

GE361

Writing and Critical Analysis

[Onsite]

Course Description:

This course focuses on using principles of critical thinking and logic when responding in writing. Students will respond to written, oral and visual presentations.

Prerequisite(s) and/or Corequisite(s):

Prerequisites: GE217 Composition II or equivalent

Credit hours: 4

Contact hours: 40 (40 Theory Hours)

Syllabus: Writing and Critical Analysis

Instructor: _____

Office hours: _____

Class hours: _____

Major Instructional Areas

1. Critical thinking in the reading and writing process
2. Research popular culture using standard research techniques
3. Interpret 'non-traditional' world texts
4. Write with clarity and intelligence using the writing process

Course Objectives

- 1: Interpret the world around you using a variety of traditional and non-traditional texts.
- 2: Explain semiotics, as it relates to public spaces and advertising.
- 3: Assess the relationship between reading traditional texts such as novels, short stories, poems and other less traditional texts such as movies, the Internet, art works and television.
- 4: Draw the relationship between reading and writing, thinking and writing.
- 5: Explain how writing about the world can bring a deeper understanding.
- 6: Write with clarity and intelligence demonstrating the techniques of the writing process.
- 7: Draw your own conclusions after comparing two or more author's works about a specific topic.
- 8: Research topics related to popular culture and write a research paper.

- 9: Describe the impact of technology on creating cultural differences.
- 10: Engage the world more actively as citizens of the world.
- 11: Illustrate the relationship between poetry and culture.
12. Use the ITT Tech Virtual Library to research a topic in popular culture

SCANS Objectives

SCANS is an acronym for Secretary's Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Personally assess communication skills and develop a personal strategy for continued improvement.
2. Allocate time and energy in completing projects in a timely manner.
3. Exert a high level of effort and persevere toward goal attainment.
4. Demonstrate the ability to utilize Standard English, appropriate format, and logical order in practical writing.
5. Communicate ideas to justify positions and to persuade others.
6. Acquire and evaluate relevant information, and organize, maintain, analyze, interpret, communicate, and use applicable information.
7. Develop and reinforce critical reading skills.
8. Develop and reinforce creative thinking processes.
9. Allocate duties of a small work team and institute a system to monitor for quality.
10. Participate cooperatively as a team member, teaching, learning from, and negotiating with diverse members making a contribution to team success.

Course Outline

Unit	Activities
1–Introduction	<p>Content Covered:</p> <ul style="list-style-type: none"> • <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ “Introduction,” pp. 1-33 • Writing Assignment
2–Essays and Research	<p>Reading:</p> <ul style="list-style-type: none"> • <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ Part IV, “How do I Get Info on Songs? Researching Popular Culture Texts,” pp. 42-46 ○ Part V, “How Do I Know a Good Paper Looks Like? An Annotated Student Essay,” pp. 46-54 • Writing Assignment • Assign Course Project
3–Poetry	<p>Reading:</p> <ul style="list-style-type: none"> • <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ Chapter 1, “Reading and Writing About Poetry,” pp. 62-105 • Writing Assignment
4–TV and Movies	<p>Reading:</p> <ul style="list-style-type: none"> • <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ Chapter 2, “Reading and Writing About

Unit	Activities
	<p>Television,” pp. 106-189</p> <ul style="list-style-type: none"> ○ Chapter 5, “Reading and Writing About Movies,” pp. 308-358 ● Writing Assignment
5–Art	<p>Reading:</p> <ul style="list-style-type: none"> ● <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ Chapter 7, “Reading and Writing About Art,” pp. 458-535 ● Writing Assignment
6–Music	<p>Reading:</p> <ul style="list-style-type: none"> ● <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ Chapter 10, “Reading and Writing About Music,” pp. 628-685 ● Writing Assignment
7–Public and Private Space	<p>Reading:</p> <ul style="list-style-type: none"> ● <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ Chapter 3, “Reading and Writing About Public and Private Space,” pp. 190-231 ● Writing Assignment
8–Advertising	<p>Reading:</p> <ul style="list-style-type: none"> ● <i>The World is a Text:</i>

Unit	Activities
	<ul style="list-style-type: none"> ○ Chapter 8, “Reading and Writing About Advertising, Journalism, and the Media,” pp. 536-591 ● Writing Assignment
9–Technology	<p>Reading:</p> <ul style="list-style-type: none"> ● <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ Chapter 11, “Reading and Writing About Technology,” pp. 686-727 ● Writing Assignment
10–Race and Gender	<p>Reading:</p> <ul style="list-style-type: none"> ● <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ Chapter 4, “Reading and Writing About Race and Ethnicity,” pp. 232-307 ○ Chapter 6, “Reading and Writing About Gender,” pp. 396-457 ● Writing Assignment
11–Relationships	<p>Reading:</p> <ul style="list-style-type: none"> ● <i>The World is a Text:</i> <ul style="list-style-type: none"> ○ Chapter 9, “Reading and Writing About Relationships,” pp. 592-627 ● Writing Assignment ● Submit Course Project

Please Note: The Instructor will cover “Content Covered” references in class. Students who miss class will be responsible for the content and encouraged to read the material listed if they miss class. “Readings” indicate reading assigned and the instructor may or may not cover all of the material.

Instructional Methods

A variety of instructional methods will be used to deliver the objectives of this course. Interactive class discussions and activities will assist you in your writing assignments. Writing exercises may be given in-class or as take-home work. Writing assignments will be evaluated according to rubric included in the evaluation section of this syllabus. There are two projects in this course. One is a group project that you will do in conjunction with 3-5 of your peers. The second project is an individual research project. The content for this course uses traditional readings, classroom activities and the world around you.

Our goal is to continue to improve your analysis of literal text as well as introduce the study of semiotics. This course assumes that you have completed two previous composition courses and are therefore familiar with the writing process, analysis and critical thinking. You will use these skills in a broader text.

Instructional Materials and References

Student Textbook Package

- Silverman, Jonathan. *The World Is A Text: Writing, Reading, and Thinking About Culture and Its Contexts*, 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2006.
- Harris, Muriel. *Prentice Hall Reference Guide*, 7th ed. Upper Saddle River, NJ: Prentice Hall, 2008.

- MyCompLab (www.prenhall.com/writersonekey) for remedial help.

*If students have been issued the 6th edition it may be used.

References

ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://www.library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

Reference Resources

You may click “Reference Resources” or use the “Search” function on the home page to find the following reference resources.

- >Grammar, Writing, Style
- >11 Rules of Writing
- >BibMe
- >Research and Documentation Online
- >Sources: Their Use and Acknowledgement
- >Writing Guides

Other References

The following resources may be found **outside** of the ITT Tech Virtual Library, whether online or in hard copy.

Books

Alvesson, Mats. *Understanding Organizational Culture*.

London, GBR: Sage Publications Ltd, 2002.

Austen, Jake. *TV a-Go-Go: Rock on TV from American Bandstand to American Idol*.

Chicago, IL: Chicago Review Press, Incorporated, 2007.

Berger, Martin A. *Sight Unseen: Whiteness and American Visual Culture*.

Ewing, NJ: University of California Press, 2005.

Bernardi, Daniel (Editor). *Classic Hollywood, Classic Whiteness*.

Minneapolis, MN: University of Minnesota Press, 2001.

Burton, Graeme. *Media and Society: Critical Perspectives*.

Berkshire, GBR: McGraw-Hill Education, 2004.

Campbell, Gavin James. *Music and the Making of a New South*.

Chapel Hill, NC: University of North Carolina Press, 2004.

Ching, Barbara. *Wrong's What I Do Best: Hard Country Music and Contemporary Culture*. Cary, NC: Oxford University Press, Incorporated, 2001.

Collins, Lisa Gail. *New Thoughts on the Black Arts Movement*.

New Brunswick, NJ: Rutgers University Press, 2006.

Corrigan, Maureen. *Leave Me Alone, I'm Reading: Finding and Losing Myself in Books*.

Westminster, MD: Random House, Incorporated, 2005.

Gibbons, Joan. *Art and Advertising*. London, GBR: I. B. Tauris & Company, Limited, 2005.

Gillespie, Marie. *Television, Ethnicity, and Cultural Change*.

Florence, KY, USA: Routledge, 1995.

Gray, Ann. *Research Practice for Cultural Studies: Ethnographic Methods and Lived Cultures*. London, GBR: Sage Publications Ltd, 2002.

Hanauer, David Ian. *Poetry and the Meaning of Life*. Toronto, ON, CAN: Pippin Publishing Corporation, 2004.

Hart, Jeffrey A. *Technology, Television, and Competition: The Politics of Digital TV*.

West Nyack, NY: Cambridge University Press, 2004.

Heller, Dana. *Great American Makeover: Television, History, Nation*.

Gordonsville, VA: Palgrave Macmillan, 2006.

Higham, John. *Hanging Together: Unity and Diversity in American Culture*.

New Haven, CT: Yale University Press, 2001.

Hilliard, Robert L. *Media, Education and America's Counter-Culture Revolution: Lost and Found Opportunities for Media Impact on Education, Gender, Race and the Arts*.

Westport, CT: Greenwood Publishing Group, Incorporated, 2000.

Michael, Mike. *Reconnecting Culture, Technology and Nature: From Society to Heterogeneity*. Florence, KY: Routledge, 2000.

Morgan, David. *Visual Culture of American Religions*. Ewing, NJ: University of California Press, 2000.

Nye, David E. *Technology Matters: Questions to Live With*. Cambridge, MA: MIT Press, 2006.

Plisetskaya, Maya. *Imagining Native America in Music*. New Haven, CT: Yale University Press, 2006.

Porter, Eric. *What Is This Thing Called Jazz?* Ewing, NJ: University of California Press, 2002.

Ramsey, Guthrie P., Jr. *Race Music: Black Cultures from Bebop to Hip-Hop*. Ewing, NJ: University of California Press, 2003.

Scholes, Robert. *Crafty Reader*. New Haven, CT: Yale University Press, 2001.

Updike, John. *Still Looking: Essays on American Art*. Westminster, MD: Alfred A. Knopf Incorporated, 2005.

Williams, Linda Ruth. *Contemporary American Cinema*. Berkshire, GBR: McGraw Hill Education, 2006.

Wilson, Chris (Editor). *Everyday America: Cultural Landscape Studies after J. B. Jackson*. Ewing, NJ: University of California Press, 2003.

Course Evaluation and Grading

Evaluation Criteria Table

The final grades will be based on the following categories:

CATEGORY	WEIGHT
Exercises	15%
Writing Assignments	30%
Individual Project Paper	35%
Group Project	20%
Total	100%

Grade Conversion Table

The final grades will be calculated from the percentages earned in the course, as follows:

A	90-100%	4.0
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5
D	60-64%	1.0
F	<60%	0.0

