

D-Jay Bidwell

Dr. Mueller

WRTG 596

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Project 3: Visual Rhetoric

Introduction and Context

The third and final project of the semester was a visual rhetoric project (attached). Throughout the course of the semester students have been engaging in written rhetorical concepts. I incorporated the outcomes of project 2- Rhetorical Superheroes, that is being to correctly identify the rhetorical concepts in a person's language. Project 3 is asking the student to identify how rhetorical concepts work in relation to visual media.

The project is completed in two tasks. The first part of the project asks the student to design something persuasive of their choosing, this could be a poster, statue, t-shirt design, etc. I let the students know that I am not grading them on their ability of design work, rather I will be looking for their understanding of the rhetorical concepts and their ability to incorporate multimodal concepts into the project by having them transform their design work to the written word.

The second part of the project I ask the students to transform their design into the writing word showing that they have a good understanding of the rhetorical concepts. I have the students give me the context of their design, they must point out their use of the rhetorical concepts, who their intended audience should be, and the purpose. I also ask to include a small section about the process and have them reflect.

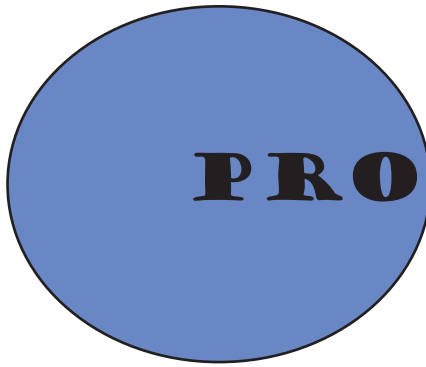
The students start their design and writing process by reading and discussing Lunsford's "Building Arguments" chapter in the *Easy Writer* textbook. I thought this would help them choose the right words to incorporate into their design. Also, I turned to the chapter "Deconstructing Media" to help the students realize that image choice, text, color, and location all paly a purpose in being persuasive and aligning itself with an audience.

Scholarly Support

Carroll, Laura Bolin. "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis." *Writing Spaces: Readings on Writing*, vol. 1, Parlor Press, 2010, pp. 45-58.

Lunsford, Andrea A., et al. "Building Arguments." *Easywriter*, Bedford/St. Martin's, 2016, pp. 48-53.

Mims, Joan T., and Elizabeth Mahn Nollen. "Deconstructing Media ." *Mirror on America: Essays and Images from Popular Culture*, Bedford/St. Martins, 2012, pp. 213-220.



PROJECT 3

VISUAL RHETORIC

The third project the semester, we will analyze persuasive visual media in order to understand how images create meaning and, ultimately, make arguments. We will “deconstruct” the design of visual media, identify the rhetorical appeals used by the author/designer, and consider the ways in which such images make rhetorical arguments.

PART I: THE VISUAL ARGUMENT

For your visual argument you can design anything you want. It may take the form of a poster, an advertisement, a brochure, a film, a photo essay, a collection of bumper stickers, a commercial, clothing (think of the kinds of things you see on t-shirts, especially), a comic strip, or a form of artwork (painting, drawing, sculpture) etc. The options are limitless. I urge you to be creative. Regardless of the format your visual argument takes, it must demonstrate a function and display supporting dimensions (i.e. make a claim) about or in response to a specific issue or argument you have examined or researched. Keep in mind that visual arguments are still rhetorical and elements of design have a very specific purpose, for a specific audience.

PART II: WRITTEN REFLECTIVE ANALYSIS

In addition to your Visual Argument, you must also turn in a reflective analysis that outlines and situates your Visual Argument. Your reflective analysis must take the form of a cohesive essay and must, above all, address the elements of the rhetorical schema we have been using throughout the semester.

Your reflective analysis must identify and provide a rationale for your argument. To help with this, consider the following questions:

- Why are you making this argument? What is your purpose?
- How does your visual function as your argument?
- Who is your audience? (You must target a specific audience)
- How do you intend the function to affect your specified audience? How do you want them to react?
- What rhetorical appeals did you use to sway your audience?
- How and why did you use specific design elements (color, text, layout, etc.) to convey your argument?
- What would you do differently if you had more time and why?

Think of your reflective analysis as a piece that tells me, your instructor, how to read your argument. As such, this analysis should clearly and specifically provide the context for your argument.