

Course Syllabus

 Edit

COMM 4740: Landscapes of Public Memory




Fall 2025 | Wednesdays 9:00 AM – 11:50 AM | Lang 316

Instructor: Dr. Brian Lain

Email: brian.lain@unt.edu

Office: GAB 320D

Office Hours: Tuesdays 12:30 PM–2:00 PM; Wednesdays 2:00–3:30 PM; or by appointment

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Course Dates

First Day: Wednesday, August 20, 2025

Last Day: Wednesday, December 3, 2025

Final Projects Due: December 4, 2025

Course Description

Public memory is a powerful rhetorical force shaping our understanding of history, identity, and community. This course explores how memory is constructed and communicated through physical spaces such as museums, monuments, and historical sites. We will investigate the rhetorical strategies that make these spaces persuasive and the social, cultural, and political implications of remembering—and forgetting—through public places. Students will engage in **theoretical readings**, **seminar discussions**, and **field-based analysis** at key cultural institutions across North Texas.

Required Text

Sheckels, T. F., Hyden, C. T., and Bennie, N. (2025). *The Rhetoric of Public Places*. Cognella Academic Publishing: San Diego .

Additional articles will be posted on Canvas.

Field Trips (Required Attendance)

- **Texas Fashion Collection (Denton)**
- **Denton County Historical Society (Denton)**
- **The Sixth Floor Museum (Dallas)**
- **Dallas Holocaust and Human Rights Museum (Dallas)**
- **Dallas African American Museum (Dallas)**

Transportation will be coordinated in class.

Communication

Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

Learning Outcomes (Aligned with NCA Standards)

By the end of this course, students will be able to:

1. **Employ Communication theories, perspectives, principles, and concepts** in the analysis of public memory sites.
2. **Engage in Communication inquiry** through research-based projects on rhetorical spaces.
3. **Critically analyze messages** embedded in monuments, museums, and contested sites.
4. **Utilize communication to embrace difference** by exploring diverse and marginalized narratives.
5. **Create messages appropriate to the audience, purpose, and context** through scholarly writing and visual/digital projects.

Assignments & Evaluation

list of assignments

Assignment	%
Weekly Reading Responses (8)	20%

Assignment	%
Field Trip Reflection Essays (5)	20%
Class Presentation	10%
Midterm Project: Site Analysis (5–6 pp.)	15%
Final Project: Public Memory Portfolio	25%
Participation & Engagement	10%

Grade Scale:

A = 90–100 | B = 80–89 | C = 70–79 | D = 60–69 | F = below 60

Assignments Explained

1. Weekly Reading Responses (20%)

Due: Weekly | Submit via Canvas (Multiple Formats – Written, Audio, or Video)

Each week, you'll complete a short response to the assigned reading(s). These are designed to help you summarize key ideas, apply rhetorical theory, and generate discussion. You will submit

8 responses over the course of the semester in the format of your choice.

Each response must include:

- A **summary** of the reading's key ideas
- A brief **analysis** using concepts from the course
- **Two discussion questions** to bring to class

See the assignment sheet and rubric for details.

2. Field Trip Reflections (20%)

Due: One week after each field trip | Submit via Canvas (Multiple Formats – Written, Audio, or Video)

You will complete a short reflection for each of our **five course field trips**. These reflections encourage you to make connections between your in-person experiences and the rhetorical concepts we explore in class.

Each reflection must include:

- A **descriptive summary** of the site and its exhibits or features

- A **brief analysis** using at least one rhetorical concept from readings or lecture
- One or two **observations or questions** you'd like to discuss further

See the assignment sheet and rubric for details.

3. Class Discussion Leadership (10%)

Each student will lead class discussion **once during the semester**, offering a **15–25 minute presentation** on the assigned reading(s) for that day. Your job is to help your classmates better understand the material and spark critical conversation.

Your presentation should:

1. Provide a **clear and concise summary** (exegesis) of the key arguments in the reading
2. **Contextualize the reading** as part of a broader scholarly or public conversation (e.g., who is the author responding to, or what debates are they entering?)
3. Offer **three to four discussion questions** to guide class dialogue (these should be shared on screen or as a handout)

Requirements:

- You must submit a **script or detailed outline** of your presentation to me **by the Monday before you present** (at least 4 days in advance)
- I encourage you to meet with me in advance to talk through your ideas and get feedback

4. Midterm Project (15%) Site Analysis

Due: October 22 | Submit via Canvas (Multiple Formats)

Analyze one public memory site using rhetorical theory. (See assignment sheet for full details and rubric.)

Important: You may use the same site for your Final Project, but the final must significantly expand in scope, depth, and include a creative component. Simply revising the midterm will not meet requirements.

5. Final Project (25%) Public Memory Portfolio:

Includes (a) a research component (6–8 pages,), (b) a creative component (digital or visual exhibit), and (c) a 2-page reflective essay.

Due: December 4 | Submit all components to Canvas (Multiple Formats)

Your final integrates research, analysis, and creativity. See assignment sheet and rubric for details.

Policy on Site Selection for Final Project

Building from Your Midterm:

You may choose to work with the same site you analyzed for your midterm. This approach allows you to deepen your research and refine your argument. However, the Final Project must represent a significant expansion in scope, depth, and creativity.

- Include **new sources** and engage with **concepts introduced after midterm**.

- Address **additional theoretical concepts** from later in the course
- Offer a **new argument or analytical dimension** beyond your original paper.
- Integrate a **creative/digital component** to present your findings in a multimodal format.

Simply revising the midterm will not meet the requirements. The final should demonstrate **growth, originality, and a higher level of critical thinking**.

6. Class Participation and Engagement (10%)

Your active engagement is essential to our shared learning environment. This portion of your grade reflects your **presence, preparation, and participation** during class sessions.

Participation includes:

- Thoughtful verbal contributions during discussions or small group activities
- Active listening and respectful engagement with classmates
- Timely and meaningful participation in **iClicker questions and polls**, which are used regularly to check understanding, stimulate dialogue, and gather perspectives

iClicker notes:

- You must bring your device or app to class each week to participate
- While not all iClicker questions are graded for accuracy, regular participation is required for full credit

This grade rewards consistent, constructive engagement—whether you're asking a great question, responding to a peer, or helping to move discussion forward.

Because iClicker Reef is flexible across devices, you may participate by choosing one of the two options below:

1. iClicker Reef app: You may use your own smartphone or tablet by downloading the app available for iOS and Android
2. iClicker Reef website – iclicker.com – for browser-based use

With either option, you will create an account with iClicker, select University of North Texas as your institution, and enter your EUID (your Canvas login ID) in the *Student ID (optional)* space.

To add the course to your iClicker Reef list, log into Canvas using a browser and click the link in this course. You'll be directed to your iClicker Reef account. Log in as needed and the course will appear in your personal list.

Click on the course and JOIN when we are in session. Connecting via wifi in UNT classrooms is highly recommended.

Grading: If you answer at least 75% of the questions asked, you receive participation credit for that day. Therefore, you are **receiving credit for participating**. You may not make up missed questions, regardless whether you have forgotten to bring a response device, you are late to class, or you miss



class. Again, **there is no makeup for missed questions.** (If you have extenuating circumstances, please notify me so that we may work together to ensure your success in learning the material.)













Academic Integrity: **Please note that the misuse of iClicker Reef will be considered a violation of proper student conduct and will be treated as cheating. For this class, iClicker Reef is to be used as a learning tool **by you in the classroom**. Misuse would include submitting answers for a friend who is not in attendance in class, submitting answers when you are absent, having someone else submit answers for you when you are absent, or any other use of iClicker Reef by which you are not submitting your own work in class.*




Tentative Class Schedule

Tentative Weekly Schedule — Fall 2025

schedule

Week	Date	Topic / Activity	Readings / Assignments	Discussion Leader
1	Aug 20	Course Intro & What is Public Memory?	Reading: Sheckels – Introduction	
2	Aug 27	Rhetorical Criticism & Memory Theory	Reading: Ch. 1 & 2  Reading Response #1	
3	Sept 3	Field Trip 1: Denton County Historical Society	 Field Reflection #1	N/A
4	Sept 10	Space, Place, Memory	Reading: Blair, C., Dickinson, G., & Ott, B. L. (2010). Introduction: Rhetoric/memory/place. In <i>Places of public memory: The rhetoric of museums and memorials</i> (pp. 1-54). The University of Alabama Press.	

			Bennett, Tony. (1988). "The Exhibitionary Complex' <i>new formations</i> . 73-102. (PDF online)	
			 Reading Response #2	
5	Sept 17	Centered Memory & National Myths	Reading: Ch. 3  Reading Response #3	N/A
6	Sept 24	Field Trip 2: Texas Fashion Collection	 Field Reflection #2	
7	Oct 1	Field Trip 3: Dallas African American Museum	 Field Reflection #3	N/A
8	Oct 8	War & Memory	Reading: Ch. 4  Reading Response #4  Midterm Assigned	
9	Oct 15	Field Trip 4: The Sixth Floor Museum	 Field Reflection #4	N/A
10	Oct 22	Civil Rights & Commemoration	Reading: Ch. 5  Reading Response #5  Midterm Due	
11	Oct 29	Field Trip 5: Dallas Holocaust and Human Rights Museum	 Field Reflection #5	N/A
12	Nov 5	Contested Sites	Reading: Ch. 6  Reading Response #6	
13	Nov 12	Indigenous Memory & Spatial Politics	Reading: Ch. 7  Reading Response #7	

14	Nov 19	Digital & Popular Memory	Supplemental article (Canvas)  Reading Response #8  Final Project Assigned	
15	Dec 3	Final Presentations & Wrap-Up	 Final Project Due Dec 4	N/A

UNT Policies and Student Resources

Assignments and Requirements

All assignments are due on the date specified. Late assignments are not accepted, and, excepting authorized absences, make-up assignments will not be scheduled. If you miss a presentation, workshop, or other schedules or informal class activities and you have a University Authorized Absence (i.e. an excused absence from the Dean of Students), we will try to reschedule you at our earliest convenience. You should be prepared to perform whenever you are called upon, certainly the next time you come to class. When a reading assignment is listed in the syllabus for a given day, you should complete the reading assignment by that day.

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

AI Policy

Use of Artificial Intelligence

Use of Artificial Intelligence

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own. Contributions from anyone or anything else- including AI sources, **must be properly quoted and cited every time they are used** (including any AI generated material). Failure to do so constitutes an academic integrity violation, and I will follow UNT's policy in those instances.

In this course, you are allowed to use Generative AI (GenAI) tools such as Claude, ChatGPT, Gemini, etc. to support your learning and develop skills for a GenAI-oriented workforce. This use will help us stay technically proficient and ethically grounded. However, GenAI should complement, not replace, our course materials. If something seems unclear, feel free to ask.

AI may be used for pre-task activities such as brainstorming, outlining, and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasize the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**

AI-Assisted Assignments must include disclosure statements that cover:

- AI Tool Used: Name of AI product used
- Purpose of the Use: Briefly describe why the tool was used (e.g., assist in research, assist in editing)
- Output Produced: Identify which sections or concepts were influenced by AI.
- Modifications Made: Explain any alterations made to the AI-generated output and how it was adapted for your work.

Grammarly Exception: Because Grammarly provides recommendations as you write, you will not have to turn in the AI prompt and output. If you are using Grammarly as you write, simply complete the self-disclosure and describe what aspects of Grammarly you are using (e.g., editing suggestions).

Please note that AI results can be biased and inaccurate. It is your responsibility to ensure that the information you use from AI is accurate. Additionally, pay attention to the privacy of your data. Many AI tools will incorporate and use any content you share, so be careful not to unintentionally share copyrighted materials, original work, or personal information.

I use GenAI to enhance materials, streamline tasks, generate prompts, create scenarios, draft syllabi, build study guides, and proof eits. I will always disclose how I use GenAI, and I expect the same from you.

In line with the UNT Honor Code, all work you submit must be your own. Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to our *policy*.

AI tools such as ChatGPT, QuillBot, Grammarly Premium have their place in helping to make our lives easier; these tools can also hurt your capacity to engage in critical thinking. Please talk with me before

using any of these tools for this class to ensure that we're in agreement as to how they will affect your work.

Accessibility


The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) <https://studentaffairs.unt.edu/office-disability-access> [↗](https://studentaffairs.unt.edu/office-disability-access) (<https://studentaffairs.unt.edu/office-disability-access>)_website ().

Academic Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out [mental health services](https://digitalstrategy.unt.edu/clear/student-support-services-policies.html) [↗](https://digitalstrategy.unt.edu/clear/student-support-services-policies.html) (<https://digitalstrategy.unt.edu/clear/student-support-services-policies.html>) (<https://clear.unt.edu/student-support-services-policies> [↗](https://clear.unt.edu/student-support-services-policies) (<https://clear.unt.edu/student-support-services-policies>)), visit [unt.edu/success](https://www.unt.edu/success/) [↗](https://www.unt.edu/success/) (<https://www.unt.edu/success/>), and explore [unt.edu/wellness](https://www.unt.edu/wellness/index.html) [↗](https://www.unt.edu/wellness/index.html) (<https://www.unt.edu/wellness/index.html>). To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu [↗](http://scrappysays.unt.edu/) (<http://scrappysays.unt.edu/>).

Supporting Your Success and Creating an Inclusive Learning Environment


Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct https://policy.unt.edu/policy/07-012](https://policy.unt.edu/policy/07-012)  (<https://policy.unt.edu/policy/07-012>)) ().

Attendance

Because we only meet once a week, every class meeting is essential to your success. To encourage your attendance, punctuality, and learning, I will provide pop quizzes of the previous week's material at the beginning of class. Plan to arrive on time because you must be present when class begins to take the quiz.

If you accumulate more than three class absences over the course of the semester your grade will be adversely affected. Beginning with the fourth absence a student's final grade will be lowered by 5% on the final grade (the equivalent of one-half letter grade). Upon the fifth absence, the equivalent of 10% or a letter grades will be deducted from your final average. If you miss six classes, the equivalent of six full weeks of class, you will automatically fail the course. Attendance is counted beginning with the first day of class in the semester.

Attendance is taken every class through the iClicker. If you encounter technical difficulty, you must let the instructor know within 48 hours.

The term *absence* used in this policy does not apply to "authorized absences" as defined by the university. It is not the responsibility of the instructors to keep you apprised of the number of absences you have accumulated. University policies about excused absences can be found [here](https://policy.unt.edu/sites/policy.unt.edu/files/06.039%20Student%20Attendance%20and%20Authorized%20).  (<https://policy.unt.edu/sites/policy.unt.edu/files/06.039%20Student%20Attendance%20and%20Authorized%20>

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link.

Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at spot.unt.edu or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their academic performance is urged to contact the Dean of Students for support (940-565-2648). UNT has both a Food Pantry and a "Seeking Options & Solutions" (SOS) team who work to help students navigate diverse concerns, including identifying resources for personal, academic, financial, and social issues.

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- **[Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)** . [↗\(https://studentaffairs.unt.edu/student-health-and-wellness-center\)](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- **[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)** . [↗\(https://studentaffairs.unt.edu/counseling-and-testing-services\)](https://studentaffairs.unt.edu/counseling-and-testing-services)
- **[UNT Care Team](https://studentaffairs.unt.edu/care)** . [↗\(https://studentaffairs.unt.edu/care\)](https://studentaffairs.unt.edu/care)

- **UNT Psychiatric Services** . [↗\(https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry\)](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- **Individual Counseling** . [↗\(https://itservices.cas.unt.edu/services/email/request/change-your-email-address-because-your-name-changed\)](https://itservices.cas.unt.edu/services/email/request/change-your-email-address-because-your-name-changed) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Academic Support Services

- **Academic Resource Center**. ([Academic%20Resource%20Center.](https://clear.unt.edu/canvas/student-resources)) (https://clear.unt.edu/canvas/student-resources)
- **Academic Success Center** . [↗\(https://success.unt.edu/asc\)](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- **UNT Libraries** . [↗\(https://library.unt.edu/\)](https://library.unt.edu/) (https://library.unt.edu/)
- **Writing Lab** (<http://writingcenter.unt.edu/>).

Emergency Situations:

In case of university closure due to emergency situations, such as inclement weather or a widespread infectious disease (e.g., swine flu), I will communicate with you via the email you get through Canvas.

Completing the Course

Students are expected to complete all assignments for this course during the semester. Assigning a grade of “incomplete” is rare, and in order to request an “I,” the student must meet these requirements:

- a) The student must have completed at least 75% of the course assignments;
- b) The student must be passing the course;
- c) There must be an unforeseen and compelling reason why the course cannot be completed on time; and
- d) The student must present a plan for completing the assignments within the time period specified in the catalog.

Extra Credit Opportunities

Please contact Brian Lain before submitting any event as extra credit. You can add up to 3 points to your **final grade** for the course by doing any combination of the following activities:

- Attend a debate tournament or other public performance
- Participate in one of the studies or student group meetings going on in the Department of Communication Studies.
- Other speaking and argument events may also qualify for extra credit with approval in advance.

For each of the above, please compose an extended paragraph that summarizes the event and what you did that applies to the content of the course. There is an open assignment in Canvas to submit those

called **Extra Credit** (<https://unt.instructure.com/courses/118976/assignments/2456563>). The number of points will be awarded based on the quality of your work. Completing an assignment does not automatically guarantee that you will receive all the available points.

In addition, If 80% of the course participants complete the course evaluation system on my.unt.edu, the entire class will gain 1/2 point of extra credit.

Instructor AI Disclosure:

Some elements of this course — including assignment descriptions, rubrics, activity templates, and supplemental materials — were developed with the assistance of generative AI tools (e.g., ChatGPT) to enhance clarity, organization, and accessibility. All AI-assisted content has been reviewed, edited, and approved by the instructor to ensure accuracy and alignment with course objectives.

Major Assignments

Weekly Reading Response Guidelines



Overview

Throughout the semester, you will complete eight Weekly Reading Responses. These responses are designed to help you engage deeply with course readings, practice applying rhetorical concepts, and prepare for discussion.



Requirements for ALL Formats

- ✓ Summarize the key ideas from the assigned reading(s).
- ✓ Provide your analysis by applying concepts from the course.
- ✓ Pose 2 discussion questions to guide class discussion.
- ✓ Cite any direct references using APA or MLA format.



Submission Format Options (Choose ONE)



Option 1: Written Response

- 500–700 words, double-spaced.
- Submit as Word or PDF file via Canvas.



Option 2: Video Response

- 3–4 minutes summarizing key ideas, analysis, and discussion questions.

- Upload as MP4 or share a private link (YouTube, Vimeo).



Option 3: Audio Response

- 3–4 minutes following the same structure as the written option.
- Upload MP3 or share an audio link.



Tips for Success

- Begin with a clear summary before moving into analysis.
- Use at least one key concept from the reading in your analysis.
- Make discussion questions open-ended to spark conversation.

• Field Trip Reflection Guidelines



Overview

You will complete a short reflection for each of our five course field trips. These reflections help you connect in-person experiences with rhetorical concepts we're studying in class. You will submit each reflection via Canvas in the format of your choice.



Requirements for ALL Formats

- ✓ Describe the key features, themes, or exhibits of the site you visited.
- ✓ Provide your analysis by applying at least one concept from class readings or lectures.
- ✓ Share one or two insights, reactions, or questions you had during or after the visit.
- ✓ Cite any direct references using APA or MLA format (if applicable).



Submission Format Options (Choose ONE)



Option 1: Written Reflection

- 500–700 words, double-spaced.
- Submit as Word or PDF file via Canvas.



Option 2: Video Reflection

- 3–4 minutes summarizing your observations, applying a concept, and offering insights.
- Upload as MP4 or share a private link (YouTube, Vimeo).



Option 3: Audio Reflection

- 3–4 minutes following the same structure as the written option.
- Upload MP3 or share an audio link.



Tips for Success

- Be specific: refer to exhibits, design elements, or signage that stood out.
- Clearly connect your observations to one or more course concepts.
- Reflect honestly—what surprised you, challenged you, or stayed with you?

Class Presentation

Purpose:

- To understand the formation of academic research in higher education
- To comprehend, summarize, and critique research and scholarly publications effectively
- To set the tone for class discussion.

Each student will lead class discussion **once during the semester**, offering a **15–25 minute presentation** on the assigned reading(s) for that day. Your job is to help your classmates better understand the material and spark critical conversation.

Your presentation should:

1. Provide a **clear and concise summary** (exegesis) of the key arguments in the reading
2. **Contextualize the reading** as part of a broader scholarly or public conversation (e.g., who is the author responding to, or what debates are they entering?)
3. Offer **three to four discussion questions** to guide class dialogue (these should be shared on screen or as a handout)

Requirements:

- You must submit a **script or detailed outline** of your presentation to me **by the Monday before you present** (at least 4 days in advance)
- I encourage you to meet with me in advance to talk through your ideas and get feedback

Midterm Project: Site Analysis

Due: October 22, 2025 | Weight: 15%

Assignment Overview

Analyze one site of public memory (museum, memorial, historic marker, or commemorative space) using rhetorical concepts from *The Rhetoric of Public Places* and class discussion. Explain how this site persuades audiences to remember (or forget) specific histories and what that means for cultural identity and power.

Learning Objectives

- ✓ Apply rhetorical theory to analyze public memory spaces
- ✓ Engage in inquiry through scholarly research
- ✓ Critically evaluate messages embedded in cultural spaces
- ✓ Demonstrate effective communication in multiple formats

Submission Format Options

Choose ONE format for submission. All formats must apply rhetorical concepts and cite sources appropriately.

Option 1: Written Analysis

- Write a 5–6 page essay including introduction, site description, analysis using course concepts (Ch. 1–6), and conclusion.
- Submit as Word or PDF via Canvas.

Option 2: Audio/Video Presentation

- Create a 5–7 minute video or audio presentation introducing your site, describing its features, and applying rhetorical theory.
- Upload media file or share URL link; submit a short outline or script.

Option 3: Creative Role-Play/Narrative

- Adopt the voice of a docent or historian and create a guided tour script or performance incorporating theoretical concepts.
- Submit as 5–6 page script or 7–8 minute recorded performance.

Final Project: Public Memory Portfolio

Due: December 4, 2025 | Weight: 25%

Assignment Overview

Your Public Memory Portfolio combines research, analysis, and creative engagement to explore how public memory operates. All submissions must include:

- ✓ Analytical Component (Essay or Equivalent)
- ✓ Creative/Digital Component
- ✓ Reflection

Submission Format Options

Option 1: Traditional Portfolio

- Essay: 6–8 pages analyzing chosen site/theme using rhetorical theory.
- Creative Component: Separate file/link (photo essay, infographic, etc.).
- Reflection: 2-page written reflection.






Option 2: Multimedia Documentary













- Scripted Video (8–10 minutes) integrating analysis and visuals.
- Submit outline/script and reflection (written or video).

Option 3: Interactive Digital Exhibit

- Online exhibit using Canva/Google Sites including analytical text and creative layout.
- Submit URL + 2-page reflection.

Course Summary:

Date	Details	Due
Tue Aug 26, 2025	 Reading Response #1 (https://unt.instructure.com/courses/131569/assignments/2681235)	due by 11:59pm
Sat Sep 6, 2025	 Field Trip Reflection #1 (https://unt.instructure.com/courses/131569/assignments/2681715)	due by 11:59pm
Tue Sep 9, 2025	 Reading Response #2 (https://unt.instructure.com/courses/131569/assignments/2681680)	due by 11:59pm
Sat Sep 13, 2025	 Field Trip Reflection #2 (https://unt.instructure.com/courses/131569/assignments/2682545)	due by 11:59pm
Tue Sep 23, 2025	 Reading Response #3 (https://unt.instructure.com/courses/131569/assignments/2681677)	due by 11:59pm

Date	Details	Due
Sat Oct 4, 2025	 <u>Field Trip Reflection #3</u> (https://unt.instructure.com/courses/131569/assignments/2682548)	due by 11:59pm
Wed Oct 8, 2025	 <u>Reading Response #4</u> (https://unt.instructure.com/courses/131569/assignments/2681676)	due by 11:59pm
Sat Oct 18, 2025	 <u>Field Trip Reflection #4</u> (https://unt.instructure.com/courses/131569/assignments/2682547)	due by 11:59pm
Wed Oct 22, 2025	 <u>Midterm project</u> (https://unt.instructure.com/courses/131569/assignments/2681234)	due by 11:59pm
	 <u>Reading Response #5</u> (https://unt.instructure.com/courses/131569/assignments/2681674)	due by 11:59pm
Sat Nov 1, 2025	 <u>Field Trip Reflection #5</u> (https://unt.instructure.com/courses/131569/assignments/2682546)	due by 11:59pm
Tue Nov 4, 2025	 <u>Reading Response #6</u> (https://unt.instructure.com/courses/131569/assignments/2681685)	due by 11:59pm
Tue Nov 11, 2025	 <u>Reading Response #7</u> (https://unt.instructure.com/courses/131569/assignments/2685289)	due by 11:59pm
Tue Nov 18, 2025	 <u>Reading Response #8</u> (https://unt.instructure.com/courses/131569/assignments/2681684)	due by 11:59pm
Wed Dec 3, 2025	 <u>Class Presentation</u> (https://unt.instructure.com/courses/131569/assignments/2681230)	due by 11:59pm
Thu Dec 4, 2025	 <u>Final project</u> (https://unt.instructure.com/courses/131569/assignments/2681233)	due by 11:59pm
Fri Dec 5, 2025	 <u>Extra Credit</u> (https://unt.instructure.com/courses/131569/assignments/2681231)	due by 11:59pm