

Current Information:**I. A.) DEPARTMENT NAME:** _____**B.) COURSE NUMBER, and TITLE:** _____**C.) CREDIT HOURS:** _____ **D.) PREREQUISITES:** _____**E.) CURRENT CLASSIFICATION**

1. General Education Code: B C D H M N P S None
2. Writing Requirement: E2 E4 E6 None
3. Math Requirement: M None

Requests:**II. GENERAL EDUCATION**A.) Requested Classification: B C D H M N P SB.) Effective Date: Fall Spring Summer _____(year)

Or

 1-time Approval Fall Spring Summer _____(year)**III. WRITING REQUIREMENT** **MATH REQUIREMENT** A.) Requested Classification E2 E4 E6B.) Effective Date: Fall Spring Summer _____(year)

Or

 1-time Approval Fall Spring Summer _____(year)**C.) Assessment:**

- 1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____Grade _____Corrections _____Drafts _____Other

- 2.) Will a published rubric be used? _____

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

For courses with a **General Education** classification, the syllabus **must** include:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- Student Learning Outcomes
- Required and optional textbooks
- Methods by which students will be evaluated and their grades determined
- Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.
- A statement related to class attendance, make-up exams and other work such as: *“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”*
- A statement related to accommodations for students with disabilities such as: *“Students with disabilities requesting classroom accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered students will an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”*
- A statement informing students of the online course evaluation process such as: *“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.”*
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

It is **recommended** that syllabi contain the following information:

- Critical dates for exams and other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.
Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at:

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

For courses with **Writing Requirement (WR)** classification, the syllabus **must** include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: _____

Phone _____ Email _____

College Contact:

College Name: _____

College Contact Name: _____

Phone _____ Email _____

ENL 2930: From Page to Screen: Humanities, Visual Rhetoric, and Visual Culture

Summer B, 2014
Section 023G
Period MTWRF 2 (9:30-10:45)
Room LIT 0109
3 Credits
Prerequisite: ENC 1101 or equivalent

Dobrin
4414 Turlington Hall
352-294-2868
sdobrin@ufl.edu
www.clas.ufl.edu/users/sdobrin
Office Hours: MTWR 3

Course Description

“... because a way of seeing is also a way of not seeing.”
—Kenneth Burke

This course will engage six primary inquiries:

- As we shift from print culture to screen culture, how must we rethink the humanities in a digital world?
- Does the classical idea of “rhetoric” still function in an image-driven information exchange, or what happens when we force our interpretations of images into rhetorical frameworks?
- How do we define a “visual culture,” and what is at stake in claiming that we live in a visual culture?
- What history, theory, and methodologies inform how we exchange information in a visual culture?
- How do we learn to read and interpret various forms of visuals ranging from the artistic to the informative? What role does aesthetics play in our readings and interpretations?
- What role does ethics play in visual exchange?

In order to engage these inquiries, we will read about the shift to visual/screen culture from print culture. We will develop analytical skills for reading and interpreting visuals based on several established methodologies, including, but not limited to semiotics, social critique, and technical critique. Along the way, we will examine visual design strategies, digital manipulations, and various “ways of seeing.”

General Education Humanities Requirements and Outcomes

This course satisfies the UF General Education requirement for Humanities, which is described at: <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx#description>. This course provides instruction in the key themes, principles and terminology in the field of visual rhetoric. The course focuses on the history, theory and methodologies used within visual rhetoric, enabling students to identify and to analyze the key

elements, biases and influences that shape thought about visual rhetoric. This course emphasizes clear and effective analysis and approaches issues and problems from multiple points of view.

In order to meet these requirements, during this course you will:

- Examine key themes in visual rhetoric such as visual literacy, visual communication, and the (often blurry) distinction between art and visual communication.
- Learn key principles and terminology from both rhetorical studies and semiotics.
- Examine various histories of image construction and communication, including the histories of and connections between image making technologies, such as photography, printing and digital technologies and circulation.
- Consider various methodologies for making and analyzing visuals in your own communication and those used by other composers and distributors of visual texts.
- Learn numerous approaches for critically analyzing visual rhetorics which you engage on a daily basis.

The student learning outcomes for this humanities course are detailed in the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx#learning>

As to outcomes specific to this course, by the end of the course you should be able to:

- distinguish between concepts like visual rhetoric, visual literacy, visual culture, screen culture, and visual communication
- use specific terms and principles to address, analyze, and further discuss issues pertaining to visual rhetoric, visual culture, and visual communication
- have a rudimentary understanding of several histories of visual communications, technologies, and rhetorics, particularly as they relate to ethics, culture, and the humanities
- develop a detailed understanding of the role visual rhetoric plays in the humanities (as well as other epistemological divisions)
- consider the roles aesthetics, ethics, and culture play in how we communicate visually
- more critically analyze the visuals you encounter in your daily lives by way of the methodologies addressed in the course
- synthesize various methodologies to develop flexible, critical strategies for reading and analyzing visuals
- articulate dynamic understanding of analytic methodologies and critical approaches to visual analysis and production

Required Texts

Berger, John. *Ways of Seeing*. Penguin, 1977.
ISBN 0-14-013515-4

Crow, David. *Visible Signs*. 2nd Edition. AVA Books, 2010.
ISBN 2940411425

Crow, David. *Left to Right: The Cultural Shift from Words to Pictures*. AVA Books, 2006. ISBN2-94037-336-1

These texts are available through the UF Bookstore.

*All other readings will be made available by the instructor.

Required Service

Top Hat

Assignments

All assignments for this course will be posted to the e-Learning section; you should complete all assignments via your e-Learning account for this class.

Quizzes:

Throughout the semester you will take 10 short quizzes about the assigned readings. Quizzes will be administered in class and will address the readings for that day. All quizzes will be administered via the

Exams:

There will be two exams for this course: one mid-term exam and one final exam. The exams will cover material from the reading and class lectures. The exams are scheduled for:

Midterm

Final 8/8

Response Papers:

Using the specific terms and principles studied in class, each week you will write a response essay about the materials covered in class and in the reading for that week. Specific essay prompts will be posted each week on the E-learning pages; prompts will ask you to address, analyze, and further discuss issues pertaining to visual rhetoric, visual culture, and visual communication.

Grading

Average of the 10 quizzes	10%
Average of the 5 response papers	25%
Mid-Term Exam	25%
Final Exam	40%

Grade equivalents will be based upon University grading policies, which can be seen here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Policies

Attendance Policies

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Roll will not be taken on a daily basis using Top Hat. Attendance will be necessary for your success in this course.

Statement on Student Disability Services

Students with disabilities requesting classroom accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. For more information, see: <http://www.dso.ufl.edu/drc/>

Statement on Harassment

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>

Statement on Academic Dishonesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Counseling Services and Mental Health Services

Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

Statement on Online Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Final Grade Appeals

If you have concerns about your **final** grade in the course and have met with me to discuss your final grade, you may pursue an appeal process by contacting Professor Stephanie Smith, Director of Undergraduate Studies in the Department of English. Grade appeals may result in a higher, unchanged, or lower final grade. Grade appeals should only be pursued if you and I have an irresolvable dispute regarding your final grade. The English Department will not intervene in disputes over individual assignment grades.

(Tentative) Schedule

Note: readings are to be completed the day listed in the schedule; we will discuss those readings in class on that day.

Note: We will be viewing and discussing images, videos, and films each day in class. These visuals are not identified in this schedule, but will serve as central to our discussions of histories, theories, and methodologies.

Week 1

6/30—Course introduction; Syllabus review

7/1—What is Rhetoric/What is Visual Rhetoric? Does classical rhetoric still apply in the digital age?

7/2—What constitutes a visual?

Reading: Crow, David. *Left to Right*. Introductory materials. P. 9-24

7/3—What is Culture/What is Screen Culture?

Where do screen culture and the humanities intersect?

Reading: Crow, David. *Left to Right*. Ch. 1. “The Television Age” P. 25-52

7/4—No Class; Independence Day

Week 2

7/7—Writing, Symbols, and Signs

Reading: Crow, David. *Left to Right*. Ch. 2. “Language without Boundaries” P. 53-100

Response #1 Due

7/8—Writing, Symbols, and Signs

Reading: Crow, David. *Left to Right*. Ch. 3. “A New Typography” P. 101-144

7/9—Writing, Symbols, and Signs

Reading: Crow, David. *Left to Right*. Ch. 4. “Safety, Speed, and Commerce” P. 145-154

7/10—Remix Culture and the question of plagiarism

Reading: Crow, David. *Left to Right*. Ch. 5. “Converging Technologies” P. 155-177

7/11—Copyright and ownership/intellectual property

Reading: Saul Bellow, “Graven Images”

Week 3

7/14—Semiotics

Reading: Crow, David. *Visible Signs*. “Introduction” and Ch. 1 “Components” P. 8-30

Response #2 Due

7/15—Icons

Reading: Crow, David. *Visible Signs*. Ch. 2 “How Meaning is Formed” P.31-52

7/16—Aesthetics

Reading: Crow, David. *Visible Signs*. Ch. 3. “Reading the Sign” P.53-70

7/17—Ethics: an Introduction

Reading: Crow, David. *Visible Signs*. Ch. 4. “Text and Image” P.71-84

Reading: Italo Calvino, “Mr. Palomar at the Beach; The Naked Bosom”

Reading: The photograph that wasn't :

<http://community.seattletimes.nwsourc.com/archive/?date=20020331&slug=photo31m>
<http://womensenews.org/story/rape/020412/debate-grows-over-use-sexual-assault-photo>

7/18—Ethics: What is unique to visual representation and ethics?

Reading: Bennett, Jessica. “A Tragedy That Won't Fade

Away.” <http://www.newsweek.com/2009/04/24/a-tragedy-that-won-t-fade-away.html>

Week 4

7/21—Mid Term Exam

7/22—Language

Reading: Crow, David. *Visible Signs*. Ch. 5 “Official language” P.85-106

Reading: Tom Junod, “Richard Drew, The Falling Man.”

Response #3 Due

7/23—Language

Reading: Crow, David. *Visible Signs*. Ch. 6 “Unofficial Language” P. 107-130

Reading: Rachel Aviv, “Listening to Braille”

7/24—Ethics: Manipulation

A History of photographic digital manipulation

Reading: Errol Morris, “Photography as a Weapon”

7/25—Ethics: Digital manipulation in contemporary visual culture

Week 5

7/28—Reading: Crow, David. *Visible Signs*. Ch. 7 “Symbolic Creativity” P. 131-144

Reading: Crow, David. *Visible Signs*. Ch. 8 “Junk and Culture” P. 145-164

Response #4 Due

7/29—Reading: Crow, David. *Visible Signs*. Ch. 9 “Open Work” P. 165-184

In Class Screening: Helvetica

7/30—Reading: Berger, John. *Ways of Seeing*. Ch. 1 P. 7-34

7/31—Reading: Berger, John. *Ways of Seeing*. Ch. 2 P. 35-43

In Class Screening: Objectified

8/1—Reading: Berger, John. *Ways of Seeing*. Ch. 3 P. 45-64

Week 6

8/4—Reading: Berger, John. *Ways of Seeing*. Ch. 4 P. 65-82

Response # 5 Due

8/5—Exam Review

Reading: Berger, John. *Ways of Seeing*. Ch. 5 P. 83-112

8/6—Reading: Berger, John. *Ways of Seeing*. Ch. 6 P. 113-128

8/7—Reading: Berger, John. *Ways of Seeing*. Ch. 7 P. 129-155

8/8—Final Exam