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1	*Jan 21*	**Martin Luther King Holiday**	
	Jan 23	-Course Introduction -Course Policies and Procedures -Software Considerations	Introductions (Bonus Point) Background Resources
2	*Jan 28*	-Visual Rhetoric Guiding Questions -Visual Basics	Course Resources Your Resources
	Jan 30	-Introduce Critical Framework Project -Visual and Rhetorical Analysis -Visual Rhetoric Keywords	

Upcoming Workload

Ed Nagelhout

- Professor of Rhetoric and Writing
- Undergraduate Coordinator
- PhD, Purdue University
- 15th year at UNLV
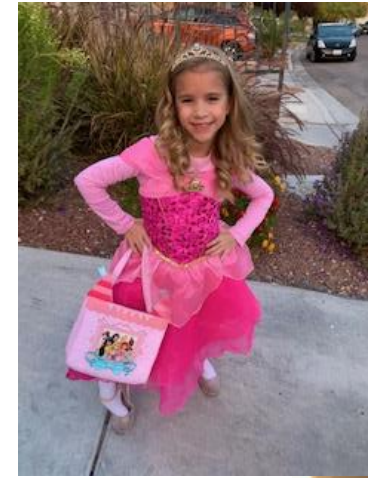
Days/Time:	MW 11:30 - 12:45
Spaces:	CBC-C311 and WebCampus
Instructor:	Ed Nagelhout, PhD
Office:	RLL 237
E-mail:	WebCampus Mail Only for Class
Phone:	702-895-5073

Some Particulars

I'm glad you're part of this classroom community of readers, writers, and thinkers.

ENG 409A provides an introduction to visual rhetoric and considers what it means to be visually literate consumers and producers in an increasingly multimedia world. Through readings in a variety of disciplines and through analyses of many different types of images, we will study visual rhetoric in the context of our modern visual culture, and explore some of the ways in which the visual is, and can be, used to influence opinions, beliefs, attitudes, and behaviors.

Course Outcomes

1. Think and write critically about visual rhetorical theory for analyzing visual objects as manifestations of those theories;

2. Identify and interpret the rhetorical features inherent in everyday images, places, and things;

3. Understand, articulate, and apply principles of visual rhetoric to better understand what shapes the visual media around us;

4. Employ a range of rhetorical strategies and tools to analyze and produce visual texts that communicate meaning for a specific purpose and audience in a particular context.

Course Outcomes

As a class, we will meet the course outcomes by discussing the principles of visual rhetoric in a sophisticated manner and build critical frameworks for examining the rhetorical nature of the visual in print, electronic, and digital media. These critical frameworks will serve both analytical and generative purposes, helping us become better consumers and better producers of visual texts in different rhetorical situations.

Course Outcomes

All Course and Reading Materials available through our course web site, located at https://nagelhout.faculty.unlv.edu/eng409a/, and through WebCampus

Workload

Each project will include a variety of in-class collaborative, online, and out-of-class activities, a process for understanding the material, and the submission of formal deliverables for evaluation. You will receive detailed explanations of the requirements, formats, and strategies for completing each project. Specifically, each of you will be responsible for the following work:

Workload

- Whole-Class Curation = 6%
- Curation Group Presentation = 3%
- Critical Framework Statement = 12%
- Visual Ethics Compilation = 12%
- Annotated Images = 12%
- Visual Articulation = 12%
- Final Reflection Presentation = 10%
- Infographic = 15%

- Drafts/Peer Review/Reflection = 18%

" Showing up is 80 percent of life. "

Woody Allen

Grading

All submissions will be graded on a points basis (which coincide with the above percentages). Grades will be determined on a percentage basis using standard letter grades with plusses and minuses.

Participation

Your active participation is crucial to effective learning for everyone in this course. Therefore, active and meaningful participation is required. Active and meaningful participation means that you are invested in the course, in your classmates, your course work, and your education.

Participation

As a teacher, I am committed to creating the most conducive learning environment possible. I believe strongly in the social construction of knowledge, so you will be expected to collaborate throughout the course, discussing ideas and articulating concepts. I do my best to promote a student-centered classroom.

I value what you say, and I am committed to making this course a positive learning experience. I will provide you with opportunities to learn, I will put you in positions to build on your prior knowledge, I will promote connections between this course and your future aspirations.

But you are responsible for your education.

E-mail Policy

I only respond to course e-mail sent via WebCampus Mail. I will not respond to course e-mail sent to my personal UNLV account. I will answer all course e-mails submitted to me Monday through Friday. I will answer any e-mails sent over the weekend on the following Monday. You are responsible for checking the course e-mail on WebCampus regularly. I recommend at least twice a week. I will respond to every appropriate email I receive.

Software Considerations

This is a course in Visual Rhetoric. To complete all of the activities, you will need to have a rudimentary understanding of visual manipulation software and/or applications, such as PowerPoint, Prezi, or Photoshop. Keep in mind, however, that we will not devote class time to learning software or applications. This is NOT a course for learning software or applications.

There will be time set aside in class for drafting and revising your work, which might include discussions with or questions for your instructor and/or your classmates about using a particular piece of software to accomplish a particular task in order to complete a particular activity.

Other Important Links and Information

You are responsible for understanding your rights and responsibilities as a student at UNLV. Please familiarize yourself with each of the links below, which can be accessed on our course web site.

- Information for Students with Disabilities
- UNLV Academic Policies
- UNLV's Religious Holidays Policy
- UNLV Office of Student Conduct
- UNLV's Copyright Policy
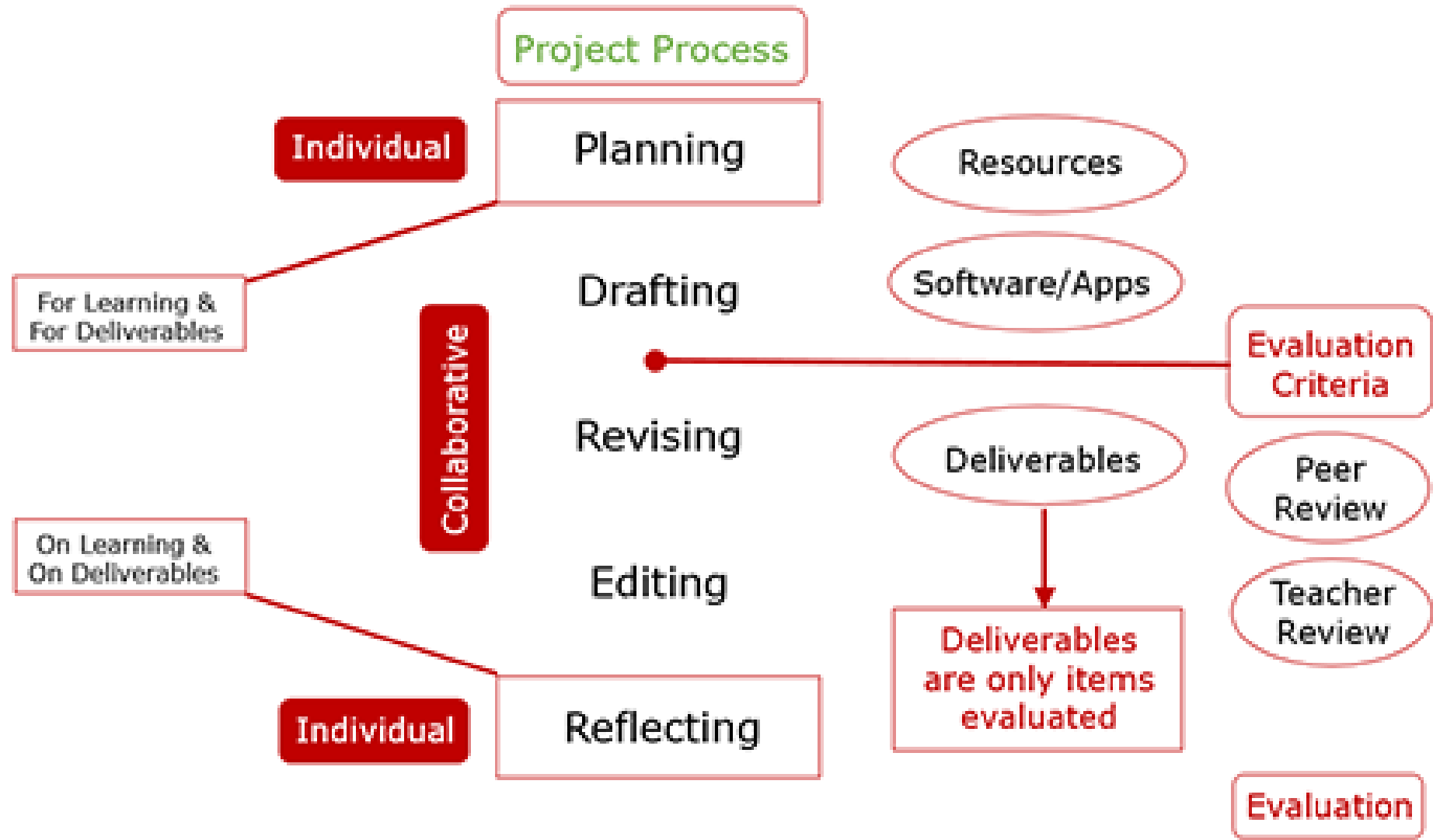- Writing Center
- Academic Success Center

Questions?

" In the design of any educational system, you have to make room for people to know different (and contradictory) things, use words differently, and to create their own knowledge their own way. Not because it's better. But because that's how knowledge works. "

Stephen Downes

How We Do Our Work

" Sharing knowledge occurs when people are genuinely interested in helping one another develop new capacities for action; it is about creating learning processes. "

Peter Senge

How We Do Our Work

If you have any questions, please contact me through Canvas Conversations.