A. GE component for which course is being proposed:
   III.A.2./3.: Writing-Intensive or Speech-Intensive Course within/outside the Major

B. Submitted by **Maurice Lee**

C. Ideally, submissions should be discussed by the entire department prior to submittal.
   
   [ ] Chair has reviewed and approved the course.

D. Course being proposed (please attach syllabus):
   **RS 125: Theology**

E. This course
   [ ] Has not been modified, but is being submitted to check its suitability
   [x] Has had its syllabus rewritten to communicate the course’s contribution to GE
   [ ] Has had its contents modified to address the relevant GE issues
   [ ] Is a new course designed to fulfill the GE requirement

F. This course is being submitted as
   [ ] A Template. Applicable to courses with multiple sections which require only general
      training in the discipline. The submission should come from the department chair and should
      clearly identify what course content and what elements of the syllabus the department has agreed
      will common to all sections. Upon approval by the GE Committee, any course whose syllabus is
      determined by the department to meet the specifications of the template is approved to satisfy this
      area requirement. A copy of each syllabus should be forwarded to the G.E. committee for record
      keeping purposes.
   [x] An Individual Course. Applicable to courses requiring specialized training in the
      discipline or are typically offered by a particular instructor. The course should be resubmitted and
      reassessed in the event of a change in staffing or syllabus.

G. Statement of rationale:
   
   (Please attach a copy of the syllabus which has been annotated (a) to identify the activities fulfilling each of
   the expectations for courses in this area and (b) to explain how the activity addresses the expectation.
   Electronic annotations are preferred. Please use the *comment* feature in Word to annotate electronic
   copies.)

   *This course is intended to give RS majors (and non-majors taking the course) instruction and practice in thinking theologically and expressing that thought in writing. Students read a range of examples of contemporary theological writing and participate in a semester-long, multi-stage, collaborative process, the goal of which is to help them produce rigorous, readable written work. The major result is a single — but multiply revised and augmented — paper benefiting from a preliminary topical discussion with the instructor, three guided discussions with fellow students, and a final evaluation of both content and form by the instructor. Contributing to the development of writing skills are assignments requiring short responses to reading content and two short theological assessments of whole books.*