

## COMM416 – Voices of American Women: Spring 2010 with C. Knopf

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### Description

Shaped by the idea of the feminist public sphere, informed by understandings of gendered communication, and viewed through a lens of present-day life, the purpose of this course is to study the battle of the sexes in U.S. history by examining the public discourse of women in the 19th and 20th centuries. Special attention will be given to the social and political gags placed on women and the rhetorical and communicative techniques they used to overcome those obstacles.

By the end of this course, you will have a better understanding of women's history in the U.S. and the unique situation of women throughout the world, as well as a new insight into contemporary women's issues (such as the Hillary Clinton presidential campaign and the Sarah Palin story). Moreover, as a result of the in-depth study of others' speeches, you will be better able to present your own speeches in more effective ways.

This course focuses on the efforts of early women's rights activists and their attempts to gain political and economic equality, as well as humane treatment, for women in the United States. We will discuss their fight to ensure that women could get the kind of education you all are currently receiving, their efforts to ensure that women had legal recourse when beaten, their arguments that women should be able to vote to protect not only their interests but the interests of their families, and their struggles to give women a chance to earn their own salaries – either for financial necessity or mental fulfillment. Many of these women were wives and mothers. They were not advocating a departure from those roles, and neither is this class. They were, and we are, discussing expansions of women's functions in society and options beyond the home for any women that needed or wanted those choices.

### Objectives/Outcomes

This course will help you to:

- Gain insight into modern civil rights issues by examining the start of the women's rights movement
- Gain an understanding of women's rhetorical styles in particular contexts
- Examine one's own identity, life and commitment to change, ideals, or ideas
- Learn about some techniques of resistance and agitation, as well as those of control
- Identify and address gender stereotypes and biases in history and present
- Identify and address unique gender-based social and political pressures
- Become more effective speakers (special attention to strengthening personal credibility & improving audience adaptation)

This course carries the General Education designator of “SI” – Speaking Intensive. This means you will participate in a semester-long series of oral communication assignments that strengthen understanding of effective oral communication. The assumption is that everyone has already taken an FS course and therefore knows how to create and deliver a speech and is ready to refine their speech skills.

Students who take this class are expected know how to: find, use, and cite evidence to support ideas; decide what ideas to include in a speech; arrange those ideas effectively,

while using previews and transitions; relate the ideas directly to the audience; employ language to make ideas meaningful and interesting; construct clear and effective introductions and conclusions; and, use a delivery style that is vigorous, varied, and vivid.

### Course Materials:

- Campbell, K.K. (1989). *Man cannot speak for her: A critical study of early feminist rhetoric. Vol. I* 2.
- Campbell, K.K. (1989) *Man cannot speak for her: Key texts of the early feminists. Vol. II*
- Computer access to use the course Blackboard (and for optional Facebook Group)
  - A notebook and index cards may be useful, but are not required

### Calendar

You are responsible for staying on top of the work in this class. Use this calendar to remind you of what is due when (I do not give reminders) and to see what you missed if you are absent from a class.

Date	Reading Due	Homework Due	Tentative Activity
Tu, 1/26			Course overview
Th, 1/28	None	<b>Are You A Feminist? paper 1</b>	<i>Out of Our Father's House</i> film
Tu, 2/2	Chapter 1 (v. i)	Ch. 1 question(s)	Gender style survey
Th, 2/4	Chapter 2 (v. i) Speech #3 (v. ii)	Ch. 2 question(s) Speech #3 response	Dixie Chicks music
Tu, 2/9	Chapter 3 (v. ii)	Ch. 3 question(s)	
Th, 2/11	Speech #6 (v. ii)	Speech #6 response	<i>Cold Case</i> TV episode
Tu, 2/16	None	<b>Gender issue speech</b>	<b>Speech presentations</b>
Th, 2/18	None	<b>Gender issue speech</b>	<b>Speech presentations</b>
Tu, 2/23	Chapter 4 (v. i)	Ch. 4 question(s)	Lucy Stone skit
Th, 2/25	<u>Channels of Desire</u> (Bb)	'Desire' ch. question(s)	<i>Coco Chanel</i> film segment
Tu, 3/2	Chapter 5 (v. i)	Ch. 5 question(s)	‡ <i>Water</i> film ‡
Th, 3/4			‡ <i>Water</i> film ‡
3/9, 3/11	None	None	<b>Spring break</b>
Tu, 3/16	Chapter 6 (v. i)	Ch. 6 questions	
Th, 3/18	None		In-class help with speeches
Tu, 3/23	None	<b>Modernized speech</b>	‡ <b>Speech presentations</b> ‡
Th, 3/25	None	<b>Modernized speech</b>	‡ <b>Speech presentations</b> ‡
Tu, 3/30	Chapter 7 (v. i) Speech #16	Chapter 7 question(s) Speech #16 response	‡ S.B. Anthony trial reenactment play ‡
Th, 4/1	Chapter 8 (v. i)	Chapter 8 question(s)	<i>Hallelujah Trail</i> film clip
Tu, 4/6	None		<b>April break</b>
Th, 4/8	Chapter 9 (v. i)	Ch. 9 question(s)	"Solitude of Self" reading
Tu, 4/13	<u>Century of Struggle</u> (Bb)	'Struggle' ch. questions	<i>Triangle Shirt Factory Fire</i> film
Th, 4/15			<i>Triangle Shirt Factory Fire</i> film
Tu, 4/20	Chapter 10 (v. i)	Ch. 10 question(s)	
Th, 4/22	None	Festival	<b>No class meeting</b>

Tu, 4/27	Chapter 11 (v. i)	Ch. 11 question(s)	<i>Iron Jawed Angels</i> film
Th, 4/29	None		<i>Iron Jawed Angels</i> film
Tu, 5/4	Chapter 12 (v. i)	Ch. 12 question(s)	<i>The Yellow Wall-paper</i> reading
Th, 5/6	Speech #26 (v. ii)	Speech #26 response	<i>The Golden Girls</i> episode
Tu, 5/11	<u>Megaphones to Microphones</u> (Bb)	'Megaphones' ch. question(s)	
Th, 5/13	Women in War speech (Bb)	War speech response	

Final Exam Week (day & time TBA):

**Special Occasion Speeches**

**Are You a Feminist? paper 2**

† = open classroom events for Women's History Month

## Grading

Your final course grade is determined out of 100 possible points:

- Special Occasion Activist Technology Speech = 20 points
- Informative Gender/Sexuality Issue Speech = 20 points
- Modernized Suffrage Speech = 25 points
- Mini Papers = 10 points (2 @ 5 points each)
- Reading Questions = 15 points (15 @ 1 point each)
- Speech Responses = 10 points (5 @ 2 points each)

**Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying "Assignments Packet" available on Blackboard under the Syllabus menu option. Be sure to read it carefully.**

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

4.0 = 95-100 points	3.7 = 90-94 points
3.3 = 86-89 points	3.0 = 82-85 points
2.7 = 78-81 points	2.3 = 72-77 points
2.0 = 67-71 points	1.7 = 61-66 points
1.3 = 56-60 points	1.0 = 51-55 points
0.0 = 0-50 points	

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved.

Higher grades are awarded to work that goes above and beyond the minimum standards to produce papers and presentations that reflect superior intellectual effort, excellence in critical analysis and overall creativity in the approach towards any given assignment. A 4.0 is attainable but will require much more than minimal effort.

### 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, following the same guidelines for all written work, 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 student performance rests with the student.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. *Be aware that in reconsidering a grade, I may find that it earned a lower grade than it originally received.*
- Accept the final decision, whether the grade stays the same, is raised, or lowered. *I will reconsider each assignment only once.*

### 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.*

### Extra Credit

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. There are some chances at bonus points built in to the course. And, you can, earn two extra credit points, added on to your overall course grade, *right now* by printing, truthfully filling out the statement at the end of this document, and giving it to Dr. K.

## **\*\* Academic Integrity & Dishonesty \*\***

As stated in the Undergraduate Catalog, the following pledge is made on all academic work done by students at SUNY Potsdam. This pledge is regarded as an indication that you understand and have complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code.

*"On my honor: I will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code and the directions given to me by each course instructor"*

To plagiarize is to pass off *ideas or words of someone else* as your own or to use created productions without crediting the source. Any time you incorporate the words and/or ideas of another person into your work, whether from a book, a film, T.V., the Internet, or any other source, without giving their creator the credit, you have plagiarized. It is literary and intellectual theft when you present work that someone else did as being new and original.

**I have a zero tolerance policy on plagiarism. In the event of plagiarism on a an assignment in this course you will A.) Definitely fail the assignment. B.) Possibly fail the course.**

Therefore, you will be responsible for authenticating any assignment submitted in this course. I recommend that you keep copies of all drafts of your work, make photocopies and/or careful notes of research materials, save drafts or versions of assignments under individual file names on computer disks, etc. (This is a good practice for any and all classes. Not only will it protect you should you ever be accused of academic dishonesty, but it also protects you in instances of computer malfunctions, stolen bags, spilled coffee, and bad filing systems.)

Other forms of dishonesty or cheating are also not tolerated and will result in a failure of the assignment and/or class. If you think you are engaging in questionable behavior, you probably are, so either don't do it or seek clarification.

### **Incompletes**

Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end in extreme circumstances with documentation. To receive an incomplete, there must be a serious *emergency* so late in the semester that there isn't time to make up what you miss. Incompletes are not granted because you partied the first 12 weeks of the semester and realized during the last 3 weeks that doing so wasn't such a good idea.

## Attendance

There is no set number of “allowable” absences, but regular, timely, attendance is expected. *In-class work and assignments that are missed during an absence cannot be made up*, except in extreme circumstances with documentation.\* Reasonable effort at providing advance notice of such instances is expected.

Arriving late and leaving early on a regular basis will be counter-productive because you are likely to miss a lot of information and numerous important announcements.

Consecutive absences of one week or more, **without notice** from you, can result in a failure. In the case of prolonged absences from class of one week or more, you must notify me immediately in order to make arrangements.

**Attendance is expected during Finals Week**, so make your travel arrangements accordingly.

## Classroom Behavior

### Technology/Electronic Devices

Technology is permissible, and even welcome, in the classroom given the following:

- Your usage is polite. You are taught from kindergarten on that it is not acceptable to carry on personal conversations with others or to pass notes to people during class time. The same is true for the electronic versions of these (i.e., taking/making cell calls and texting).
- Your usage does not interfere with your performance in class. Multitasking is a fact of modern life, but if you're not good at Facebooking and listening at the same time, don't do it.
- Your usage does not bother your neighbors. Gaming, video viewing, downloading porn, etcetera may not be a distraction to you but may be a distraction to the people sitting near you. Phones and pagers should always be set to silent and should only be answered outside of the classroom.
- You are willing to apply your technology use to course materials in productive ways. Technology can enhance your learning, so if asked to look something up on the Web during class, please do so. *A refusal to use technology in the classroom as part of the class can result in revocation of technology use privileges.*
- You do not secretly record any portion of a class without seeking permission from all involved parties.

Consider your technology use outside of class, too. If contacting me via email, be professional: use an appropriate and informative subject, address me politely, and use good Standard English.

### Etiquette

The success of this course is directly related to the sense of community that we will develop in this classroom. Participation is essential to this process. I encourage you to share your views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, I expect the members of this community (including myself) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking individuals.

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\* Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include optional events like hangovers, vacations, weddings, births of children other than your own, and various appointments; manageable events like roommate disputes and romantic troubles; or events that can be planned for like funerals, exams and papers in other classes, and work conflicts. Documentation must come from official sources like coaches, doctors, lawyers, or clergy - not notes from your parents or roommates.



I, \_\_\_\_\_, have read the entire syllabus for COMM416 with Dr. Knopf, have  
**[printed name]**

understood it, and agree to observe it for the duration of my enrollment in the course. If there was any part of the syllabus that I found troubling in any way, I have already spoken to Dr. Knopf about my concerns.

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

**COMM 416 Assignment Packet**  
Descriptions, Instructions, and Explanations  
(with grading rubrics)  
for the Entire Spring 2010 Semester with Dr. K

This document contains complete descriptions and requirements for each assignment in this class, including grading. Though we will discuss most assignments in class, you are responsible for being familiar with the information contained in these pages. If you do not pay attention to the details provided here, and as a result do not complete an assignment accordingly, your grade will be negatively affected, with only yourself to blame.

That said, I am always more than happy to answer questions, clarify things, or to help in any way I can with your work on these assignments – as long as you take the time to review the information I've provided here first, (**Thanks!**)

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## Chapter Questions Reading Homework

15 points (1 each)

Due as indicated on calendar

In place of quizzes, tests, or exams in this class, you will be held accountable for completing the assigned reading by answering one or two assigned questions for each chapter in volume 1 of Man Cannot Speak for Her and for the three supplementary book chapters provided via Blackboard. All questions are provided below. Each can be answered in just a few short sentences.

Answers must be typed, double-spaced, in complete sentences.

These will each be worth 1 point in your overall course grade, earned for completion and effort. Completing the reading as assigned is important because of the emphasis on discussion during class time.

### Questions ~

- Chapter 1: In what ways did the qualities of a good speaker conflict with those of a good woman?  
The rhetoric of early women's rights advocates always contained what two dimensions, as a result of them not being accepted in the public sphere?
- Chapter 2: What techniques did Angelina Grimke use to respond to or connect with her audience?
- Chapter 3: How was the Bible used to keep women in the private sphere?  
How did Mott use the Bible to argue against women being kept in the private sphere?
- Chapter 4: What made the Declaration of Sentiments startling?  
What were the three major rationales for woman's limited sphere?
- Channels of Desire: Give two examples of clothing styles that were directly connected to expectations of traditional gender roles.
- Chapter 5: Name one argument made about marriage and divorce by each of the 4 featured female speakers, providing the speakers' full names.  
What was something that most, if not all, of those speakers agree on about marriage?
- Chapter 6: Give an example of how Elizabeth Cady Stanton used both adaptation and confrontation in her speeches.
- Chapter 7: Why, according to Anthony, is it vital that all U.S. citizens have the right to vote?  
What kinds of evidence did Anthony marshal to support her claims?
- Chapter 8: Give an example of how Willard used traditional female roles to argue for increased women's rights.  
Give an example of how Willard used traditional male roles to encourage support for increased women's rights.
- Chapter 9: How did "Solitude of Self" differ from Cady Stanton's earlier speeches?
- Century of Struggle: What burdens did the women shirtwaist strikers face?  
What characterized the relationship between the Women's Trade Union League and the American Federation of Labor?
- Chapter 10: How were the speeches of Wells and Church Terrell similar?  
What was one way that they differed?
- Chapter 11: In your own words, how does Shaw define a democracy?  
In what ways did the trials of arrested protestors further the suffrage cause?
- Chapter 12: What problems plagued the advancement of women's rights after women's suffrage?
- Megaphones to Microphones: In what ways did technologies effect women's rhetoric in the post suffrage years?

### **Speech Reading Homework**

Worth 10 points total (2 each)

Due as indicated on calendar

For each assigned speech in volume 2 of Man Cannot Speak for Her (as well as one speech on Blackboard) you will hand in a typed statement that identifies a passage (1 sentence to 1 paragraph) of the speech that stood out to you. You will quote the passage and then explain why it stood out to you.

Each of these short (1/2 –1 page, typed, double-spaced) papers will be worth 2 points, for a total of 10, toward your overall grade.

### **Mini Papers - "Are you a feminist?"**

Worth 5 points each

Due January 28 & May during Finals Week

These two short papers will ask you, at different times in the semester, to examine your own beliefs and to answer the question: Do you consider yourself to be a feminist? Why or why not?

This assignment is designed to be reflective and thought provoking. Its purpose is not to promote feminism or to force any particular point of view onto you. Its only purpose is to encourage you to consider your relationship to the course topic.

There is no right or wrong answer for these papers, but a thoughtful, type-written, error-proof response of 1-2 pages is expected.

#### ***Formatting***

- 12-pt. Times New Roman or Courier font, black
- white or cream paper
- double-spaced
- 1 inch margins
- stapled
- follow Standard American English conventions of language use. Basically, that means write like someone who is educated well enough to be in college. If you're like most students, you'll make a few mistakes now and then, but what you say should be easy to follow and, in general, grammatically correct. If you think you could use some help with your writing I encourage you to make use of the College Writing Center.
- proofread - more than two errors per page will negatively effect your grade.

## Informative Gender/Sexuality Issue Speech

20 points

Due February 16 & 18

1) Identify and research a current gender-related issue (such as, abortion, birth control, Affirmative Action, civil unions, domestic violence, sexual harassment, media stereotyping, eating disorders, child limits in China, Men's Movement, ERA, Fathers' Rights, pornography, child labor, Promise Keepers, Title IX sports, sex slavery, women in combat, teen pregnancy, "designer" babies, girls & math/science education, women in politics, Glass Ceiling...)

2) Write an informative speech to raise awareness about this issue. An informative speech provides an audience with new information, new insights, or new ways of thinking about a topic. Your speech might be an in-depth analysis of a complex subject; an exploration of a new policy or concept; a vivid description of a person, place, or event; or a physical demonstration of how something works. As long as your general speech purpose is to increase the listeners' understanding and awareness, your options are nearly limitless.

2a) Identify Your Listeners' Information Needs –

What do your listeners already know? What do they need/want to know?

What biases or misconceptions might they hold about the topic that you need to handle?

2b) Determine Your Speech Type –

*Object* (person place or thing);

*Concept* (idea or belief);

*Event* (historic or common);

*Process* (how...)

2c) Choose a Strategy for Presenting Content -

*Definition*: Identify the essential qualities and meaning of something.

*Description*: Use vivid details to help your audience form a mental picture of your topic

*Explanation*: Provide reasons or causes, show relationships, & offer interpretation or analysis.

*Demonstration*: Physically demonstrate your topic with the use of visual aids.

3) Pay particular attention to establishing your credibility on this issue. Why should an audience listen to you? What do you know about it? Why do you care? How are you effected?

4) Practice your speech.

5) Present your speech to the class. May be delivered extemporaneously or from manuscript.

You will have a **maximum of 7minutes**.

You will graded as follows:

4 pts: Well researched – provides audience with adequate and interesting material & info.

4 pts: Engaging use of language – clear & attention-getting.

4 pts: Strong credibility – ethos is well established and is convincing to the audience.

4 pts: Quality verbal delivery (good volume, steady rate, clear articulation, vocal variety).

4 pts: Quality nonverbal delivery (calm demeanor, good use of gestures, strong eye contact).

Drafts may be reviewed for feedback and assistance prior to grading if they are given to me in paper or electronic form at least 36 hours before they are due. Drafts received less than 24 hours before the due date will definitely not be reviewed. I will not, however, correct all spelling and grammar errors for you; that is your responsibility.

## **Modernized Suffrage Speech**

25 points

Due March 23 & 25

- 1) Select one of the speeches by early women activists that is presented in Volume II.
- 2) Read it through several times. Research the background of the speech – know why it was given and where.
- 3) *Rewrite the speech for a modern audience*: update the language and shorten the length. You may need to choose a particular portion of the speech to focus on, depending on its original length and how you choose to modernize it.

You might also find a more contemporary style of presentation (ex., rap, Power Point, YouTube video, oral poetry), and/or apply the message of the speech to a current issue (ex: marriage laws => same sex marriage, or, slavery => child labor).

You may also need to make adjustments for gender (ex. if you are a man delivering a speech originally made by a woman).

**This is not an oral report about the speech or a summary of the speech.** It is an updated/modernize/simplified version of the speech. You should deliver it in the first person (“I” statements, not “she said” statements)

- 4) Practice your new and improved speech.
- 5) Present your speech to the class. May be delivered extemporaneously or from manuscript. You will have a **maximum of 7minutes**.

You will be graded as follows.

- 5 pts: Fair representation of original - message is clear & reflects understanding of original speech
- 5 pts: Creative (unique presentation and/or good use of current issue to update the speech)
- 5 pts: Language is appropriate for a modern audience
- 5 pts: Well organized
- 5 pts: Quality delivery, both verbal and nonverbal

Drafts may be reviewed for feedback and assistance prior to grading if they are given to me in paper or electronic form at least 36 hours before they are due. Drafts received less than 24 hours before the due date will definitely not be reviewed. I will not, however, correct all spelling and grammar errors for you; that is your responsibility.

## **Special Occasion Activist Technology Speech**

20 points

Due Finals Week

We are spending the semester looking at and discussing activist speeches. We are examining women's entrance into the public sphere and their struggles in the public square.

These things now are more likely to take place on the public screen – our televisions and our computers.

1) Find a current activist Web site, pod cast, YouTube series or channel, blog, or Facebook group that is promoting a gender-related issue (such as domestic violence, women's equality, fathers' rights, etcetera). Take the time to really look through the site – learn about the issue, the person or group that hosts the site, activities or events the group hosts, etcetera.

2) Write a special occasion speech that relates to the site. A special occasion speech is one that is prepared for a specific occasion & for a purpose dictated by that of that occasion. Special occasion speeches can be either informative or persuasive or, often, a mix of both. However, neither of these functions is the main goal; the underlying function of a special occasion speech is to: *Entertain* (an amusing speech with a lighthearted focus on a specific topic), *Celebrate* (praises the subject at hand, usually with a certain degree of ceremony), *Commemorate* (offers remembrance and tribute), *Inspire* (motivates audience by examples of achievement), and/or *Set Social Agendas* (group goals & values are articulated & reinforced).

Common types of special occasion speeches include:

*Speeches of Introduction*, which prepare an audience for a main speaker/event by heightening interest in it

*Speeches of Presentation*, which communicate meaning of an honor award & how the recipient earned it.

*Toasts*, which pay brief tribute to a person/event being celebrated (roasts are humorous tributes)

*Eulogies*, which celebrate the life of a deceased and console the grieving

*After-Dinner Speeches*, provide low-key, entertaining and unique insight into a given topic

*Speeches of Inspiration*, which uplift or motivate an audience by using emotional force

Depending on your site and your interests, possibilities include:

- recognizing the achievements or efforts of a particular person or group
- memorializing the death of someone connected to the group or issue
- motivating a group's members
- introducing a speaker or kicking off an event the group is hosting
- awarding the Web site itself for its efforts, innovations, reach, or other achievement

3) Rehearse your speech

4) Present your speech to the class. May be delivered extemporaneously or from manuscript.

You will have a **maximum of 7minutes**.

You will be graded as follows:

- 4 pts: Well developed – provides a clear and vivid picture of the person(s) or event(s)
- 4 pts: Meets emotional needs of audience – offers hope, inspiration, or comfort to public/supporters
- 4 pts: Organized – clear and cohesive, easy to follow and understand
- 4 pts: Strong credibility – ethos is well established and is convincing to the audience.
- 4 pts: Quality delivery - both verbal and nonverbal

Drafts may be reviewed for feedback and assistance prior to grading if they are given to me in paper or electronic form at least 36 hours before they are due. Drafts received less than 24 hours before the due date will definitely not be reviewed. I will not, however, correct all spelling and grammar errors for you; that is your responsibility.

## **Potsdam Festival Extra Credit Option**

During the week of April 19<sup>th</sup>, SUNY Potsdam is hosting its Academic Campus Festival. This year's theme is "Footprints in the North Country: Pathways on the Planet."

For those of you who are not familiar with it, the Festival is an event held every three years which involves numerous special lectures, performances, presentations, and other events by presenters from on and off campus. The two main days of the Festival are Thursday and Friday April 22 and 23.

We will not be having class on Thursday April 22<sup>nd</sup> so that you all have a chance to attend at least a portion of the Festival.

To encourage you take advantage of this opportunity, I am offering an extra credit option to coincide with the Festival.

There are at least two gender studies related events happening at Festival:

Tuesday, April 20 <sup>th</sup>	4:00 pm	"Life According to Helen Hosmer"
Thursday, April 22 <sup>nd</sup>	10:00 am	"On Going & Staying: Knowledge, Freedom, and the Architecture of Travel"

The full schedule of events, with locations, is available online at

<http://www.potsdam.edu/academics/specialprograms/campusfestival/index.cfm>

Attend one of these events, or another event that you find is related to issues of gender or sexuality and write a 2-3 page paper summarizing what you learned at the presentation and how it connects to what you've learned in Voices of American Women.

Depending on the strength of your paper, you can add up to 5 points to your final grade, which can raise it one to two levels.

Papers should be typed, double-spaced, using 12-pt Times New Roman or Courier font, on white paper with 1-1.5" margins. Papers should follow Standard American English usage (write like someone who is educated enough to be in college) and should be proofed for spelling and grammatical errors (your word-processing program can help with this). Please staple multiple pages together before handing in.