

Dominic DiCarlo Meo

Dr. Mueller

WRTG 596 — Lesson Plan

Sunday, December 3, 2017

### **Introduction & Context:**

For our third unit this semester, our main focus was on the completion of the “Visual Rhetoric” Project (found below). Every reading, assignment and class session was used to build the third project out of our second unit of class. Our first project—their individual Literacy Narratives—was used to focus on their reflective work and build a drafting process.

The second project—Rhetorical Superheroes—was centered on researching a TED Talk that aligned with their interests or studies, then building a website. Included in the website was a rhetorical analysis of their chosen TED Talk, an about the author page, and why the talk relates to them. The analysis brought their rhetorical vocabulary into full use, while the “Relation to Me” pages connected to their Literacy Narratives in reflective work. The entire project was also an exercise in multimodal transformation; transforming class work and assignments to a digital medium was a first for most.

This final, original project is a product of the reflective nature of Project One and the rhetorical investigations of Project Two. To prepare for an effective visual argument, we dedicated class time to a close reading of “Deconstructing Media” by Mims and Nollen. As inspired by the “Remember” activity from Issue 6 of *Understanding Rhetoric*, the class groups summarized, paraphrased, and cited two important quotes from individual sections of the article. The same approach was used for “Rhetorical Situations & Picture Theory,” two sections from *Ancient Rhetorics for Contemporary Students* by Crowley and Hawhee. With these two resources, the students assembled Visual Arguments that were targeted in audience and justification, then proceeded to rhetorically analyze their approach and argument.

### **Scholarly Support:**

Crowley, Sharon, and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. Pearson, 2008.

Lunsford, Andrea. “Analyzing Arguments.” *Writing In Action*, Bedford St. Martin’s, 2014, pp. 110-122.

Mims, Joan T., and Elizabeth Mahn Nollen. *Mirror on America: Essays and Images from Popular Culture*. Bedford/St. Martins, 2012.

## Project Three — **Visual Rhetoric**

### **Assignment:**

For our third project this 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. As we studied in *Understanding Rhetoric*, our “analysis” we will be an “unloosening” of the Visual Argument you make (79).

**1 project** (one physical creation and one 800+ word essay).

Half-draft (of Parts 1 & 2) due **Thursday, November 16th** for Reader Response.

Final Draft (with Invention Portfolio) due **Thursday, November 30th**.

—Must be turned in to me at the Celebration of Student Writing from 3:30-5:30.

### **Part I: The Visual Argument**

Your visual argument 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 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. In order to *express* the effectiveness of your argument, you *must* detail the side you are opposing/exploring.

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.