# Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Arts &amp; Letters</th>
<th>Academic Organization (Department):</th>
<th>Communication Studies</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Course Proposal:</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>9-9-08</strong></td>
</tr>
<tr>
<td>New X</td>
<td>Change</td>
<td>Deletion</td>
<td>Department Chair:</td>
<td>Nick Burnett</td>
</tr>
<tr>
<td><strong>Does this course fulfill a requirement for single-subject or multiple subject credential students?</strong></td>
<td>Yes X No</td>
<td></td>
<td>For Catalog Copy:</td>
<td>Yes X No</td>
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<td></td>
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<td></td>
<td>CCE (Extension):</td>
<td>Yes No X</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

<table>
<thead>
<tr>
<th>Change from:</th>
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<tbody>
<tr>
<td><strong>Subject Area (prefix) &amp; Catalog Nbr (course no.):</strong></td>
<td><strong>Title:</strong></td>
</tr>
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<table>
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<tr>
<th>Change to:</th>
<th></th>
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<tbody>
<tr>
<td><strong>Subject Area (prefix) &amp; Catalog Nbr (course no.):</strong></td>
<td><strong>Title:</strong></td>
</tr>
<tr>
<td>ComS 298</td>
<td>Colloquium in Communication</td>
</tr>
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</table>

**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.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaaf/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 X No
Corequisite:
Enforced at Registration: Yes No

**CAN (California Articulation Number):**

<table>
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<tr>
<th>Graded:</th>
<th>Letter X Credit/No Credit</th>
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<tbody>
<tr>
<td>Instructor Approval Required?</td>
<td>Yes No X</td>
</tr>
</tbody>
</table>

**Course Classification (e.g., lecture, lab, seminar, discussion):**

| C5 |
| Colloquium in Communication |

**Cross Listed?**

| Yes | No X |

| 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?**

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

| Can the course be taken for Credit more than once during the same term? | Yes No X |
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/acaf/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:
Department Chair: ___________________________  Date: 9/9/08
College Dean or Associate Dean: ___________________________  Date: 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 beyond 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
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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
<th>Your points/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Papers</td>
<td>100</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Paper</td>
<td>800</td>
<td>80</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
<td></td>
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</table>

(Bonus Pts?)

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 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:

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

Theist
/ 
Believer
| 
Opinion based belief

Conviction based belief

Agnostic
/ 
Non-Believer
| 
Unbeliever

Conviction based

Opinion based

Atheist
/ 

Conviction based

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.

May 7, 2007
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)