



SACRAMENTO
STATE

Course Change Proposal Form A

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SACRAMENTO STATE
SACRAMENTO, CALIFORNIA

Academic Group (<i>College</i>): Arts & Letters	Academic Organization (<i>Department</i>): Communication Studies	Date: 9-9-00
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Nick Burnett	Submitted by: Maggie Fuchs
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (<i>Extension</i>): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: 2009 Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 2008

This course replaces experimental course Subject Area (<i>prefix</i>) and Catalog Nbr (<i>course number</i>):	
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Change from:

Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>):	Title:	Units:
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Change to:

Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): ComS 298	Title: Colloquium in Communication	Units: 3
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JUSTIFICATION:

Because this course has not been taught since the Fall of 1998, it was deleted. We would like to get it back into our catalog and offer it once a year. Because topics change from year to year, outcomes and assessment cannot be specific.
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NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

A seminar on a communication topic of contemporary concern. Topic may change from semester to semester. May be taken for credit more than once, provided topic is not repeated.	
Note:	
Prerequisite: none Enforced at Registration: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Corequisite: Enforced at Registration: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (<i>e.g., lecture, lab, seminar, discussion</i>): C5	Title for CMS (not more than 30 characters) Colloquium in Communication
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? <u>May be taken for credit more than once, provided topic is not repeated.</u>	
Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/afac/example.htm>

Students will be able to: Explain seminar topic in the context of the Communication field as a whole, describe relevant theories, methods, and common practices relevant to the seminar topic, apply commonly used methodological communication tools used in the analysis of the seminar topic area, and develop original research relevant to the seminar topic.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Each student will produce, at the end of the class, a conference ready manuscript demonstrating mastery of context (literature review), theory and method (justification), and application of course concepts relative to the seminar topic. Other assessment strategies might include: weekly reading journals, development of annotated bibliographies, examinations, and participation in class discussion.

For whom is this course being developed?

Majors in the Dept X Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No X

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair:	9/9/08
College Dean or Associate Dean:	10/15/08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent

I. INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Phone:
- D. Email:
- E. Office hours:

II. COURSE DESCRIPTION:

A. Course Content:

Those with religious convictions often find themselves in a communication Catch-22: They must describe, in words, something they claim is boueynd description, something they say is outside time and space. How does communication face such a challenge? What do the various attempted solutions to this most extreme communication situation reveal to us about the nature of words, the limits of communication, and the possibilities of human government? Is religious speech -- and religion -- even discussable? Oddly, attempts to dismiss religious claims or the possibility of serious religious speech seem frequently to engage in communication strategies and assumption rather similar to what is found in the most fundamentalist religious speech. Why is that? And what problems do we, as communication scholars (supposedly above the fray), face when we attempt to examine *religious* speech?

This course examines the history, development and present state of religious communication in the United States. This is most emphatically not a course about the truth claims of religion, nor about government, nor about church-state politics, though we will necessarily touch on all these complicated issues. Primarily, this course is a course about the way *communication* and religion intersect, and the course concentrates on what that intersection reveals about communication, not religion.

Necessarily limited in its scope, the course will focus *primarily*, though not exclusively, on religious communication in the European traditions.

B. Course Texts:

1. Articles and popular press releases as well as webpages, &c., all posted online
2. Kenneth Burke's *Rhetoric of Religion*
3. Mark Noll & Luke Harlow (eds.): *Religion and American Politics from the Colonial Period to the Present*.

C. Course Objectives: As students in this course, you will be given the opportunity to:

1. Develop a mastery of the vocabulary, resources, theories, and methods of communication research employed to critically discuss the seminar topic, [the intersection of communication and religion].
2. Conduct graduate level research on the seminar topic, [the nature of religious conviction *as a communication event*, rooted in and dependant on the human use of symbols].
3. Describe the unique communication characteristics of this seminar topic. [In this case, Describe how religious communication differs from political, cultural, or interpersonal communication events.]

Other, course-specific objectives:

4. Explain the history and cultural conditions present in the contemporary Church-State debate in America
5. Distinguish and explain how "rhetorical reasoning" differs from scientific, mathematical, and theological reasoning.
8. Define and explain the place of fanaticism in the public square.

III. STUDENT EVALUATION:

A. GRADE DISTRIBUTION:

Assignment	Points	or	%	Your points/%
Response Papers	100		10	_____
Participation	100		10	_____
Final Paper	800		80	_____
				(Bonus Pts?)
TOTAL	1000		100%	_____
Point-grade relationship:				
	880-899 B+		780-799 C+	680-699 D+
940+ A	840-879 B		740-779 C	640-679 D
900-939 A-	800-839 B-		700-739 C-	600-639 D-
				< 600 F

B. COURSE REQUIREMENTS (HOW YOU EARN POINTS):

1. Response Papers (100 pts):

You will be given the opportunity to turn in one response paper each class week through week 12. Occasionally, I will direct you to some specific consideration or question for your response papers. These response papers will be a maximum of 300 words (this is almost exactly one page in Times 12 pt font). This document should be emailed to me as an attachment in either MSWord (with the .doc ending -- NOT .docx) or a PDF (with the .pdf ending). I prefer the MSW document, if possible. Response papers are due on the night of class by 5 p.m.; response papers will *not* be accepted after this time.

The response paper is your interaction -- something like a scholastic journal -- with the texts we are reading. You should raise intelligent questions, associate ideas with previous readings, object to or express surprise at the ideas you encounter, or ruminate upon the relevance of the texts.

- Logistics:
1. Each response paper is worth 25 points.
 2. You must turn in 4 response papers over the course of the semester.
 3. You may turn in a maximum of one response paper per week, no matter what.
 4. All four response papers must be turned in *on or before the 12th week of*

class!

5. ONE of your response papers must be written on a chapter of Noll & Harlow that is *not* assigned as required reading.

6. The other three response papers can be written only on the readings that are *due that same class period*, not earlier readings.

7. *I will never accept a late response paper for any reason.*

Bonus! You may, if you choose, turn in an additional 5th response paper during the first 12 weeks (but a maximum of *one per week*, remember!); the extra response paper is worth a maximum of 20 points and serves simply as extra credit, if you want it.

B. Participation (100 pts):

Every week, *in addition* to any response paper, you will turn in a *typed* page posing one thoughtful question that occurred to you about the assigned reading texts.

Logistics: 1. This question may duplicate a question raised in your response paper, if you have done a response paper for that week. Questions should demonstrate a careful, serious reading of the texts. You should discuss or explain your question, but discussion should be limited to 125 words, max.

2. Unlike the Response Papers, your Participation Papers are turned in *every single week that the class meets*.

3. If you turn in one paper every week the class meets (except one), you will receive between 90 and 100 points (depending on the quality of the questions and your class presence). If you miss two weeks, you will receive a maximum of 85 pts for this assignment. If you miss three weeks, you will receive a maximum of 40 pts. If you miss more than three weeks, you will receive 0 points.

4. You may not email me these papers; you must be present to turn in the paper; to receive credit, you need to remain in class through at least the break.

5. Please be sure your name and the date are displayed prominently on the page. I will use these papers to check roll.

Note, also, that I strongly encourage you to *suggest readings* for the class. You may do this as part of your participation paper, after your "Question of the Week." It would be helpful if your suggested readings were accompanied by a brief written statement (just a sentence or two) as to how you think they fit in with the themes of the class, but you can do this verbally, instead, if you like. Just approach me before class or at the break and chat with me about the reading you'd like to see listed. I'll give you some basic guidelines about these recommendations in class.

C. Final Paper (800 pts):

You will produce a conference ready reasearch paper turned in to me before the end of the semester, allowing reasonable time for me to grade it.

IV. SEMESTER PREVIEW

Your Tentative Calendar:

Wk	Date	Topic	What's Due?
1	01/28	Intro to the course: Overview; Problems, Problems, Problems; Classical World, τέλος; Preview of the <i>Phaedrus</i>	
2	02/04	WWSD or What Would Socrates Do? -- How Plato's religious faith addresses the question of Religion and Communication WWJD or What Would Jesus Do? -- How Augustine's faith addresses the possibility of using the pagan arts of communication for religious purposes	<i>Phaedrus</i> <i>De Doctrina IV</i> , selections
3	11	WWDD or What Would Diederot Do? How Modernism got to be such a mess with an outlandish set of problems all its own; Science & Faith; Jars, boxes, and ties. Whose Nature is it, anyway? The new meaning of Education	N&H Ch 3 AND As Posted on Web CT
4	18	Topical Introductions Topic A - Word and Reason: the way of knowing	As Posted on Web CT
5	25	Topic B - Word and words: the way of stories; Topic C - The Word Proclaimed: Preaching, Revival as communicative cooperation, and the Way of Private Conviction	N&H Ch 5 AND As Posted on Web CT
6	03/03	Topic D - The Word and The Sensuous: Ritual as communication	As Posted on Web CT
7	10	Topic E - The Word as Silence: The Way of Mysticism	As Posted on Web CT

8	17	Topic F --words, not Word: The Faithless on Faith: Just words; Justice and words; Stuff, not Word; How, not Why OR: Science and Faith revisited: Religious communication in the context of proof OR: Modernism revisited -- Do the questions make any more sense now that we've seen something of religious communication at work?	As Posted on Web CT
9	24	The Word unbound: The question of Free Speech and Divine Revelation Vocabulary review: What is an Evangelical? a Fundamentalist? a Fanatic?	N&H Ch 2 AND: As Posted on Web CT
10	31	Spring Break	
11	04/07	Topical Review & The Believer's Ballot Box OR: Religious Nation, Enlightenment Politics? OR: The Sword, the Cross, the Crown, and the Ballot, OR: Whose America is it, anyway?	N&H Ch 7 and As Posted on WebCT
12	14	Modern American Politics: From Azusa Street to Pennsylvania Ave	N&H Ch 13 and As Posted on WebCT Last Possible night for Response Papers!!
13	21	From Azusa Street to Pennsylvania Ave II	N&H Ch 12 and As Posted on WebCT
14	28	Temples in the public square: Word as Special Interest Lobby in American Politics? The Believing vox pop response: Backsliding or Backlash?	N&H Ch 19 and As Posted on WebCT
15	05/05	Public Privacy: The Believer and the World; America in the eyes of the world,	N&H Ch 17 and As Posted on WebCT
16	12	Syllables not Words? The fragmentation and reconstitution of communication within religion and vice versa.	N&H Ch 20 and As Posted on WebCT

VI. SOME VOCABULARY AND IDEAS YOU'LL QUICKLY GET ACQUAINTED WITH IN HERE:

A. We will discuss *Ereignisglaube* (a fancy and very impressive word that will leave your peers and parents convinced that you are certainly getting your money's worth here at CSUS) and parable truths, making clear that some faiths require *Ereignisglaube*. The difference between events in history and insight into the human condition.

B. We will discuss the three types of questions and beliefs:

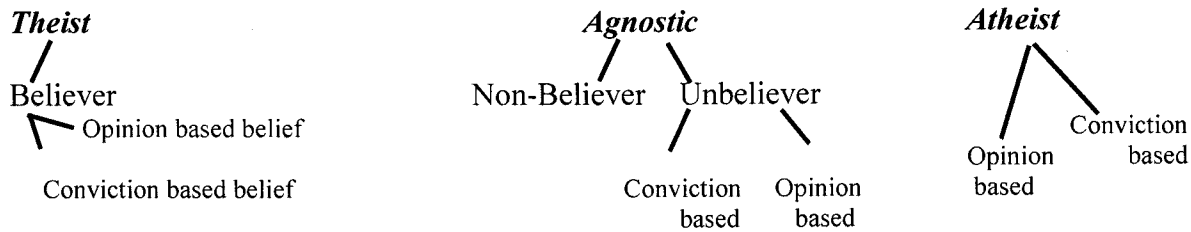
1. JAR questions: all clear-thinking persons who understand the evidence will come to the same conclusion. We call these conclusions *knowledge*.

2. BOX questions: all clear-thinking persons who understand the evidence will agree that there are many unreasonable answers, but they may disagree about what is the best, or most reasonable, answer. We call these conclusions *convictions*.

3. TIE questions: these questions lead to beliefs that have no *public* reasons to support them. These are questions where there is no reason for your belief that would reach beyond you, yourself. Belief held on the grounds of absolutely personal, private reasons. These reasons resonate with me (and *may* resonate with others who already see things the way I do), but they are not reasons that can present *persuasive* evidence to those who see things differently from me, and indeed, they aren't designed for that. We call these conclusions *opinions*.

All education has as its goal and function: to replace opinion with either knowledge or conviction.

C. We will discuss in more detail the spectra of belief represented here graphically:
Indifferent — (No Interest)



D. We will discuss How-Why distinctions in language

E. We will explore the nature of religious claims and knowledge via thought experiments: the Video model of history, for example.

F. We will discuss the three problems.

1. *TRANSCENDENCE: Believers on belief*
2. *REDUCTIONISM: non-believers discussing other's beliefs.*
3. *SCHOLASTICISM: How the scholar engages in criticism while avoiding both endorsement and reductionism.*

College of Arts and Letters Curriculum Committee CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department Communication Studies Effective Date Spring 2009

Proposed Course Number 298 Course Name Instructional Assisting in Communication Studies

Contact Person (Instructor) Mark Williams Email mwilliams@csus.edu Phone 85941

Projected Enrollment 15 Units of Credit 3

Has the course been offered before? yes If yes, under what number? 298

Suggested Course Classification 05 Unit distribution: lecture lab activity

List the prerequisite(s) for the proposed course.

none

For which students or programs is the course designated?

- Majors in the department
- Minors in the department
- Majors of other departments (e.g., *An A&L course designed for Business Administration majors*)
- General Service
- Other (specify)

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program? Yes No

Method of Presentation:

- Lecture
- Lecture/Activity
- Lecture/Discussion
- Lecture/Laboratory
- Activity
- Laboratory
- Seminar
- Films and/or other visuals
- Performance
- other (specify)

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

n/a

If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

May be taken for credit more than once, provided topic is not repeated.

What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course? Please *list* these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted.

1. n/a 3.

2. 4.

Can the course be implemented within the existing departmental allocation? yes

If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

If this is a new course, how will it be integrated into your present allocation?

1. Will you be giving up another course to make room for the proposed course?

no

2. What course(s) could you alternate in the schedule with the proposed course?

)

3. How often would you schedule the proposed course?

Once annually

4. What full-time faculty can teach the course? What other course would they give up in order to teach it?

5. Realistically, what fiscal impact might the proposed course have? (*e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.*)

none

List the objectives/goals/expected learning outcomes.

Students will be able to: Explain seminar topic in the context of the Communication field as a whole, describe relevant theories, methods, and common practices relevant to the seminar topic, apply commonly used methodological communication tools used in the analysis of the seminar topic area, and develop original research relevant to the seminar topic.

What student assessment tools will be used? (e.g., exams, papers, portfolios.)

Each student will produce, at the end of the class, a conference ready manuscript demonstrating mastery of context (literature review), theory and method (justification), and application of course concepts relative to the seminar topic. Other assessment strategies might include: weekly reading journals, development of annotated bibliographies, examinations, and participation in class discussion.

In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information:

- I. Course Content and Objectives
(Brief discursive overview of major topics and goals)
- II. Required Texts
(e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.)
- III. Course Format
(e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.)
- IV. Course Requirements
 - A. Class Participation
 - B. Examinations
 - C. Research Paper or Term Project or Short Papers, etc.
 - D. Attendance
 - E. Other Policies
- V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?
(e.g., attendance 10%, midterm 23%, etc.)
- VI. Semester Outline
(Course topics ordered weekly)