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

Description
This course will engage six primary inquires:

1. As we shift from print culture to screen culture, how must we rethink the very idea of writing and what it means “to write?”

2. Does the idea of “rhetoric” as we have come to understand it still function in an image-driven information exchange, or what happens when we force image into rhetoric? How do we make a new rhetoric of image? Conterminously, we will also consider how theories of image might inform a visual rhetoric (or non-rhetoric).

3. How do we define a “visual culture,” and what is at stake in claiming that we live in a visual culture?

4. How do we actively participate in visual culture as producers and consumers of visual texts?

5. How do the technologies that are used to produce visuals contribute to/participate in the act of visual meaning making, particularly when those technologies convert non-visual information into visual text (i.e. ultrasound, Doppler, or radio telescope)?

6. How might we address visual impairment in a visual culture?

In order to consider these questions, this course will engage three primary activities: 1. We will read and discuss theories pertaining to visual rhetorics, visual cultures, digital literacies, and image theories. 2. We will read, analyze and discuss visual artifacts/texts. 3. We will examine and use new media technologies designed to assist in the invention and production of visual texts.

Required Texts
Note: this is available as ebook form the UF library.

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

**Recommended Readings**


Assignments and Requirements

The Listserve
You may post to the course listserve at spring-4829-L@lists.ufl.edu

The course listserve is intended to serve a twofold purpose: first, it provides a space for continuing or extending conversations we have in class or addressing class readings in ways we were not able to cover in the class. Second, and perhaps more important to the objectives of the seminar, the listserve should be used as a point for sharing stuff we want each other to look at. That is, we should each be posting links to videos, images, articles, and other stuff we want to share with the class, but just don’t have time to view during class periods.

Please note, you can use the listserve to post links to anything you think is worth seeing or reading, but keep in mind that posting for the sake of flaming will not be tolerated. Therefore, with every link you post to the listserve, you are required to include in the post a short explanation as to why you think we should see what you’re showing us. In most instances, the explanation should be relevant to the class; however, showing us something cool for the sake of showing something cool is perfectly legitimate. You can provide links to potentially inappropriate material, so long as you provide an explanation warning us of its inappropriateness and an explanation as to why you’re showing us. This gives us each the opportunity to decide whether we want to view it or not. Please keep in mind that posting inappropriate material (yes, I realize this is a fine line we will be discussing in class) may result in penalty and that posting some visuals might be considered a violation of the University’s harassment policies. Think before you post.

Throughout the semester, you are required to post (re-posts don’t count) ten links.

The Wiki
For this seminar, you will contribute to an ongoing wiki project designed to develop a bibliography of resources for studying visual rhetoric, visual culture, and visual literacy. You will find the wiki at www.eng4953.wikispaces.com/ENG4953

You may add or comment on previously added inclusions; however, over the course of the semester, you are required to post at least ten bibliographic citations to the wiki bibliography. Each bibliographic citation should be followed with a short annotation, describing the content and assessing the usefulness of the text.

The Blog
Each student will create a blog site using any blog service desired (www.blogger.com www.blogspot.com etc). The blog should serve the function of a synthesis journal, in which you write about class readings, discussions, and other ideas relevant to the course. Blogs should all feature links to other class participants’ blogs. Bogs should be about visual
rhetoric/literacy/culture. Blogs should regularly include images and links to relevant resources. You are required to blog 500 words per week.

**Show and Tell**
In addition to a lot of interesting things to view, analyze, and evaluate circulating throughout the digital screen world, there are also a lot of useful tools we can all use toward our own productions. Throughout the semester, each of you will show and tell us about three tools or tricks (see below) that you have discovered that we might find useful. You will make a short presentation to the class, demonstrating the tool, its uses, and its limits. In the first week of class, we will determine when each of you will make show and tell presentations.

**The Video**
Each student will write and produce a video to be shared with the class at the end of the semester. Details regarding production, approach, and content will be addressed in class.

**Paper**
Each student will submit by term’s end one article-length, publishable quality, original article. Details regarding expectations and approaches will be addressed in class.

**Readings**
All readings should be completed by the day of class indicated on the schedule below.

**Grading**

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The following numeric equivalents will be used in determining your final averages:

- A  93-100   4.0
- A-  90-92   3.67
- B+  87-89   3.33
- B   83-86   3.0
- B-  80-82   2.67
- C+  77-79   2.33
- C   73-76   2.0
- C-  70-72   1.67
- D+  67-69   1.33
- D   63-66   1.0
- E   0-63    0.00

UF has recently instituted minus grades. As a result, letter grades now have different grade point equivalencies. For more information, see: [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)
Course Policies

Statement on Student Disability Services
The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding classroom accommodations for students with disabilities in the classroom. 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
All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php

Attendance Policies
Because it is difficult to track attendance in large lecture courses, roll will not be taken on a daily basis. However, attendance will be necessary for your success in this course. In addition to the fact that the exams will be based upon a combination of the reading materials and course lectures, in order to acquire the information for this course for your own benefit, you should attend.

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 Robert Thomson, 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.

1/10 Course Introduction

1/17 Reading: Hill