christ	Read: “Radical Humility in Everyday Politics” (Canvas)
09/5/18	The Ignatian Presupposition	Selected reading (Canvas)
09/7/18	Intellectual Tenacity and Courage	Selected reading (Canvas)
WEEK 3 – Connecting to Christian Practices, Part I		
09/10/18	Hospitality	Selected reading (Canvas)
09/12/18	Testimony	Selected reading (Canvas)
09/14/18	Open Topic Discussion	
EXTRA CREDIT OPPORTUNITY. “FOSTERING CIVIL CONVERSATIONS” AT EPISCOPAL CHURCH OF THE HEAVENLY REST. SEP 14-15		
WEEK 4 – Summit		
09/17/18	Class to Summit	Read H2T. Introduction & ch 1
09/19/18	Class to Summit	Read H2T ch. 2
09/21/18	Open Topic Discussion	Virtue Journal #1 due
WEEK 5 -- Engaging <i>How to Think</i>		

09/24/18	Introducing <i>How to Think</i>	Read H2T. Intro and ch 1
09/26/18	Attractions	Read H2T ch 2
09/28/18	Repulsions	Read H2T ch 3
Summit Assignment due		
WEEK 6 – Engaging <i>How to Think</i>		
10/1/18	The Money of Fools	Read H2T ch 4
10/3/18	The Age of Lumping	Read H2T ch. 5
10/5/18	Open and Shut	Read H2T ch 6
WEEK 7 – Engaging <i>How to Think</i> and Exam		
10/8/18	Wrapping up <i>How to Think</i>	Read H2T ch 7 – conclusion
10/10/18	Exam 1 review	Aristotle, excerpts (Canvas)
10/12/18	Exam 1	
WEEK 8 – Historical Foundations for Civil Discourse		
10/15/18	Civil Discourse in Aristotle	Aristotle, excerpts (Canvas)
10/17/18	Tocqueville on Civil Society	Tocqueville, excerpts (Canvas)
10/19/18	No class. Fall Break	
WEEK 9 – Civil Discourse and Media Literacy		
10/22/18	What is media literacy	Selected readings (Canvas)
10/24/18	Keeping it civil on social media	Selected reading (Canvas)
10/26/18	Open Topic Discussion	
WEEK 10 – Connecting to Christian Practices, Part II		
10/29/18	Discernment	Selected readings (Canvas)
10/31/18	Forgiveness and Healing	Selected readings (Canvas)
11/2/18	Truth and Reconciliation	Selected reading (Canvas)
WEEK 11 – Braving the Wilderness		
11/5/18	TBA	Christian Practices journal due
11/7/18	Open Topic Discussion and exam review	
11/9/18	EXAM 2	
WEEK 12 – Braving the Wilderness		
11/12/18	Introducing BTW	Christian Practices journal due Read BTW chs 1-2
11/14/18	High Lonesome	Read BTW ch. 3
11/16/18	People are hard to hate close up.	Read BTW ch. 4
WEEK 13 – Braving the Wilderness		
11/19/18	Speak Truth	Read BTW ch. 5
11/21-25	Thanksgiving Break	
WEEK 14 – Braving the Wilderness		
11/26/18	Hold hands with strangers	Read BTW ch. 6
11/28/18	Strong back, soft front, wild heart	Read BTW ch. 7
11/30/18	Open Topic Discussion	
WEEK 15 – Class Presentations and Final Exam Review		
12/3/18	Presentations	Final Project Due
12/5/18	Presentations	
12/7/18	Final Class. Exam Review	

WEEK 16 – The Final Exam	
12/12/18	Wednesday -- Final Exam at noon.

January 17, 2019

Dr. Jonathan Camp
Sherrod Building 127
Jonathan.camp@acu.edu
325-674-2191

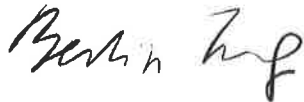
Re: Review of COMM310

Dear Dr. Camp,

Thank you for submitting COMM310: Beyond Tolerance: Cultivating a Civil Discourse. I have reviewed it based on the ACU Syllabus Guidelines. I have found the syllabus to meet all requirements.

Please note that this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by the department chair and members of the council, who may also have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Beth H. Ziegler". The signature is fluid and cursive, with the first name "Beth" and the last name "Ziegler" being the most prominent parts.

Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 30, 2019
TO: Dr. Jonathan Camp
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for COMM 310 – Beyond Tolerance: Cultivating a Civil Discourse

After reviewing the course application and syllabus, the library can support the proposed course. Please let Laura Baker (bakerl@acu.edu), Communication and Sociology Department Liaison, know if additional resources are needed for the course. Thank you for letting us examine the course proposal.