

EXPO 1213-016: Seeing is Believing
Class meetings: T/TH 10:30-11:45 Kaufman 330
Course Website: <http://ouexpo.crmintler.com/SIB/>

Dr. Catherine R. Mintler (crintler@ou.edu)
Expository Writing Program, Bizzell LL4
Office Hours: T/TH: 9:30/12-1pm in EXPO
Friday: by appointment: 11am-12pm / 3-4pm
OU Writing Center, Wagner Hall 280

SEEING IS BELIEVING: Vision & Visual Culture from Outer Space to Cyberspace

What is the relationship between what we see and what we know? How does visual culture facilitate our knowledge of self, other, and the empirical world? The expression “I see” often conveys understanding, while the sense of sight is often regarded as superior to other senses in acquiring knowledge of the empirical world. Ocularcentrism, or the overreliance on vision and privileging of visual knowledge over other ways of knowing, has predisposed western society to value seeing, sight, and vision over other senses in the acquisition of empirical knowledge. *Seeing Is Believing* will examine vision and seeing from Ancient Greece to the present, considering the development and evolution of visual technologies and the empowering of visual knowing over other sensory ways of knowing, such as hearing.

When is visual technology emancipatory and when does it tether us to behaviors, ideas/ideologies, or objects? When does visual technology ironically prevent us from really seeing beyond appearances? Questions about the consequences of vision that is mediated or controlled by others span ancient and modern times, from Plato’s “Allegory of the Cave” to Foucault’s theory of *Panopticonism*. In the early Victorian period, however, new visual technologies involving mechanical reproduction of images started to replace how reality could be represented—and to influence the seeing subject in terms of *what* and *how* the observing eye could see. Cameras, plate glass, photographs, and film introduced new ways of seeing that still conveyed information and entertained audiences, but also enticed and managed consumer subjects in the capitalist marketplace.

How does a continued dominance of vision/visual culture determine and affect how we see people who are different from us, or “the other?” We will continue an analysis of seeing as paradoxically emancipatory yet simultaneously and dangerously enthralling by applying theories and technologies of vision to the racially “other” human subject’s visibility-invisibility-hyper-visibility, and the social/political ramifications of being seen vs. unseen.

How and to what extent do virtual worlds, generated by and existing in the circuitry and code in computers and cell phones, influence, manage, and/or control us as viewers and spectators? Our examination of vision and seeing will culminate in imagining the impact of ocularcentrism and the continuous barrage of visual images and technologies on us not only as viewers, but also as social, political, consuming subjects of information, entertainment, commodities, news, etc.

Can we trust what we see? Is seeing believing?

Expository Writing students learn & practice the following writing skills & argument strategies: Students...

- Critically read, annotate, interpret, analyze, discuss, & write about texts from different genres/disciplines
- Strategically summarize different viewpoints, distinguish your argument from sources, evaluate & synthesize sources, support assertions (claims) with evidence, analyze evidence, evaluate/track writing progress
- Practice & become comfortable with the writing process: brainstorming, pre-writing, drafting, revising, editing
- Incorporate “Elements Of The Essay” to make arguments stronger & more rhetorically complex
- Construct well-supported, focused, strategic thesis & evidence-based arguments that address an audience, establish context, and consider multiple viewpoints
- Independently conduct research and summarize, interpret and evaluate sources in an annotated bibliography
- Quote/credit others’ ideas using “They Say, I say” templates, quotation weaving, MLA citation/documentation
- Thoughtfully organize writing at the sentence, paragraph and essay level; use coherent and concise diction, craft grammatically and syntactically sound sentences that support and extend idea/argument.
- Create sustained, confident arguments that reflect your voice & developing writing style.

Course Materials

*Graff, Gerald and Birkenstein, Cathy. *They Say, I Say*. New York: W. W. Norton & Company, 2007

*Wells, H. G. *The Invisible Man*. New York: Signet Classics, 2010

*PDF articles, images, or other textual or visual media available for annotation/download on the course website

*Film, video, & audio-visual sources require access to Internet/on-line streaming via YouTube, Netflix, Amazon, Hulu

Expository Writing Course Information & Requirements

I. Prerequisites: To enroll in EXPO 1213, you must have already fulfilled the Composition I requirement by: (1) successfully completing English 1113 at OU; (2) earning transfer credit for English 1113; (3) earning a score 3 or 4 on the AP exam*; or (4) passing the CLEP test.

To enroll in EXPO 1223, you must have fulfilled the Composition II requirement by: (1) passing English 1213 or EXPO 1213; (2) earning transfer credit for English 1213; or (3) earning a 5 on the AP exam.

II. Course Website: You can access the Seeing Is Believing course website via Canvas or by copying and pasting using the following URL into your browser window: <http://ouexpo.crmintler.com/SIB/>. Nearly all course materials you are required to read and annotate (course readings, essay assignments, and writing handouts), view (video and images), respond to in Observation Blog, Freewrites, or On-line discussion posts/replies, can be located/done on the course website. With the exception of *They Say, I Say* and *Invisible Man*, course readings for each unit can be found under READINGS. All essay assignments can be found under

III. Attendance—Prompt, regular, engaged attendance is expected. All students must be prepared for class activity, discussion, participation, etc. All students can miss **two (2)** absences without penalty, regardless of reason for the absence. *However*, use them wisely because, unless accompanied by an excusal note, *all additional* unexcused absences will negatively affect your final grade: **-5%** deduction (for each additional absence). Excusable absences include: serious or contagious illness, family/personal/medical emergency, death of a close friend or family member, religious holiday, or *required* trips for OU/faculty sponsored organization, team, or class (documentation required from doctor, organization, team sponsor, etc. ****When absent from class, notify me by email & consult the course schedule to find out what you missed, get notes from a classmate, and turn in work on time—unless you ask for an extension.**

IV. Class & Online Participation—Regular, active, engaged **class participation** is expected of all students and involves being prepared to take part in class activities, from discussions, in-class writing, sharing Observation Blogs, peer/group activities, etc. All course materials (readings, writing handouts, assignments) are available on the *Seeing Is Believing* website for annotating, or download/printing—you will need computer access and to learn how to navigate the course site. A) Part of **on-line participation** involves annotating course readings using Hypothes.is (a plug-in installed already on the course site) and setting 2-3 annotation comments per reading to **public** (these can be your own comments or replies to other student comments). B) Another part of **on-line participation** involves participating in the Discussion Forum—students can START discussions, write in response to discussion in progress, or reply to peer comments in the forum! C) A third part of **on-line participation** involves brainstorming and drafting exercises in the Writing Workshop Forum: posting your own work + feedback on work posted by your peers. D) Lastly, you will create DOCs for class assignments on the course website (PRELIMs, drafts of Essays, extra credit assignments) and save them in the appropriate folders. You can upload your work in two ways: by copying & pasting drafts in the DOCUMENT window (required for Essay and PRELIM drafts) or uploading PDF files of REVISED assignments (i.e. Final drafts of essays, PRELIMs, extra credit assignments).

V. Essay Draft Conferences—All Expository Writing Program students participate in **four (4)**, *one* for each of the course's **four (4)** major assignments (3 essays + 1 alternative media reflective analysis project). Conferences are dialogues between us, in which we, as student & professor, discuss revision strategies for developing/revising your writing/argument. After uploading your draft & prior to reviewing this feedback, you will be asked to make notes about your revision goals, questions, difficulties, etc. as part of a *Revision Plan* that you include in the comment box beneath your Essay draft DOC (you can also bring a copy to conference). Prior to our conference, I will post revision feedback in a comment box beneath your Essay draft that you can read & respond to before/at conference The more prepared you are for/more actively you participate in these conferences, the better your revisions/development as a writer will be. **Missing a conference = 1 class absence. Conferences can be made up/rescheduled if open time slots remain.*

VI. Grade Breakdown: **90-100% = A** **80-90% = B** **70-80% = C** **60-70% = D** **59% & ↓ = F**

E1: <i>Position Paper Thesis Analysis</i> essay	10%	PRELIM Assignments:	10%
E2: <i>Lens Text Thesis-Argument-Analysis</i> essay	20%	Observation Blog:	10%
E3: <i>Research Thesis-Argument-Analysis</i> essay	30%	Participation (Class/Online):	10%
P4: <i>Alternative Media Thesis-Argument-Metacognitive-Reflective Analysis Final Project:</i>			10%

VII. Major Writing Assignments: 3 Argument Essays + 1 Argument Project

Essay 1 (4-5 pgs): Position Paper Thesis Analysis essay about Ocularcentrism (Keyterms, Motive, Thesis, Focus, Analysis, Stance, Evidence, ACE, G&B, Diction, MLA Citation & Documentation)

Essay 2 (6-7 pgs): Lens Thesis Text Argument Analysis essay (Keyterms, Motive, Thesis, Focus, Analysis, Stance, Evidence, ACE, G&B, Diction, MLA Citation & Documentation, Assumptions, Quotation Weaving, Stitching)

Essay 3 (8-10+ pgs): Research Argument Essay (Keyterms, Thesis, Analysis, Evidence, ACE, G&B, Diction, Focus, MLA Citation & Documentation, Stance, Synthesis, Quotation Weaving, Stitching, Assumptions, Rhetorical Structural Moves (Contextualizing etc.), Sources, Counterargument + Refutation, Annotated Bibliography, & Orienting)

Project 4 (equivalent to 4-5p essay): Alternative Media Thesis Argument Reflective Analysis: combine your knew knowledge and/or personal observations & experiences (Keyterms, Motive, Thesis, Analysis, Evidence, ACE, Diction, Focus, Stance, Synthesis, Quotation Weaving, Stitching, Assumptions, Rhetorical Structural Moves, Sources, Counterargument & Refutation, MLA Citation & Documentation, Orienting, & Style)

VIII: PRELIMS: Pre-Writing/Preliminary Essay Assignments: PRELIMs involve are preliminary essay assignments that involve various forms of pre-writing—writing in preparation for a major assignment. In a PRELIM, you might get to practice a particular writing strategy (ACE paragraph) or skill (using concrete, audience-appropriate diction) prior to drafting a major essay assignment. Some PRELIM assignments are essay specific (Evolving Thesis + Evidence Chart), while others are semester long (Keyterm Catalog)

IX. Late Work Policy & Extensions: Essay drafts/revisions may be turned in late, but final grades will incur a -1/2 letter penalty for each late day. Except for excused absences or extension requests, late PRELIMS & HW will receive half credit. *YES, I will agree to extensions on homework & major essays: if you are having difficulty with or need more time to complete an assignment because you have been ill, you can email to ask for a 1-day extension the day before the assignment due-date.* If you need an extension on an Essay Draft, you may have to reschedule your conference.

X. Assignment Format: All assignments should be typed & use the following heading/format:

- Contain a heading & thoughtful & creative title, be left-justified, double-spaced, & have 3/4 -1” margins
- Be *edited/proofread* for focus, clarity, grammatical & sentence structure errors, typos, misspellings, etc.
- Properly Cite & Document EVIDENCE from readings & end with a Bibliography/Works Cited section.
- Document labels: LAST Name + Assignment Title, i.e. Mintler PRELIM 1, Mintler E1 Draft, Mintler E1CD

First + Last Name	[OR]	First + Last Name
EXPO 1213 or Seeing Is Believing		EXPO 1213 or Seeing Is Believing
Assignment Title		Assignment Title
Date		Date

ORIGINAL AMAZING, THOUGHTFU, CREATIVE TITLE

Indent paragraphs 5 spaces, set margins to 3/4-1” all around, and make line spacing either 1.5- or double-spaced. Re-set default settings to remove additional spaces between paragraphs. Starting on page 2, last name and page # can be left or right justified in a header. Mention course reading authors & titles, respond/analyze quotations, and cite and document correctly using MLA parenthetical citation. Follow quotations with detailed interpretation and analysis of a quotation’s meaning and how it supports your argument/point.

Include a “Works Cited” section for course readings that discuss, analyze, and/or quote from.

Works Cited

Mintler, Catherine. “From Aesthete to Gangster: The Dandy Figure in the Novels of F. Scott Fitzgerald.” *F. Scott Fitzgerald Review*, 8: 104-129.

XI. Plagiarism & Academic Integrity—Plagiarism is the unethical appropriation and entitled assumption of credit for another person or group’s idea/s. It is a serious violation of writing ethics that demonstrates lack of personal and intellectual integrity. OU’s Office of Academic Integrity’s states: *“There are two parts to the penalty in any misconduct case: the grade penalty and the university penalty. The instructor imposes the grade penalty. It can range from a lower grade on the affected work to an F for the course...University penalty is imposed separately from the grade penalty. University penalties range from a “censure” (an official reprimand, recorded as a note in the student’s file), to community service to suspension for one or more semesters to expulsion in the case of repeat or especially bad offenses. Suspensions and expulsions are also noted on the student’s transcript. At the University’s option, transcript notations can be temporary or permanent.”* Please see: www.ou.edu/provost/integrity/

XII. Class Decorum—University classrooms invite an exchange of diverse perspectives and experiences. In this class, your views should be stated and supported argumentatively (as claims, not opinions), and expressed respectfully, conscientiously, sensitively, and with an open and curious mind (how else do we learn?). In the university classroom, all students should be intellectually engaged & respectful of others’ ideas in our class & online discussions, and use appropriate language, tones, and gestures. *Yes, we have emotional attachments to our beliefs—but we also have to question those emotional attachments, and the emotions that we attach to our beliefs—just as much as we have to be skeptical of information we receive from others.* Scholarly academic discourse requires that participants carefully & considerately listen and acknowledge points-of-view that differ from ours, but also challenge views that involve propaganda or sound bites, and that are ignorant, dehumanizing, or otherwise oppressive of class, race, gender, ability, sexuality, age, appearance, religion, etc. That said, we must take care when informing others about knowledge or facts they might not know: i.e., the historical record of the creation and abolition of the Voting Rights Act, or a group’s experience, such as violence against the LGBT community during the Stonewall Riots. We must also keep an open mind about what we, ourselves, don’t know. We are capable of stating & supporting our positions thoughtfully and tactfully. especially when engaging in passionate disagreement!

Inappropriate behavior includes: rudely interrupting others, ignoring or blatantly disregarding others or their points of view, and any forms of intimidation, such as attempting to paraphrase what someone says into what you want think/want it to mean. I am an adamant supporter of our First Amendment rights, exercise those rights when selecting course readings & creating assignments, and will not censor your written or oral participation, e.g. writing about controversial issues, using expletives or graphic language when appropriate. However, students who are intentionally offensive or use negative language/speech acts that fall outside of the boundaries of respectful, argumentative discourse will be asked to leave the classroom. Students who engage in abusive or offensive antagonism, intimidation or bullying, or who blatantly make/write comments that are sexist, racist, classist, or homophobic, will be reported to the appropriate academic advisors/units.

XIII: Resources

Special Needs Accommodations / Disability Resource Center—*“The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor personally as soon as possible to discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Student with disabilities must be registered with the Disability Resource Center prior to receiving accommodations in this course.”* Our class will provide an accessible & accommodating environment for all students. Having a serious or recurring medical condition (i.e. migraine headaches, PTSD) may qualify you for accommodation. If you have a condition or disability that may prevent you from success in EXPO or any course, please meet with me to discuss options for your successful participation. You must register with the Office of Disability Services to receive accommodations. ODS is located in the University Community Center, 730 College Avenue, 405/325-3852, drc@ou.edu

Adjustments for Pregnancy/Childbirth Related Issues—Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact your professor or the Disability Resource Center at 405/325-3852 as soon as possible. Also, see <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for answers to commonly asked questions.

Bizzell Library & Librarians—During Unit III, completing research for Essay 3 will enable you to spend considerable time conducting independent research outside of class both in Bizzell Library and in online library databases. While conducting and sifting through and evaluating your sources, keep in mind that librarians are amazing resources if you can't find a book or narrow a topic, or need help requesting an inter-library loan or finding a full-text journal article. Librarians often say that students never ask for help—let's prove them wrong! Don't hesitate to ask for help—a librarian may even do some of your research for you!

The Writing Center (WC)—The OU Writing Center provides assistance for students at all stages of the writing process, from the early stage of brainstorming, drafting, and revision, to properly using, citing, and documenting



sources. Individualized 1:1 consultations are free. You can request face-to-face help in person at any of the Writing Center's satellites or consult virtually. See <http://www.ou.edu/writingcenter> for information, times and locations. The main office for the Writing Center is in Wagner Hall, Room 280 (where I will hold Friday by appointment office hours). Drop-ins are welcome, but appointments are recommended, especially during exam weeks. Call can 325-2936 to schedule an appointment & ask for a tutor who has taken EXPO!

Gender + Equality Center— “The mission of the Gender + Equality Center is to foster social justice by advocating for the rights of women and LGBTQ students, empowering those without a voice, and challenging inequality.” The Gender + Equality Center also works together with diverse communities such as African American Student Life, American Indian Student Life, Asian American Student Life, Latino Student Life, LGBTQ Ally and Greek Ally, and OU Counseling Services to offer a place for students, as well



as members of the OU community, to learn more about and, when necessary, to talk about issues affecting their experience at. They offer programs and service that support diversity on OU's campus. For students interested in becoming an LGBT Ally, training is offered several times every semester. Furthermore, many OU faculty, myself included, are LGBT Faculty Allies. The Gender + Equality Center is located in Suite 370 in the Student Union. Their phone number is (405) 325-4929. For more information, contact

LGBTQ@ou.edu with questions or visit: http://www.ou.edu/studentlife/diverse_communities/woc.html

Title IX Resources & Reporting Requirement—For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, the University offers a variety of resources. To learn more or to report an incident, please contact the Sexual Misconduct Office at 405/325-2215 (8 to 5, M-F) or smo@ou.edu. Incidents can also be reported confidentially to OU Advocates at 405/615-0013 (phones are answered 24 hours a day, 7 days a week). Also, please be advised that a professor/GA/TA is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. Inquiries regarding non-discrimination policies may be directed to: Bobby J. Mason, University Equal Opportunity Officer and Title IX Coordinator at 405/325-3546 or bjm@ou.edu. For more information, visit <http://www.ou.edu/eoo.html>.

OU Counseling Services—CTS has a staff of trained professionals that help OU students handle a wide variety of problems, from depression and panic attacks to, overcoming addictive behaviors (video games or on-line shopping), having difficulty with time management or staying focused, etc. Services are confidential and offered at a nominal cost. CTS is in Goddard Health Center, Room 201. Contact them at 325-2911.



Green Zone—Green Zone is a network of OU faculty and staff committed to helping student veterans acclimate to the academic community & college life. Green Zone resources include Veterans Support Alliance; Veteran Student Services (veterans@ou.edu); Student Veterans Association (SVA@ou.edu); and representatives in other OU offices, such as Counseling Services, Financial Education Services, Financial Aid Services, OU Health Services, and OU Cares. Please see <http://www.ou.edu/content/veterans/green-zone/green-zone-resource.html>

for more information. I am a member of Green Zone and OU's Pat Tillman Scholarship committee; if you are a veteran interested in applying for a Pat Tillman Military Scholarship, please ask!

OU Cares—OU Cares is an initiative aimed at helping students deal with barriers to academic success at OU. Students work one-on-one with a dedicated staff member to develop a plan that will address issue(s) negatively affecting their success in college. Students can contact OU Cares with any issue they feel is standing in the way of their success at OU by calling (405) 325-8103 or emailing oucares@ou.edu.

XIV: Grading Criteria for Major Essays

D or F An essay that earns a “D” or an “F” *fails to meet one or more of the minimum requirements of the assignment:*

- * Essay is incomplete or fails to meet minimum requirements
- * Essay lacks a clear thesis or argument, or is basically a brainstorm draft, journal entry, or free-write (aka Zero Draft)
- * There are major structural or focus problems: paragraphs don’t develop clear points or relate to/extend thesis, etc.
- * Essay lacks analysis or interpretation, and only summarizes ideas from class readings, discussion, etc.
- * Essay lacks evidence, provides minimal evidence, or contains ONLY evidence (i.e. quotations/paraphrases)
- * Essay offers the writer’s opinions, feelings, or unreflective responses
- * Essay contains grammatical, sentence structure, or organizational errors that make it incomprehensible & unreadable
- * **There are NO signs of revision between a Conference Draft & Essay Revision—sorry, editing doesn’t count.**
- ** *Just because you write “X” pages, doesn’t mean you’ve meets essay requirements or the criteria of quality essay writing. Essays can meet or exceed length requirements and earn a “D” or “F.” Earning a “D” or “F” doesn’t mean you’re a bad writer, but that you did poorly on or blew off an assignment. The grade reflects the quality of a piece of writing—not the writer.*

C A grade of “C” *meets the bare minimum* requirements of the assignment. “C” essays will:

- * Have an argument articulated by a clearly stated & identifiable thesis, but lack complexity (i.e. 5-paragraph format)
- * Have a mostly clear structure that attempts to develop the argument and connect its parts, but still requires work
- * Provide basic competent, but not sophisticated analysis
- * Incorporate evidence & ideas from sources at a basic level, but have trouble distinguishing its ideas from sources
- * Adequately support the majority of the argument’s points with evidence and explanation
- * Be reasonably free of major grammatical & sentence structure errors, as well as most editing & proofreading errors.
- * **Improve somewhat noticeably in revision.**
- ** *“C” is not a bad grade. If your essay earns a grade of “C” that means that “this essay could have been better, but it did satisfied the minimum requirements of everything it absolutely needed to do.”*

B A “B” grade is “above average” and contains all of the required elements of the assignment; however it puts those elements together in a way that makes the final draft stronger than the sum of its parts. A “B” essay will:

- * Develop an argument using the writer’s original, critical insights beyond ideas discussed in class
- * Provide a thorough analysis that demonstrates that the writer has tried to engage & think through the argument
- * Strategically incorporate evidence that supports the writer’s analysis & the paper’s overall argument.
- * Paragraph development is focused, complex, and connects ideas throughout the essay’s argument.
- * Effectively support ALL analysis with evidence & effectively analyze all cited evidence
- * Be mostly free from grammatical or sentence structure errors, and reasonably free from editing/spelling errors
- * **Improve significantly in revision**
- ** *“B” indicates writing well done! The essay goes beyond minimum expectations for the assignment. Receiving a “B” on a writing assignment is an achievement to be proud of in Expository Writing, or in any advanced writing class.*

A An “A” essay will be as well written as can be expected, yet not perfect (there is no such thing). An “A” essay excels in assignment requirements & writing techniques we’ve practiced. An “A” essay will:

- * Develop a particularly challenging argument, or take a simple argument & effectively expand/complicate it
- * Provide an engaging analysis that goes beyond the obvious to achieve depth and/or complexity
- * Cite & analyze evidence strategically to more thoroughly support argument, acknowledging source authors & context
- * Demonstrate depth & complexity; shows that the writer has thought through the issues, argument, & subject matter.
- * Have strong, well-developed paragraphs, and effective transitions between major points of argument/paragraphs
- * Demonstrate strong audience awareness; introduce/explain motive for writing (the “so what? Who cares?”)
- * Be almost entirely free of grammatical, sentence structure, editing, & proofreading errors.
- * **Improve significantly in revision, either in the quality of writing, overall strength of argument, or both**
- ** *If the requirements for an “A” essay sound difficult to accomplish, that’s because they are. You have to work really hard to earn an “A”; in most cases your writing will have to go through several drafts & revisions in which you become more self-aware as a writer and learn to pay closer attention to: strategically organizing an argument, choosing precise diction to express your ideas, and integrating & explaining the source material you include as evidence to support your argument.*