COMM415: Rhetoric of Social Movements

Dr. Knopf: Office hours – Tu 8-9, 3:30-5, Th 3:30-5, M/W/F by apt (Morey 248)
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Description & Objectives:

Each one of us has the potential to find ourselves in a position where we must either face social and/or political perceived troubles, or turn our back on them. Therefore, 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 some case studies from the past and present. The course will emphasize the ideals and practicalities of the public sphere and will push you to strengthen your group communication skills.

By the end of the course, you will:

- be able to recognize, identify, and apply tactics of political and social resistance, rebellion, struggle, and agitation
- be able to recognize & identify strategies of control
- understand the significance of media attention in tactics of both agitation & control
- have new knowledge and understanding of well-known and little known resistance efforts in the U.S. and abroad
- recognize and apply your own potential for political and social change

Course Materials

Required: ● The Rhetoric of Agitation and Control, 2nd edition by Bowers, Donovan, & Jenson, 1992
● Persuasion and Social Movements, 5th edition by Stewart, Smith, & Denton Jr., 2007

Additional readings will be provided on the course Blackboard. To make sure you never miss an assignment because of technical difficulties, I recommend you download all readings ASAP to your hard drive, to a USB drive, or to a CD-ROM, &/or that you email them to yourself.

Assignments & Grading

Project Censored =	20 points
Weekly Censored update =	5 points ($^1/_3$ each)
Social Organization Project =	15 points
Vocabulary Tests =	20 points (7 each)
Reading Applications =	40 points (2 point each, with room for missing up to 3. Doing all will result in extra credit)

The full syllabus and the complete instructions for all course assignments are available on Blackboard. Each is in a PDF file. You are expected to carefully read both documents in their entirety. I also strongly recommend that you save copies of each in paper form &/or on a disk, a drive, or in your email folders.

Course Calendar

Due dates will not change without prior discussion and ample notice.
No additional work will ever be added to the schedule.

Bb = Blackboard   *   RAC = The Rhetoric of Agitation & Control   *   PSM = Persuasion & Social Movements

Date	Reading Due	Homework Due	Tentative In-Class Activity
Tu, 8/31			
Th, 9/2	RAC ch. 1	Reading Application for RAC1 (see Assignment Packet & post response to Bb) Project Censored update (briefly share a news item you found interesting through one of the provided websites; this is done weekly & is strictly oral)	
Tu, 9/7	PSM ch. 1 & Bb Reading A	Reading Application for PSM1	
Th, 9/9	RAC ch. 2	Reading App RAC2 & Project Censored update	
Tu, 9/14		Post thoughts/ideas about Social Organization Project to Bb	NO CLASS MEETING (Dr. K @ conference)
Th, 9/16	RAC ch. 3	Reading App for RAC3 & Project Censored update (post blurb to Bb)	NO CLASS MEETING (Dr. K @ conference)
Tu, 9/21	PSM ch. 2	Reading App for PSM2	
Th, 9/23	PSM ch. 3	Reading App for PSM3 & Project Censored update	**Quiz**
Tu, 9/28	PSM ch. 4	Reading App for PSM4	*Gandhi*
Th, 9/30	PSM ch. 5	Reading App for PSM5 & Project Censored update	*Gandhi*
Tu, 10/5	RAC ch. 5 & Bb Reading B	Reading App for RAC5	
Th, 10/7	PSM ch. 6	Reading App for PSM6 & Project Censored update	
Tu, 10/12			FALL RECESS
Th, 10/14	PSM ch. 7	Reading App for PSM7 & Project Censored update	**Quiz**
Tu, 10/19	RAC ch. 6	Reading App for RAC6	*Malcolm X*
Th, 10/21	PSM ch. 8	Reading App for PSM8 & Project Censored update	*Malcolm X*
Tu, 10/26	PSM ch. 9	Reading App for PSM9	
Th, 10/28	PSM ch. 10	Reading App for PSM10 & Project Censored update	*Roe vs. Wade* excerpt
Tu, 11/2	PSM ch. 11	Reading App for PSM11	
Th, 11/4	RAC ch. 4 & Bb Reading C	Reading App for RAC4 & Project Censored update	
Tu, 11/9	PSM ch. 12	Reading App for PSM12	
Th, 11/11	PSM ch. 13	Reading App for PSM13 & Project Censored update	
Tu, 11/16	RAC ch. 8	Reading App for RAC8	NO CLASS MEETING (Dr. K @ conference)
Th, 11/18	RAC ch. 7	Reading App for RAC7 & Project Censored update	*Battle in Seattle*
Tu, 11/23	PSM ch. 14	Reading App for PSM14	*Battle in Seattle*
Th, 11/25			U.S. THANKSGIVING
Tu, 11/30	Bb Reading D		
Th, 12/2	Bb Reading E	Project Censored update	
Tu, 12/7	RAC ch. 9	Reading App for RAC9	
Th, 12/9	Bb Reading F	Project Censored update	
Finals Week	Date & time TBA	Project Censored & Social Organization Project Wrap-Up	**Quiz**

Full assignment descriptions are found in the Assignment Packet.
Additional support materials may be available on Blackboard.

Grading

Your final course grade is determined out of 100 possible points:
Project Censored =   20 points
Weekly Censored update =   5 points ($^1/_3$ each)
Social Organization Project =   15 points
Vocabulary Tests =   20 points (7 each)
Reading Applications =   40 points (2 point each, with room for missing up to 3.
                                                         Doing all will result in extra credit)
Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying "Assignments Packet" available on Blackboard under the Syllabus menu option.

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 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. *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.* All due dates are on the course calendar.

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. Also you can earn 2 extra points, added to your overall course grade 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. This includes user-generated content on sites like Wikipedia.

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 <u>cannot be made up</u>*, except in extreme circumstances with documentation.<u>*</u> 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.

<u>Consecutive absences of one week or more, **without notice** from you, can result in a failure</u>. 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:

- <u>Your usage is polite</u>. 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).
- <u>Your usage does not interfere with your performance in class</u>. 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.
- <u>Your usage does not bother your neighbors</u>. 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.
- <u>You are willing to apply your technology use to course materials in productive ways</u>. 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.*
- <u>You do not secretly record any portion of a class without seeking permission</u> 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 develop in the 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.

<u>*</u> 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.

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I, _____, have read the entire syllabus for COMM415 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*

Assignment Packet
COMM415
Dr. Knopf

This document contains complete descriptions and requirements for each and every 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!

Contents:

Course Materials

Required: ● The Rhetoric of Agitation and Control, 2nd edition by Bowers, Donovan, & Jenson, 1992

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Tu, 9/7	PSM ch. 1 & Bb Reading A	Reading Application for PSM1	
Th, 9/9	RAC ch. 2	Reading App RAC2 & Project Censored update	
Tu, 9/14		Post thoughts/ideas about Social Organization Project to Bb	NO CLASS MEETING (Dr. K @ conference)
Th, 9/16	RAC ch. 3	Reading App for RAC3 & Project Censored update (post blurb to Bb)	NO CLASS MEETING (Dr. K @ conference)
Tu, 9/21	PSM ch. 2	Reading App for PSM2	
Th, 9/23	PSM ch. 3	Reading App for PSM3 & Project Censored update	**Quiz**
Tu, 9/28	PSM ch. 4	Reading App for PSM4	*Gandhi*
Th, 9/30	PSM ch. 5	Reading App for PSM5 & Project Censored update	*Gandhi*
Tu, 10/5	RAC ch. 5 & Bb Reading B	Reading App for RAC5	
Th, 10/7	PSM ch. 6	Reading App for PSM6 & Project Censored update	
Tu, 10/12			FALL RECESS
Th, 10/14	PSM ch. 7	Reading App for PSM7 & Project Censored update	**Quiz**
Tu, 10/19	RAC ch. 6	Reading App for RAC6	*Malcolm X*
Th, 10/21	PSM ch. 8	Reading App for PSM8 & Project Censored update	*Malcolm X*
Tu, 10/26	PSM ch. 9	Reading App for PSM9	
Th, 10/28	PSM ch. 10	Reading App for PSM10 & Project Censored update	*Roe vs. Wade* excerpt
Tu, 11/2	PSM ch. 11	Reading App for PSM11	
Th, 11/4	RAC ch. 4 & Bb Reading C	Reading App for RAC4 & Project Censored update	
Tu, 11/9	PSM ch. 12	Reading App for PSM12	
Th, 11/11	PSM ch. 13	Reading App for PSM13 & Project Censored update	
Tu, 11/16	RAC ch. 8	Reading App for RAC8	NO CLASS MEETING (Dr. K @ conference)
Th, 11/18	RAC ch. 7	Reading App for RAC7 & Project Censored update	*Battle in Seattle*
Tu, 11/23	PSM ch. 14	Reading App for PSM14	*Battle in Seattle*
Th, 11/25			U.S. THANKSGIVING
Tu, 11/30	Bb Reading D		
Th, 12/2	Bb Reading E	Project Censored update	
Tu, 12/7	RAC ch. 9	Reading App for RAC9	
Th, 12/9	Bb Reading F	Project Censored update	
Finals Week	Date & time TBA	Project Censored & Social Organization Project Wrap-Up	**Quiz**

Full assignment descriptions are found on the following pages.
Additional support materials may be available on Blackboard.

Social Organization Project

In this course you will be learning about strategies of social organization and social change, and about the challenges faced by groups who are working for change. To enhance the learning process, you will be applying this new knowledge to a real-world, real-life situation and will be engaging in social organization for a cause. Though the work you will be doing will not be a "social movement" in the true sense (it is more of a campaign) it will allow you to connect with the course material in practical ways. Additionally, it will be something you can point to and tell your friends, your parents, your potential employers, and/or your potential graduate schools, "I was part of this and we accomplished X."

Purposes of Assignment:
- To provide you with an opportunity to apply course content in a practical situation
- To improve group communication skills
- To explore first-hand issues related to civic involvement

As a class you will identify a cause to which you want to contribute your time and expertise. You may opt to contribute to a pre-existing organizations or you may know of another area of need, perhaps something locally, which you want to help.

You are not expected to make any kind of financial donation nor will you be expected to volunteer in the traditional sense. Your job, *as a class*, will be to:
a) figure out what the group, organization, or cause needs
b) work together to raise awareness, collect resources, encourage participation... as appropriate

You will be in charge of planning and creating signs, Web pages, informational tables, events, etcetera, and for organizing the results of your efforts. Tasks that you might be involved in include blogging, use of social media sites, packing/sending care packages, slogan and logo design, contacting the press, and more. It will all depend on the cause you, as a class, identify, the roles that each person takes on, and your own group goals for the effort.

Class time will regularly be devoted to the planning and executing of your ideas.
Homework will help you to tie in course materials, especially the readings, with the project so that a) class time will be used productively, and b) you can immediately apply abstract and historical concepts to immediate, concrete affairs.

Grading
Participation (attendance required) = 5 pts (1 pt is inactive, 5 pts is highly active)
Individual Success (self-graded) = 5 pts (your chance to honestly reflect on your contributions)
Group Success (self-graded) = 5 pts (you evaluate how well the class met its determined goals)

Reading Applications

As a 400-level class, you are expected to keep up on the reading. Readings will be assigned from the two textbooks and from articles posted to Blackboard.

Purposes of Assignment:
- To encourage you to keep up with the reading
- To provide a forum for current and "real world" application of content
- To improve in-class discussions

For *each* assigned **chapter** you must:
Consider how some aspect of the reading informs the class's social organization project and describe it. For example, when reading the chapter on leadership, if you think one particular style has emerged in the class project, explain that, or, if you think a certain leadership style would be most effective for the class project, explain that. Another example, when reading the chapter on slogans, come up with one or two potential slogans for the class project. As a final example, you can also think about the broader issues involved; when you read about judicial routes for social change you could consider whether legal action could make a difference for the project's *cause* even though a class action suit is certainly not something you yourselves would actually *do*.

These will be posted to specially designated discussion boards on the course Blackboard so that others can see your ideas & we can all save money on paper &/or ink. **They must be posted before class starts (on the day the reading is due) in order to receive full credit**, whether you are in class that day or not.

It is recommended that you type your homework responses into a word processing document, or email text, and save it. Then, copy and paste your answer into Blackboard or attach the file to Blackboard. This way, glitches will not accidentally wipe-out your work before you can submit it. If Blackboard is down or giving you problems, you should e-mail me your homework. If you are having computer problems, you should hand a hard copy in to me. Technical difficulties are never, never, never an excuse for not being able to turn in your homework.

You do not have to write a lot, you just have to show an attempt at connecting the theory and history you are reading about to present-day practice. This will actually help you get more out of the reading, and probably enjoy it more, too. To help guide you, I've posted a few questions for consideration for each chapter; you may choose to address one or more, or may opt to apply the chapter in a different way.

Grading
If your homework is submitted on time and is complete you will receive full credit.

NOTE: There are 23 total chapters due in this class. You can receive 2 points for each application. You may miss up to 3 without having a negative affect on your grade. Doing them all will give you 6 points of extra credit.

The assigned readings on Blackboard are different. They are first-hand accounts of people involved in political or social change. When these are assigned, come to class prepared to discuss your thoughts on the reading. I will call on people to share. You do not have to write anything.

Vocabulary Tests

<u>Worth 20 points (7 points per quiz)</u>   <u>Administered as indicated on calendar</u>

A primary learning goal of this course is application of knowledge. Applying knowledge in a specific field, however, often requires, or is at least easier, when one is familiar with the vocabulary, terminology, and/jargon that is particular to the discipline. For that reason, you will be tested on your familiarity with course vocabulary three times during the semester (the last class of each month).

These quizzes will be matching, 7 questions in length, and will ask you to identify the correct definitions of key words from the readings. The quizzes will not be cumulative.

To prepare, consider the key concepts in the chapters covered and take note of terms you hear used repeatedly in class.

<u>*Grading*</u>
Each question will be worth 1 point.
There is the chance to get 21 out of 20 points on the combined quizzes for bonus.

Founded by Carl Jensen in 1976, Project Censored is a media research program that conducts research on important national news stories that are underreported, ignored, misrepresented, or censored by the US corporate media. Each year, Project Censored publishes a ranking of the top 25 most censored nationally important news stories in the yearbook, _Censored: Media Democracy in Action_, which is released in September. Recent Censored books have been published in Spanish, Italian and Arabic. As we will discuss throughout the semester, the media plays a pivotal role in shaping what Americans know about, pay attention, and deem important or worthy. For that reason, we will participate in Project Censored.

Students in class will search independent and foreign news sources for important news stories not covered in the US corporate media. Stories are reviewed in class and prioritized for importance to the American people. Students research the prioritized news stories for coverage in the US corporate media using the following databases (if available) Lexis-Nexis, Proquest, Google, and Factiva. News stories not covered by US corporate media are then vetted by campus faculty or community experts for accuracy and credibility. Nominations will be posted by the faculty affiliates on the Project Censored interactive website for comment and review prior to the final vote. **The names of all students and faculty participating would be listed in the acknowledgments of the annual yearbook. Personal attributions for those individuals whose stories make the final list will be listed with the story in the text.** The top 10-20 most important news stories identified by the affiliate class each semester will be permanently posted on the Project Censored interactive website and will be available for open comment and discussion through the worldwide web.

Purposes of this Assignment:
- Demonstrate the agenda-setting power of the media
- Improve your research and writing skills
- Encourage exploration of current events

Project Censored's goal is to identify important news stories of which the American people should be knowledgeable of that have not been covered by the US corporate mainstream news. This includes instances where:
--corporate mainstream media will cover the news topic but leave out very important facts and
  information that is only available from independent sources.
--the Associated Press releases a story, but few corporate mainstream organizations pick it up
--the story receives one-shot "back page" coverage

Instructions
Be sure the news story has been published, either electronically or in print, in a newspaper, journal, magazine, newsletter, or similar publication or is it a transcript from a radio or TV broadcast. Make sure it is important to the people in the United States in some way, and ask yourself if the story has clearly defined concepts backed up with solid, verifiable documentation?   (During the search you may find news stories related to your original story from other independent news sources. It is acceptable to combine two or more stories into a single nomination if the stories complement each other or contain much of the same information. The author who published the story first becomes the lead for combined nominations.) Several hundred independent news sources both foreign and domestic are list at:
http://www.projectcensored.org/censorship/news-sources/

        1) In order to do a thorough job of researching an article, you need to understand what it is saying. Be sure to read the article thoroughly, highlighting the actual pieces of information

as you go. Clarify and record the main point or points. Focus *more on what the author says has happened* in the past *and less on what should or could happen* in the future. (In other words, avoid personal conjecture or commentary.)

2) Write down key words and phrases that are important and unique to this story. These nouns (people, places and things) that words that the story could not be written without. Some examples might include: the name of a legislator, a proposed piece of legislation, the name of a group or organization involved, a specific amount or statistic, the name of a country or a type of currency.

3) Use your key words to search the LexisNexis database (available through the SUNY Potsdam libraries) to ensure that the story was **not** covered in the U.S. corporate media (see criteria at top).   Select the coverage range for the prior two years whenever possible. Enter in your keywords and conduct the search. You should also conduct a Google search using your keywords. Using several databases (like LexisNexis & ProQuest & Google News & Yahoo! News), and varying your search terms is a good idea. **Note: A normal full search of a particular story can take hours to accurately complete.**

4) Get the story evaluated by a person with expertise in the subject area of the story (like a professor, community leader, doctor, lawyer, politician, etc). The evaluator should advise on the accuracy and credibility of the story. Are the facts of the story scientifically accurate? Is the story free of major gaps in logic and information? Are the sources of the story determinable and trustworthy? Is the story timely and important for people in the US to know?

5) Write an article synopsis – a **150-200 word** summary of the information found in an article. Be sure to reflect the main points of what the authors are trying to say in the least amount of space. Your job is to present the most important information contained in the article by listing the facts, data, trends or examples that the authors relate in a clear and organized format. This summary will contain:
  i) A title – either the original story title or a unique title that fits the overall idea
  ii) A strong first sentence, in bold type, that summarizes the entire thrust of the article.
  iii) A 150-200-word body that supports with the key facts the main ideas of the story.
  iv) Actual original source, Title, Author, magazine or news source, date, and on-line URL connection for each of the sources used.
  v) Names of student researcher(s), instructor's name, expert evaluator's name, and university.

Because this can be a time consuming process, I do not want you waiting until the end of the semester to start work on it. Doing so will cause you a lot of unnecessary stress and may result in lower quality work. Therefore, to encourage you to look for "censored" stories on a regular basis, each Thursday you will tell the class about one particularly interesting, under-reported, news item you found. (If you are absent from class you can email me a short write-up, by class time, for credit.) If you find a story to use early in the semester, GREAT! Good for you. You will continue to participate in the weekly updates, but will be able to surf through the headlines more casually.

Grading
The story is not prominently featured in U.S., mainstream, corporate media =	4 pts
Title =	1 pt
Strong, bold faced, first sentence =	1 pt
Original source completely cited =	2 pts
Name of credible evaluator =	3 pts
Proper length of summary (150-200 words) =	4 pts
Clearly & correctly written (understandable & free of writing errors) =	5 pts

**If you would like to earn extra credit towards your final course grade, you can submit a second story and accompanying report. It must be complete to receive credit and will earn you up to 7 points to add to your course grade (1 point for each item listed in the above rubric that you accomplished). Please indicate if you have a preference for which story you want graded and which is to be extra credit.