



Visible Rhetoric

ENG 351 | Section 001 | Spring 2019

Time | Location

Illinois State University

Professor Information

Professor: Dr. Erika M. Sparby

Email:

Phone:

Office:

Office Hours:

Course Website:

Required Texts

Sturken and Cartwright. (2018). *Practices of Looking*. 3rd ed. ISBN: 9780190265717

Williams. (2015). *The Non-Designer's Design Book*. 4th ed. ISBN: 9780133966152

Other readings as assigned on ReggieNet

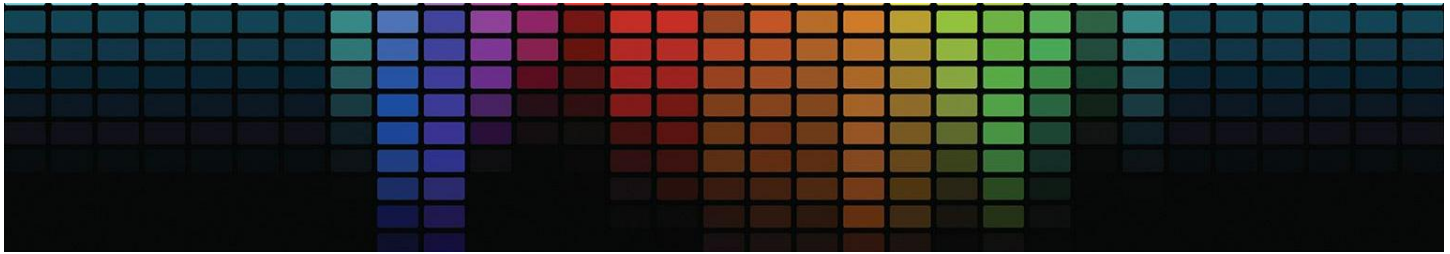
Course Description and Objectives

This advanced course studies rhetorical theories and practices of visual rhetoric. In this writing-, reading-, analysis-, and production-intensive course, we will explore how visual elements work in an array of primarily visual texts (broadly defined) as they are located within various rhetorical, social, and cultural contexts. Specifically, we will explore and interrogate notions of visibility by focusing on the following:

- What does visibility mean?
- How are primarily visual texts rendered, created, and designed to be visible? For what purposes and audiences? In other words, how do these texts work?
- Who has the privilege of seeing and looking? Who (or what) gets to be seen or looked at?
- What (or who) is rendered invisible? Why?
- How do we design visual texts that heighten/downplay certain kinds of visibility?

In order to explore these questions, we will draw from the interdisciplinary field of visual rhetoric and locate lines of inquiry within English studies, rhetoric and composition, professional and technical communication, graphic design, visual culture and cultural studies, advertising, art history, psychology, and others. You will create a range of productions, including data visualization (infographic or something similar), a video, and visual advocacy.

You are not required to have any expertise using digital technologies, though a willingness to explore, experiment, and play with readily available composing technologies is essential.



Grade Distribution | Undergraduate

<i>Component</i>	<i>Individual/Team</i>	<i>Point Value</i>
Attendance and Participation	Individual	10
Visual Bio	Individual	5
Photoshop Argument	Team	15
Data Visualization	Individual	20
Visual Marketing	Team	20
Visual Advocacy	Team	30

Grade Distribution | MA

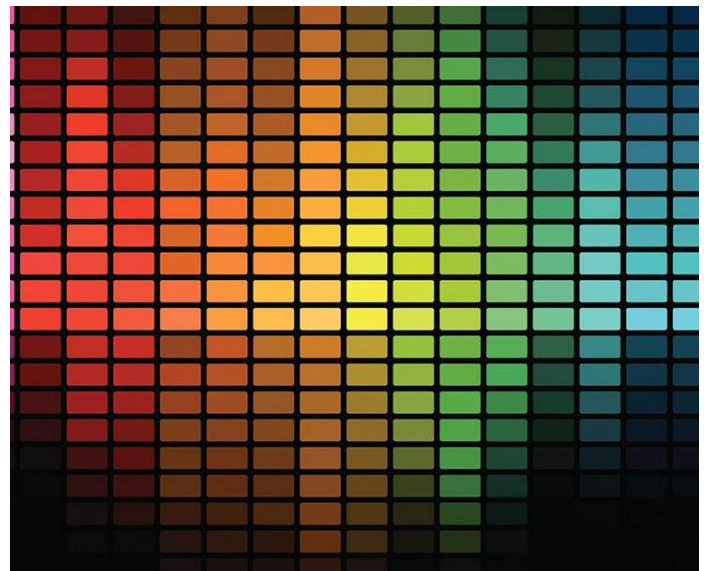
<i>Component</i>	<i>Individual/Team</i>	<i>Point Value</i>
Attendance and Participation	Individual	10
Visual Bio	Individual	5
Photoshop Argument	Team	10
Data Visualization	Individual	15
Visual Marketing	Team	20
Visual Advocacy	Team	30
Class Facilitation	Individual	10

Grading Scale

All assignments and projects must be completed to pass the course.

A	100-90
B	89-90
C	79-70
D	69-60
F	59 or below

**Grades are earned, not given.
I do not respond to requests for higher grades.**





Brief Assignment Descriptions

The assignments in this course are designed to meet the course objectives outlined above. Below are brief descriptions of the assignments; full prompts are available on ReggieNet.

Attendance/Participation

This grade will be based on the following:
Attendance. Attend class and arrive on time.
Participation. Do the readings, engage in all discussions and classroom activities.

Visual Bio

This brief project will serve as an introduction to the basics of visual rhetoric. You will create a bio of yourself using only images and other visuals (no text or sound).

Photoshop Argument

This project will be completed in teams of 3. Using only Photoshop, your team will make a visual argument on a complex topic.

Data Visualization

For this project, you will convey complex data in a clear and concise format. The choice of design and medium/genre are up to you.

Visual Marketing

This project will be completed in teams of 3. You will work with a real client to create a video for the client's website. Pre-existing footage and images will be provided.

Visual Advocacy

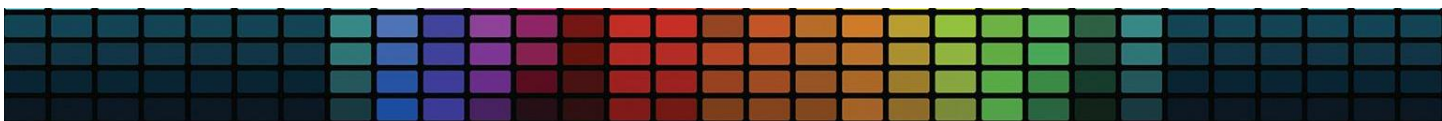
This project will be completed in teams of 3. For this culminating project, you will choose a cause and advocate for it in a variety of visual media. You may do posters, websites, social media, etc.

Class Facilitation

Once during the semester, graduate students will facilitate class discussion on that day's reading assignments. The facilitations should last 30-45 minutes and stimulate productive discussions of the readings, although they may also connect to individual research interests and/or professional experiences. They can take many forms: lecture with discussion, small group work, mini-workshop, etc. Expectations for facilitations:

- Make use of classroom technology
- Synthesize and add to the conversation (don't just summarize)
- Create opportunities for all class members to contribute

Graduate students will sign up for facilitation topics and days in class; these presentations cannot be rescheduled except in cases of extreme emergency.



Course Policies

The policies in this syllabus are considered contractual at Illinois State University. If you remain in the class after day one, you have agreed to all that is required. I reserve the right to change the day-by-day schedule (with advanced notice), but not the requirements outlined above in the course description and below in the policies.

Attendance and Punctuality

Being late to class is disruptive. If you are regularly late, I suggest that you drop the course. Unexcused absences and tardiness will negatively affect your grade. If you are ill or have a personal emergency, you are responsible for notifying me and making up the work. Medical documentation may be required in the case of illness.

You will be working collaboratively with peers; thus, you will also be required to attend any scheduled out-of-class meetings with your team.

Homework Submission

All coursework will be submitted on ReggieNet by 11am on the date listed in the prompt.

Presentations cannot be rescheduled except in extreme situations.

Late work is accepted for two days after the due date, but you will lose points from the final grade if no extension has been arranged.

Technological mishaps are not accepted as excuses for late work.

Professionalism

During class discussions, peer feedback, and in your writing, you are expected to treat others with respect. This pertains to all class members, the professor, and the audiences you write for and people you write about. I do not tolerate intolerant discourses. If a student engages in disrespectful or hateful speech, we will discuss conduct; if it happens a second time, the offender will be removed from the course altogether.

You are expected to produce professional, high-quality documents that are appropriate for specific writing situations.

All ISU students are responsible for upholding the Code of Academic Integrity and the Student Code of Conduct available online. Submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work is prohibited by the Student Code of Conduct. Plagiarism will result in a failing grade for the assignment or for the course.

Technology

This course's information exchange is largely digital, so a basic knowledge of some digital technologies is required.

- You are expected to back up all files
- You are expected to have proficiency with your ISU email account and ReggieNet functionality.

You are expected to become proficient with unfamiliar computer technologies and apps.

Accessibility

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact SASS (Student Access and Accommodation Services).

Location: 350 Fell Hall

Website: <http://studentaccess.illinoisstate.edu>

Phone: (309) 438-5853

TTY: (309) 438-8620

Email: ableisu@ilstu.edu