
Unit I: Ancient Greek & Enlightenment Theories & Technologies of Vision & Seeing

Week 1: January 16—20

T Welcome & Expository Review Syllabus & REQs for Essays, PRELIMs, FWs, class/on-line participation, and Observation Blogs. Practice navigating course website (menus, forums, creating DOCS, and annotating course readings/handouts w/Hypothesi.is). Review *Keyterms* from *Elements of the Essay* & PRELIM 1: Keyterm Catalog.

HW: [1] Revise user profile, choose/upload avatar image, revise login + pw. [2] Read the introduction “Entering the Conversation” and Chapter 12 “Reading for the Conversation” (reading in determine the parameters-foci-themes-issues-context-arguments or points or claims of the conversation you will join in THIS course about seeing, vision, visual culture, images, etc. [3] THEN read & annotate Jay’s “Introduction” to *Downcast Eyes* & participate in Discussion #1. [4] Start on PRELIM 1: Keyterm Catalog using Keyterms from in-class exercise & HW readings (adding new important Keyterms to your catalog for each course reading throughout the semester).

TH EXPO Writing Surveys. Introductions. Ice Breaker exercise: locate & share Keyterms from Paragraph 1 of Jay’s “Introduction” & create DOC for PRELIM 1: Keyterm Catalog. Class Discussion: Identify important Keyterms of this conversation? What examples can you provide to support How or Why?

HW: [1] Finish WS. [2] Use guidelines on Observation Blog handout and OU Create (or Blogger or Tumblr) to design your Observation Blog & post your first entry. [3] Read & annotate (using Hypothesi.is) Plato, “Timaeus” Aristotle, “Sense and the Sensibles”—set 2 annotation comments to PUBLIC & TAG them SIB2017. [4] Identify major Keyterms and major points related to Ancient Greek beliefs about the senses—sight in particular. [5] “Enter the Conversation” of Discussion Forum Thread #1.

Week 2: January 23—27

T Freewrite #1. Share Observation Blogs & Q/A. Review Types of Claims (handout) & Evidence from *Elements* handout. Identify claims Jay makes about seeing/vision in his “introduction?” & trace his argument. Are seeing and vision liabilities or benefits? What evidence does Jay provide to support the claim that Western culture is ocularcentric? What are Plato & Aristotle major claims RE: the senses, seeing & vision? Create a DOC to record your I SAY claims about ocularcentrism/the roots of ocularcentrism—save DOC in our In-Class Writing Folder.

HW: [1] Read *They Say, I Say* Chapter 1 (They Say) and Jay’s “The Noblest of the Senses” (pages 21-33 about Ancient Greece). Would Jay say that the Ancient Greeks were ocularcentric? What do you say? (Try using templates from G&B’s introduction or chapters 12 o2 1 to frame your ideas / claims about Jay and the Ancient Greeks). [2] In what ways does Jay complicate our understanding of the ocularcentrism of the Ancient Greeks?

TH Freewrite #2. Discussion of Jay excerpt. Go over *They Say, I Say* Chapter 4: “Yes. No. Yes, But: Three Ways to Respond.” Review handout about Paragraphs/ACE. In-Class Writing: create a doc PRELIM 2: ACE Paragraphs and compose a draft of Paragraph A using Keyterms, evidence, and templates from G&B chapters.

HW: [1] Read/annotate the “Papal Condemnation” of Galileo Galilei & Galileo’s “Recantation” (make 2 annotation comments PUBLIC & TAG SIB2017) & view “On The Shoulders of Giants” (Moving & Still Images) RE: Galileo’s trial & prosecution for heresy for promoting Copernican theory of heliocentrism and disproving the geocentrism of the Catholic Church & ancient Greek philosophy (i.e. Plato & Aristotle). What does this war between observation & the reasoning of scientific method in Renaissance scientists/thinkers like Galileo and the blind acceptance of 1000+-year-old religious and philosophical beliefs say about *seeing & believing*? [2] Add Keyterms to PRELIM 1: Keyterm Catalog. [3] Add important claims you make as you read to CLAIMS DOC. [4] Draft of PRELIM 2 ACE Paragraph B in PRELIM 2 DOC—using Keyterms, evidence, templates from G&B chapters. [5] Post in Discussion Forum thread #2: How could Galileo & the Ancient Greeks have both been ocularcentric yet viewed the world differently? What does it mean for theories of ocularcentrism if we need tools to aid our vision? (i.e. eyeglasses, microscopes, prisms, telescopes, etc. to see what we otherwise could not see with the unaided eye) [6] Update Observation Blog.

Week 3: January 30—February 3

- T Share Observation Blogs. Writing Workshop of PRELIM 2 ACE Paragraphs. Discuss Italian Renaissance, ocularcentrism, early empiricism, science, technology, religion, and Galileo's observations and experiments, writings, heresy trial, and the influence of visual technology upon ocularcentrism—to contest anti-ocularcentrism.
- HW: [1] Read & annotate Descartes, "Optics" & from Jay, "The Noblest of the Senses" (pages 69-82—paragraph beginning "The grip of modern ocularcentrism..."). [2] Make 2 annotation comments public for each reading & Tag them SIB2017. [2] Add important Keyterms to PRELIM 1: Keyterm Catalog. [3] Add any interesting claims (your own, those of a source author) to you're your CLAIMS DOC Post or reply in Discussion Forum thread #3.
- TH Freewrite #3. Discussion: Descartes & Enlightenment theories/technologies of vision/seeing. Review Synthesis & brainstorm claims for ACE Synthesis Paragraph C (a paragraph that starts with a synthesis Assertion claim or an Assertion claim claim that can be supported by evidence from two sources). Review Essay I (handout). Review Motive from *Elements of the Essay* handout and "Motive-Thesis Nexus" handout.
- HW: [1] Update Observation Blog. [2] Finish ACE Synthesis Paragraph. [3] Read G&B Chapter 7: "So What? Who Cares? Saying Why it Matters." Brainstorm possible Essay 1 Thesis Statements, Motives, cited evidence from readings for Essay I in PRELIM 3: Essay 1 Motive-Thesis-Claims-Evidence Chart. [3] Thesis Brainstorming: post your evolving Thesis statement to the Writing Workshop discussion thread feedback from me & your peers—provide revision feedback for the evolving Thesis statements of two peers.

Week 4: February 6—10: Essay I Conferences (Friday)

- T Share Observation Blogs. Writing Introductions (handout). Create DOCs for Essay 1 Conference Drafts. Review "Kinds of Essay" for essay argument strategies. Review *They Say, I Say* Chapter 5: "And Yet, Differentiating what You Say from What They Say."
- HW: [1] Conference Drafts (3-4 pages) are due on Thursday by 8pm. [2] Introductions & drafts in progress are due on Thursday for writing workshop (Essay 1 Introduction + at least 2-3 ACE body paragraphs, and the claims and evidence you hope to add to complete the argument, try to use G&B templates). [3] Note the particular Keyterms from your Keyterm Catalog that you have used to focus your argument.
- TH Freewrite #4. Thesis Speed Dating. Writing Workshop for Essay 1 Conference Drafts-in-Progress. Stitching & Quotation Weaving + Stitching Activity. *Writing A Roadmap*. Continued discussion of Unit 1 readings RE: Essay 1.
- HW: For TONIGHT: [1] Essay 1 Conference Draft due by 8pm TONIGHT. [2] In preparation for your Essay 1 Conference: after you upload/copy & paste your Conference Draft into the composition window & prior to your conference: a) make a Roadmap of your Essay and b) write a Revision Plan detailing what you want to work on and/or discuss at your conference (your Roadmap can be part of your Revision Plan).
- HW: For Tuesday: [1] View *The Diving Bell and the Butterfly* and complete on-line quiz for E.C. on Essay 1. [2] Update Observation Blog. [3] Bring your Revision-In-Progress to class Tuesday for writing workshop.

Unit II: The Mediation & Management of Vision

Week 5: February 13—17

- T Share Observation Blogs. Writing workshop for Essay 1 Revisions-In-Progress. Diction handout. Review Essay 1 grading rubric and criteria for Cover Letter. Discuss *Diving Bell RE: Unit 1*.
- HW: [1] Read & annotate Plato's "Allegory of the Cave." [2] Make 2 Hypothesis annotation comments public & TAG SIB2017. [3] Add new Keyterms to PRELIM 1. [4] Post/reply to Discussion Forum Thread #4. [5] Update Observation Blog [6] Identify contemporary examples showing that Plato's concerns have remained relevant in the 20th—21st centuries.