

A - New Course Proposal : Entry # 3623**DEAN Decision**

Approved

Date

01/19/2026

ACADEMIC PROGRAM Decision

Approved

Date

01/15/2026

Type the name of your committee

Study Abroad Committee

SCHOOL EPC Decision

Approved

Date

03/03/2026

GEC Decision

Approved

Date

04/23/2026

APIRC Decision

Approved

Date

08/28/2026

Begin Form**Today's Date**

01/14/2026

Your Name:

Justin Cook

Your Email:

A - New Course Proposal : Entry # 3623jcook3@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Bryan Vescio

Email address of your Department Chairbvescio@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

When should this proposal take effect?

Spring 2027

Information for the Registrar**Choose the department designator from the list below.**

ITG

Proposed Course Number?

3018

Is this course cross listed?

Yes

Choose the second department designator for your proposed course from the list below.

ENG

Choose the third (if needed) department designator for your proposed course from the list below.

PHL

Does this course replace a current course?

No

What is the title of the new course?

Ancient Arguments

A - New Course Proposal : Entry # 3623

Write the catalog description of your proposed course:

This class is a study-abroad seminar based in Athens that uses classic ancient Greek texts as its spine and the city itself as our classroom. Through on-site readings and dialogues at iconic Greek locations, students investigate the core epistemological tensions between the fields of philosophy and rhetoric. Students leave with sharper close-reading, rhetorical analysis, and ethical-reasoning skills, as well as an Athens-shaped understanding of why words matter.

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Yearly

Does your course have any prerequisites?

No

Gen Ed and Academic Programs

Is this course part of Gen Ed?

- Yes

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Integrative Learning
- Experiential Learning

Please provide a rationale for how your course is integrative. Please explain how you weave in different disciplines or fields of study. If your course is housed within one discipline, please explain how the epistemologies you integrate within the course are different from one another.

This course fulfills the Integrative learning outcomes by requiring students to synthesize rhetorical, ethical, and philosophical frameworks across English and Philosophy as they apply ancient theories to contemporary contexts through onsite learning in Athens and the Argument in Motion multimodal portfolio, while also engaging in creative problem solving through original, theory-driven multimodal projects that translate complex ideas into action. Its design aligns with the general principles of integrative pedagogy by employing fully cotaught, dialogic instruction in which both professors function as mentors and facilitators—alongside on site lecturers—modeling shared inquiry and the reconceptualized roles of teacher and learner; by placing sustained emphasis on application over mere acquisition through pre and post site assignments that activate reflexive question posing, decision making, and critical thinking; and by cultivating students' ability to tolerate ambiguity through structured encounters with paradox, tension, and multiple perspectives in texts, sites, and the Dialogue assignment. The course further meets all specific integrative criteria by embedding intentional learning, asking students to set goals and assess their growth; by incorporating high impact practices that require significant effort, faculty interaction, and learning beyond the classroom through immersive study in Athens

A - New Course Proposal : Entry # 3623

and collaborative activities such as peer review and structured debate; and by fostering metacognition through repeated reflective Argument in Motion posts that trace students' intellectual and personal transformations. Finally, the course clearly satisfies the requirement that integrative proposals draw from at least two departments, as the curriculum is explicitly built on the integration and interrogation of ethical philosophy and rhetorical studies. More specific details can be found on the syllabus.

Will this course be team-taught?

Yes

Who will team-teach with you and which department / school do they work in?

Caroline Mobley

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

ENG Major - Elective; PHL Major - Elective, PHL Minor - Elective

Is this course part of an academic program?

- Study Abroad

Have you received approval from the appropriate academic program committee to move forward with this proposal?

Yes

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

Yes

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

This integrative, team-taught course advances core aims shared by HPU's English and Philosophy programs. English emphasizes helping students research and compose rhetorically effective texts for varied audiences, analyze discourse in context, and demonstrate genre- and media-aware communication—capacities the course directly builds through multimodal composing (e.g., site-based reflection, public-facing artifacts) and sustained rhetorical analysis of classical and contemporary arguments. Philosophy highlights careful interpretation of texts, critical analysis of arguments, and ethical deliberation oriented to the good life and responsible citizenship. The course centers those habits through close reading (especially Plato's *Gorgias*), structured dialogue, and applied ethical reasoning at relevant historical sites in Athens.

List all student learning outcomes for this course.

Major-Specific: English

-Analyze rhetorical situations and produce multimodal texts for public audiences, justifying design and technology choices appropriate to audience, purpose, and context.

-Apply classical rhetorical frameworks to a real-world dilemma and argue for a defensible recommendation supported by reasons

A - New Course Proposal : Entry # 3623

and evidence.

Major-Specific: Philosophy

- Analyze the strengths and weaknesses of complex philosophical arguments
- Apply philosophical arguments and ethical reasoning in academic contexts and everyday life

Global Studies

- SELF-AWARENESS: Students will describe and analyze how their own worldview, including knowledge, norms, and value systems, is impacted by regional and/or cultural origin and can be shaped by meaningful engagement with those who have different worldviews from their own.
- CULTURAL UNDERSTANDING: Students will engage cultures with different worldviews from their own, including knowledge, norms, and value systems. Students will promote this understanding of other people and cultures through a lens of ethnography (learning from people), as opposed to ethnocentrism (contrasting people and cultures from a narrow perspective).
- CULTURAL NAVIGATION: Students will demonstrate cultural self-awareness, communication skills, and the ability to navigate cross-cultural interactions. Students will be prepared to apply cultural navigation skills in new contexts, including their future careers.

General Education: Integrative

- INTEGRATIVE LEARNING: Synthesize concepts, theories, or frameworks of fields of study and apply them to situations or problems.
- CREATIVE PROBLEM SOLVING: Analyze a problem and develop innovative solutions to address it effectively.

List any units or content areas that will be required for all sections of this course.

n/a

List any assignments, tests, or other assessments that will be required for all sections of this course.

n/a

List any readings or other materials that will be required for all sections of this course.

n/a

List any course policies that will be required for all sections of this course.

n/a

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

n/a

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

This course has been approved by both departments and the study abroad committee.

Sample Syllabus

- [ITG-Ancient-Arguments_Syllabus.docx](#)