



COMM415: Rhetoric of Social Movements (Tu/Th, 2-3:15 & 3:30-4:45)

Dr. Knopf (Morey248; Tuesdays 4:45-5:30, Wednesdays 1:45-3, Thursdays 12:30-1:30, 5-6)
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Course Description: This course will give you an insight into the formation, performance, and dynamics of social movements. Specifically, we will look at the rhetoric of social movements to discover the persuasive strategies and opportunities available to social movements, and we will discuss what works, what doesn't, and why. To do this, we will look at social movements generally and at multiple historical case studies.

Course Objectives: In taking this class, you will be able to:

- Understand the nature and significance of verbal & nonverbal communication, including signs and symbols; and, be able to recognize and apply rhetorical tactics of change/agitation
- Construct and evaluate oral, written, and/or visual arguments & messages, improving your own strategic communication skills, with consideration of how to best apply your personal communication strengths to reach self-established goals
- Understand and explain the roles of communication in society, including its relationship to other disciplines and the issues of marginalized and/or minority voices

Texts & Course Materials:

- Syllabus & Assignment Packet (copy permanently on Moodle)
- a dedicated notebook
- PowerPoint notes

Grading:

- 7 quizzes (lowest two dropped) = 25 points
- Final Exam = 25 points
- Participation = 25 points
- Cumulative project = 25 points

☆ Full assignment descriptions & instructions are in the "Assignment Packet" Use it. ☆

Final Grades are broken down **in this class** as follows:

- 4.0 = 94-100
- 3.7 = 88-93
- 3.3 = 82-87
- 3.0 = 76-81
- 2.7 = 70-75
- 2.3 = 64-69
- 2.0 = 58-63
- 1.7 = 52-57
- 1.3 = 46-51
- 1.0 = 40-45
- (0.0 = 0-39)

☆ A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved, or that the work is of an average acceptable quality. A 4.0 is attainable but will require much more than minimal effort. ☆

How to earn a minimum 2.3 in the course, guaranteed:

• Attend 25+/27 class sessions • Arrive late/leave early ≤ 4 times • Complete *all* work, including quizzes, on time
You can still earn up to a 4.0 if you do these things, and if you don't or are unable to do these you can still earn a 2.3 or higher in the course. If, however, you are worried about passing, this is the basic route to success.

Assignment Descriptions: All assignments and their due dates are established at the start of the semester. This way you know what to expect, and when. You can plan ahead, both for time management and learning strategies. All due dates are indicated on the course calendar at the end of this syllabus. Due dates are absolute and non-negotiable. Details, instructions, rationales, and grading criteria for all assignments are outlined in the Assignment Packet section that follows the calendar. You are responsible for familiarizing yourself with that information.

Challenging a Grade: If you identify an error in grading, I am always willing to admit to a mistake and correct it. If you want me to *reconsider* a grade, follow these steps:

- Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- Write a 1-2 page explanation of why the grade should be reconsidered identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of your performance rests with you.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. Accept the final decision. *I will reconsider each assignment only once.*

Extra Credit: A way to succeed throughout life, while managing stress, is to be mindful – to focus your attention and your energies and to be aware of the consequences of your actions. To help you to be present mentally and not just physically in class, you will receive 1/3 point of extra credit for every day that you turn off your cell phone, or MP3 player, or tablet, or laptop, and put it on the front desk BEFORE CLASS STARTS and leave it there for the class session (that can add up to 9 points of extra credit for the semester – which can mean making a 2.3 a 3.0!). You will not be penalized if you choose to keep and use your electronic device during class.

Extra credit will **not** be available as an end-of-semester option to make-up-for or replace work that you did not do throughout the semester. It will never be given on an individual basis.

Due Dates/Late Work: LATE ASSIGNMENTS ARE NOT ACCEPTED.

✍ If you know in advance you will not be in class when an assignment is due, turn it in early.

✍ If you wake up sick when something is due, please email it by class time.

✍ Because 2 quiz grades are dropped, there are no make-up quizzes.

All due dates are on the course calendar.

Attendance: This is a live, non-virtual, non-mediated, communication course. Being present on time (and AWAKE) is necessary. **If you cannot consistently be present, on time, for class, you should withdraw.**

☆ You are solely responsible for catching up on work that you miss (always refer to the course calendar and to the potential kindness of classmates). Absences are not an excuse for late work or for being unaware of course expectations. Make-ups for assignments will only be granted in rare instances and usually only with documentation of an unavoidable emergency.

In the case of **college-sanctioned activities or religious observances**, arrangements should be made prior to/in advance of the absence. [Note: Grades that factor in attendance will be adjusted for such events as long as notice is given.]

Attendance for the Final Exam/Meeting: Finals week is part of the required number of class meeting hours set by the SUNY system. Final exam times are scheduled by the school to ensure that classes do not overlap. Final exams or activities scheduled during the final exam timeslot, will not be rescheduled unless you have 3 or more exams on a single day. (If that happens, please see the policy online at <http://www.potsdam.edu/offices/registrar/exams.cfm>). **You must make travel/work/childcare arrangements around the final exam.**

Incompletes: Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end when there is an emergency that makes completing the course otherwise impossible.

Academic Integrity & Dishonesty: A pledge of academic honesty is made by all students at SUNY Potsdam, indicating that you understand & comply with the requirements set forth by instructors the Academic Honor Code. To plagiarize is to pass off *ideas or words of someone else as your own* without crediting the source, no matter what the source is or if you make some changes to the wording or add in some of your own words/ideas. **In the event of plagiarism on an assignment in this course you will have 24 hours to correct or authenticate your work or receive a zero on the assignment. Other forms of academic dishonesty, such as cheating on an exam, or attempting to cheat, will result in a 33% lower grade on the work.**

Etiquette: The success of this course is directly related to the sense of community that we develop in the classroom. Any communication or behavior that potentially interferes with the learning environment of other students will not be tolerated. Disruptive behavior - even minor disruptions - may result in your being told to leave class. Repeated offenses may result in course failure.

Spring 2016 Calendar for COMM415 – KEEP TRACK OF DUE DATES!

Wk 1	Tu 1/26: Intro to class focus, expectations	Th 1/28: Characteristics of a social movement
Wk 2	Tu 2/2: Movements & communication	Th 2/4: Stages of a social movement <u>*Quiz-Characteristics & Communication</u>
Wk 3	Tu 2/9: Tactics of a social movement	Th 2/11: Movement Leadership <u>*Quiz-Stages & Tactics</u>
Wk 4	Tu 2/16: Personal needs	Th 2/18: Counter-tactics to a movement <u>*Quiz-Needs & Leadership</u>
Wk 5	Tu 2/23: <i>Iron Jawed Angels</i>	Th 2/25: <i>Iron Jawed Angels</i>
Wk 6	Tu 3/1: The Web	Th 3/3: Film <u>*Quiz- Countertactics & Web</u>
Wk 7	Tu 3/8 SPRING RECESS	Th 3/10 SPRING RECESS
Wk 8	Tu 3/15: Enemies & Conspiracies	Th 3/17 CANCELED (ESS CONFERENCE)
Wk 9	Tu 3/22: <i>Gandhi</i>	Th 3/24: <i>Gandhi</i>
Wk 10	Tu 3/29: Violence, <i>Journalist & Jihadi</i> <u>*Quiz-Film & Enemies</u>	Th 3/31 CANCELED (ECA CONFERENCE)
Wk 11	Tu 4/5: Political Arguments	Th 4/7: Space, Place, & Bodies in Protest, <i>Body of War</i> <u>*Quiz-Violence & Poli Arguments</u>
Wk 12	Tu 4/12 APRIL RECESS	Th 4/14: Countermovements, <i>Patriot Guard Riders</i>
Wk 13	Tu 4/19: <i>Malcolm X</i>	Th 4/21: <i>Malcolm X</i>
Wk 14	Tu 4/26: in-class application project <u>*Quiz-Space etc & countermovements</u>	Th 4/28: in-class application project
Wk 15	Tu 5/3: in-class application project	Th 5/5: in-class application project
Wk 16	Tu 5/10: in-class application project	Th 5/12: in-class application project & semester review, self-evals, course evals
Wk 17	2pm class: 5/20 @ 10:15-12:15 – Exam	3:30 class: 5/19 @ 8am-10am – Exam

LATE ASSIGNMENTS ARE NOT ACCEPTED!

COMM415 ASSIGNMENT PACKET

Quizzes: There are a number of specialized terms and concepts relevant to the rhetoric of social movements, and our in-class time together (where nearly all the work for this course takes place!) will be more productive if you learn to recognize the terms, almost-weekly quizzes (exact dates are on the course calendar) will ask you to familiarize yourself with new material by reviewing it outside of class. Each quiz will cover the preceding lectures covered since the last quiz (see the course calendar for exact content of each quiz). Each quiz will be 5-15 multiple-choice questions. In cases of college-sanctioned activities or religious observances, quizzes must be rescheduled *in advance*. Otherwise, missed quizzes cannot generally be made up because the lowest two grades will be dropped anyhow.

There are several ways to prepare for the quizzes:

- Come to class, listen carefully, and take notes.
- Review the PowerPoints that will be made available on Moodle AFTER each class.

Final Exam: Cumulative exams are a proven way to help students review and integrate a semester's worth of content (as opposed to memorizing it temporarily for a quiz and then forgetting it). To encourage learning and memory from one quiz to the next, the cumulative final exam will use a combination of short-answer and multiple-choice questions, all taken directly from the quizzes.

In addition to the preparation you do for the quizzes, you can be ready for the exam by:

- Reviewing, studying, and learning from your quizzes
- Attending class regularly
 - ★ Good attendance will pay off in having credit that you can use to “buy out” of exam questions. *For every full week of attendance (arriving on time, not leaving early), credit will be earned toward being able to skip questions on the exam.* **NOTE:** Sleeping in class, reading or doing work for other classes, and other disruptive behaviors can reduce the attendance credit you may earn for exams.

Why tests? Psychological research on the science of successful learning has demonstrated that the act of preparing for a test and actually taking the test and retrieving information is a great boost to memory. This is your major – it's important to know the language of the discipline. Exams are not just a measurement instrument, they are also an important learning instrument. Exams are a clinically proven way to help students keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't, and the use of frequent quizzes or tests is likely to promote regular, moderate, work, whereas a few larger assignments tend to produce short bursts of cramming, often at the last minute. Furthermore, the quizzes and exams will push you to learn the language of Communication discipline.

Participation – Social movements are based on involvement and community interaction. Therefore, your regular attendance has significant importance to this course as does your involvement. Participation will be graded based on attendance (classes attended divided by classes held, adjusted for religious observances & college-sanctioned activities), worth 10 points of your course grade, and a self-evaluation of your involvement (by you, using the following rubric- which will be provided to you at the end of the semester), worth 15 points of your course grade.

<i>Class Preparation</i>		<i>Class Time</i>	
<input type="checkbox"/> I read & reviewed the PowerPoints regularly.	A	<input type="checkbox"/> I took notes regularly.	A
<input type="checkbox"/> I occasionally reviewed the PowerPoints.	C	<input type="checkbox"/> I took some notes.	C
<input type="checkbox"/> I never accessed the PowerPoints	F	<input type="checkbox"/> I rarely/never took notes.	F
<input type="checkbox"/> I sought assistance with difficult material	A	<input type="checkbox"/> I paid close attention in class.	A
<input type="checkbox"/> I spent extra time reviewing difficult material	C	<input type="checkbox"/> I tried to pay attention in class.	C
<input type="checkbox"/> I never worried about difficult material	F	<input type="checkbox"/> I used class time to chat with friends or do other work	F
<input type="checkbox"/> I did work not assigned.	A	<input type="checkbox"/> I participate orally in class discussions.	A
<input type="checkbox"/> I did all the assigned work on time	C	<input type="checkbox"/> I participated aurally in class discussions.	B
<input type="checkbox"/> I did some of the assigned work.	F	<input type="checkbox"/> I didn't pay much attention to class discussions.	F

Considering these factors, I rate my overall class participation effort as: (circle **one**)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Final Project – Social movements are about grassroots (from the ground up, or from the people) activity and activism. In this spirit, you will be designing your own final project – which has been given ample class-time during the last 3 weeks of the semester.

Here are the guidelines:

2015 saw college students taking action across the country for gender, sexual, and racial equality. A number of protests and actions have taken place on our own campus.

Using what you learned in this course, you will interact in small groups and as a class to consider how these efforts could be improved – or if they should be stopped. The choice to take your ideas beyond the classroom is yours.

As you will learn, social movement organizations have to set, and adjust, their own goals. You, too, will have to establish your own goals with this project, including how you want it to be assessed for a grade. Don't worry, I will help guide or facilitate these discussions as needed to make sure we all stay on track for your success.

The purposes of this assignment are to take personal responsibility for something, in the spirit of grassroots activism, demonstrate learning and the ability to recall/use/apply course concepts, think strategically about one's strengths and how to use them to good purpose, and to think strategically about one's goals and how to measure success.