

Type of Request

Renew

Subject Code

COMX

Course Number

140L

Catalog Year

-

Course Title

Introduction to Visual Rhetoric

College/School

Missoula College

Department

Applied Arts and Sciences

Level

Undergraduate (U)

Campus

Missoula College

Semesters offered

Fall, Spring

Description & Purpose

Visual symbols affect every aspect of our lives. They affect our identities and our culture. In fact, there is a connection between community, social power, knowledge and the visuals that surround us. This course provides an introductory literary and artistic studies option, without a writing prerequisite, for AA and AS students. Furthermore, it is a valuable offering for some of our applied programs that are influenced by visual communication (e.g. Business Technology, Culinary Arts, Applied Computing and Electronics, etc.).

Justification/explanation

Not Applicable

Additional Information (For OCHE Database):

In which MUS Core Category, does this course fit?

Humanities/Fine Arts

Does the course include content regarding cultural heritage of American Indians?

No

Attachments

Syllabus

[COM_140L_Course_SyllabusFall2020 \(1\) \(6\).docx](#)

Other

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Criteria

Briefly explain how this course meets the criteria for the group:

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Courses cover a number of works in one or more of the various forms of artistic representation:

Students will study historical to contemporary rhetorical analyses in a wide variety of forms of artistic representations (i.e. tattoos, advertising, billboards, public murals, memorials, political cartoons and photographs, television episodes, films, architecture, etc.)

Courses establish a framework and context for analysis of the structure and significance of these works:

Student will learn introductory rhetorical theory most applicable as lenses for analyzing mediated popular culture and public, persuasive visuals. Students will read a variety of rhetorical analyses that employ these theories and engage in instructor-led application of these theories to visual symbols.

Courses provide mechanisms for students: 1) to receive instruction on the methods of analysis and criticism 2) to develop arguments about the works from differing critical perspectives.

Instruction will focus on the method of analysis or rhetorical frameworks for the visual texts in our readings. In addition, students will develop arguments that critique visuals from a variety of rhetorical frameworks.

Student Learning Goals

Briefly explain how this course will meet the applicable general education learning goals.

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Analyze works of art with respect to structure and significance within literary and artistic traditions, including emergent movements and forms.

Students will learn visual rhetorical theories. In addition, they will read rhetorical criticisms on artistic representations that have utilized these theories.

Develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical.

Students will explore the connection between our interpretation of visuals and politics, culture, and social power. Students will develop arguments that critique visuals from a variety of rhetorical frameworks.

Learning Outcomes Assessments

How are the learning goals for the General Education Group measured?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. Please attach or provide a web link to relevant assessment materials.

Analyze works of art with respect to structure and significance within literary and artistic traditions, including emergent movements and forms.

During the course of the semester, students use a variety of rhetorical theories or perspectives (lenses) from the communication studies discipline to analyze visual symbols from contemporary, popular culture. For example, during fall semester, as November is an election month, students analyze a political ad using the “narrative perspective” from rhetorical theory.

Inquiry 2

Identify a print, online, or television ad for a politician. Then, reflect on two or more of the following questions that are central to analyzing a visual from a narrative perspective:

- 1) Which characters seem to be portrayed as ones viewers out to admire or aspire to be like or not? Why?
- 2) What major or minor events tell the” story” in this political ad? What cause-and-effect relationships can you identify? How do these events and causal relationships lead to believing certain behaviors are normal or not, appropriate or not, desirable or not?
- 3) Analyze the coherence and fidelity of this political ad (see Sellnow, Chapter 3 to review the definitions for these terms).
- 4) Consider a moral that can be identified in this ad. According to the ad, what moral would be supported or denied with a vote?

As always, be sure your inquiry is a minimum of two pages, double-spaced, and cite specifics from one or more of our readings or an outside credible source in your reflection. Chapter 3 from our Sellnow text would tie in nicely with this inquiry.

Develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical.

During the course of the semester, students are taught to analyze persuasive visual symbols from a broader context (e.g. cultural and political) and from an immediate context (e.g. artistic elements such as lighting, design, point of view, etc.). Another one of the inquiry assignments students complete during the semester is an analysis of a memorial. Students pick a memorial of their choice to analyze. Students have chosen everything from living memorials such as Brennan’s Wave to more controversial confederate memorials. Students not only submit this for an assignment grade, but they also share their academic analysis with their colleagues in a group setting. Both the written and oral components of this assignment allow all of the students in the class an opportunity to understand the diverse spectrum memorials as persuasive symbols. This allows student to see how visuals shape historical values and cultural norms.

Inquiry 3

For Inquiry #3, analyze a memorial. Then, respond to the following questions:

What is the purpose of this memorial? To analyze the purpose, consider the following visual elements that communicate purpose: subject and background, shapes (i.e. circles or triangles), direction (i.e. where are your eyes directed to?), or color.

Reflect in your paper on whether or not the memorial is effective in serving its purpose.

Remember that the grading criteria for inquiries asks you to tie in specifics from the reading or an outside source. For this assignment, your “reading” could include the Blair and Michel article or the TED Talk on architecture that heals. It could also include research on the history of your memorial (be sure to cite the source you used).

Assessment Rubric for inquiries:

*Your score on this rubric will be multiplied by 5 for a total score out of 25 points.

5 Responds to prompt in its entirety, applies and analyzes course concepts, refers to specifics from the reading, an outside credible source or course lectures, applies relevant professional, personal, or other real-world experiences, and shows effort (at least two, double-spaced, typed pages, and most grammar and mechanics are correct).

4 Mostly responds to prompt, applies and analyzes course concepts, may fail to refer to specifics from the reading, an outside credible source or course lectures, applies relevant professional, personal, or other real-world experiences, and more effort could have been made.

3 Partially responds to prompt, summarizes relevant course concepts, fails to refer to specifics from the reading, an outside credible source or course lectures, contributes some professional, personal, or other real-world experiences that may or may not relate to course content, and more effort could have been made.

2 Partially responds to prompt, may or may not refer to relevant course concepts, fails to refer to specifics from the reading, an outside credible source or course lectures, contributes some professional, personal, or other real-world experiences that may or may not relate to course content, and little effort has been made.

1 Incomplete

General Education Assessment Report

If this information is not yet available, this section must be completed after the next offering (re-submit the entire form with these sections completed by the curriculum deadline). Your course will be granted provisional status until the report is received. Report not required for one-time-only general education offerings.

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Achievement Targets

Student Outcome 1-I expected at least 75% of my students to achieve a 75% or higher on their narrative analysis of a political ad.

Student Outcome 2-I expected at least 75% of my students to achieve a 75% on their analysis of a memorial.

Assessment Findings

Students noted that looking at contemporary visuals caused them to think more critically about how visuals symbols reflect an affect culture, how they are made meaningful by “cultural ways of looking and seeing.” They realize that the meaning of a memorial is not static and note that the inquiry papers from class help them think more critically about persuasive and public visual symbols.

For Inquiry 1 (Fall 2019), 18/20 students (90%) achieved 75% or higher

For inquiry 2 (Fall 2019), 19/20 students (95%) achieved 75% or higher

Assessment Feedback (This section is required after the course has been offered.)

This course continuously evolves as there are so many visuals in contemporary culture that are a central part of our discussions about social justice. Student note that analyzing texts together provides them with a better understanding of introductory principles of visual rhetoric. I hope to continue to integrate relevant historical and contemporary examples of visual rhetoric into the course, including more taken from the examples they post in our semester-long discussion forums.

Learning Outcomes

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Credits

Credit Hours**Min**

-

Max

-

Value

-

Operator

-

Contact Hours**Min**

-

Max

-

Value

-

Operator

-

Billing Hours**Min**

-

Max

-

Value

-

Operator

-

Lecture Hours**Min**

-

Max

-

Value

-

Operator

-

Lab Hours	
Min	Max
-	-
Value	Operator
-	-

Other Hours	
Min	Max
-	-
Value	Operator
-	-

Academic Progress Hours	
Min	Max
-	-
Value	Operator
-	-

Financial Aid Hours	
Min	Max
-	-
Value	Operator
-	-

Course Count

-

Repeatable

No

Number Of Repeats

-

Number Of Credits

-

Topics

-

Requisites

No Requisites

Components

-