



# Visual Rhetoric

Spring 2020

Baylor University

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## The Visual as Rhetorical

Welcome! We live in a world where we are consumed with and, in some instances, consumed by visual and mediated experiences. This course gives you the tools to interrogate those experiences with a rhetorical lens. It also asks you to compose an essay that shows you can understand exactly how the visual works on audiences. I promise to encourage you to become more critical thinkers if you promise to learn about how visual rhetoric operates.

### The Professor

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Office Hours: MW 11-12; or by appointment

### Course Materials

In this course, we will rely on course lecture and access to readings on Canvas. That means you don't have to buy a book for class!

### How You Can Learn

**Participate.** Come to class ready and energized to discuss the ideas at hand and take part in class activities.

**Read.** Read the material assigned for class, take notes on it, and be ready to grapple with fun and challenging ideas.

**Write.** Compose several short reading responses and other assignments of your choosing.

**Review.** Help classmates write stronger rhetorical analysis essays.

Once you understand  
how the visual moves  
us, you better  
understand what it  
means to be human  
today.

## Grading

I want you to thrive in this course. To help that happen, the grading process in this course is straight forward. I explain the details and grading criteria for each assignment. You can find these under “Assignments” on Canvas. As a teacher who believes that great work requires lots of feedback, please know that I am here to help you along this journey.

### Earning a C...

Complete all course requirements and demonstrate a pretty good understanding of course concepts.

### Earning a B...

Produce above-average work that puts in more than the assignment requests.

### Earning an A...

Excel consistently in all assignments. Go above and beyond the basic requirements of the assignment

Earning a grade of D or F means that you have not shown consistent effort toward improvement, and have not met the minimum standards for the course.

## Assignment Values

## Grading Scale

<u>Block One Points:</u>		100-94%	A
2 Assignments Total=	200 _____	93-90%	A-
<u>Block Two Points:</u>		89-87%	B+
2 Assignments Total=	200 _____	86-84%	B
<u>Block Three Points:</u>		83-80%	B-
2 Assignments Total=	200 _____	79-77%	C+
<u>Participation/Attend.</u>	200 _____	76-74%	C
<u>Reading Responses</u>	200 _____	73-70%	C-
		69-67%	D+
		66-64%	D
		63-60%	D-
		59-0%	F
Total:	<u>1000 points</u>		

## Extra Credit

Throughout the semester I may offer a few additional assignment and exercises to earn credit. These credits can come in handy if your percentage is on the border between one grade and another. For example, if you earned a 79.5 in the course, and had completed extra credit, you would now have a B. You have the opportunity to earn up to 25 points extra credit. Just remember, I will not round up final grades automatically.

# Course Policies

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## What You Can Expect From Me

- To be respectful.
- To encourage you to do your best.
- To be prepared each class to teach and able to explain why each lesson, activity and assignment is worthwhile.
- To offer clear instructions on all assignments.
- To return your work promptly with commentary.

## What I Expect From You

- To be prepared for class each day.
- To arrive on time and to pay attention throughout class.
- To participate in class discussions and activities.
- To turn in your well-constructed assignments on time.

## 24 Hour Grace Period

All written assignments can be turned in 24 hours from the due date. After that, barring extreme circumstances, students earn a zero. This policy does not apply to presentations.

How we see changes who we are. How we see others changes our relationships.

## Attendance

According to the College of Arts and Sciences, all students should be present for 75% of all class sessions. If you miss 25% of classes, that could lead to you failing the course. I ask that you be physically and mentally present for all classes. I measure this with the participation grade (see next page). If you are ill or have other obligations, please speak with me.

## Plagiarism

We will talk about this in more detail in class, but I expect all your work to be your own. The penalty may be an F on an assignment or the course. To avoid unintentional plagiarism, please ensure that you cite all outside sources properly.

## Honor Code

I expect students and faculty to conduct themselves with academic integrity at all times. Be familiar with the University's honor code and the penalties for infringement.

## FERPA

Your work and your grades are private information. If you want to share this information with anyone else, please fill out a FERPA form.

## Special Needs

If you require modification in any course requirements, please speak with me privately. We will work through the Office of Access and Learning Accommodation to ensure equal opportunity in this course.

## Title IX

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. This policy prohibits sexual and gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation (collectively referred to as prohibited conduct). For more information on how to report, or to learn more about our policy and process, please visit [www.baylor.edu/titleix](http://www.baylor.edu/titleix). You may also contact the Title IX office directly by phone, (254) 710-8454, or email, [TitleIX\\_Coordinator@baylor.edu](mailto:TitleIX_Coordinator@baylor.edu).

## Military Student Advisory

Veterans and active duty military personnel are welcomed and encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the VETS Program Office with any questions at (254) 710-7264.

# Course Schedule and Participation

## Participation

As a class in communication, I ask each student to be physically and mentally present for each class. Please avoid distractions to other students, including smart phones, newspapers, web play unrelated to class, etc.

## Top Ten Ways To Earn Participation...

10. Attend class regularly and arrive on time.
9. Be prepared for class: read the assigned material, take notes, write down questions/comments, etc.
8. Produce thoughtful reading reflections.
7. Post questions or comments on the Canvas discussion space.
6. Help classmates with speeches or essays (you might consider letting the professor know you are doing this).
5. Stop by the professors' office hours to chat.
4. Organize study sessions for quizzes or difficult material (you might consider letting the professor know you are doing this).
3. While in class, maintain attention to the course material, answer the instructor's questions, and offer helpful comments for classmates.
2. While in class, pay special attention to classmates' comments, speeches, etc.

And the number one way to earn participation...

1. Be here, be present, and be part of this community.

Date	Topic	Assignments Due	Readings
1/13	Introductions		
1/15	Artifact Exercise		Bring an image that strikes you
1/20	<b>No Class-- MLK</b>		
1/22	Introduction to the Visual	<b>Reading Response 1</b>	Stochetti, "Images"
1/27	Visual Arguments	<b>Reading Response 2</b>	Palczewski, "The Male Madonna and the Feminine Uncle Sam"
1/29	Film and Visual Argument		Alcolea-Banegas, "Visual Arguments in Film"
2/3	<i>Poseidon</i>		
2/5	<i>Poseidon</i> & Class Discussion		King, "Rogue Waves, Remakes and Resurrections"
2/10	Film and Visual Rhetoric	<b>Reading Response 3</b>	Hasian, "Skyfall"
2/12	Historical Visual Rhetoric	<b>Reading Response 4</b>	Finnegan "Doing Rhetorical History of the Visual"
2/17	Historical Visual Rhetoric	<b>Reading Response 5</b>	Malin, "Looking White and Middle-Class"
2/19	Historical Visual Rhetoric	<b>Block 1 Essays Due</b>	The Gildersleeve Dilemma (Class Lecture)
2/24	Iconic Images	<b>Reading Response 6</b>	Mitchell, "Obama as Icon"
2/26	Iconic Images		Schroth, "Future Delta"
3/2	Myth and Visual Rhetoric		Barthes, "Rhetoric of the Image" & "The Photographic Message"
3/4	Myth and Visual Rhetoric		Vats, "Racechange is the New Black"

## How will this class benefit you?

By the end of this course...

You should have a greater understanding of how visuals persuade us and impact our relationships to other human beings.

You should be able to rhetorically analyze a variety of visual messages in your world.

You should understand the relationship between a visual artifact and the audience.

You should be able to make an argument on the rhetorical force of a particular visual artifact.

You should be able to review the arguments of your classmates and suggest how they can be stronger writers and analysts.

You should be a stronger writer, speaker, and thinker.

Most of media should be somewhat “ruined” for you.

Date	Topic	Assignments Due	Readings
3/7-3/15	<b>No Class— Spring Break</b>		
3/16	Place	<b>Reading Response 7</b>	Dickinson and Maugh “Placing Visual Rhetoric”
3/18	Place		View images from Chicago World’s Columbian Exposition
3/23	Place		Kemper, “Sacred Spaces”
3/25	Place		Campus Exercise Today
3/30	Representing Others	<b>Block Two Essays Due</b>	Bhabha, “The Other Question,” and Freud, “Fetishism”
4/1	Representing Others		Piela, “I am just doing my bit”
4/6	Resistance  <i>Mad Max: Fury Road</i>		
4/8	Resistance  <i>Mad Max: Fury Road</i>	<b>Reading Response 8</b>	Fletcher and Primack, “Driving Toward Disability Rhetorics”
4/13	<b>Easter Monday— No Class</b>		
4/15	Disciplinary Power	<b>Reading Response 9</b>	Foucault, “Panopticism”
4/20	Disciplinary Power	<b>Reading Response 10</b>	Cop cams essay
4/22			TBA
4/27			TBA
4/29	Summary of Class	<b>Block Three Essays Due</b>	

