**WRT 105: Unit 2 Calendar | Situating Visual Literacies**

\*\*\*Subscribe to Netflix for the duration of this unit

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| **Date** | **In-class Topics and Activities** | **Homework (due the following class)** |
| Th Sept 25 | ***Note: Homework for today’s class:***  \*\* complete and upload your answers to our History & Memory viewing sheet.  \*\* Download and read pp. 24-35 of ***Writing Analytically***, 6th ed.  \_\_\_\_\_  Introduction to the unit and assignment.  In class we will look at a series of images and reflect on/discuss the ways that visual communication has impacted us as readers and writers.  In class focused freewrite:  What does “visual literacy” mean to you? | **Read** Pages 209-218 (Intro and Zemliansky) and pages 244-250 (Sturken & Cartwright) in chapter 5 of ***EaT***.  **Respond** to the following prompt and post to the both your Expressions blog site & our shared class site (gflebron.expressions.syr.edu > Unit 2 : Situating Visual Literacies > “Visual Literacy: Expanded”)  ***Prompt:*** Return to the focused freewriting writing you did in class. In light of the two essays in *Everything’s a Text*, how might you revise or expand your initial ideas about visual literacy?  **Also post on your blog:**  Write a post about a documentary film you have seen and focus specifically on the visual elements of the film: what stayed with you? What was persuasive and why? If you have never seen a documentary film go to YouTube and watch **one** of the following film trailers— [***Taxi to the Dark Side***](https://www.youtube.com/watch?v=WX0MPcN08Zc)**(2007),** [***The Thin Blue Line***](https://www.youtube.com/watch?v=dNL5A4D0G4g) **(1988),** [**Nanook of the North**](https://www.youtube.com/watch?v=quD2a7Xdqzg) **(1922),** [***Chain Camera***](http://vimeo.com/9433139) **(1999),**[**Harlan County, USA**](https://www.youtube.com/watch?v=6PfaE4R4eA4) **(1976),** [**Freakanomics**](https://www.youtube.com/watch?v=ZfC-ZHJ4A5U) **(2010)**— and write your blog post in response to it.  **Review the** **excerpt** from chapter 1 of *Writing Analytically* |
| **Week 6** | | |
| T Sept 30 | We will continue to discuss our ideas about visual literacy using the writing you did for HW.  We’ll practice analyzing visuals by watching two documentary shorts: *Now* and *Gnarly in Pink*.  We’ll translate each film’s argument into a written claim, and then look at two texts in different media tackling the same subject (“I Have a Dream” and *Now*).  What happens when the medium shifts? | **On YouTube watch** the trailers for the following films [*The Central Park Five*; *The Invisible War; Shenandoah; Waste Land; The Revisionaries* ] and in class on Wednesday submit a list of your top three films.  **Read and annotate** Mark Strand’s “The Loneliness Factor” (pp. 257-260 in *EaT*). [the three Hopperpaintings Strand analyzes are in the chapter 5 glossy insert]  **Respond** to questions #4 and #5 on page 261. Choose one of the responses and post it as blog entry on your site and to our class blog site. |
| Th Oct 2 | We’ll share our responses to the Mark Strand essay and our impressions of the Hopper paintings.  I’ll introduce “the method” [from *Writing Analytically*].  We will practice analyzing the film trailers by applying the method to them. | **Watch** your assigned documentary.  **Take good notes** as you watch, being mindful of the visual literacy concepts we have explored so far.  **Then, upload your film’s trailer to your blog** and in the same post **analyze** the rhetorical structure of the trailer, i.e. how does the trailer attempt to persuade its viewers to go see the film? How does the trailer address its viewer? How is it arranged? How does the trailer condense the film in terms of story, genre, and argument? What does it appropriate directly from the film itself and how does it reframe those fragments in the new context of the trailer?  **Select** a scene from the film to screen in class—something that you find visually compelling or provocative or persuasive.  **Download and bring to class** “Common Rhetorical Strategies Used in Visual Rhetoric” from class blog. |
| **Week 7** | | |
| Tu Oct 7 | In film groups decide on one of the film clips to screen for the rest of the class.  We’ll watch clips and practice analyzing them using concepts specific to visual literacy. | Go back into Netflix (or any other film site with members’ reviews), and **read** a sample of reviews (shoot for ten) of your film. **Keep track of** the patterns, trends, and anomalies in the reviews.  Go online and find two published reviews [written by a professional film critics] of your film.  **Write a blog post** attending to the qualities of film review *as a genre*: what are you noticing? |
| Th Oct 9 | We’ll share the results of our film review reading and note-taking.  We’ll prepare to write a film review and post to a public site [assignment sheet on class blog site].  We will brainstorm approaches to focusing your visual rhetorical analysis of your film using moving image toolkit | **Compose and post** your film review to a website by Sunday.  **Post** the same review both to yours and the class’ blog sites, and then **do a second post** analyzing your choices in the review based on an awareness of audience, persona, and medium.  Come to class with a short list of potential foci to guide your sustained visual analysis of your film.  Spend time practicing ***notice and focus*** with your film. Keep good notes. Look for repetitions, binaries or other patterns emerging. Bring your observation notes to class. |
| **Week 8** | | |
| T Oct 14 | In class we will work together to develop preliminary claims about our films, and to identify moments from the shared readings that might be put in conversation with our observations. | **Draft a rough visual rhetorical analysis of a key sequence from your doc film.** Shoot for two pages (~500-550 words). As with your unit 1 assignment, remember that it’s a draft, so be gentle and generous with yourself; let the draft be as crappy and unsatisfying as it needs to be at this early stage in the composing process. |
| Th Oct 16 | Draft sharing and feedback.  I’ll introduce the evolving thesis [from *Writing Analytically*]. | **Revise** your documentary film analysis based on the feedback and discussion in class.  Post your tentative evolving thesis to both your and the class’ blog site by 6pm, Sunday 10/19. Respond to two (2) non-group classmates’ theses by 9pm, **Monday, 10/20**.  **Prepare a list** of questions/concerns about the essay for the class to consider and respond to. Post the list to both your and the class’s blog site discussion thread. |
| **Week 9** | | |
| T Oct 21 | More work with the evolving thesis.  I’ll introduce the reflection assignment. | Continue revising (and expanding) your essay (shoot for ~725-750 words). Compose your reflection. |
| Th Oct 23 | Final draft workshop: arranging the analysis—linking claims/evidence/thesis. | Read the drafts of the people in your group in preparation for the meetings on Thursday 10 / 23 and Tuesday, 10/28. |
| Th 10/23 | Small group appointments with me. | Finalize your essay and reflection. |
| **Week 10** | | |
| T Oct 28 | Small group appointments with me. Class detail TBA. | Prep start of Unit 3 on 10/30– Details TBA |
| Th Oct 30 | Submit your essay in class and post your reflection to your blog by class time. |  |