**COM 390 African American Rhetoric**

*School of Communication*

*Illinois State University*

*Fall 2019*

Class Meetings: TR, 2pm-3:15pm in Fell 152

Professor: **Dr. Ashley Hall**

Office: 460 Fell Hall

Office Hours: 3:30pm-4:45pm, and by appointment

Office phone: (309)438-7369

Email: arhall8@ilstu.edu

**Required Course Materials:**

* All course readings are accessible on ReggieNet

**Course Description:**

This course will explore how members of African American communities, both historically and in contemporary times, have used language and symbols rhetorically to construct and reconstruct images of themselves, their communities, and cultural practices. Although misogynistic and heteronormative perspectives and experiences have traditionally dominated African American rhetorical studies, this course offers an alternative approach to studying African American discourse and rhetoric(s) of freedom. This means that this course begins with an understanding that racism, sexism, classism, homophobia, transphobia (among a multitude of other “isms”) remain an undeniable albeit uncomfortable reality for Black people living in the U.S. and around the world.

By putting various strands of critical Black theory (e.g. Black queer feminism, Afro-pessimism, and Afro-futurism) into conversation with historical and contemporary approaches to rhetorical criticism, we can discover new and exciting ways we to study African American rhetoric within Communication Studies. Analyzing the public and private lives of African Americans who speak out against the injustices they face is essential to rhetorical studies as their contributions highlight the ways their rhetoric(s) reveal and transform relations of power in an anti-black world.

**Course Objectives:**

**1.** To examine African American rhetoric/communication scholarship in terms of theoretical and conceptual tools that have been used, the limitations of existing data, and the need for further research.

**2.** To study the impact of racialized communication on the social and symbolic construction of the United States in a global context.

**3.** To understand how members of African American communities have used symbols rhetorically to construct and reconstruct images of themselves and their communities.

**Course Goals:**

**1**.Upon completion of this course, students will have reliably demonstrated the ability to speak to the various theoretical and methodological approaches to studying African American rhetoric.

**2.** Upon completion of this course, students will have reliably demonstrated the ability to think critically about rhetoric as it relates to the U.S. Black/African American experience, culture, and strategies of resistance.

**3.** Upon completion of this course, students will have reliably demonstrated the ability to craft well-articulated arguments regarding the symbolic power of African American rhetoric.

4. Upon completion of this course, students will be able to conduct quality research and properly cite various strands of African American rhetoric.

**Teaching Philosophy:**

In a course with material this complex, we will often struggle together to make meaning of the text and beginning to consider the myriad of ways in which what we read can be used in interrogating our own specific areas of scholarly research interests. We are embarking on a journey of exploration and discovery, not of the truth, but of the complexities and implications of interpretation. Your goal is not to develop an expertise in any particular theorist or theoretical tradition, but to begin to complicate the kinds of questions that you ask of your own work.

**Continued Enrollment:**

Your enrollment in this class constitutes agreement with all aspects of this syllabus, the supporting “Course Policies” document, and any additions or alterations that may be made to them during the course of the semester. Additions include announcements I post for the class in ReggieNet or make in class, and additions include e-mail sent to class members. Such additions include information about the course, assignments, and so on. These announcements and e-mail are equally important when it comes to evaluating your work, because announcements may contain clarifications or other help that fit within assignments’ requirements.

**Communication-**

In regard to communication, the best way to get in touch with me is through email. When sending me an email, please regard this as a formal channel of communication; this means that emails should not be treated as text messages or other informal channels of communication (Facebook, Twitter, etc.). Please make sure to read over your emails before sending them to maintain a level of professionalism. **My general rule of thumb is that I respond to emails Monday through Friday 8am to 8pm.**

**Class Decorum:**

In the classroom and elsewhere, you are expected to conduct yourself in a manner consistent with Illinois State University’s Code of Student Conduct. In addition, ISU remains committed to creating and maintaining a working, learning and living environment that is welcoming, supportive, respectful, inclusive, diverse and free from discrimination and harassment. Disrespectful communication towards me or other students in class such as malicious name-calling, bullying, misgendering, racist, sexist, ableist, and classist remarks (to name a few) will not be tolerated. Any student engaging in this behavior will be asked to leave class and will not be allowed to return until the behavior has been addressed. BE CRITICAL OF THE CONTENT & KIND TO EACH OTHER!

**Class Discussion Guidelines:**

1. Remain accountable of the difference between intent vs. impact.

2.  It is essential to work on being comfortable with that which is uncomfortable. Ask yourself why you may be uncomfortable. Remember, you have to be willing to put in the work to educate yourself and reflect on your personal biases.

3.  Think before you speak, we don’t have to agree; however, our disagreement should focus on the ideas, not attacking people. Words have power, so for the community to thrive, please remember that accountability is key in this course.

4.  Everyone is entitled to their personal and political beliefs; however, ask yourself if these beliefs endorse toxic, violent, and harmful viewpoints detract from the class environment. Therefore, it will be important for students not to be defensive and remain open to learning and growing personally and academically.

5. “Share the air”

**Writing Expectations:**

The quality of your writing matters and is part of the content that I will evaluate for this course. While instructors do not expect all of you to be perfect writers, your writing is part of what I evaluate. This evaluation includes assessments of the organization, sentence structure, fitting word choice, typographical mistakes, spelling, and basic grammar errors in your writing.

If you feel that you have trouble writing up to the standards required for this course, please consider consulting with a tutor at the writing centers before assignment deadlines.

***Formatting*:** All written assignments submitted for evaluation should be formatted as follows: 12 pt. font, 1-inch margins, double spaced, times new roman, with pages numbered. All written assignments must be submitted online with your full name and student ID number in the subject heading. All writing should be formatted using the **Chicago manual of style.**

***College-Level Writing***: 7-10 sentences per paragraph, short, declarative sentences, well-developed ideas, organization/structure, concise paragraphs, topic sentences, transitional phrases & words, credible, relevant supporting material as well as copy editing. Copy editing includes *grammar, punctuation, sentence structure, and spelling. See ReggieNet for additional information regarding writing. I will use these tips to assist me in assessing your written work.*

I do not accept any assignments via email, ReggieNet ONLY. **Final papers must be printed and stapled.**

**Student Expectations:**

Undergraduate students- Commitment to acquiring knowledge, completing all assigned readings/assignments, coming to class with two-three comments/questions (see note on outside preparation on p. 3), fully engaged in class discussions, earnest attempts to grapple with the theoretical and methodological approaches.

Graduate students- Mastery of concepts/term, methodological approaches, and theoretical contributions to rhetorical studies in Communication Studies, three-five comments/questions, (see note on outside preparation on p. 3), model academic excellence for undergraduate students during class activities and group assignments in and outside of class.

**Outside Preparation:**

Plan on spending between six to nine hours (or more, depending on how you learn) each week outside of class on your work for this course. (See ISU’s Credit Hour Policy 4.1.19. Also see “Time Management/Credit Hour Policy” for weekly and daily breakdown.) You will need this time to complete assigned readings, prepare for class, write papers, develop team projects, and study for exams. You are expected to read, think critically about, and prepare two to three comments or questions about the material before coming to each class meeting.

**Learning Assessments**:

Assessment of students’ learning against the course’s objectives shall be done through a combination of learning assessments. Details about them can be found on ReggieNet in the first module of core documents for managing the class (see the document, “Instructional Events & Assessment Plan”). Learning assessments fall into the following two categories:

• **Informal/Ungraded Assessments** — I can measure how well you are learning in process by observing, listening to and talking with you. These data reveal your personal processes, attitudes, and other matters that are part of how and how well you learn.

Examples include notes/notecards for class discussions, chatting about course material before and during class, the quality of questions and discussion in class, the amount of sharing/engagement, learning ownership, assignment discussion, visits with me, and disposition.

**• Formal/Graded Assessments** — I can measure how well you can apply your learning by evaluating the work you produce in response to specific assignments. This work is what is graded and used to determine your final, overall level of mastery of the course’s material by course’s end. Basic parameters for all graded assessments are given in the table below. Specific requirements and expectations for each formal assessment shall be provided separately. All assignments except certain time sheets (see schedule) and the portfolio are due in hardcopy. Also see the “Course Policies” section for matters that pertain to assignments’ requirements.

**Class Discussion Preparation/Expectations:**

This course is designed to improve your ability to communicate and interact with different concepts. Given the inherent communicative nature of symbols and rhetorical forces and their influence on our lives, **your participation in class discussions is critical in practicing, developing, and understanding communication skills and messages**. Additionally, we all learn more if everyone contributes. I expect all of you, as you should expect from yourselves, to contribute to our educational experience. It is expected that each of the reading assignments will be completed by the time you come to class the day the assignment is due. DO NOT think that your “attendance” is your participation grade.

To participate means you add to the overall learning environment with your ideas and critical, albeit respectful, comments. It is up to you to come to class prepared to participate as a citizen — to listen attentively to others, to engage critically and creatively to the perspectives of others, and to contribute meaningfully to discussions of the class topics. In short, come to class having read the material with questions and comments ready for discussion.

Students who interrupt discussions by frequently arriving to class late, who constantly interrupt others without meaningfully listening to their comments, or who constantly bring up questions that would more appropriately be answered by a glance at the syllabus or during office hours (e.g., “when is this due?” or “what do we have to read for the next class?”) not only reflect poorly on their own class citizenship; they also actively cheapen the educational experience of everyone else.

* 1. **Read before class**: The only way class discussion will be meaningful is if you read the material before class. I will not lead the class ina discussion over material when discussion should be occurring. As active participants in the class, it is up to you to read and participate in discussions. Ultimately, if you do not read and there is little to no class discussion, it will hurt your class performance and devalue your overall education. **DO NOT EXPECT TO READ MATERIAL WHILE IN CLASS!!**
	2. **When reading material for class**: There will be times when some of you believe the readings in the books are too difficult orconfusing. As college students, I expect you to rise to the challenge and spend the time necessary to comprehend, reflect, and use the material in the books. You may have to read the material more than once, so budget your time carefully.
	3. You should also consult dictionaries for words or concepts that are unfamiliar to you. If you are having trouble with the readings, you should work with someone else in class. You may ask me questions about conceptual material, but I will not respond to claims that the material is too confusing or difficult.
	4. **Talking Points**:for each class period of reading, you need to bring to class 4-5 critical questions/comments based on the reading.You will hand them in to me at the end of the class period. You should refer to the author and page number of the reading in which your question/concern relates. **They must be typed**. You will receive up to 5 points for your questions, and up to 5 points for your participation in that particular class. Additionally, for **each** observation, you should put the page number of the reading for which you question/comment pertains – in other words, reference the page where your question/comment relates. You should also place the date for the discussion at the top. Each reading day involves class discussion. Your participation will be based on the following rubric – a total of 5 possible points per class. This rubric will also be used for your overall course participation grade (in conjunction with your total points earned).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| Full participation as a | Above average | Does what is expected: | Does not demonstrate a | Acts in a manner that |
| leader in class, providing | participation as mostly a | comes to class and | time commitment to the | disrupts the learning of self |
| well-developed responses, | listener with some | completes reading | course (is tardy, misses | and others. Creates an |
| questions, comments, and | involvement in class | assignments. Normally a | some class, comes to class | uncomfortable |
| sharing knowledge with | discussions. Some | listener in class discussion. | unprepared). Often does | environment for others |
| others. Demonstrates “big | questions and responses | Often does not ask or | not participate. Not | (i.e., disrespect, incivility, |
| picture thinking” tying | provided. Not always able | answer questions. | interested in how course | comments unrelated to the |
| course concepts to class, | to describe how concepts | Sometimes is distracted | concepts relate to the “big | readings, etc.). Often is |
| experiences, & discussion. | tie together in terms of the | and not motivated to see | picture.” | tardy and/or misses class. |
|  | “big picture.” | the “big picture.” |  |  |

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| --- | --- |
| **Formal Assessments** | **Basic Description** |
| Discussion Forums (2) | These forums are a formal opportunity for me to assess students’ grasp on course material, their ability to converse with other students using the course lexicon, and their ability to formulate thought-provoking discussion questions for the class to consider. These forums will have 2 parts so be sure to read over the guidelines to avoid losing unnecessary points.Additional guidelines available on ReggieNet. **Due dates: 9/24 & 9/26; 11/12 & 11/14** |
| Class Facilitation | For this assignment, students will be placed in assigned groups and will be responsible for facilitating the entire class on their assigned presentation dates. This means that all facilitations should be an hour and fifteen minutes, please plan accordingly. The purpose of this assignment is for me to assess each student’s understanding of the material and their ability to engage in discussion with others regarding the material. In order to do this, students will be required to provide an overview on each of the speeches/videos assigned for that day. Groups must also create a class activity and prepare at least 2 discussion questions. Additional guidelines available on ReggieNet. **Presentation dates: 10/22- 11/7**  |
| Annotated Bibliography | The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. You will select a topic for your annotated bibliography projects must focus on African American related-issues and the study of AAR. Additional guidelines available on ReggieNet. **Proposals are due Oct. 1st (submit online no later than 8pm).**  |
| Active Participation | A major component of your participation grade will be your **talking points** which totals 80 points. **The guidelines and the rubric for your talking points are available on p. 3.** The remaining 20 points will be yours to lose or keep based on your attendance, submitting your signed syllabus contract, engagement during group presentations, class decorum, and ability to follow guidelines and policies outlined in the course syllabus.  |

**Course Grading Policy:**

Final grades are assigned on the basis of accumulation of points compared to the set scale below, not percentages. I do not “curve” grades on any assignment or exam, nor do I “curve” final course grades. I evaluate the end products of your work, not effort. Students are encouraged to keep track of the points they have accumulated, and your grades will be posted on ReggieNet so you can monitor your performance, which I encourage you to do frequently and discuss with me.

|  |  |
| --- | --- |
| **Assignment** | **Possible Points** |
| Discussion Forums (2) | 50 (25 pts. each) |
| Class Facilitation | 80 |
| Annotated Bibliography | 100 |
| Active Class Participation | 100 |
| **Total Points**  | **330** |

If I make an error in grading, I’ll always apologize and make things right. Here is a breakdown of the point values in this course. I will reveal scores in the ReggieNet grade book only after I return the graded assignments. **If you disagree with my evaluation of your work, please see me during office hours within one week after I have returned your work**. I will not discuss grades at any other time.

The following scale will be used to determine letter grades at the end of this course:

**A**= 330-297 **B** = 296-264 **C** = 263-231 **D** = 230-198 **F** = 197-0

•**Superior (A)** — Focused, well-written, thoughtful and well-organized argument in response to the assignment. The writer demonstrates the highest degree of intellectual engagement by competently using concepts, terms, and examples; plus the writer may address related issues of interest or further investigation to the assignment. The paper adheres to the expectations for the assignment, and the writer demonstrated maturity (i.e., style and tone) consistent with the expectations for college courses. The paper demonstrates competence in language use and manuscript preparation, and it is free or nearly free of grammatical, spelling, formatting and other errors. Research from external sources goes well beyond the minimum necessary for the assignment.

•**Very Good (B)** — Discussion of concepts and terms related to the assignment is okay but needs more application through explanations, examples, or other devices to demonstrate understanding. Intellectual engagement with the assignment’s topic is sufficient and may include additional points of interest related to the course’s content. The writing suffers from some problems in grammar, spelling, mechanics, organization, etc., and the style or tone of the writing is ineffective in places.

•**Adequate (C**) — Discussion reflects primarily on one’s self, answering only the “what” part of the assignment and not the “why.” Analysis is only at a surface level with limited, direct application of the course’s concepts. The writing suffers from frequent problems in basic matters of grammar, spelling, mechanics, organization, etc., and the style and tone of the writing is ineffective and/or inappropriate in many places in the text.

•**Poor (D)** — Discussion of concepts lacks depth, having no or nearly no application of the course’s content for the assignment. Analysis presents little or no thoughtful reflection. Ideas are oversimplified and limited. The writing suffers from significant, numerous problems in multiple areas, including style and tone.

•**Failure (F)** — The writer’s work does not fulfill the assignment on any of the grounds for other letter grades, or the writer did not turn in the assignment. A “failed” paper also is replete with mistakes that violate the “grammar tips” at the end of this syllabus. An “F” paper is not college-level writing.

I reserve the right to revise all or part of this grading scale, which would be announced in class. You are responsible for obtaining any such revisions.

Incompletes will be granted only when a documented emergency prevents you from completing the class, you contacted the Dean of Students Office, and you have successfully completed at least approximately two-thirds (66%) of the course’s assignments.

**Course Policies:**

**Attendance Policy-**

As stated in the Undergraduate Catalog, you are responsible for attending class and completing all academic work. Make arrangements with me in advance if you will be missing class due to participation in a Sanctioned University Activity or to fulfill a religious obligation. For this class, students are allotted **2** absences in the course throughout the semester without penalty. **There are no excused or unexcused absences, you are allotted 2** without penalty. Both absences and excessive tardiness count towards this total. If you are excessively late to class, your participation and attendance grade will be negatively impacted. It is imperative that you keep track of your own attendance.

Students who are absent are still responsible for their work. If a student is absent for a documented extracurricular activity, it still counts as an absence, the student should still present supporting documentation to the instructor as soon as possible. In all cases, it is the student’s responsibility to either submit the scheduled work on time, unless arrangements with the instructor have been made.

If a student exceeds **five** absences before the course drop deadline, then the student automatically fails. If a student exceeds **six** absences after the course drop deadline, their final grade will be deducted an entire letter grade. If a student exceeds **seven or more** absences after the course drop deadline, the student will automatically fail the class. If you have to miss class due to an extended illness (3 or more consecutive class days) or a bereavement, the Dean of Students Office can help. It’s located in Room 387, Student Services Building.

**Late Work Policy-**

All course assignments are due on the date listed on the syllabus. Missing assignments are recorded as **0** and will adversely impact your final grade. As a general rule of thumb, no extensions or make-up assignments will be permitted so please plan accordingly to submit all assignments on time.

**Student Access and Accommodation Services-**

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

It's hard to learn if you're hungry or couch surfing. If you are having difficulty affording groceries, accessing sufficient food to eat every day, or securing a safe and stable place to live, help may be available. I urge you to contact the Dean of Students Office to learn more.

**Mental Health Clause-**

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me.  However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. Life at college can get complicated. If you’re feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit Student Counseling Services (SCS).

Remember, getting help is a smart and courageous thing to do -- for yourself and for your loved ones. These services are free and completely confidential. **SCS is located at 320 Student Services Building, 309-438-3655.**

**Title IX-**

ISU provides support and resources to students, faculty, staff, and visitors to campus to address concerns relating to: Gender-based discrimination, sexual harassment, sexual assault/misconduct, dating/domestic violence, and stalking. To make a report of sexual assault, sexual harassment or gender discrimination, please contact Anthony Walesby, Title IX Coordinator; email-EqualOpportunity@IllinoisState.edu; phone-(309)438-3383; office-310 Hovey Hall

**Academic Dishonesty-**

Academic honesty is a cornerstone of the mission of the University. Unless it is otherwise stipulated, students may submit for evaluation only that work that is their own and that is submitted originally for a specific course. According to traditions of higher education, forms of conduct that will be considered evidence of academic misconduct include but are not limited to the following: conversations between students during an examination; reviewing, without authorization, material during an examination (e.g., personal notes, another student's exam); unauthorized collaboration; submission of a paper also submitted for credit in another course; reference to written material related to the course brought into an examination room during a closed-book, written examination; and submission without proper acknowledgment of work that is based partially or entirely on the ideas or writings of others.

Only when a faculty member gives prior approval for such actions are those actions acceptable.

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else’s work, is plagiarism. In certain circumstances, I may be required to refer violations to the Office of Student Conduct and Conflict Resolution.

**Group-Work Policy-**

The purpose of group work]. In the case that you find yourself experiencing an unproductive group member, you will need to follow the following steps. (1) Email "warning" of failure to contribute; (2) intervention meeting with me regarding concerns; and (3) dismissal from the project, which results in a forfeiture of all points. I have this in place to protect group members and myself for lazy and disgruntled students who refuse to do the work.

Each student will be responsible for completing an evaluation for each group member. If there is a problematic trend across the group’s evaluation, I will reach out to group members for individual meetings to inquire into the situation. I reserve the right to assign group member’s deduct points from individual students’ grades based on their behavior. There is no guarantee that group members will receive the same final grade, each group member must hold their own weight during class facilitations.

**Technology Policy-**

Out of courtesy for all participating in the learning experience, all cell phones must be turned off before entering the classroom, and they should not be turned on until class is over. This means, of course, that there should be no text messaging occurring during class. Please keep cell phones and laptops/tablets tucked away during our class except otherwise instructed by me. I am willing to honor accommodation requests confirmed through Student Access and Accommodation Services. Failure to follow the technology policy will result in a student’s dismissal from class until a conversation regarding his/her/their behavior is addressed.

**PERMISSION REQUIRED TO RECORD-**

Students must obtain written permission from the instructor if they wish either to photograph classroom lectures or discussions or to record them using audio or video devices. This restriction includes visual materials that accompany the lecture/discussion, such as lecture slides, whiteboard notes/equations, etc. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class.

They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class. Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services to register, request and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University’s Code of Student Conduct.

**Tentative Course Schedule [Y]**= YouTube

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| **8/20** | **Course Introductions** | **N/A** |  |
| **8/22** | **How to Read Journal Articles & Creating Talking Points** | R. Jackson & E. Richardson; M. Karenga  | **Talking Points** |
| **8/27** | **Embracing the Ancient Egyptian Origins of AAR** | A. Alkebulan; M. Schoen | **Talking Points** |
| **8/29** | **African American Orality** | T. Garner & C. Calloway-Thomas; R. Wright | **Talking Points** |
| **9/3** | **Stylin’ & Profilin’: Politics of Style in AAR** | Woodyard; Johnson **[Y]**; Carson **[Y]** | **Talking Points** |
| **9/5** | **Analyzing Rhetorical Artifacts** | Malcolm X, “Who Taught You to Hate Yourself” **[Y]** | **Talking Points** |
| **9/10** | **Black Feminist/Womanist Approaches to AAR** | O. Davis; R.Spellers | **Talking Points** |
| **9/12** | **Queer/Critical Approaches to AAR** | Collin Craig; A.P. Gumbs | **Talking Points** |
| **9/17** | **Rhetoric of Afro-pessimism & Afro-futurism** | F.B. Wilderson III; Y. Womack; J. Sexton | **Talking Points** |
| **9/19** | **Researching & Citationality** | Meet in Milner Library,**Room 164** |  |
| **9/24** | **Analyzing Rhetorical Artifacts II** | Fannie Lou Hamer, “We’re on Our Way” **[Y]** | **Discussion Forum #1, pt. 1:** Initial forum post, by 8pm |
| **9/26** | **Analyzing Rhetorical Artifacts** |  | **Discussion Forum #1, pt. 2:** Follow-up responses by 8pm |
| **10/1** | **Office Hours** (optional) |  | **Annotated Bibliography Proposals** (submit via ReggieNet by 8pm) |
| **10/3** | **TBD** |  |  |
| **10/8** | **Student Meetings** | See ReggieNet for schedule | *Bring your proposal* |
| **10/10** | **Student Meetings** | See ReggieNet for schedule | *Bring your proposal* |
| **10/15** | **Student Meetings** | See ReggieNet for schedule | *Bring your proposal* |
| **10/17** | **Student Meetings** | See ReggieNet for schedule | *Bring your proposal* |
| **10/22** | **Rhetoric of Black Freedom Movements, part 1 (18th & 19th century)** | Jupiter Hammon; Maria W. Stewart; Frederick Douglass | **Class Facilitations** |
| **10/24** | **Rhetoric of Black Freedom Movements, part 2 (19th century)** | Ida B. Wells; John S. Rock; Frances E.W. Harper | **Class Facilitations** |
| **10/29** | **Rhetoric of Black Freedom Movements, part 3 (20th century)** | Congresswoman Barbara Jordan **[Y]**; Malcolm X **[Y]**; Dr. MLK **[Y]** | **Class Facilitations** |
| **10/31** | **Rhetoric of Black Freedom Movements, part 4 (20th century)** | Stokely Carmichael; Audre Lorde **[Y]**; Bobby Seale **[Y];** Sister Soulja | **Class Facilitations** |
| **11/5** | **Rhetoric(s) of Black Freedom Movements, part 5 (21st century)** | Henry L. Gates, Jr.; President Barack Obama **[Y]**; Janet Mock **[Y]**; Elaine Brown **[Y]** | **Class Facilitations** |
| **11/7** | **Rhetoric(s) of Black Freedom Movements, part 6 (21st century)** | CeCe McDonald, Reina Gossett, & Dean Spade **[Y]**; T. M. Dixon & Vanessa Garrison **[Y]**; Dr. Shaun Fletcher **[Y]** | **Class Facilitations** |
| **11/12** | **Analyzing Rhetorical Artifacts III** | Choose 1 to watch & respond to:**The Grapevine**, “A Conversation with Black LGBTQ Millennials” (YouTube, 47:07)**The Grapevine**,“is There a War on Masculinity?” (YouTube, 53:55)**The Grapevine**,“Pro-life VS Pro-Choice: Should Abortion be Legal?” (YouTube, 40:00) | **Discussion Forum #2, pt. 1:** Initial forum posts by 8pm |
| **11/14** |  |  | **Discussion Forum #2, pt. 2:** Follow-up responses by 8pm |
| **11/19** | **[Virtual] Office Hours** (optional) |  |  |
| **11/21** | **TBD** |  |  |
| **11/23-12/1** | **Thanksgiving Break** |  |  |
| **12/3** | **Student Presentations** | See ReggieNet for Schedule |  |
| **12/5** | **Student Presentations** | See ReggieNet for Schedule | **Final Annotated Bibliographies** (bring clean printed copies to class) |

**Syllabus Contract**

I have read the syllabus for Dr. Hall’s course and agree to the terms for required coursework and acceptable classroom behavior. Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Also, please give me some information about yourself.

ISU e-mail address:

Major/minor(s):

Desired career field(s) or job(s):

How do you think this course might apply in your career?

How would you like this course to improve your civic, community or personal life?

Two unique things about yourself: