UN1001—Perspectives on Inquiry: Looking into Pictures

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Phone—487-0937
Office—Walker 146
Drop-in office hours—Tuesday, 1:00-3:00 PM or by appointment

Class time & place
Tuesday and Thursday
9:35 AM to 10:50 AM
in R.L. Smith ME-EM, room 303

Course description
Perspectives on Inquiry is a writing-intensive course which engages students in college level inquiry. Students develop fundamental intellectual habits, understand how to integrate various perspectives on knowledge, and begin to learn how to meet the changing needs of a global, technological, diverse, and environmentally sensitive society. In this section of the course we will be looking into pictures, images and other visual or graphic artifacts that are designed to communicate in a variety of social contexts. We’ll also examine citation practices and copyright and what it means for those of us who use images to communicate in social contexts.

Course resources
Required textbooks—What Do Pictures Want?: The Lives and Loves of Images by W.J.T. Mitchell
Ways of Seeing by John Berger
Toward the Visualization of History: The Past as Image by Mark Moss
Pitt's Letter by Sue Coe

Required readings—additional readings will be assigned and will be made available on Blackboard

Blackboard—https://courses.mtu.edu/ (log in using your ISO login, your huskymail login)

Multiliteracies Center—Walker 107, 487-2007
J.R. Van Pelt and John and Ruanne Opie Library—http://www.mtu.edu/library/

Course objectives: student goals
Perspectives on Inquiry is designed to help students develop the following:

1. Intellectual habits and values
   - thoughtful consideration of others' ideas and positions
   - intellectual curiosity and a commitment to lifelong learning
   - tolerance for ambiguity and uncertainty and an appreciation for and willingness to engage complex questions
   - understanding expectations of academic integrity

2. Intellectual skills
   - reading that is critical and thoughtful
   - finding and selecting reputable sources to support arguments and using appropriate citation practices
   - writing and speaking that is precise and persuasive

3. Content knowledge and critical thinking
   - ability to engage issues from diverse disciplinary and cultural perspectives
   - ability to use reason, evidence, and logical inquiry to support written and oral arguments
   - ability to recognize and challenge assumptions
Grading system

All work will be evaluated and graded on a quality scale as described in the chart below unless indicated otherwise on the assignment sheet. Use the chart to assist you in setting goals and judging your own work. Your work will be evaluated in the following four areas:

- participation ........................................ 25%
- informal writing (Blackboard Discussion posts) ................. 25%
- formal writing (research papers) .................................... 25%
- presentation ......................................... 25%

You can get an A in this class if you complete all assignments, meet deadlines, do “Excellent” work all semester. You’re likely to get a B or C if assignments are incomplete or not as assigned, lack quality, are late and minimum effort is demonstrated. You’re likely to earn a D or F if assignments are poorly executed, assignments are late or missed, attendance or participation are poor and demonstrate little effort.

All assignments must be completed and handed in to pass this course.

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<th>LETTER GRADE</th>
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GRADING RUBRIC:

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Your responsibilities in earning your grade

Attend every class prepared to participate in meaningful discussion (in class and online). Attendance during and after college means being present in both body and mind. Practices such as sleeping in class, studying for other courses, texting, monitoring your phone or email, or otherwise taking your attention from the work of the class will be counted as an absence.

Read assigned material by the due date and bring readings to class in either printed or electronic form on the day we discuss them. Laptops, tablets, and e-readers are welcome as long as they are used for furthering and contributing to class discussion.

Be courteous and civil in person and online.

Aim for typographic and grammatical clarity and precision in your writing at all times. Remember, you're here to surpass your high school practices in preparation for your professional career. Lifelong learning and lifelong development are highly valued in professional and academic contexts, and continually pushing yourself to learn more will serve you well from now on.

Meet all deadlines. It is much more difficult to catch up than it is to keep up, so if you're struggling with the pace of college work, assess your time management plan, study practices, social practices, etc. and make necessary changes. Also take advantage of the resources Michigan Tech provides such as the Multiliteracies Center to help develop better writing practices and the librarians to help develop more effective research practices.

Establish a practice of backing up your work. Utilize thumb drives, your home directory, external drives, and Huskymail’s Briefcase feature, etc.

Create a satisfying balance for your life. You will perform better if your body is well nourished, exercised, and rested. Do take time to make friends, socialize, and even goof off sometimes. It's easy to let socializing and recreation outbalance your work as a student, so be attentive to creating a workable balance that leads to success in both work and play.

Course policies

You are excused from two class sessions without penalty, so be both miserly and wise about using them. For each unexcused absence, your final grade will drop by a half a letter grade.

Assignment deadlines are important and will be enforced. “Late” work will lose half a letter grade automatically. “Missed” work will receive an F. “Late” and “Missed” are defined in the Blackboard assignment cut-off dates. Allow time for submission to Blackboard rather than submitting at the last minute.

If you have an emergency that interferes with meeting deadlines, meet with me to discuss a recovery plan. This is for emergencies that are beyond your control. Oversleeping, forgetting, or personal glitches (e.g. a last minute computer connectivity issue, speeding ticket on way to school, can’t find or open my file, etc.) are not emergencies.

All assignments must be completed and handed in to pass this course (this means “Missed” assignments too).

Behavior that is racist, sexist, homophobic, xenophobic, belligerent, bullying or otherwise derogatory, inflammatory or demeaning will not be tolerated and your grade will drop by a full letter grade each time this responsibility is overlooked. Discussion of these behaviors is welcome in the classroom, but exhibiting them is not.

Do not hand in any assignments as attachments in Huskymail. Submit to Blackboard Assignment unless otherwise instructed. “Missed” work can be emailed using the Blackboard email feature.

University policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance with the University’s policies. If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see you instructor as soon as possible so appropriate arrangements can be made. The Affirmative Action office has asked that you be made aware of the following statement;

Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students at 906-487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 906-487-3310.

Academic integrity: www.mtu.edu/dean/conduct/policy/academic-integrity/
Affirmative programs: www.admin.mtu.edu/aap/
Disability services: www.mtu.edu/dean/disability/policies/
Equal opportunity: Michigan Technological University is an equal opportunity educational institution/equal opportunity employer. www.admin.mtu.edu/admin/boc/policy/ch5/ch5p2.htm
Course schedule

Week 1—Introduction
  August 30: Discuss course Syllabus and Schedule; reply to BB Discussion “Syllabus” and/or respond to peer post
  September 1: What Do Pictures Want?, pages 28-56 (chapter 2)

Week 2—Art
  September 6: Ways of Seeing, pages 7-44 (chapters 1 & 2); reply to BB Discussion “Ways of Seeing 1-2” and/or respond to peer post
  September 8: Ways of Seeing, pages 45-64 (chapter 3); reply to BB Discussion “Ways of Seeing 3” and/or respond to peer post

Week 3
  September 13: Ways of Seeing, pages 65-112 (chapter 4 & 5); reply to BB Discussion “Ways of Seeing 4-5” and/or respond to peer post
  September 15: Ways of Seeing, pages 113-125 (chapter 6); reply to BB Discussion “Ways of Seeing 6” and/or respond to peer post

Week 4
  September 20: Ways of Seeing, pages 129-155 (chapter 7); reply to BB Discussion “Ways of Seeing 7” and/or respond to peer post
  September 22: What Do Pictures Want?, pages 57-75 (chapter 3) & start research paper 1 (12-14 pages, 6-7 pages can be fair use pictures)

Week 5—Copyright, Fair Use, Citations
  September 29: “Copyright Basics” at http://www.mtu.edu/library/research-help/copyright/basics/ & bring 1-page paper proposal to class (printed out)

Week 6
  October 4: What Do Pictures Want?, pages 76-106 (chapter 4) and pages 111-124 (chapter 5)
  October 6: What Do Pictures Want?, pages 188-196 (chapter 9); research paper 1 is due at midnight tomorrow (Oct. 7)

Week 7—History
  October 11: Toward the Visualization of History, pages 1-34 (chapter 1); reply to BB Discussion “History 1” and/or respond to peer post
  October 13: Toward the Visualization of History, pages 35-67 (chapter 2); reply to BB Discussion “History 2” and/or respond to peer post

Week 8
  October 18: Toward the Visualization of History, pages 69-102 (chapter 3) & start research paper 2 (12-14 pages, 6-7 pages can be fair use pictures)
  October 20: Toward the Visualization of History, pages 103-124 (chapter 4) & bring 3 different ideas for your paper (1 paragraph each) to class (printed out)

Week 9
  October 25: Toward the Visualization of History, pages 191-213 (chapter 8); reply to BB Discussion “My Research Issue is ...” and/or respond to peer post
  October 27: Toward the Visualization of History, pages 215-220 (chapter 9)

Week 10
  November 1: Bring printed draft of your paper to class today (at least 5-6 pages, no more than half of those as pictures)
  November 3: Discuss visual appeal and style; research paper 1 is due at midnight tomorrow (Nov. 4)

Week 11—Illustration
  November 8: Pit’s Letter, entire book; reply to BB Discussion “Pit’s Letter” and/or respond to peer post
  November 10: start presentation assignmment; look up journals, articles, books, etc in your discipline

Week 12—Pictures in Your Discipline
  November 15: tell the class about images/pictures used in your discipline (informal oral presentation of your findings)
  November 17: working with powerpoint

Week 13
  November 29: Presentations (attendance required)
  December 1: Presentations (attendance required)

Week 14
  December 6: Presentations (attendance required)
  December 8: Presentations (attendance required)