

ORIGINATOR'S SECTION:	
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2015 <i>Spring 2016</i>
2. Current Course abbreviation and Number: COMM 402	

RECEIVED
 SEP - 1 2015
 BY: _____

TYPE OF CHANGE(S). Check \checkmark all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	XX	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section-- both current and new -- is required only for items checked (\checkmark) above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title: Approaches to Rhetorical Criticism	Course abbreviation and Number: Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i>
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i> Rhetorical Criticism	Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i>
5. Number of Units: 3	Number of Units:
6. Catalog Description: Study of approaches to rhetorical inquiry that aid in the description, analysis, interpretation, and evaluation of human discourse in rhetorical situations. Applies various critical models to a chosen artifact. Enrollment restricted to students with Junior or Senior standing. Recommended Preparation: COMM 200 or equivalent transfer course or instructor consent. (CTM)	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i> Study of approaches to rhetorical inquiry that aid in the description, analysis, interpretation, and evaluation of human discourse in rhetorical situations. Applies various critical models to a chosen artifact. Enrollment restricted to students with Junior or Senior standing. (CTM)

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-02	Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:*

<input checked="" type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
---	--

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

9. If the NP or CP grading system was selected, please explain the need for this grade option.	
10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s): Recommended preparation COMM 200 or equivalent transfer course or instructor consent	Prerequisite(s): COMM 200
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 **Serves as upper-division core requirement for MASS majors (students may complete COMM 390 or COMM 402)
 ** Supports the minor in Communication
 ** Course may also serve as elective course for COMM or MASS majors

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

 Discipline _____ Support _____ Oppose
 Signature _____ Date _____

 Discipline _____ Support _____ Oppose
 Signature _____ Date _____

18. Reason(s) for changing this course:
 Tenure-track faculty in department generally, and those who deliver the course, concur that COMM 200 provides important skill-sets and knowledge that prepare students for COMM 402. In addition, codifying the pre-requisite makes COMM 402 parallel to COMM 390, a comparable and alternative course, in terms of expected pre-requisites.

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (Please Print) Michelle A. Holling 4/14/15 Date

2. Program Director/Chair Wife Rossman 4/14/15 Date

3. College Curriculum Committee Catherine Cucarella 8/18/15 Date

4. College Dean (or Designee) Matthew S. Allen 9/1/15 Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

COMM 402, Approaches to Rhetorical Criticism
Dr. Michelle A. Holling

T-Th 4:00-5:15 p.m. SBSB 2140 (#49376)

Visit, Call or Email me: SBSB 2136 (office location); 750-8576 (office ph); mholling@csusm.edu
Office Hours: Tuesdays 10:30-11:30, 2:30-3:00; Thursdays 5:30-6:00 and also by appointment

Course Description

COMM 402 is a qualitative research methods course that involves “the study of approaches to rhetorical inquiry that aid in the description, analysis, interpretation, and evaluation of human discourse in rhetorical situations.” On this basis, we could: identify and analyze the narrative constructed by and through Barack Obama’s speech “A More Powerful Union,” study the extent to which contemporary public apologies adhere to the stylistic and substantive elements of the apologia genre, reveal the ideological underpinnings of how female soldiers and U.S. imperialism are represented in media, or analyze the ways civil groups frame themselves in order to garner support and craft an identity. These are a sampling of what rhetorical scholars concern ourselves with when examining public discourse.

During this course, students learn rhetorical approaches to qualitative research by (1) reading, discussing and evaluating published scholarship, (2) learning how to do library research, (3) writing meaningfully and purposefully, and (4) conducting original research. Doing original research is time consuming because it asks much of each student (i.e., text selection, pinpointing a research question or issue to be pursued, conducting background research, identifying an appropriate perspective for analysis, and engaging in lots of writing!) while also learning approaches to and exemplars of rhetorical criticism. Much of what we will accomplish during the semester is “hands-on,” subsequently there is some lecture, *a heavy dose of class discussion* about assigned readings, and opportunities to practice what is learned.

Course Expectations

I expect *and* count that all of us who have committed to this course will: arrive to class on time ☺, have completed the assigned readings, offer questions when clarification is needed, and make substantive comments and observations about the reading material. Students play an integral role in the learning process; thus, the collaborative efforts of both students and the instructor make for a more interesting and exciting learning environment.

Required Course Texts

Kuypers, J. A. (Ed.) (2009). *Rhetorical criticism: Perspectives in action*. Lanham, MD. Lexington Books.

** Spare book copy is available in the library for 2 hour checkouts.

Course reading packet. Purchase at Copy Serve (#599-9923; 754 S. Rancho Santa Fe Rd, cross street is San Marcos Blvd; around the corner from CVS store).

Student Learning Objectives

Upon successful completion of the course, students will:

- Program SLO #1: Make knowledgeable and relevant contributions to intellectual conversation pertaining to communication phenomena. (RESEARCH). Students achieve the program/department SLO by accomplishing the following;

- Learning the primary dimensions, considerations and expectations for engaging in rhetorical criticism as a research method;
 - Learning specific rhetorical methods to understand and evaluate persuasive forms of communication;
 - Critically analyzing and writing a rhetorical analysis of a student selected artifact;
 - Comprehending the importance of accounting for context (socially, politically, historically, etc) and its influence on interpretations and analyses of rhetorical artifacts;
- Strengthen research and writing skills that are central to the practice of rhetoric.

If you are (or, hope to be) a COMM or MASS major, a “C” or better is required as a final course grade for the course to count toward the major.

Assignments

- 10% Application & Participation – It is earned in a variety of ways including, but not limited to, artifact workshop, activities and exercises (e.g., tropes, context workshop, inside the critic’s studio, and *apologia* or presentations), and offering substantive questions, and comments during class. Any participation assignment will be assigned a value (ck+, ck or ck- or 5-15 pts) in which points will be tabulated and then weighted by 5%.
- 30% Quams (2 at 15% each) – Quam exists between a quiz and an exam; it will provide an assessment of students’ comprehension of rhetorical perspectives and the act of criticism.
- 15% Artifact Description – Requires naming and describing your chosen artifact, and providing justification for the artifact chosen.
- 20% Context Paper– Research and discuss the context surrounding your artifact and relevant literature published by rhetoricians in the field of communication related to your topic.
- 25% Final Paper –The final paper contains revised components from the paper proposal and context paper as well as incorporates a rhetorical perspective to produce an original analysis of a chosen artifact.

To determine your grade, compute the following: (ltr grade earned * .100)/weighted value of assignment

A	93-100%	B	83-85.9%	C	73-75.9%	D	63-65.9
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	86-89.9%	C+	76-79.9%	D+	66-69.9%	F	< 59.9%

Course Policies

Credit Hours to Workload ratio: As indicated in the CSUSM policy, 1 hr class time/credit hour = 2 hrs study time. This means that students are expected to dedicate a **minimum of six (6) hours per week outside of class time** . . . and the minimum hours will be needed to complete assigned readings and participation assignments, conduct research, draft-write-rewrite course papers, and study for quams.

Attendance: Attendance is expected at every class meeting which means avoid skipping class—it’s self-defeating behavior and will negatively impact your performance which impacts your grade. An exception is university sanctioned events, which requires bringing proof within the first two weeks of the course.

Technology: Please refrain from utilizing any technology during class time, which is distracting to both students and the instructor. If you believe you learn better by typing class notes into your computer, then you need to sit in the first row.

Meeting Deadlines: As things happen at home and at work, deadlines are meant to be followed. The due dates function to guide us through assignments, particularly as assignments build on one another and provide me the necessary time to review your work and offer constructive feedback. *Submitting work after its due date will be assessed 10% grade decrease per day.* All submissions must be in hard copy form (no emailing or faxing assignments or hand written submissions). Under exceptional and documented circumstances may quams be made-up.

Academic Honesty: Students are expected to adhere to standards of academic honesty and integrity. Please consult <http://www.csusm.edu/dos/studres/cheating11.html> types and definitions of academic dishonesty. I will not tolerate any infraction (e.g., cheating, fabrication, facilitating academic dishonesty, plagiarism). If you believe there has been an infraction by someone in the class, please bring it to my attention. **I reserve the right to discipline any student for academic dishonesty. Any student who commits an act of dishonesty must meet with the professor, earn a lowered grade on the assignment (if not a zero) and/or possibly fail the course, and be reported to the Dean of Students.**

Student Accommodations: Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at 760/750-4905 or TDD 760/750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

Course Schedule – subject to revision by instructor		
Legend for reading assignments: RC = <i>Rhetorical Criticism</i> textbook; RP = Reading Packet		
Week & Date	Topic	Reading(s) &/or Assignments DUE on day of class period
1/Aug 26	Course Introduction	✓ Background reading: Ch. 1 (RC)
Aug 28	What’s rhetorical criticism?	✓ Ch. 2 (RC)
2/Sept 2	What’s the role of the critic in rhetorical criticism?	✓ Ch. 3, Black (RC) and Hart (RP) and Brockriede (RP)
Sept 4	How do I describe my rhetorical artifact?	✓ Campbell & Burkholder “Descriptive” (RP)
3/Sept 9	Artifact Workshop	✓ Bring 1-2 rhetorical artifacts you’re considering and present: rationale for your choice and offer a preliminary descriptive analysis
Sept 11	Rhet Perspective #1 & 2: Rhet Situation & Traditional	✓ Ch. 4 and 5 (RC)
4/Sept 16	Rhet Perspective #3: Close Textual Analysis	✓ Ch. 6 (RC)
Sept 18	Rhet Perspective #4: Generic Elements to Rhetoric	✓ Ch. 7 (RC)

5/Sept 23	Lecture: Con/Text	✘ Artifact Descriptive Analysis
Sept 25	Rhet Perspective #5: Metaphoric Criticism	✓ Ch. 8 (RC)
6/Sept 30	Research Process	✓ Campbell & Burkholder "Historical" (RP) ✓ Meet in library, KEL 4400
Oct 2	Assessing your Comprehension	✘ Quam #1
7/Oct 7	Rhet Perspective #6: Media Framing	✓ Ch. 12 (RC) and Ott & Aoki (RP)
Oct 9	Inside the Critic's Studio (Rhet Perspective #7: Ideological)	✓ Holling (RP) ✘ Questions for the critic
8/Oct 14	Rhet Perspective #8: Ideographic	✓ Pages 285-297 of Ch. 16 (RC) ✘ Context Participation
Oct 16	Rhet Perspective #8: Ideographic	✓ Pages 299-314 of Ch. 16 (RC)
9/Oct 21	Rhet Perspective #9: Visual Rhetoric	✓ Foss (RP)
Oct 23	Judging & Arguing One's Artifact	✘ Context paper
10/Oct 28	Rhet Perspective #10: Narrative	✓ Ch. 9 (RC)
Oct 30	Techniques for Doing Criticism	✓ Brummett, "Techniques" (RP) ✓ Speech TBA
11/Nov 4	Rhet Perspective #11: Dramatism & Pentadic	✓ Pages 143-146 165-173, 176-177 ✓ Solomon (RP)
Nov 6	Rhet Perspective #12: Fantasy Theme	✓ Ch. 13 (RC)
12/Nov 11	<i>Veteran's Day, no class meeting</i>	
Nov 13	Assessing your Comprehension	✘ Quam #2
13/Nov 18	Workshop: Selecting a Perspective	✓ Bring artifact
Nov 20	Workshop: Analysis	✓ Draft analysis portion of final paper
14/Nov 25	Workshop: In-class Peer Review	✘ Bring draft of analysis
Nov 27	<i>Thanksgiving Holiday</i>	
15/Dec 2	"I'm done!" or "Just take it!" And, Advice for the Next Critic(al) Generation	✘ Final paper ✓ Class time, TBD
Dec 4	TBD	✓ TBD
Dec 9 Tues	TBD 4:00-6:00 p.m.	✓ TBD

Angela Baggett

From: Michelle Holling
Sent: Monday, August 03, 2015 1:07 PM
To: Martha Stoddard-Holmes
Cc: Angela Baggett
Subject: RE: C-2 form for COMM 402 (not urgent)

Hi Martha.

You hadn't misfiled...I hadn't yet replied.

Yes, please have the catalog copy list what you proposed. Thanks for the reminder.

As for fall enforcement, I think that enforcement was halted because there are 'old catalog' MASS majors who may be taking the course and for whom 200 was not a requirement.

Let me know if there's anything else.

Regards, Michelle

From: Martha Stoddard-Holmes
Sent: Friday, July 31, 2015 1:06 PM
To: Michelle Holling
Cc: Angela Baggett
Subject: Re: C-2 form for COMM 402 (not urgent)

Hi Michelle,
Sorry if I misfiled your response but I can't seem to find it--thanks for letting me know so we can move this forward. Cheers,
Martha

Martha Stoddard Holmes, Ph.D.
Associate Dean for Instruction and Academic Programs
Professor of Literature and Writing Studies
College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)
SBSB 4115-E
Tel: 760.750.8064

California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

From: Martha Stoddard-Holmes
Sent: Wednesday, July 15, 2015 10:59 AM
To: Michelle Holling

Cc: Angela Baggett

Subject: C-2 form for COMM 402 (not urgent)

Hi Michelle, I'd like to get the prerequisite added to COMM 402 (though I'm pretty sure it is too late to have PeopleSoft enforce it for Fall 2015) and I think there's just one thing in the C-2 form that needs clarification/correction. I'm assuming you would like the catalog copy to include "Prerequisite: COMM 200." If that's correct, we can make this change for you. Thanks for letting me know, and obviously this is not urgent, but I'd like to move it over to Academic Programs since it's a small change.

Thanks,
Martha

Martha Stoddard Holmes, Ph.D.
Associate Dean, Instruction and Academic Programs
Professor of Literature and Writing Studies
College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)
SBSB 4115-E
Tel: 760.750.8064

California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001