Susan Garza, PhD, Instructor

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|              | 361-825-2483 |
| Office Hours | Office Hours: Monday 2-4, Wednesday 3-4, Sunday 6-7  
|              | Appointments can be arranged at other times with advanced notice. |

**Course Description**
This interdisciplinary course focuses on studying and researching the role of rhetoric in the development of visual elements in texts. Students will be asked to both analyze and design visual texts, to analyze and critique ways in which visual rhetoric is defined, and to conduct primary research on an element of visual rhetoric.

**Student Learning Outcomes**
Students will (1) define visual rhetoric, (2) analyze the visual elements of texts and create sample texts, (3) study ways to use visual rhetoric, and (4) conduct primary research on an element of visual rhetoric culminating in a scholarly report.

Put in more everyday, layman terms, students will develop a broad understanding of the definition of visual rhetoric, learn to analyze texts by identifying the visual elements that comprise texts and then create their own texts, understanding how to use visual rhetoric, and research and report on an element of visual rhetoric.

**Graded Activity**
25% **Discussing/Engaging** – For the assignments that you read each week, you will post reading responses.
25% **In-class Work** – For each day that you are present in class, if you participate in class work and discussions, and complete work assigned in class you will receive credit. If you are active in class and complete the work then you will receive full credit.
25% **Visual Analysis/Application** – You will complete three visual analysis/application assignments.
25% **Primary Research Project** – Focusing on some aspect of visual rhetoric that you would like to explore further, you will conduct primary research and write a report to be included in the class online journal.
Graduate Studies Standards

The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.

- Students read weekly assignments on time and come to the seminar with serious response and a willingness to discuss.
- Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own learning value.
- Students expect that they will attend 100% of the time and not assume there are a certain number of allowable absences. (I come to class because I want to share a learning experience with students. If you are not there and I am not aware of your situation, then I will not feel that sharing is occurring. This will make it more difficult for me to discern your experience in this course when it comes time to write down a "final grade.")
- Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everyone participates. Everyone is respectful of others' thoughts. Students don't put the burden on the teacher or on other students to originate or maintain discussion. They take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.
- Students give their attention to the discussion and whoever is speaking. This means looking at whoever is speaking with your hands nowhere near the computer keyboard.

Policies

Late work will not be accepted without prior approval. Prior approval means that you have contacted me within an appropriate amount of time (minimum 24 hours before the start of the class in which the work is due). Prior approval does not mean that you call or email at the last minute to tell me something else has come up. Also, for major projects, work will not be accepted for projects that the student has not turned in drafts of over the course of the semester. In other words, if you turn in a major project at the end of the semester on the day it is due and have never submitted drafts of the work prior to that time, the work will not be accepted. Homework assignments will not be accepted late. If you do not get the work turned in when it is due at the beginning of class you will not receive credit for that work. As long as you turn your work in on time, you will be given opportunities to rewrite any work that needs extra attention, so turning your work in on time works very much to your advantage.

Graduate Student Academic Integrity

English graduate students are expected to "conduct themselves in accordance with the highest standards of academic honesty" (Texas A&M University-Corpus Christi Graduate Catalog). The Student Code of Conduct defines Academic Misconduct as cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation; in addition to "any behavior specifically prohibited by a faculty member in the course syllabus or class discussion" (Student Code of Conduct, Article III, 1. Academic Misconduct). Academic misconduct is a serious offense that will result in the professor assigning a serious penalty, possibly including failure for an assignment, failure in a course, or recommendation for dismissal from a program (TAMUCC Graduate Catalog, Academic Honesty). For each Academic Misconduct case, the faculty member must file a record, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. Further information regarding the judicial process is available on the website of the Office for Student Affairs.

Attendance and tardiness can affect your final grade. If you miss more than 3 class meetings (2 for summer, night and graduate courses), up to one full grade may be deducted from your final grade. Save your absences for important things that come up, things you have no control over. This does not mean that you should schedule other appointments during class. If you do need to miss class for an appropriate reason, please provide proper notification as soon as possible.
Required Statements

- **Notice to Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361)825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, on campus, please contact the Disability Services office for assistance.

- **Academic Advising:** Upon entering the MA in English Program, each student is assigned a faculty mentor by the Graduate Coordinator. You should make an appointment to meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide valuable information about the comprehensive examination, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

- **Grade Appeal Process.** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Texts/Readings


- *Technologies of Wonder: Rhetorical Practice in a Digital World* by Susan H. Delagrange – (available free online)
## Provisional Course Outline

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<tr>
<th>Week</th>
<th>Readings</th>
<th>Major Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Read Chapters in Rhetoric Texts</td>
<td>Complete Visual Analysis Part I</td>
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<tr>
<td>Week 2</td>
<td>Read Chapters in Rhetoric Texts</td>
<td>Complete Visual Analysis Part II</td>
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<td>Read Delagrange text</td>
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<tr>
<td>Week 3</td>
<td>Read Chapters in Rhetoric Texts</td>
<td>Complete Visual Analysis Part II</td>
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<td>Read Maus text</td>
<td>Develop Research Plan</td>
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<td>Week 4</td>
<td>Research readings from Rhetoric Texts</td>
<td>Complete Research</td>
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<td>Week 5</td>
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<td>Complete Report for Online Journal</td>
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