English 367.04, Technology, Science, and Communication in the U.S. Experience
GEC Rationale
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Eng 367 course goals as stated in syllabi:
1. Continue and expand rhetorical analysis skills.
2. Experiment with new forms of communicating.
3. Practice more advanced revision and workshop skills to further develop writing.

GEC Rationale for 367.04
1. How the course goals address the general and specific expected learning outcomes in the humanities and GEC category 4, diversity, social diversity in the United States.
   Specifically, students will be able to understand:
   a. Various methods for analyzing rhetorical strategies as depicted in diverse cultural settings.
   b. Critical reading skills that analyze the strength and weaknesses of various forms of argumentative and persuasive strategies, with particular emphasis on visual production as mediated by new and emerging technologies.
   c. Introduction to the various and diverse ways in which technology impacts the formation of identity and culture through the examination of autobiographical writing and visual production.
   d. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the institutions and cultures of the United States.
   e. Students recognize the role of social diversity in shaping their own attitudes and values.

2. How the assignments/readings address the general and specific expected learning outcomes stated above.
   a. Visual essays that explore the relationship between human beings and the technologies they use.
   b. Technology autobiography which explores the ways in which technology has impacted the student personally as well as interviews with "older" generation relatives who can explain their relationship with past technologies.
   c. Assignments calling for responses to various articles/texts dealing with technology and the making of culture.
   d. Readings/texts include Sherry Turkle's "Identity Crisis," excerpts from *Communication Technology and Human History* (which addresses the relationship between culture and technology and identity), and essays on visual literacy.
   e. Students gain significant writing experience through the written essays and responses to readings and to their own research.
   f. Students respond to each other's essays, visual and written, through written and visual analysis.
   g. Opportunities to revise come from fellow students' feedback, as well as from significant feedback from the instructor.

h. Student feedback is collected through SEIs and from discursive assessments. Students are also encouraged to communicate via email and in person with the instructor.
i. Students are encouraged to participate in a course blog.