

Course Title:

Rhetoric, Marketing and Democracy
MKTG486 AND Hons301-13/POLI300-02/ ENGI385 01
Fall 2019
4 Hours Credit

Professors contacts and office hours:

Nick Clark, Ph. D (Steele 215)
clarkn@susqu.edu

Emma Fleck, Ph.D. (Apfelbaum Hall 239A)
flecke@susqu.edu
Tuesday and Thursday 12.30-2.00pm

Betsy Verhoeven, Ph.D. (Siebert 111)
verhoeven@susqu.edu
Tuesday 10am-11am

All professors are also open to meetings by appointment

Textbooks (required):

Ober, Josiah, Naomi J. Norman, and Mark Carnes. 2015. *The Threshold of Democracy: Athens in 403 B.C.* Norton. (2nd edition). ISBN 978-0-393-93887-6

Recommended Reading

Linker, M. (2014) *Intellectual Empathy: Critical Thinking for Social Justice* Paperback (not used in class until 9/26) ISBN-10: 0472052624 ISBN-13: 978-0472052622

Meeting times for class:

Tuesdays and Thursdays 2.25pm- 4.05pm Seibert 108

Course Description:

The course serves as a bridge between theories of Rhetoric, Marketing and Democracy with empirical research on the relationship between political elites and mass behavior. The course will begin by defining rhetoric, considering different types of and devices for using rhetoric and learning the fundamentals of rhetorical analysis, whereby students will learn to identify the specific rhetorical strategies employed within democracy and the wider media. In addition, this class will examine the ethics of rhetoric in marketing, including questions of who is included and excluded from messaging and considering the best rules for rhetorical participation to maintain open communication. This will studies using a range of contexts to include society, democracy and the economy.

Specific Student Learning Outcomes:

- Students will be able to describe connections that exist between the study of rhetoric (and the humanities more broadly) and the social sciences and business.
- Students will be able to identify rhetorical devices and strategies in a range of different settings and contexts
- Students will be able to critically analyze the ethical implications of rhetorical devices and strategies.
- Students will have the opportunity to craft their own rhetorical devices using online and digital mechanisms demonstrating their ability to understand rhetoric for both economic purposes and toward the common good.

Instructional Methods:

This course is taught on a weekly basis whereby students build a portfolio of knowledge and apply this to the weekly discussions, presentations reports. Throughout the course, students will have access to lecture slides, case studies and readings

Learning Strategies: The keys to having a successful experience in this class include:

1. Reading the materials prior to attending class. It is expected as a given that you read all assigned materials prior to class as a foundation for discussion and a general “starting point” for each session. The use of the Blackboard system is integral to this course. Make sure you have access to it! Once a message is posted on the Blackboard system or sent via email to the class, the instructor will assume that all students have read the information.
2. Participate: Learning involves the exchange of ideas, testing concepts, and analyzing; not just rote memorizing. Participation means reading before class, preparing materials, asking and answering questions, and appropriately contributing to class discussions and exercises. Susquehanna University expects regular class attendance of all students and given that much of class time will be spent in teams working on the various components of the final brief, attendance is imperative.
3. Application: Apply the principles discussed in class in your everyday life, in both school and personal situations. Think about the implications for yourself as well as society, consumers, the firm etc.
4. Professionalism: Conduct yourself with the professionalism that is standard among Susquehanna students and working adults. If you must miss a class, please contact a team member or classmate for missed notes, etc. Out of respect for the instructor and other students, cell phones, and other electronic devices must be turned off or muted before the start of class, unless for medical or emergency reasons.

E-mail:

Students are responsible for all information sent by the Instructor to their SU account. **All** class correspondence from the professor will be sent via the SU email system. The professor will respond with 24 hours except at the weekend and/or holidays.

Late Work Policy:

Late work is not accepted!! All work for the class which is submitted late is subject to a 20% reduction in grade in the first 24 hours and then 15% per day for each day following. Due dates on all assignments are not negotiable and may not be made up unless the absence is discussed beforehand and is related to SU authorized activity.

Students will be expected to complete all assignments and contribute to class discussions on a timely and regular basis. It is expected that the student will have read the chapters indicated on the course outline by the end of the semester and tests will reflect this expectation.

All assignments will be returned to the student on a timely basis. It is the responsibility of the student to retain the returned material. If the student feels that an error has been made in the recording of their grade/points, the original paper/homework/quiz/etc. must be produced in order for the Instructor to make the grade/point change. All grades will be recorded using Blackboard, allowing students to check their grade for the course whenever the student so chooses.

Time Requirements:

An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom.

Attendance Policy:

Susquehanna University expects regular class attendance of all students and as such, attendance in class will be taken every day. **Three or more unexplained absences will result in students having to take on extra work in order to pass the class.** Tests and assignments can only be “made-up” if the student is absent from class due to SU authorized activities. In order for tests/assignments to be “made-up”, the Instructor must be contacted, at least by email, before the testing/assignment period begins. Failure to do so, may disallow the test/assignment to be “made-up”.

It is the University's policy that when a student has accumulated more absences than weekly class meetings in any particular course during the semester, the faculty member may warn the student in writing of the consequences of additional absences. When a total absence accumulation has reached the equivalent of two weeks' class meetings (6 absences throughout the semester), the faculty member may award a grade of "F", which automatically withdraws the student from the course. You should read this policy, located at <https://www.susqu.edu/academics/course-catalog/academic-policies-and-regulations-catalog>. As with any grade, appeal may be made through normal channels if gross unfairness or illegal discrimination is alleged. **If you are absent for any reason, you are responsible for tracking down any material or assignment instructions.**

Grading Procedure:

Final grades will be computed on a scale of total points obtained divided by total points possible (based on class tests, discussions, presentations assignments, and group activities). All graded items will be returned/posted to SU within one week of submission. **GRADES WILL NOT BE ROUNDED UP.** There will be opportunities to obtain extra credit **DURING** the semester, but **NOT** at the end of the semester. The grading is as follows:

Grading Scale:

The final grade in the class will be determined as follows:

A 93-100	C+ 77-79.99
A- 90-92.99	C 73-76.99
B+ 87-89.99	C- 70-72.99
B 83-86.99	D+ 67-69.99
B- 80-82.99	D 60-66.99

Assignment Feedback:

The instructors will regularly join the discussions providing feedback to the students after their presentations. Feedback and grades from the mid-term and final exam will be available 5 days after submission. However, more detailed feedback and copies of the grading criteria explaining allocation of percentages can be requested through a one to one meeting with the instructor.

Assignment Outlines

1. Listening and Reading Journals (20%): Much of this class will be focused on projects designed to better understand what the residents of Selinsgrove think about Susquehanna University and how we might improve relations between the two. Part of understanding the residents (and engaging in civil discourse) is just listening. You will each learn a lot of information by going to local establishments (such as Kind Café, Panera, or BJs) and listening the conversations surrounding you. Once a week, you will need to go out and work at a local establishment and occasionally listen to the conversations going on around you. You can work on assignments in other classes while you sit. You should then write a short, 1-page summary of what you heard and what you make of those comments. It is fine if the conversation is not about SU, **but you will need to use concepts from class discussion and readings, as described in the Notebook Assignment Description and Rubric.**
2. Simulation Participation and Speeches (20%): The simulation that we are running at the start of class “Threshold of Democracy” is meant to familiarize you the origins of democracy, the sorts of issues that continue to plague democracy (we have been debating the same things for centuries), and the ways in which groups compete and compromise. All of the students in the simulation are assigned roles, either as a

member of one of four political factions (like parties) or as an independent voter in the Assembly. The political factions will each have an agenda they are trying to pass. In doing so, they will both try to negotiate with the other factions and to persuade the independent voters. Much of the simulation takes place in the form of delivered speeches and oral argumentation and debate. Each participant will be required to prepare two speeches as part of their role. The instructors will give you more guidance on what to address in the speech. All speeches should be approximately 3-5 minutes in length and should be pre-scripted. You will also be assigned a grade based on how much you participate in the class; how often you engage with the other class members in discussion and debate.

3. Interview Modules (5%): Each group will design a project designed to think about how the residents of Selinsgrove think about SU and how SU might improve relations. The project you are exploring will likely be informed by the community forum where you should develop some sense of the issues at play between SU and Selinsgrove. Based on that forum, you might want to focus on projects that better embed university operations in the community, provide the community with better access to resources on campus, initiate more interactions between the members of the two communities, or some other idea all your own. The first step toward accomplishing this project is to determine what the residents think. You and your fellow students will go out into the community to interview residents. Before doing that, however, we need an interview script: a common series of questions that will be asked of all residents so that we can make sure all the data is comparable. Each group may want to prepare a small selection of questions relevant to the project they plan to pursue. Your group will thus need to come up with a module of questions for your project, which will be included in the interview script that is used by everyone in the course.
4. Local Interviews/Write-Up (15%): You will each individually need to interview at least 5 people who have not already been interviewed by another student. You will want to take careful notes when you are conducting those interviews. Some of the interview questions may have an easy answer (such as rate how friendly you think SU is toward the community on a scale of 1-5 with 1 being the least friendly and 5 being the most friendly). Some may be longer. You will then want to convert as much of your interview data as possible to an Excel sheet that summarizes the information gathered by everyone in the class. Finally, you will write a 5-page, double-spaced summary of your findings. What were the key take-aways you discovered from your interviews? What sorts of initial actions by SU do you think might respond to these concerns?
5. Policy Brief (20%): Each group will need to author a short, 3-5 page single-spaced policy brief for the SU administration that details a problem that exists in town/SU relations and suggests a possible solution. The brief should include a statement of the problem, a section providing relevant background information on that problem (including your interview data, as well as any relevant information you might be able to extract from local media or other resources), a section that offers 1-2 possible solutions, a cost-benefit

analysis of those solutions, and a final recommendation. The instructors will provide you example briefs so that you can easily see the structure. The cost-benefit analysis is essential. You will want to discuss the benefits and drawbacks of at least two different policy responses. This brief will be provided to SU President Jonathan Green for actual consideration.

6. Policy and Marketing Presentation (20%): Your group will prepare a presentation that covers a brief synopsis of the sections from the policy brief and the development of your marketing message in light of the outcomes of the brief. This presentation should be approximately 8-10 minutes in length and should have accompanying PowerPoint slides. This presentation will be delivered in a formal setting (meaning you will need to dress formal) to an audience including members from the university community.

Student Learning Accommodations:

Students with Disabilities: Welcome! Susquehanna University works with students with disabilities to provide reasonable and helpful accommodations. If you have reason to believe you have any kind of disability that would merit accommodations, please contact SU's Director of Disability Services (the office is in the Center for Academic Achievement, Fisher 204; phone: 570-372-4340). Students with disabilities will be accommodated confidentially. Full information about the required documentation and steps for obtaining accommodations is discussed in the disabilities policy available at <http://www.susqu.edu/academics/academic-resources/disability-services/disability-accommodations>. This site also presents a list of resources.

SU policies on academic honesty

This class will operate in full compliance with the Policy Statement on Academic Honesty for the School of Business and the Policy Statement on academic Honest for Susquehanna University. By enrolling in this class you have agreed with all student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. It is your responsibility to read and abide by the university's policy on plagiarism:

<https://www.susqu.edu/Documents/campus-life/student-handbook/2015-16-student-handbook.pdf> (pages 31-33).

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Students are often confused about academic dishonesty when it comes to projects/papers. The most general confusion is with plagiarism. Academic dishonesty is a really serious issue. The basic rule to avoid plagiarism is to simply cite your sources: If it's not your idea, then cite the source. You should use APA style within the Business School however, any other style is acceptable, as long as you are consistent.

****PLEASE NOTE THAT THIS SYLLABUS IS SUBJECT TO CHANGE IF DEEMED NECESSARY BY THE PROFESSOR. IF CHANGES ARE NEEDED, THESE WILL BE COMMUNICATED IN ADVANCE WITH CLEAR RATIONAL FOR THESE CHANGES PROVIDED.**