Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments •

Form Instructions

1. Request submitted by (Department or Program Name): Communication

2. Course prefix, number and complete title of course: 654 History and Theory of Rhetoric to 1800

3. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________

   (Cross-listed courses require the signature of both departments below)

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked.


7. a. As currently in course inventory:
   
   Prefix: COMM
   Course #: 654
   Title (excluding punctuation): Rhetoric to 1800
   Lecture: 0
   Lab: 3
   SCH: 0
   COP and Fund Code: 0901
   Admin. Unit: 0106
   HLG Code: 84
   Level: 40
   Date:

   b. Change to:

   Prefix: COMM
   Course #: 654
   Title (excluding punctuation): Classical Rhetoric
   Lecture: 0
   Lab: 3
   SCH: 0
   COP and Fund Code: 0901
   Admin. Unit: 0106
   HLG Code: 84
   Level: 40
   Date:

Approval recommended by:

Department Head or Program Chair (Name & Sign)   Date
[Signature]

Chair, College Review Committee   Date
[Signature]

Dean of College   Date
[Signature]

Submitted to Coordinating Board by:

Associate Director, Curricular Services   Date
Questions regarding this form should be directed to Sandee Williams at 845-8201 or sandee.williams@tamu.edu
Curricular Services – 02/11
COMM 654: CLASSICAL RHETORIC
Cross-listed with ENGL 654

Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: crick@tamu.edu
Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Origins of rhetoric in classical Greece and Rome; exploration of the relationship between philosophy, rhetoric, and democratic political culture; the contemporary relevance of classical thought to contemporary problems.

The art of rhetoric was born in Classical Greece. This does not mean, however, that the ability to persuade others by means of symbols was in any way invented by the Greeks. Persuasion is intrinsic to the nature of language and occurs in some form in all communicative action. By the “art” of rhetoric, I mean a rational system of productive and critical methods focused specifically on how individuals use persuasive arguments to encourage others to collective action in the midst of some shared problem. In other words, the fact that the origin of rhetoric coincided with the origin of democracy is not accidental. In both, emphasis falls on how social individuals use language to influence the actions and judgments of others.

However, this course is not simply about studying the methods of persuasion in Classical Greece. It is about understanding how rhetoric functioned in the entire context of Greek culture in the 5th and 4th centuries B.C.E. To understand rhetoric, then, one must also understand the nature of Greek law, art, science, and economy. To understand these relationships, we will examine three dominant perspectives—the Sophistical, the Platonic, and the Aristotelian, each adopting a different philosophical approach that reflects the changing circumstances of Greek history. Also, we will look at three Greek dramas in order to show how all of these cultural forces were portrayed by the great artists of the past.

PREREQUISITE: NONE

REQUIRED TEXTS
LEARNING OUTCOMES

Students will learn to

- identify the distinct rhetorical traditions that develop over the course of classical Greek history
- distinguish the characteristic traits of literate and oral cultures
- analyze and rhetorical text according to Platonic, Sophistical, and Aristotelian standards
- demonstrate a working knowledge of the relationship between philosophy and rhetoric at its origin point in Greek democracy
- write a 20 page seminar paper which applies classical concepts to some contemporary artifact

POLICIES

Academic Honesty & Integrity:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Attendance:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Late Work
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Standard Letter Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60

Grade Breakdown
Weekly essays 100 * .30 = 30
Paper 1 100 * .15 = 15
Final Paper 100 * .35 = 35
Prezi 100 * .20 = 20

TOTAL 100

REQUIREMENTS:

1) **Weekly essays** (30): every week you will be required to turn in a two-page assignment in which you take from the readings a specific concept (whether it is explicit or implicit) and then spend one page defining the concept (using extensive quotes) and one page articulating a real life, contemporary example in which you see it at work. What you intend to argue will then be articulated as a one sentence thesis statement at the top of the paper. For instance “Aristotle’s concept of metaphor as something which occurs before-the-eyes accounts for the power of 9/11 as a recurring political metaphor do to the way we visualize the collapse of the twin towers.” These essays will be graded particularly on how well the paper meets the standards for scholarly form. It will be graded on a check, check minus, check plus scale, being equivalent to 40, 70, and 100%.

2) **Seminar paper** (35/15): Every student will write a 20+ page seminar paper that applies classical rhetorical concepts to a current political, social, ethical, or scientific controversy. Half of the paper will be focused on defining the relevant concepts, largely from primary material (with Ong/Havelock/Hamilton meeting being supporting), and the other half will apply those concepts to elements of the controversy. In other words, the seminar paper will model the format of the weekly essays, and may actually be an extension of one or more of them. The paper will be split into two assignments. The first assignment, worth 15% of your grade, will consist of a 10 page paper dedicated explicitly to articulating the history and background of the controversy in rhetorical terms, using Bitzer’s rhetorical situation model. The full paper will then interpret this material in more depth using the classical concepts.

3) **Prezi presentation** (20): the last day of the class will feature 10 min. presentations based on their seminar paper research. It will use prezi.com to compose a lively and engaging presentation of your object of study and your interpretive frame.
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>29</td>
<td>Course introduction/film</td>
</tr>
<tr>
<td>September</td>
<td>5</td>
<td>Edith Hamilton &amp; Gagarin, parts I and II</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Walter Ong, Gagarin part III</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td><em>Eric Havelock, Chapter 1-9</em></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td><em>Eric Havelock, Chapters 10-15</em></td>
</tr>
<tr>
<td>October</td>
<td>3</td>
<td>Gagarin, Parts IV and V</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Plato: <em>Apology, Crito, Phaedo</em></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Plato: Gorgias</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Plato: <em>Phaedrus</em></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Plato: <em>Protagoras</em></td>
</tr>
<tr>
<td>November</td>
<td>7</td>
<td>Aristotle, Book 1</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Aristotle, <em>Books 2 &amp; 3</em></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Prezi Presentations</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>THANKSGIVING</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Request submitted by (Department or Program Name): Communication
2. Course prefix, number and complete title of course: 655 History and Theory of Rhetoric since 1800

3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:


7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>EICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 655</td>
<td>RHECTORIC SINCE 1800</td>
<td></td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>EICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 654</td>
<td>CONT THEORY OF RHECTORIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Chair, CoC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra-williams@tamu.edu.

Curricular Services – 02/11
COMM 655
CONTEMPORARY THEORIES OF RHETORIC
Cross-listed with ENGL 655

Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: crick@tamu.edu
Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Investigation of the major figures in rhetorical theory in the 20th and 21st centuries; analysis of the relationship between rhetoric and power; identification of new challenges for rhetoric in a global, multicultural, technological age.

Rhetoric is about the social struggle over meaning, and hence, over power. It is about how people use language and symbols to replace one thing with another, and hence transform the way a society or community thinks, feels, and behaves. To understand this process, we must know what society is, what makes it possible, what obstacles it faces, what it fears and desires, what it acknowledges and ignores. Rhetoric is ultimately about how people act as agents of social change, using whatever symbolic power they can harness to move people from this place to that place. "Rhetorical theory" thus studies rhetoric as a cultural phenomenon rather than a merely persuasive one. It addresses broader questions concerning the function of rhetoric in the public sphere, the situational character of discourse, the role and character of audience, and the relationship between rhetoric and truth, and the psychological and sociological structures that enable rhetorical persuasion.

Language and rhetoric understood as "speech" plays a role in that process, but it is not an exclusive one. Speeches are merely manifestations and representative of a larger social consciousness. One also persuades through images, protests, presentations, performances, music, sculpture, and all the other arts and sciences that make up a culture. Rhetoric provides a vocabulary to understand the process of social change as instigated by particular social actors with their own particular motivations and means.

Prerequisites: None

REQUIRED TEXTS
Gerard Hauser, Introduction to Rhetorical Theory (Long Grove, IL: Waveland, 2001)
Robert Hariman, Political Style (Chicago: University of Chicago Press, 1995)
Michael Billig, Arguing and Thinking (Cambridge: Cambridge University Press, 1996)
John Lucaites, Michelle Condit, and Sally Caudill, Contemporary Rhetorical Theory Reader (New York: Guilford, 1998)
LEARNING OUTCOMES

Students will learn to
- compose a 20 page seminar paper that employees contemporary theories to interpret a specific object of analysis
- distinguish between major contemporary theories of the past three decades
- analyze and interpret theoretical texts according to contemporary problems and situations
- engage other students in critical dialogue about the nature and importance of theories

POLICIES

Academic Honesty & Integrity:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Attendance:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Late Work
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Standard Letter Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
Grade Breakdown
Responses  
100 * .40 = 40
Presentation  
100 * .20 = 20
Paper  
100 * .40 = 40

TOTAL  
100

REQUIREMENTS

1) Response Pieces (40 points): For every reading, you will be required to hand in a one-page response piece due the day the reading is assigned. I do not expect a formal analysis of the essay. Rather, I expect an honest and plain-spoken reaction to what you have read. The purpose of these assignments is to get your mind working through the arguments in preparation for class discussion. Each piece should be about 2 double-spaced pages. Please number the sections, quote the passages to which you are reacting (single spaced) and also cite the page number of the passage. You will respond in three ways.

   a. React to a Passage You Liked: Quote a passage that struck you as particularly interesting, insightful, or eloquent. Explain why you liked it.

   b. React to a Passage You Didn't Like: Quote a passage that seemed wrong in some way in terms of its argument or perspective. Explain why you disagreed with it or thought it lacking.

   c. Cite a Passage that Raised a Question: Quote a passage that you either did not understand or that raises a genuine question in your mind. By “genuine” I mean that you honestly feel curious or perplexed, not a rhetorical question that simply passes judgment on something. Explain your question and why it is significant.

2) Presentation of Rhetorical Artifact (20 points): Each of you will be responsible for bringing in a rhetorical artifact for interpretation and discussion during one class period. Your choice of artifact should be able to be viewed/read/listened to within a 15 minute period, after which you will offer a 15 minute oral interpretation using concepts from the class. Class discussion of this artifact will follow. This artifact may or may not relate to the subject of your seminar paper. That is up to you.

3) Seminar Paper (40 points): You will produce a 15-20 page seminar paper at the end of the course. This paper should consist of original research and should be of one of two categories or a mix of both. (1) Object Analysis: In this paper, you are applying course concepts to a rhetorical artifact, much as you did in the presentation. This paper relies on primary source research and a keen eye for critical analysis. (2) Theory Construction: In this paper, you are examining theoretical concepts themselves in order to reveal their critical errors or limitations and open the possibility for new ideas. This paper relies on your ability to manipulate philosophical concepts apart from practical application.
<table>
<thead>
<tr>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
</tr>
<tr>
<td><strong>September</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>October</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>November</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): English
2. Course prefix, number and complete title of course: 654 History and Theory of Rhetoric to 1800
3. Change requested
   a. Prerequisite(s): From: ________________________ To: ________________________
   b. Withdrawal (reason): ________________________
   c. Cross-list with: ________________________

   Cross-listed courses require the signature of both department heads.

d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:


7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>654</td>
<td>RHETORIC TO 1800</td>
</tr>
</tbody>
</table>

   Lecture Lab SCh CIP and Fund Code Admin. Unit Level
   __________ _______ _______ ___________ __________ _______ 
   __________ _______ _______ ___________ __________ _______ 
   __________ _______ _______ ___________ __________ _______ 

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>654</td>
<td>CLASSICAL RHETORIC</td>
</tr>
</tbody>
</table>

   Lecture Lab SCh CIP and Fund Code Admin. Unit Level
   __________ _______ _______ ___________ __________ _______ 
   __________ _______ _______ ___________ __________ _______ 
   __________ _______ _______ ___________ __________ _______ 

   Approval recommended by: ____________________________ Date: 5/13/14

   Department Head or Program Chair (Type Name & Sign) ____________________
   Chair, College Review Committee ____________________ Date: 5/14/14
   Dean of College ____________________ Date: 5/14/14
   Chair, GC or CCC ____________________

   Submitted to Coordinating Board by: ____________________________ Date: 5/13/14

   Effective Date: 6/10/14

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
ENGL 654: CLASSICAL RHETORIC
Cross-listed with COMM 654

Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: crick@tamu.edu
Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Origins of rhetoric in classical Greece and Rome; exploration of the relationship between philosophy, rhetoric, and democratic political culture; the contemporary relevance of classical thought to contemporary problems.

The art of rhetoric was born in Classical Greece. This does not mean, however, that the ability to persuade others by means of symbols was in any way invented by the Greeks. Persuasion is intrinsic to the nature of language and occurs in some form in all communicative action. By the “art” of rhetoric, I mean a rational system of productive and critical methods focused specifically on how individuals use persuasive arguments to encourage others to collective action in the midst of some shared problem. In other words, the fact that the origin of rhetoric coincided with the origin of democracy is not accidental. In both, emphasis falls on how social individuals use language to influence the actions and judgments of others.

However, this course is not simply about studying the methods of persuasion in Classical Greece. It is about understanding how rhetoric functioned in the entire context of Greek culture in the 5th and 4th centuries B.C.E. To understand rhetoric, then, one must also understand the nature of Greek law, art, science, and economy. To understand these relationships, we will examine three dominant perspectives—the Sophistical, the Platonic, and the Aristotelian, each adopting a different philosophical approach that reflects the changing circumstances of Greek history. Also, we will look at three Greek dramas in order to show how all of these cultural forces were portrayed by the great artists of the past.

PREREQUISITE: NONE

REQUIRED TEXTS
LEARNING OUTCOMES

Students will learn to
- identify the distinct rhetorical traditions that develop over the course of classical Greek history
- distinguish the characteristic traits of literate and oral cultures
- analyze and rhetorical text according to Platonic, Sophistical, and Aristotelian standards
- demonstrate a working knowledge of the relationship between philosophy and rhetoric at its origin point in Greek democracy
- write a 20 page seminar paper which applies classical concepts to some contemporary artifact

POLICIES

Academic Honesty & Integrity:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Attendance:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Late Work
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Standard Letter Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60

Grade Breakdown
Weekly essays 100 * .30 = 30
Paper 1 100 * .15 = 15
Final Paper 100 * .35 = 35
Prezi 100 * .20 = 20

TOTAL 100

REQUIREMENTS:

1) **Weekly essays** (30): every week you will be required to turn in a two-page assignment in which you take from the readings a specific concept (whether it is explicit or implicit) and then spend one page defining the concept (using extensive quotes) and one page articulating a real life, contemporary example in which you see it at work. What you intend to argue will then be articulated as a one sentence thesis statement at the top of the paper. For instance “Aristotle’s concept of metaphor as something which occurs before-the-eyes accounts for the power of 9/11 as a recurring political metaphor do to the way we visualize the collapse of the twin towers.” These essays will be graded particularly on how well the paper meets the standards for scholarly form. It will be graded on a check, check minus, check plus scale, being equivalent to 40, 70, and 100 %.

2) **Seminar paper** (35/15): Every student will write a 20+ page seminar paper that applies classical rhetorical concepts to a current political, social, ethical, or scientific controversy. Half of the paper will be focused on defining the relevant concepts, largely from primary material (with Ong/Havelock/Hamilton meeting being supporting), and the other half will apply those concepts to elements of the controversy. In other words, the seminar paper will model the format of the weekly essays, and may actually be an extension of one or more of them. The paper will be split into two assignments. The first assignment, worth 15% of your grade, will consist of a 10 page paper dedicated explicitly to articulating the history and background of the controversy in rhetorical terms, using Bitzer’s rhetorical situation model. The full paper will then interpret this material in more depth using the classical concepts.

3) **Prezi presentation** (20): the last day of the class will feature 10 min. presentations based on their seminar paper research. It will use prezi.com to compose a lively and engaging presentation of your object of study and your interpretive frame.
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>29</td>
<td>Course introduction/film</td>
</tr>
<tr>
<td>September</td>
<td>5</td>
<td>Edith Hamilton &amp; Gagarin, parts I and II</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Walter Ong, Gagarin part III</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td><em>Eric Havelock, Chapter 1-9</em></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Eric Havelock, Chapters 10-15</td>
</tr>
<tr>
<td>October</td>
<td>3</td>
<td>Gagarin, Parts IV and V</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Plato: <em>Apology, Crito, Phaedo</em></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Plato: Gorgias</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Plato: <em>Phaedrus</em></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Plato: <em>Protagoras</em></td>
</tr>
<tr>
<td>November</td>
<td>7</td>
<td>Aristotle, Book 1</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Aristotle, <em>Books 2 &amp; 3</em></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Prezi Presentations</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>THANKSGIVING</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): English

2. Course prefix, number and complete title of course: 655 History and Theory of Rhetoric since 1800

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:


7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>655</td>
<td>RHETORIC SINCE 1800</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab.</td>
<td>SCH. CIP and Fund Code</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0 0 3 0 9 0 1 0 0 0 0 0 0 0 1</td>
</tr>
<tr>
<td>Admin. Unit</td>
<td>FICE Code</td>
<td>Level</td>
</tr>
<tr>
<td>0 6 8 4</td>
<td>0 0 3 6 3 2</td>
<td>1 6</td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>655</td>
<td>CONT. THEORY OF RHETORIC</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab.</td>
<td>SCH. CIP and Fund Code</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0 0 3 0 9 1 0 0 0 0 0 1 0 6 8 4</td>
</tr>
<tr>
<td>Admin. Unit</td>
<td>Acad. Year</td>
<td>FICE Code</td>
</tr>
<tr>
<td>5 15 1 6 0 0 3 6 3 2</td>
<td>1 6</td>
<td>1 5 - 1 6 0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

   Approval recommended by:
   Nancy Williams 5/13/14
   Department Head or Program Chair (Type Name & Sign) Date
   Kevin Burke 5/13/14
   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee 5/14/14
   Patricia O'Keane
   Dean of College 6-10-14
   Chair, GC or UCC

   Submitted to Coordinating Board by:
   Date  Effective Date
   Associate Director, Curricular Services 02/11

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
ENGL 655
CONTEMPORARY THEORIES OF RHETORIC
Cross-listed with COMM 655

Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: erick@tamu.edu
Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Investigation of the major figures in rhetorical theory in the 20th and 21st centuries; analysis of the relationship between rhetoric and power; identification of new challenges for rhetoric in a global, multicultural, technological age.

Rhetoric is about the social struggle over meaning, and hence, over power. It is about how people use language and symbols to replace one thing with another, and hence transform the way a society or community thinks, feels, and behaves. To understand this process, we must know what society is, what makes it possible, what obstacles it faces, what it fears and desires, what it acknowledges and ignores. Rhetoric is ultimately about how people act as agents of social change, using whatever symbolic power they can harness to move people from this place to that place. “Rhetorical theory” thus studies rhetoric as a cultural phenomenon rather than a merely persuasive one. It addresses broader questions concerning the function of rhetoric in the public sphere, the situational character of discourse, the role and character of audience, and the relationship between rhetoric and truth, and the psychological and sociological structures that enable rhetorical persuasion.

Language and rhetoric understood as "speech" plays a role in that process, but it is not an exclusive one. Speeches are merely manifestations and representative of a larger social consciousness. One also persuades through images, protests, presentations, performances, music, sculpture, and all the other arts and sciences that make up a culture. Rhetoric provides a vocabulary to understand the process of social change as instigated by particular social actors with their own particular motivations and means.

Prerequisites: None

REQUIRED TEXTS
LEARNING OUTCOMES

Students will learn to
- compose a 20 page seminar paper that employees contemporary theories to interpret a specific object of analysis
- distinguish between major contemporary theories of the past three decades
- analyze and interpret theoretical texts according to contemporary problems and situations
- engage other students in critical dialogue about the nature and importance of theories

POLICIES

Academic Honesty & Integrity:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act Policy Statement:
The Americas with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Attendance:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Late Work
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Standard Letter Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
Grade Breakdown
Responses 100 * .40 = 40
Presentation 100 * .20 = 20
Paper 100 * .40 = 40
TOTAL 100

REQUIREMENTS

1) **Response Pieces (40 points):** For every reading, you will be required to hand in a one-page response piece due the day the reading is assigned. I do not expect a formal analysis of the essay. Rather, I expect an honest and plain-spoken reaction to what you have read. The purpose of these assignments is to get your mind working through the arguments in preparation for class discussion. Each piece should be about 2 double-spaced pages. Please number the sections, quote the passages to which you are reacting (single spaced) and also cite the page number of the passage. You will respond in three ways.

   a. **React to a Passage You Liked:** Quote a passage that struck you as particularly interesting, insightful, or eloquent. Explain why you liked it.

   b. **React to a Passage You Didn’t Like:** Quote a passage that seemed wrong in some way in terms of its argument or perspective. Explain why you disagreed with it or thought it lacking.

   c. **Cite a Passage that Raised a Question:** Quote a passage that you either did not understand or that raises a genuine question in your mind. By “genuine” I mean that you honestly feel curious or perplexed, not a rhetorical question that simply passes judgment on something. Explain your question and why it is significant.

2) **Presentation of Rhetorical Artifact (20 points):** Each of you will be responsible for bringing in a rhetorical artifact for interpretation and discussion during one class period. Your choice of artifact should be able to be viewed/read/listened to within a 15 minute period, after which you will offer a 15 minute oral interpretation using concepts from the class. Class discussion of this artifact will follow. This artifact may or may not relate to the subject of your seminar paper. That is up to you.

3) **Seminar Paper (40 points):** You will produce a 15-20 page seminar paper at the end of the course. This paper should consist of original research and should be of one of two categories or a mix of both. (1) **Object Analysis:** In this paper, you are applying course concepts to a rhetorical artifact, much as you did in the presentation. This paper relies on primary source research and a keen eye for critical analysis. (2) **Theory Construction:** In this paper, you are examining theoretical concepts themselves in order to reveal their critical errors or limitations and open the possibility for new ideas. This paper relies on your ability to manipulate philosophical concepts apart from practical application.
### Class Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>29</td>
<td>Course introduction</td>
</tr>
<tr>
<td>September</td>
<td>5</td>
<td>Hauser</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Billig</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Lucaites Parts 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Burke, parts 1-3</td>
</tr>
<tr>
<td>October</td>
<td>3</td>
<td>Burke, parts 4-6</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Lucaites Parts 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Farrell, Ch. 1-3</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Farrell, Ch. 4-6</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Crosswhite</td>
</tr>
<tr>
<td>November</td>
<td>7</td>
<td>Lucaites Parts 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Richards</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Lucaites Parts 7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>THANKSGIVING</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name): Department of Information and Operations Management

2. Course prefix, number and complete title of course: SCMT 655 Forecasting Methods and Applications

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): no faculty to teach course as described in catalog
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCMT</td>
<td>655</td>
<td>FORECAST METH &amp; APPL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>HICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>21</td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>HICE Code</th>
<th>Level</th>
</tr>
</thead>
</table>

Approval recommended by:

Rich Metters
Department Head or Program Chair (Signature)

Date: 4/30/14

Mary Lea McAnally
Chair, College Review Committee
Date: 5/11/14

Mary Lea McAnally
Dean of College
Date: 6/10/14

Chair, GC & UCC
Date: 6/10/14

Questions regarding this form should be directed to Sandra Williams at 816-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name): Department of Information and Operations Management

2. Course prefix, number and complete title of course: SCMT 657 Methods in Multivariate Analysis

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: (Cross-listed courses require the signature of both department heads.)
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCMT</td>
<td>657</td>
<td>METHODS MULTIVARIATE ANALYSIS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0327050100011634</td>
<td>003632</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Rich Metters
Department Head or Program Chair (Type Name & Sign) Date: 4/3/14

Mary Lee McAnally
Chair, College Review Committee Date: 5/1/14

Mary Lee McAnally
Dean of College Date: 6-10-14

Submitted to Coordinating Board by:

Chair, GC UGC Date: 6-10-14

Associate Director, Curricular Services Date: Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra-williams@tamu.edu.

Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments

1. Request submitted by (Department or Program Name): Department of Information and Operations Management
2. Course prefix, number and complete title of course: SCMT 658 Business Computer Models and Simulation
3. Change requested
   a. Prerequisite(s): From:             To:             
   b. Withdrawal (reason): no faculty to teach course as described in catalog
   c. Cross-list with: 
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked: 
5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | SCMT   | 658     | BUS COMP MODELS & SIMU      |

    | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | HCE Code |
    |-------|-----|-----|-------------------|-------------|----------|
    | 03    | 00  | 035 | 2130161634        | 003632      |

    b. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    |        |          |                              |

    | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | HCE Code |
    |-------|-----|-----|-------------------|-------------|----------|
    |       |     |     |                   |             |          |

    Approval recommended by: Mary Lea McNelly
    Department Head or Program Chair (Type Name & Sign) Date

    Department Head or Program Chair (Type Name & Sign)
    (if cross-listed course) Date

    Submitted to Coordinating Board by: Associate Director, Curricular Services

    Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.

    Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name):
   Department of Information and Operations Management

2. Course prefix, number and complete title of course:
   SCMT 660 Introduction to Contemporary Manufacturing Management

3. Change requested
   a. Prerequisite(s):
      From: ___________________________ To: ___________________________
   b. Withdrawal (reason):
      Course content no longer included in or irrelevant to MS curriculum
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   SCMT 660  INTRO  COM M P  M F G  M G M T
   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   0 3 0 0 0 3 5 2 0 2 0 1 0 0 1 6 1 6 3 4 0 0 3 6 3 2

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code

   Approval recommended by:
   Rich Metters
   Chair, College Review Committee
   Mary Lea McNamara
   Dean of College
   Chair, GC or UCC

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and attachments -

1. Request submitted by (Department or Program Name): Department of Information and Operations Management

2. Course prefix, number and complete title of course: SCMT 669 Enterprise Resource Management

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): no faculty to teach course as described in catalog
   c. Cross-list with: __________________________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: ____________________________

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCMT</td>
<td>669</td>
<td>ENTERPRISE RESOURCE PLANNING</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCLP and Fund Code</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>03</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>01</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>61</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCMT</td>
<td>669</td>
<td>ENTERPRISE RESOURCE PLANNING</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCLP and Fund Code</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>03</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>01</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>61</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

   Approval recommended by:

   Rich Metters 4/30/14
   Department Head or Program Chair (Type Name & Sign) Date

   Mary Lea McAnally 5/1/15
   Chair, College Review Committee Date

   Dept of College:

   Mary Lea McAnally 5/1/15
   Chair, GC or UGC Date

   Submitted to Coordinating Board by:

   Andrew Significant 6/10/14
   Date

   Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 02/11