

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CMN 5010
3. Short title: Rhetorical Theory
4. Long title: Rhetorical Theory
5. Hours per week: ☐3_ Class ☐0_ Lab ☐3_ Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: ☐2022_____
8. **Catalog course description:** This graduate survey course is an introduction to rhetorical theory from 465 B.C. to the present. This course provides students with an understanding of the role of rhetoric in public life and offers intellectual engagement with theories, texts, vocabularies, issues and concerns of rhetorical theory.
9. **Course attributes:**

General education component: _____

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction

11. **Course(s) to be deleted from the catalog once this course is approved:** None.

12. Equivalent course(s): N/A

a. Are students allowed to take equivalent course(s) for credit? ___ Yes ___X___ No

13. Prerequisite(s): None

a. Can prerequisite be taken concurrently? ___ Yes ___ No

b. Minimum grade required for the prerequisite course(s)? ___

c. Use Banner coding to enforce prerequisite course(s)? ___ Yes ___ No

d. Who may waive prerequisite(s)?

___ No one ___ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): None.

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Graduate students

b. Degrees, colleges, majors, levels, classes which may not take the course: Undergrads

16. Repeat status: X May not be repeated ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: X Standard ___ CR/NC ___ Audit ___ ABC/NC

19. Special grading provisions:

___ Grade for course will not count in a student's grade point average.

___ Grade for course will not count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software: Supplemental readings will be posted to the learning management site (D2L) and/or Booth Library e-Reserves.

Course Fee X No ___ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☐ Course is required for the major(s) of _____

☐ Course is required for the minor(s) of _____

☐ Course is required for the certificate program(s) of _____

☒ Course is used as an elective

2. **Rationale for proposal:** This course is being revised to update the course catalog, learning objectives, and course content to match how it is currently being taught. We are also updating the course to offer online delivery in addition to face-to-face.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is designed to provide advanced in-depth examination of theories and concepts suitable for students who are engaging in research at the graduate level.

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: Although the course will primarily be offered face-to-face, it may be offered online from time to time for the Communication and Leadership degree, and the Graduate Certificate in Communication Processes. These two areas are growing exponentially, and online options are needed for these students.

Instruction: All resources and activities will be available through the university learning management system. The system provides students with 24-hour online access to all course files, syllabus, PowerPoint files, media content, assignments, group activities, and discussion. Faculty assigned to teach the course will have completed OCDi training, or the equivalent.

Integrity: Several mechanisms will be in place to ensure the integrity of the course. Any exams or quizzes will be administered through the learning management system and must be completed within a pre-determined time limit. Written assignments will be processed through anti-plagiarism software (such as Turnitin). Discussion boards will be monitored for accurate and original content.

Interaction: The learning management system will be the required means to facilitate interaction between students, and between students and instructor. Discussion boards will be used extensively, as will video and/or audio PowerPoint presentations. Students will also facilitate using widely available interactive technology. While primarily asynchronous, faculty may choose to schedule synchronous meetings using the learning management system or equivalent.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CMN 5010
2. Catalog description: This graduate survey course is an introduction to rhetorical theory from 465 B.C. to the present. This course provides students with an understanding of the role of rhetoric in public life. This course also offers intellectual engagement with theories, texts, vocabularies, issues and concerns of rhetorical theory.

3. Learning Objectives

Students will be able to...

1. Identify major theories and concepts of the rhetorical tradition (GLG: 1)
2. Identify central figures, major themes, and issues in rhetorical theory across the different epochs (GLG: 1)
3. Discuss the historical development of rhetoric from the classical to the contemporary era (GLG: 1, 3, 4)
4. Articulate the relationship between rhetorical theory and practice (GLG: 1, 2, 3, 5)
5. Analyze the role of rhetoric in the public sphere as the foundation for democratic values and civic engagement (GLG: 2, 4, 5)
6. Improve writing through creating a multi-stage seminar paper (GLG: 1-5)
7. Evaluate the role of rhetoric in producing cultural identities and discourses (GLG: 1-5)

4. Course materials

Bizzell, P., Herzberg, B., & Reames, R. (Eds.). (2020). *The Rhetorical Tradition: Readings from Classical Rimes to the Present* (Third edition). Bedford/St. Martin's.

Supplemental readings will be posted to the learning management site (D2L) and/or Booth Library e-Reserves.

5. Weekly outline of content

WEEK	THEME	READING & ASSIGNMENTS
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1	Introduction to the Course	<p>General Introduction (B&H)</p> <p>Introduction. Porrovecchio, M. J., & Condit, C. M. (Eds.). (2016). <i>Contemporary rhetorical theory: A reader</i> (Second Edition). The Guilford Press.</p> <p>Introduction: On Defining Rhetoric as an Object of Intellectual Inquiry. Jasinski, J. (2001). <i>Sourcebook on rhetoric: Key concepts in contemporary rhetorical studies</i>. https://doi.org/10.4135/9781452233222</p>
2	Histories of Rhetoric	<p>Ehninger, D. (1968). On Systems of Rhetoric. <i>Philosophy & Rhetoric</i>, 1(3), 131–144.</p> <p>Blair, C. (1992). Contested histories of rhetoric: The politics of preservation, progress, and change. <i>Quarterly Journal of Speech</i>, 78(4), 403–428. https://doi.org/10.1080/00335639209384008</p> <p>Chávez, K. R. (2015). Beyond inclusion: Rethinking rhetoric's historical narrative. <i>Quarterly Journal of Speech</i>, 101(1), 162–172. https://doi.org/10.1080/00335630.2015.994908</p>
3	Foundations	<p>Brummett, B. (1984). Rhetorical theory as heuristic and moral: A pedagogical justification. <i>Communication Education</i>, 33(2), 97–107. https://doi.org/10.1080/03634528409384726</p> <p>Black, E. (1980). A note on theory and practice in rhetorical criticism. <i>Western Journal of Speech Communication</i>, 44(4), 331–336. https://doi.org/10.1080/10570318009374018</p> <p>Darsey, J. (1994). Must we all be rhetorical theorists?: An anti-democratic inquiry. <i>Western Journal of Communication</i>, 58(3), 164–181. https://doi.org/10.1080/10570319409374494</p> <p>Hauser, G., Eberly, R., Cargill, M. A., Doxtader, E., Greene, C. P., Hassian, M., Jasinski, J., Keith, W., Langsdorf, L., Northcut, K., Phillips, M., Pym, A., & Salazar, P.-J. (2003). What does rhetorical theory do? And is that a stupid question? <i>Review of Communication</i>, 3(3), 311–347. https://doi.org/10.1080/0308405</p>
4	Gorgias v. Plato	<p>Part One: Ancient Rhetoric – Introduction (B&H)</p> <p>Gorgias, <i>Encomium of Helen</i>. Trans. George A. Kennedy (B&H)</p> <p>Plato, <i>Gorgias</i> Trans. W. R. M. Lamb (B&H)</p> <p>Plato, <i>Phaedrus</i>. Trans. Alexander Nehamas and Paul Woodruff (B&H)</p>
5	Isocrates, Aristotle, and Cicero	<p>Isocrates (B&H)</p> <p>Isocrates, <i>Against the Sophists</i>. Trans. David C. Mirhady (B&H)</p> <p>Isocrates, <i>From Antidosis</i>. Trans. Yun Lee Too (B&H)</p> <p>Aristotle (B&H)</p> <p>Aristotle, <i>From Rhetoric</i>. Trans. W. Rhys Roberts (B&H)</p> <p>Cicero (B&H)</p> <p>Cicero, <i>From De oratore</i>. Trans. James M. May and Jakob Wisse (B&H)</p>
6	Early 20 th Century Rhetorical Theory	<p>Rousseau, L. G. (1916). The rhetorical principles of Cicero and Adams. <i>Quarterly Journal of Speech</i>, 2(4), 397–409. https://doi.org/10.1080/00335631609360567</p> <p>Wagner, R. H. (1922). The rhetorical theory of isocrates. <i>Quarterly Journal of Speech</i>, 8(4), 323–337. https://doi.org/10.1080/00335632209379397</p> <p>Hudson, H. H. (1923). The field of rhetoric. <i>Quarterly Journal of Speech</i>, 9(2), 167–180. https://doi.org/10.1080/00335632309379424</p> <p>Hudson, H. H. (1924). Rhetoric and poetry. <i>Quarterly Journal of Speech</i>, 10(2), 143–154. https://doi.org/10.1080/00335632409379482</p> <p>Simrell, V. E. (1928). Mere rhetoric. <i>Quarterly Journal of Speech</i>, 14(3), 359–374. https://doi.org/10.1080/00335632809379751</p> <p>Howes, R. F. (1929). In defense of rhetoric. <i>Quarterly Journal of Speech</i>, 15(1), 80–85. https://doi.org/10.1080/00335632909360778</p>
7	Rhetorical Theory for a New Time: Kenneth Burke	<p>Kenneth Burke, <i>From A Grammar of Motives</i> (B&H)</p> <p>Kenneth Burke, <i>From A Rhetoric of Motives</i> (B&H)</p> <p>Kenneth Burke, <i>From Language as Symbolic Action</i> (B&H)</p>

		Burke, Kenneth (1939). "The Rhetoric of Hitler's Battle," <i>The Southern Review</i> 5; 1-21; reprinted in <i>The Philosophy of Literary Form</i> .
8	Epistemology	<p>Scott, R. L. (1967). On viewing rhetoric as epistemic. <i>Central States Speech Journal</i>, 18(1), 9–17. https://doi.org/10.1080/10510976709362856</p> <p>Railsback, C. C. (1983). Beyond rhetorical relativism: A structural-material model of truth and objective reality. <i>Quarterly Journal of Speech</i>, 69(4), 351–363. https://doi.org/10.1080/00335638309383662</p> <p>Whitson, S., & Poulakos, J. (1993). Nietzsche and the aesthetics of rhetoric. <i>Quarterly Journal of Speech</i>, 79(2), 131–145. https://doi.org/10.1080/00335639309384025</p> <p>Brummett, B. (1990). A eulogy for epistemic rhetoric. <i>Quarterly Journal of Speech</i>, 76(1), 69–72. https://doi.org/10.1080/00335639009383901</p>
9	Postmodernism, Power, and Agency	<p>Michel Foucault, From <i>The Order of Discourse</i>. Trans. Ian McLeod (B&H)</p> <p>Biesecker, B. (1992). Michel Foucault and the question of rhetoric. <i>Philosophy and Rhetoric</i>, 25, 350-364.</p> <p>McKerrow, R. E. (2011). Foucault's relationship to rhetoric. <i>Review of Communication</i>, 11(4), 253–271. https://doi.org/10.1080/15358593.2011.602103</p>
10	Ideology and Critical Rhetoric	<p>Michael Calvin McGee (1980) The "ideograph": A link between rhetoric and ideology, <i>Quarterly Journal of Speech</i>, 66:1, 1-16, DOI: 10.1080/00335638009383499</p> <p>Mckerrow, R. E. (1989). Critical rhetoric: Theory and praxis. <i>Communication Monographs</i>, 56(2), 91–111. https://doi.org/10.1080/03637758909390253</p> <p>Jasinski, J. (2001). Critical rhetoric. In <i>Sourcebook on rhetoric: Key concepts in contemporary rhetorical studies</i> (pp. 117-124). SAGE Publications, Inc., https://www.doi.org/10.4135/9781452233222.n29</p> <p>Cloud, D. L. (2004). "To veil the threat of terror": Afghan women and the (clash of civilizations) in the imagery of the U.S. war on terrorism. <i>Quarterly Journal of Speech</i>, 90(3), 285–306. https://doi.org/10.1080/0033563042000270726</p> <p>Kearl, M. K. (2015). "Is gay the new black?": An intersectional perspective on social movement rhetoric in california's proposition 8 debate. <i>Communication and Critical/Cultural Studies</i>, 12(1), 63–82. https://doi.org/10.1080/14791420.2014.995684</p>
11	The Public Sphere: Publics and Counterpublics	<p>Jürgen Habermas, From <i>Structural Transformation of the Public Sphere</i>, Trans. Thomas Burger and Frederick Lawrence (B&H)</p> <p>Fraser, N. (1990). Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy. <i>Social Text</i>, 25/26, 56–80. https://doi.org/10.2307/466240</p> <p>Warner, M. (2002). Publics and counterpublics (Abbreviated version). <i>Quarterly Journal of Speech</i>, 88(4), 413–425. https://doi.org/10.1080/00335630209384388</p> <p>Asen, R. (2000). Seeking the "counter," in counterpublics. <i>Communication Theory</i>, 10(4), 424–446. https://doi.org/10.1111/j.1468-2885.2000.tb00201.x</p> <p>Squires, C. R. (2002). Rethinking the black public sphere: An alternative vocabulary for multiple public spheres. <i>Communication Theory</i>, 12(4), 446–468. https://doi.org/10.1111/j.1468-2885.2002.tb00278.x</p> <p>Pezzullo, P. C. (2003). Resisting "national breast cancer awareness month": The rhetoric of counterpublics and their cultural performances. <i>Quarterly Journal of Speech</i>, 89(4), 345–365. https://doi.org/10.1080/0033563032000160981</p> <p>Cram, E., Loehwing, M., & Lucaites, J. L. (2016). Civic Sights: Theorizing Deliberative and Photographic Publicity in the Visual Public Sphere. <i>Philosophy & Rhetoric</i>, 49(3), 227–253. https://doi.org/10.5325/philrhet.49.3.0227</p> <p>Calafell, B. M., & McIntosh, D. M. D. (2017). Latina/o Vernacular Discourse: Theorizing Performative Dimensions of an Other Counterpublic. In C. R. Foust, A. Pason, & K. Z. Rogness (Eds.), <i>What democracy looks like: The rhetoric of social movements and counterpublics</i>. University of Alabama Press.</p>
12	Constitutive Rhetoric	Jasinski, J. (2001). Constitutive rhetoric. In <i>Sourcebook on rhetoric: Key concepts in contemporary rhetorical studies</i> (pp. 106-108). SAGE Publications, Inc.,

		<p>https://www.doi.org/10.4135/9781452233222.n26</p> <p>Charland, M. (1987). Constitutive rhetoric: The case of the <i>peuple québécois</i>. <i>Quarterly Journal of Speech</i>, 73(2), 133–150. https://doi.org/10.1080/00335638709383799</p> <p>Flores, L. A. (1996). Creating discursive space through a rhetoric of difference: Chicana feminists craft a homeland. <i>Quarterly Journal of Speech</i>, 82(2), 142–156. https://doi.org/10.1080/00335639609384147</p> <p>Terrill, R. E. (2000). Colonizing the borderlands: Shifting circumference in the rhetoric of malcolm x. <i>Quarterly Journal of Speech</i>, 86(1), 67–85. https://doi.org/10.1080/00335630009384279</p>
13	Feminist Rhetorical Theory	<p>Blair, C., Brown, J. R., & Baxter, L. A. (1994). Disciplining the feminine. <i>Quarterly Journal of Speech</i>, 80(4), 383–409. https://doi.org/10.1080/00335639409384084</p> <p>Butler, J. (2006). Subjects of Sex/Gender/Desire. In <i>Gender trouble: Feminism and the subversion of identity</i> (pp. 1–44). Routledge.</p> <p>Campbell, K. K. (1973). The rhetoric of women’s liberation: An oxymoron. <i>Quarterly Journal of Speech</i>, 59(1), 74–86. https://doi.org/10.1080/00335637309383155</p> <p>Poirot, K. (2014). Introduction. In <i>A question of sex: Feminism, rhetoric, and differences that matter</i> (pp. 1–21). University of Massachusetts Press.</p> <p>Shome, R. (2006). Transnational feminism and communication studies. <i>The Communication Review</i>, 9(4), 255–267. https://doi.org/10.1080/10714420600957266</p>
14	De-centering Whiteness and Articulating Marginality	<p>Nakayama, T. K., & Krizek, R. L. (1995). Whiteness: A strategic rhetoric. <i>Quarterly Journal of Speech</i>, 81(3), 291–309. https://doi.org/10.1080/00335639509384117</p> <p>Rowe, A. C. and Malhotra, S. 2007. “Unhinging whiteness”. In <i>Whiteness, pedagogy performance: Dis/placing race</i>, Edited by: Cooks, L. and Simpson, J. S. 271–298. Lanham, MD: Lexington Books.</p> <p>Chávez, K. R. (2004). Beyond complicity: Coherence, queer theory, and the rhetoric of the “gay Christian movement.” <i>Text and Performance Quarterly</i>, 24(3–4), 255–275. https://doi.org/10.1080/1046293042000312760</p> <p>Sloop, J. M. (2000). Disciplining the transgendered: Brandon Teena, public representation, and normativity. <i>Western Journal of Communication</i>, 64(2), 165–189. https://doi.org/10.1080/10570310009374670</p> <p>Shome, R. (1996). Postcolonial interventions in the rhetorical canon: An “other” view. <i>Communication Theory</i>, 6(1), 40–59. https://doi.org/10.1111/j.1468-2885.1996.tb00119.x</p> <p>Shome, R., & Hegde, R. S. (2002). Postcolonial approaches to communication: Charting the terrain, engaging the intersections. <i>Communication Theory</i>, 12(3), 249–270. https://doi.org/10.1111/j.1468-2885.2002.tb00269.x</p>
15	Toward the Future: Directions for Contemporary Scholarship and Pedagogy	<p>Olson, C. J., & Casas, R. (2015). Felipe guaman poma de ayala’s <i>primer nueva corónica y buen gobierno</i> and the practice of rhetorical theory in colonial peru. <i>Quarterly Journal of Speech</i>, 101(3), 459–484. https://doi.org/10.1080/00335630.2015.1056747</p> <p>DeLaure, M., Fink, M., & Dery, M. (2017). Introduction. In M. DeLaure & M. Fink (Eds.), <i>Culture Jamming: Activism and the Art of Cultural Resistance</i> (pp. 1–36). NYU Press. http://www.jstor.org/stable/j.ctt1bj4rx2.5</p> <p>Asen, R. (2017). Neoliberalism, the public sphere, and a public good. <i>Quarterly Journal of Speech</i>, 103(4), 329–349. https://doi.org/10.1080/00335630.2017.1360507</p> <p>Edgar, A. N. (2017). The rhetoric of auscultation: Corporeal sounds, mediated bodies, and abortion rights. <i>Quarterly Journal of Speech</i>, 103(4), 350–371. https://doi.org/10.1080/00335630.2017.1360510</p> <p>Otis, H. N. (2019). Intersectional rhetoric: Where intersectionality as analytic sensibility and embodied rhetorical praxis converge. <i>Quarterly Journal of Speech</i>, 105(4), 369–389. https://doi.org/10.1080/00335630.2019.1664755</p> <p>Chakravartty, P., & Jackson, S. J. (2020). The disavowal of race in communication theory. <i>Communication and Critical/Cultural Studies</i>, 17(2), 210–219. https://doi.org/10.1080/14791420.2020.1771743</p>

16		Final Exam
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6. Assignments and evaluation, including weights for final course grade

Assignments

Participation (30%)

Each student should come prepared to engage in robust conversation about the week's readings, which includes having a summary understanding of the readings and at least one question that could spark collective inquiry.

To prepare for each class session, students should, for each reading, be able to:

- Understand the text as a rhetorical document of a particular space/time/culture
- Share a sentence, paragraph, and page length summary with the class
- Note specific passages which require unpacking and/or critical scrutiny
- Put in conversation with other readings to identify common themes and contrasts
- Consider how to update, extend, or complicate the text's argument or theoretical contribution
- Identify method, object of analysis, critical perspective, ideology, and implication of rhetorical analysis articles

Critical Response Papers (40%)

You will write four critical response papers, 5 pages in length (double spaced). You need to cite relevant reading from class to help frame each of your response papers. Each response paper will ask you to do something different. See the prompts below:

1. Put two theorists in conversation for this prompt. You must explain the arguments of the selected theorists and consider whether their approaches are compatible or in conflict. If they are in conflict, explain why one theorist has the better argument. If they are compatible, discuss how the theorists extend one another's work.
2. Write a publicly-accessible piece of scholarship that could be published on a site like The Conversation or a disciplinary blog. Your responsibility in this prompt is to effectively translate rhetorical theory for a public audience. Select a singular theme to translate for a public audience.
3. Write a book review appraising a recently published (less than 2 years, ideally less than 1 year), theory-driven, book in rhetorical studies for an academic journal. Reviewing books is an excellent way to engage with theory and theorists on their own terms while learning how to condense and characterize others' work. Book reviewing also provides an opportunity for publishing early in your career. You should consult book reviews in scholarly journals, such as *Quarterly Journal of Speech*, *Rhetoric Society Quarterly*, and *Rhetoric and Public Affairs* as models. Your book must be approved before beginning your review.
4. Write a "literature review" that sets up a longer paper that uses rhetorical theory as a framework for analysis. The literature review may include additional sources, but must include some assigned readings. Avoid simply listing the various sources: i.e. theorist X says and what theorist Y says about theorist X, etc. Instead try to weave

theory together in such a way that it sets up the larger argument you are preparing to make.

At the top of each paper let me know to which prompt you are responding. Papers can be turned in at any time during the course of the semester, but must all be turned in by *DESIGNATED DATE*.

Annotated Bibliographies (20%)

Select five weeks during the course of the semester to prepare an Annotated Bibliography entry for each of the readings for that week. You may choose any five weeks throughout the course, but it is up to you to keep track of how many entries you have turned in.

Final Exam (10%)

In the spirit of best preparing you for your comprehensive exams, there will be an in-class exam during finals week. The exam will be comprised of two essay questions that will gauge your comprehension of the theories/theorists learned throughout the semester. It is important that you keep up with the readings throughout the semester, take thorough notes on your readings and in class, and ask questions as necessary to ensure your preparedness for this exam.

7. Grading scale

Letter grades will be assigned based on the following scale:

A = 100 – 90%

B = below 90 – 80%

C = below 80 - 70%

D = below 70 - 60%

F = below 60%

8. Correlation of learning objectives to assignments and evaluation

	Participation (30%)	Critical Response Papers (40%)	Annotated Bibliographies (20%)	Final Exam (10%)
Identify major theories and concepts of the rhetorical tradition (GLG: 1)	X	X	X	X
Identify central figures, major themes, and issues in rhetorical theory across the different epochs (GLG: 1)	X	X	X	X
Discuss the historical development of rhetoric from the classical to the contemporary era (GLG: 1, 3, 4)	X	X		X
Articulate the relationship between rhetorical theory	X	X		X

and practice (GLG: 1, 2, 3, 5)				
Analyze the role of rhetoric in the public sphere as the foundation for democratic values and civic engagement (GLG: 2, 4, 5)	X	X		X
Improve writing through creating a multi-stage seminar paper (GLG: 1-5)	X	X	X	
Evaluate the role of rhetoric in producing cultural identities and discourses (GLG: 1-5)	X	X		X

Date approved by the department or school: February 9, 2022

Date approved by the college curriculum committee: March 2, 2022

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: