## Upper-division Writing Requirement Review Form (12/1/08)

### I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>COMM</th>
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<tbody>
<tr>
<td>Course # (i.e. ANTH 455) or sequence</td>
<td>480</td>
</tr>
<tr>
<td>Course(s) Title</td>
<td>The Rhetorical Construction of “Woman”</td>
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<tr>
<td>Description of the requirement if it is not a single course</td>
<td>One of several courses that fulfill the COMM UD writing requirement.</td>
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</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Sara Hayden</td>
<td></td>
<td>02/05/09</td>
</tr>
<tr>
<td>Phone / Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Chair Betsy Bach</td>
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### III. Overview of the Course Purpose/Description

In early the nineteenth century United States it was considered inappropriate for women to speak in public. Women were not allowed to vote, they had no access to higher education or the professions, even the right to own property was denied them. Over the course of the century, many women fought to alter women’s situation; their efforts resulted in what arguably has been the longest social movement in our country’s history – U.S. feminism’s “First Wave.” This course is designed to explore the rhetoric of First Wave Feminism, placing particular emphasis on the specific rhetorical action taken by and on behalf of women. We will examine elements of the early women’s rights movement, focusing our attention on women’s rights conventions, justifications for women’s activism, marriage and divorce, the link between gender and race, and suffrage in Montana and the U.S. more broadly. Because of the emphasis on writing in this course, COMM majors may use this course to fulfill their upper-division writing requirement.

### IV. Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Students will write two essays that require them to offer original arguments based on their synthesis of readings, lectures and classroom discussions. Students will write one essay based on their original reading of a text/artifact.</th>
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</thead>
<tbody>
<tr>
<td>Identify and pursue more sophisticated questions for academic inquiry</td>
<td>Students will write two essays that require them to offer original arguments based on their synthesis of readings, lectures and classroom discussions. Students will write one essay based on their original reading of a text/artifact.</td>
</tr>
<tr>
<td>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>A library session designed to teach students to find original artifacts (primary documents) and contextual material is scheduled early in the semester. Class sessions are devoted to the analysis of primary documents in the context of historical fact and rhetorical theories.</td>
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<tr>
<td>Manage multiple perspectives as appropriate</td>
<td>Students read and discuss essays that offer varied analyses of single documents/texts.</td>
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</table>
Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

Students read and assess critical essays related to the rhetoric of 19th century feminists. We discuss both the content and the form of these essays and students develop their academic voice in light of these discussions.

Use multiple drafts, revision, and editing in conducting inquiry and preparing written work

Students are required to revise one major assignment based on extensive instructor feedback.

Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline

Student work must utilize APA style. Class time is set aside to discuss APA and student work is evaluated, in part, on its use.

Develop competence in information technology and digital literacy

A library session focused on locating and evaluating sources via information technology is scheduled early in the semester.

<table>
<thead>
<tr>
<th>V. Writing Course Requirements Check list</th>
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<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?</td>
</tr>
<tr>
<td>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</td>
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<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
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<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
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<tr>
<th>VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.</th>
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<tbody>
<tr>
<td>Formal Graded Assignments</td>
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<tr>
<td>Essay Assignments:</td>
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<tr>
<td>Students are provided with four questions related to readings and class discussions. They must write essays in response to two of the four questions. The questions guide students to formulate an argument about the</td>
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</table>
texts under study. Grades are based on the originality and quality of students’ arguments and the quality of students’ writing. Each essay counts for approximately 33% of the students’ final grades.

**Written Analysis of Speech:** Students write a descriptive analysis of one of the major artifacts discussed in class. The analysis must be historically accurate and grounded in appropriate theoretical/methodological arguments. The analysis counts for 25% of the students’ final grade.

**Quizzes/Participation Questions:** For almost every class session, students are asked to complete a quiz or a participation question. This constitutes approximately 8% of students’ grades.

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<thead>
<tr>
<th>Informal Ungraded Assignments</th>
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**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Paste syllabus here.
Communication Studies 480
The Rhetorical Construction of “Woman”

Professor:  Sara Hayden
Office:  LA 346
Office Phone:  243-4333
E-mail:  sara.hayden@mso.umt.edu
Office Hours:  Mondays, Wednesdays, Fridays, 10:10 – 11:00 and by appointment.

Course Description:
In early the nineteenth century United States it was considered inappropriate for women to speak in public. Women were not allowed to vote, they had no access to higher education or the professions, even the right to own property was denied them. Over the course of the century, many women fought to alter women’s situation; their efforts resulted in what arguably has been the longest social movement in our country’s history – U.S. feminism’s “First Wave.” This course is designed to explore the rhetoric of First Wave Feminism, placing particular emphasis on the specific rhetorical action taken by and on behalf of women. We will examine elements of the early women’s rights movement, focusing our attention on women’s rights conventions, justifications for women’s activism, marriage and divorce, the link between gender and race, and suffrage in Montana and the U.S. more broadly. Because of the emphasis on writing in this course, COMM majors may use this course to fulfill their upper-division writing requirement.

Course Objectives:
By the end of the semester students should be able to:
1) Identify the historical precedents that led to the first wave of U.S. feminism.
2) Identify the major figures in first wave U.S. feminism
3) Articulate the two major arguments that underlay first wave U.S. feminism
4) Critique primary documents from first wave U.S. feminism.
5) Write a piece of rhetorical criticism utilizing arguments and evidence consistent with the discipline.

Students also should achieve the following learning outcomes for upper-division writing courses:
• Identify and pursue more sophisticated questions for academic inquiry
• Find, evaluate, analyze, and synthesize information effectively from diverse sources
• Manage multiple perspectives as appropriate
• Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
• Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
• Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
• Develop competence in information technology and digital literacy
Required Readings:


A note about *The Everyday Writer*: Although I do not assign readings from this book you will be held accountable for much of the material contained in it, including the sections titled “Usage and Style” and “APA Style.”

Packet available at the UC Bookstore.

Recommended Reading:

Please Note:
This course is registered with the Women’s Studies Program. Students taking this course may count it toward a Women’s Studies Emphasis within the Liberal Studies Major, or toward a Minor in Women’s and Gender Studies in conjunction with any major. If you enjoy learning about women, gender, and/or sexuality and would like to know more about the Women’s Studies Program, please drop by our office (LA 138A), visit our website (www.cas.umt.edu/wsprog) or give us a call (243-4100).

Facts and Figures:

Attendance:
There is no specific attendance policy. However, this class is largely discussion oriented and so regular attendance is expected. Also, please note that part of your grade is based on participation. If you foresee having difficulty attending class, come speak with me as soon as possible.

Academic Misconduct:
Academic misconduct includes cheating, plagiarizing, and deliberately interfering with the work of others. Plagiarizing means representing the work of someone else (such as another student or an author of a book or an article) as your own. If you use the ideas or words of someone else, you must cite the source of the original information. Following university regulations, cheating and plagiarism will be penalized with a failing grade in this course.
Grades:
Grades will be based on evaluation of student performance on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Essay Assignment #1</td>
<td>100</td>
</tr>
<tr>
<td>Essay Assignment #2</td>
<td>100</td>
</tr>
<tr>
<td>Written Analysis of Speech</td>
<td>75</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
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<tr>
<td>Total</td>
<td>300</td>
</tr>
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Graduate students:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>400</td>
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Grades will be assigned on the following scale: Grades will be assigned on the following scale: 92% and above A; 90-91% A-; 88-89% B+; 82-87% B; 80-81% B-; 78-79% C+; 72-77% C; 70-71% C-; 68-69% D+; 62-67% D; 60-61% D-; 59% and below, F.

Major Assignments:

Essay Assignments:
I will provide you with four questions related to readings and class discussions. You will have one week to write essays in response to two of those questions. The questions will guide you to formulate an argument about the texts under study. Your grade will be based on the originality and quality of your argument and the quality of your writing.

Written Analysis of Speech: Each student will write a descriptive analysis of one of the major artifacts we discuss in class. The analysis must be historically accurate and grounded in appropriate theoretical/methodological arguments. Possible artifacts are marked with an asterisk (*) in the schedule. Students may choose to analyze any of the marked artifacts. The assignment is due the day the artifact is scheduled to be discussed. Written analysis of artifacts already discussed by the class will not be accepted.

As part of the “information technology and digital literacy” learning outcomes, students will be expected to acquire and evaluate primary and secondary sources via digital means for all essays and the written analysis of speech.

Revision: Students are required to revise EITHER Writing Assignment One or the Written Analysis of a Speech. Revisions are due two weeks after you receive your graded assignment back from me. Your grade for the assignment will reflect the work done on your revision.
Participation: Your participation grade will be based partly on your willingness and ability to discuss assigned daily readings in a thoughtful manner. Please note – to participate in discussions you will need to study the primary artifacts carefully. To ensure that you keep up on your readings and to provide me with additional data upon which to assign your participation grade, most days will include a short assessment of some sort – perhaps a quiz; perhaps a thought question based on the day’s readings.

Research Paper: Graduate students will write a paper that explores an issue, rhetor, artifact, movement, or idea related to the class but not covered specifically through class discussions or materials. The paper should offer original insights derived from an insightful analysis of texts and the application of rhetorical theory. The final project should be ready to submit for consideration to a conference or publication outlet. I will meet with graduate students at regular intervals to discuss graduate student projects.

Schedule

M 1-22 Introduction to the Course

W 1-24 Library Session, meet in Lib. SLC, 2nd floor

F 1-26 Women’s Early Activism
Packet, Zaeske, “The ‘Promiscuous Audience’ Controversy and the Emergence of the Early Woman’s Rights Movement,” packet

M 1-29 Abolition and Women’s Activism
Read: KKCI, Chapter Two
Analyze: KKCII, Angelina Grimke, Address at Pennsylvania Hall, 1838*

W 1-31 Abolition and Women’s Activism, continued
Read and Analyze: KKCII, Maria Miller Stewart, Lecture Delivered at the Franklin Hall, 1832*

F 2-2 Wrap up Abolition and Women’s Activism
Begin discussing The Emergence of the Women’s Rights Movement
Read: KKCI, Chapter 4

M 2-5 The Emergence of the Women’s Rights Movement
Read and Analyze: KKCII, Declaration of Sentiments and Resolutions, 1848*, Packet, Declaration of Independence, 1776

W 2-7 The Emergence of the Women’s Rights Movement
Read and Analyze: KKCII, Elizabeth Cady Stanton, Speech at the Seneca Falls Convention, 1848*

F 2-9 Wrap up Seneca Falls
M 2-12 The Women’s Movement after Seneca Falls
Read: KKCI, Chapter Two
Read and Analyze: KKCI, Lucretia Coffin Mott, Discourse on Women, 1849*;

W 2-14 The Women’s Movement after Seneca Falls
Lucretia Coffin Mott, Discourse on Women

F 2-16 No Class – WSCA

M 2-19 No Class – WSCA

W 2-21 The Intersection of Race and Sex
Read: Packet, Campbell, “Agency: Promiscuous and Protean”
Read and Analyze: KKCI, Sojourner Truth, Speech at the Woman’s Rights Convention, Akron, Ohio, 1851*

F 2-23 The Intersection of Race and Sex

M 2-26 Marriage and Divorce – the Debate of 1860
Read: KKCI, Chapter Four
Read and Analyze: KKCI, National Woman’s Rights Convention Debate, New York City, 1860* (Note – this debate consists of several speeches and is followed with a series of exchanges. If you focus on this set of artifacts for your written analysis, you may choose to analyze only one of the speeches in the set – e.g., the resolution and address by E.C.S., pp. 188-202; the speech by A.B.B., pp. 202-214; the speech by E.I.R., pp. 213-220; or the speech by W.P., pp. 220-224).

W 2-28 Marriage and Divorce, continued

F 3-2 Wrap Up Marriage and Divorce
Essay Assignment One Due!

M 3-5 Elizabeth Cady Stanton’s Justification of Natural Rights
Read: KKCI, Chapter Nine
Read and Analyze: KKCI, Elizabeth Cady Stanton, The Solitude of Self, 1892*

W 3-7 Elizabeth Cady Stanton’s Justification of Natural Rights, continued

F 3-9 Narrowing the movement
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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| M 3-12 | Francis Willard and the WCTU  
Read: KKCI, Chapter Eight  
Read: packet, Dow, “The ‘Womanhood’ Rationale in the Woman Suffrage Rhetoric of Francis E. Willard,” packet  
Read and Analyze: KKCII, Francis Willard, A White Life for Two, 1890* |
| W 3-14 | Francis Willard and the WCTU continued  
Read: packet: Slagell, “The Rhetorical Structure of Frances E. Willard’s Campaign for Woman Suffrage, 1876-1896” |
| F 3-16 | Anna Howard Shaw’s Bid for Suffrage  
Read: packet, Linkugel, “The Woman Suffrage Argument of Anna Howard Shaw”  
Read and Analyze: KKCII, Anna Howard Shaw,” “The Fundamental Principle of a Republic, 1915”** |
| M 3-19 | Anna Howard Shaw’s Bid for Suffrage, continued |
| W 3-21 | Suffrage in Montana  
Read: packet, Hayden, “Negotiating Femininity and Power in the Twentieth Century West: Domestic Ideology and Feminine Style in Jeannette Rankin’s Suffrage Rhetoric”  
Read and Analyze: packet, Talk made by Jeannette Rankin, Chairman of the Montana Equal Suffrage State Central Committee, 1914;* Suffrage Speech by Jeannette Rankin, 1914* |
| F 3-23 | Suffrage in Montana, continued |
| M 3-26 | Spring Break |
| W 3-28 | Spring Break |
| F 3-30 | Spring Break |
| M 4-2 | The Dual Oppressions of Race and Class  
Read: KKCI, Chapter Ten  
Read and Analyze, KKCII, Ida B.Wells, “Southern Horrors: Lynch Law in All its Phases, 1892”* |
| W 4-4 | The Dual Oppressions of Race and Sex, continued  
Read and Analyze, KKCII, Mary Church Terrell, “What it Means to be Colored in the Capital of the United States, 1906”* |
| F 4-6 | The Dual Oppressions of Race and Sex, wrap up |
The Anti-Suffrage Movement
Read and Analyze: packet, “Address of Mrs. W. Winslow Crannell”*

The Anti-Suffrage Movement, continued

The Leadership of Carrie Chapman Catt
Read: KKCI, Chapter Eleven, packet, Huxman, “Perfecting the Rhetorical Vision of Woman’s Rights: Elizabeth Cady Stanton, Anna Howard Shaw, and Carrie Chapman Catt”

The Leadership of Carrie Chapman Catt, continued
Read and Analyze: KKCII, Carrie Chapman Catt, “Presidential Address, 1902”*

The Leadership of Carrie Chapman Catt, continued
Read and Analyze: KKCII, Carrie Chapman Catt, “‘The Crisis,’ Atlantic City, NJ, 1916” *

Wrap Up the Leadership of Carrie Chapman Catt

Alice Paul and the NWP
Reading to be provided

Alice Paul and the NWP
Iron Jawed Angels

Alice Paul and the NWP
Iron Jawed Angels

After Woman Suffrage
Read: KKCI, Chapter Twelve
Read and Analyze: KKCII, Crystal Eastman, “Now We Can Begin”*

After Woman Suffrage continued

Wrap Up

Final Session: Tuesday, May 9, 10:10 – 12:10
Final Essay Due: Tuesday, May 9, 10:10 am

Please Note: The deadline to drop classes without petitioning is February 9. After that date, you may drop this class only if you meet the criteria set out by the university; see your course catalog or talk with me if you have questions about these criteria.
Incompletes will be given only in emergencies and only with my prior consent. If you foresee having difficulty finishing the course, come speak with me immediately.