

Spring 1-15-2019

ENG 5011-600: Studies in Composition and Rhetoric

Robin Murray
Eastern Illinois University

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Spring 2019 ENG 5011: Studies in Composition
Visual Rhetoric and Multimodal Composition
Online

Robin L. Murray Office: 3351 Coleman Hall Phone: 549-0199 (call or text before 10 p.m.)
email: rlmurray@eiu.edu; Office Hours: T 1-3:30, In Office Online MW 5:50-6:50 pm and by appnt.

Texts:

- Your Writing
- D2L and self-selected readings
- Examples of Visual Rhetoric
- Bowen (Ed). *Multimodal Literacies and Emerging Genres*
- Durham. *Media and Cultural Studies: Keywords, 2nd Edition*
- Jenkins. *Convergence Culture: Where Old and New Media Collide*

Course Description:

This section of ENG 5011 addresses the power of images, offering opportunities to both analyze and create visual rhetoric and multimodal texts. Class participants examine photography, film, image-driven arguments, comics, and various forms of multimodal composition as dynamic transactions between writers/rhetors and their audiences. Using various examples from each category, we place visual artifacts in historical context, assessing their meanings according to the cultural predispositions that reigned when the images first appeared. We also consider how those meanings change with time, looking especially at how they resonate within our local, contemporary moment. Our analysis of visual rhetoric also engages with teachers of multimodal literacy who frame composition as a practice that need not be limited to paper and ink, and who challenge their students to use any combination of image, sound, print-text, movement and other means of expression to make arguments about topics that matter to them. Assignments include leading virtual discussion of one or more course texts, producing a visual and/or multimodal project of your choice, and making an argument in visual and/or multimodal form.

Course Objectives:

- Demonstrate breadth and depth of knowledge about the genres, theories, and history of visual rhetoric through blogs, discussions, and research projects responding to readings and presentations
- Analyze and synthesize diverse examples of visual rhetoric in blogposts and discussions
- Demonstrate the ability to create various visual rhetoric artifacts
- Demonstrate effective oral and written communication through leading discussions and formal presentations
- Curate a virtual annotated bibliography using PB Works Wiki, Wakelet, Google Drive, Pinterest, or some other online platform
- Demonstrate the ability to synthesize research and responses through a reflective digital portfolio

Course Requirements:

1. **Blog Posts:**
 - a. Reading Responses: For these brief blog responses, please approach the texts you choose through a particular lens to move beyond summary. You might evaluate or critique the text. You might argue for or against its points. You might use the text as a jumping off point for a narrative or (might I say) poem. Engage with the text rather than summarizing it. Personal and pedagogical connections are welcome, as are intertextual readings (exploring other texts with which the work engages). (100)

- b. Visual Rhetorical Analyses: These will vary according to the artifacts you analyze. Please see various tools available on D2L for each genre. (100)
- c. Scholarly Infographic: You will design an infographic that presents the purpose and key points of one scholarly article (or book, if you'd like) on visual rhetoric included or excerpted in *Media and Cultural Studies: Keywords, 2nd Edition*. Your infographic should identify the purpose of the article, its audience(s), its method(s) of research and any explanation for the choice(s), its contributions to your understanding of visual rhetoric, 2-3 key points or concepts, 2-3 key quotes. (50)
Examples: Thinker/Thought; Judith Butler Explained with Cats
Try one of these free tools: <https://piktochart.com/formats/infographics/>
<https://www.canva.com/create/infographics/>
Overview of Infographic Makers
- d. Theorizing Visual Rhetoric: After reading several texts that articulate various authors' understandings of visual rhetoric, you will use Word, Pages, Photoshop, Keynote, PowerPoint, Prezi, Google Slides, and/or some other tool to create a visualization that demonstrates your understanding of what visual rhetoric is or is not, what visual rhetoric does, or does not do. (50)

2. Discussion Facilitation and Participation

- a. Online Asynchronous and Synchronous Discussions (150 points):
 - i. Visualizing Your Self: For your first hands-on assignment, you will use Word or Pages, Keynote, PowerPoint, Prezi, YouTube, Blogger, Toondoo, and/or some other tool to create a visualization that represents who you are as a scholar, teacher, intellectual, and as a person with multiple roles. We will use these visualizations to introduce ourselves to one another. I will share several examples.
 - ii. Group-led Discussion Participation
 - iii. Asynchronous and Synchronous Small Group (and whole class, if possible) Discussion Participation
- b. Group Discussion Facilitation (50 points): In addition to the active online class discussions stemming from close and effective reading expected of all class members, you will lead a class discussion for an article/chapter one time during the semester, drawing on your detailed written response. As the discussion leaders you will facilitate class responses through a visualization of your segment of the reading and thoughtful questions that are text-specific in order for you and your colleagues to make connections to other authors and ideas. Keep in mind that a discussion leader does not lecture. Instead, you are facilitating discussion. Your role is to get your colleagues talking or writing about their reading in a fruitful and responsible way. You're not "filling people's heads" via banking model lecture, so you need to direct an ongoing discussion through careful planning. Please see handout for more information.

- 3. **Research Curation: A Virtual Annotated Bibliography (300 points – 150 for each half)**: You will curate a virtual annotated bibliography on a concept or genre of visual rhetoric of your choice. You might choose to explore visual rhetoric through the lens of the teacher or classroom, as well as any of the themes or genres included in the course. But please do fit this assignment to your own needs and wants—as long as your topic connects in some way to visual rhetoric.

Each of your annotations should include

- a. A link to the source (and its bibliographical information).
- b. a brief summary (not more than a few sentences), including the purpose and 1-2 key points from the text;

- c. a brief discussion of how the text connects to your academic interests, OR, how does the text take up, define, or deploy visual rhetoric?;
- d. a compelling question this text might broach or begin to answer.

Annotations should be no shorter than 4 sentences, and no longer than two paragraphs, give or take. By the end of the semester, you will have a full annotated bibliography on your chosen approach to visual rhetoric that can be used to produce a literature review for an essay, as well as for future reference.

You may curate your virtual annotated bibliography through [PB Works Wiki](#), [Wakelet](#), [Google Drive](#), Pinterest, or some other online platform.

4. **Final Project: A Digital Portfolio (200 points):** For your final project, you will draw on our discussions, blog posts, and assignments over the course of the semester to produce a digital professional portfolio, choosing artifacts that represent your varied work.

Note: Please include your scholarly infographic, your theorizing visual rhetoric visualization, and other examples from your blog that highlight your work this semester.

In addition, you will write a reflexive critique of your portfolio that details your understanding of visual rhetoric, the decisions you made in creating the portfolio, what you learned over the course of that process, and any ambivalences you may have with the product at this point.

Regardless of what your digital portfolio looks like, it should exhibit deep engagement with the texts and ideas discussed throughout the course.

Grades:

1. Blog Posts	300 points (30%)
2. Discussion Facilitation and Participation:	200 points (20%)
3. Research Curation:	300 points (30%)
4. Final Project:	200 points (20%)

Total:	1000 points (100%)

Other Policies:

Tech Support: If you need assistance with D2L, call the Center for Online Learning (217-581-8452) during regular business hours or email col@eiu.edu. D2L tutorials and guides are available 24/7 under the "Help for Students" widget on the D2L My Home page. For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk (217-581-HELP). If you have a question regarding course content, contact your instructor.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism: The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

Writing Center: Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.

Please Note: You must complete all major assignments to complete this course.

Spring 2019 Tentative Course Calendar, Subject to Change

January

Introductions

1/7: Week 1 Introductions to the course and to each other.

Read "[How to Read for Grad School](#)" and write a response in your blog. Review the syllabus and share any questions you have during office hours or via email. Complete a visual introduction to yourself as a student, scholar, and colleague and share it in our first discussion.

Assignment due by Wednesday at 5 p.m.:

-Visualizing Self completion and posting

Assignments due by Friday at 5 p.m.:

-Blog post

-Discussion and response to one another's Visualizing Self introductions

Readings for 1/14:

Blair, JA. "The Rhetoric of Visual Arguments." p. 41 in *Defining Visual Rhetorics* on D2L

Goggin, MD. "Visual Rhetoric in Pens of Steel and Inks of Silk." P. 87 in *Def Vis Rhet* on D2L

What is Visual Rhetoric?

1/14: Week 2 Explorations of Visual Rhetoric.

Read Blair, JA. "The Rhetoric of Visual Arguments." p. 41 in *Defining Visual Rhetorics* on D2L and Goggin, MD. "Visual Rhetoric in Pens of Steel and Inks of Silk." P. 87 in *Def Vis Rhet* on D2L and write a response to one of the works in your blog. Participate in discussion on D2L, responding to an opening visualization of the readings and questions to ponder.

Assignments due by Friday at 5 p.m.:

-Reading Response Blog post

-Discussion and responses

Readings for week of 1/21:

Bal, M. "The Commitment to Look" on D2L

Barthes, R. "Rhetoric of the Image" excerpt on D2L

1/21: Week 3 Martin Luther King Day

Read Bal, M. "The Commitment to Look" on D2L and Barthes, R. "Rhetoric of the Image" excerpt on D2L and complete a "Theorizing Visual Rhetoric" visualization in your blog. Participate in discussion on D2L, responding to an opening visualization of the readings and questions to ponder.

Assignments due by Friday at 5 p.m.:

-Theorizing Visual Rhetoric in your blog

-Discussion and responses

Readings for 1/28:

Berger, J. *Ways of Seeing* Episode 1 on D2L (and Youtube)

Benjamin, "The Work of Art in the Age of Mechanical Reproduction" in *Media and Cultural Studies...*

Bruggemann, "The Coming out of Deaf Culture" on D2L

Mulvey, "Visual Pleasure and Narrative Cinema" in *Media and Cultural Studies*

Spectacle and Spectatorship

1/28: Week 4 Ways of Seeing?

View Berger, J. *Ways of Seeing* Episode 1 on D2L (and Youtube) and read Benjamin, "The Work of Art in the Age of Mechanical Reproduction" in *Media and Cultural Studies...*, Bruggemann, "The Coming out of Deaf Culture" on D2L, and Mulvey, "Visual Pleasure and Narrative Cinema" in *Media and Cultural Studies*. Write a response to one of the works in your blog. Participate in discussion on D2L, responding to an opening visualization of the readings and questions to ponder.

Assignments due by Friday at 5 p.m.:

-Reading Response Blog post

-Discussion and responses

Readings for 2/4:

Berger, J. *Ways of Seeing* Episodes 2 and 3 on D2L (and Youtube)

Handouts on reading an image on D2L

Your chosen visual art piece (many available on D2L)

February

2/4: Week 5

View Berger, J. *Ways of Seeing* Episodes 2 and 3 on D2L (and Youtube), Handouts on reading an image on D2L, and Your chosen visual art piece (many available on D2L). Complete a Visual Rhetorical Analysis in your blog and participate in a discussion responding to *Ways of Seeing* and questions to ponder.

Assignments due by Friday at 5 p.m.:

-Visual Rhetorical Analysis Blog post

-Discussion and responses

Assignment due for 2/11:

-Group 1 will prepare a visualization and discussion questions highlighting "Representations" and selected readings.

Readings for 2/11:

hooks, "Eating the Other" in *Media and Cultural Studies*

Two other readings from "Part IV: The Politics of Representation" chosen by Group 1. Please share readings with your colleagues by Wednesday, 2/6.

Representations

2/11: Week 6

Read hooks, "Eating the Other" in *Media and Cultural Studies* and two other readings from "Part IV: The Politics of Representation" chosen by Group 1. You may also find the readings on D2L under the "Representations" module useful. Write a response to one of the works in your blog. Participate in a

group-led discussion on D2L, responding to an opening visualization of the readings and questions to ponder—and any other instructions the group provides.

Assignments due by Friday at 5 p.m.:

- Reading Response Blog post
- Discussion and responses

Readings for 2/18:

- Handouts on reading documentaries on D2L
- A documentary of your choice focused on Representation like these from Booth Library's Kanopy:
<https://eiu.kanopy.com/s?query=Representation>

15 Lincoln's Birthday Observed

2/18: Week 7

Read handouts on reading documentaries on D2L and view your chosen documentary. Complete a Rhetorical Documentary Analysis in your blog and participate in a discussion responding to your colleagues' and your own chosen documentaries and analyses.

Assignments due by Friday at 5 p.m.:

- Rhetorical Analysis Blog post
- Discussion and responses

Readings for 2/25:

- "Internet Memes as Visual Political Rhetoric" on D2L
- Herman and Chomsky, "A Propaganda Model" and "Gendering the Commodity Audience" in Part III, *Media and Cultural Studies*.

Political and Economic Visual Rhetorics

2/25: Week

Read "Internet Memes as Visual Political Rhetoric" on D2L and Herman and Chomsky, "A Propaganda Model" and "Gendering the Commodity Audience" in Part III, *Media and Cultural Studies*. View political cartoons and write a response to it in relation to one of the works in your blog. Work on your virtual annotated bibliography and share your chosen topic and initial entries with your peers for discussion.

Assignments due by Friday at 5 p.m.:

- Reading/analysis Blog post
- Virtual Annotated Bibliography topic and initial entries
- Discussion and responses

Readings for 3/4:

- Introduction and selections from Jenkins, *Convergence Culture* and/or from Part V, "The Postmodern Turn, New Media and Social Networking" in *Media and Cultural Studies* chosen by group 2
- Jenkins, "Rethinking 'Rethinking Convergence Culture'" on D2L.

Assignment for 3/4:

-Group 2 will prepare a visualization and discussion questions highlighting "Convergence Rhetorics" and selected readings. Please share readings with your colleagues by Wednesday, 2/27.

March

Convergence Rhetorics and the Postmodern Turn

3/4: Week 9

Explore Scholarly Infographics. Read the introduction and selections from *Convergence Culture* and/or from Part V, “The Postmodern Turn, New Media and Social Networking” in *Media and Cultural Studies* chosen by group 2, as well as “Rethinking ‘Rethinking Convergence Culture’” on D2L. Write a response to one of the works in your blog. Participate in a group-led discussion on D2L, responding to an opening visualization of the readings and questions to ponder—and any other instructions the group provides.

Assignments due by Friday at 5 p.m.:

- Reading response Blog post
- Discussion and Responses

Readings for 3/18:

- Handouts on other visual images and reading social media on D2L
- Sample social media artifacts
- Social media artifact of your choice (for analysis in your blog).

Assignment for 3/18:

- Scholarly Infographic

11-15 No School—Spring Break!

3/18: Week 10

Read handouts on reading other visual images and social media on D2L and view your chosen social media. Complete a Rhetorical Social Media Analysis in your blog. Complete your Scholarly Infographic and participate in a discussion responding to your colleagues’ and your own chosen social media and analyses.

Assignment due by 3/18:

- Scholarly Infographic

Assignments due by Friday at 5 p.m.:

- Rhetorical analysis Blog post
- Discussion and Responses

Assignment due by 3/25:

Group 3 will prepare a visualization and discussion questions highlighting “Visual Rhetorics of Resistance” and selected readings. Please share readings with your colleagues by Wednesday, 3/27.

Readings for 3/25:

- Sheridan,, et al. “Kairos and New Media” on D2L
- Selections from Part VI, “Globalization and Social Movements” in *Media and Cultural Studies* chosen by Group III.

Visual Rhetorics of Resistance

3/25: Week 11

Read “Kairos and New Media” on D2L and selections from Part VI, “Globalization and Social Movements” in *Media and Cultural Studies* chosen by Group III. Write a response to one of the works in your blog. Participate in a group-led discussion on D2L, responding to an opening visualization of the readings and questions to ponder—and any other instructions the group provides.

Assignments due by Friday at 5 p.m.:

- Reading response Blog post
- Discussion and responses

Readings for 4/1:

- Selections from *Understanding Comics* on D2L
- Selections from *Maus* on D2L
- Comic or Graphic Novel of your choice

April

4/1: Week 12

Read selections from *Understanding Comics* and *Maus* on D2L and a comic or graphic novel of your choice. Complete a Rhetorical comic/graphic narrative Analysis in your blog. Participate in a discussion responding to your colleagues’ and your own chosen graphic narratives and analyses.

Assignments for Friday by 5 p.m.:

- Rhetorical analysis Blog post
- Discussion and responses

Assignment for 4/8:

- Virtual Annotated Bibliography, Part 2

Readings for 4/8:

- Dobrin and Morey *Ecosee* selections
- Selections for *Trace Journal* “Ecoplay” Issue
- Environmental documentary

2 English Studies Student Conference—You are welcome to present your scholarly infographics or virtual annotated bibliographies.

Environmental Visual Rhetorics

4/8: Week 13

Read Dobrin and Morey *Ecosee* selections and Selections for *Trace Journal* “Ecoplay” Issue. View an environmental documentary and complete a blog post of your choice related to environmental visual rhetorics—reading response, documentary rhetorical analysis, visualization. Share your Virtual Annotated Bibliographies with your colleagues.

Assignment due 4/8:

- Virtual Annotated Bibliography, Part 2

Assignments due by Friday at 5 p.m.:

- Blog post of your choice
- Share your Virtual Annotated Bibliography with your colleagues for their responses

Readings for 4/15:

-Selections from *Multimodal Literacies and Emerging Genres* chosen by Group IV.

Accessible Visual Rhetorics in/and the Classroom

4/15: Week 14

Read selections from *Multimodal Literacies and Emerging Genres* chosen by Group IV. Write a response to one of the works in your blog. Participate in a group-led discussion on D2L, responding to an opening visualization of the readings and questions to ponder—and any other instructions the group provides.

Assignment due by Wednesday, 4/17

-Group 4 will prepare a visualization and discussion questions highlighting “Accessible Visual Rhetorics in/and the Classroom” and selected readings. Please share readings with your colleagues by Wednesday, 4/17.

Assignments due by Friday at 5 p.m.:

- Reading Response Blog post
- Discussion and Responses

Assignment for 4/22:

-Digital Portfolio with final reflection (Can be draft if would rather turn in final version during finals week).

Reading for 4/22:

-Handouts on Accessible Teaching on D2L

4/22: Week 15

Read handouts on Accessible and Virtual Visual Rhetoric in the Classroom. Complete a blog post proposing an accessible visual rhetoric assignment for your current, future, or theoretical classroom. Share your portfolio reflection (draft) with your colleagues.

Assignments due by Friday at 5 p.m.:

- Pedagogical Blog post
- Digital Portfolio reflection
- Discussion and responses to reflections

29-May 2 Finals' Week

Assignment due by Wednesday at 5 p.m.:

- Digital Portfolio with final reflection
- Have a good summer!