

Visual Rhetoric Resources for RHE 306

Creative Commons Visual Rhetoric Introduction

Available at: <http://viz.cwrl.utexas.edu/node/389>

This presentation is composed of a PowerPoint slide show and an accompanying teaching guide. You are encouraged to edit the presentation in order to make it relevant to your own class' interests.

Additional Visual Rhetoric Assignments

Available at: <http://viz.cwrl.utexas.edu/node/19>

["Guns, Germs, and Steel": Introduction to Research Summaries by Michelle Jerney-Davis](#)

"The purpose of this exercise is to start on the skills set needed for Research Summaries. The goal is to break down a complicated argument into claims, reasons, and evidence. This is a good exercise for early in the semester when simply introducing arguments and argument structure."

[Mapping Home: Using Mapping Tools in the Classroom by Jim Brown](#)

"There are infinite ways that mapping tools can be used in writing classrooms. This assignment works well with Google Maps. Google's 'My Maps' is really easy to use. All you need is a Google Account, and you can point and click your way to a pretty detailed map. The tool allows you to draw lines and shapes, and it gives you the ability to insert markers. Markers include text boxes in which students can embed images, text, and video."

[Rhetorical Analysis and Visual Rhetoric Show and Tell by Jasmine Mulliken](#)

"For this Rhetorical Analysis, students analyze a piece of visual rhetoric. They may use anything from a video to a political cartoon to a t-shirt. Additionally, they will be doing a show and tell on the object. Although they do not have to write a 1-page analysis (like they did for RA 1 and 2), they do need to complete the exercise for finding images through the library's database in order to prepare for searching for images. They may find their objects along the way through the databases, or they may want to go back to more 'traditional' (Google, YouTube, etc.) search strategies. Either way, students should complete [the page at the back of the packet](#) as a guide to how they will present their images to the class."

[Rhetorical Analysis in Film: An Inconvenient Truth by Elspeth K. Palmer](#)

"Pedagogical Goals of the Assignment: To help students understand rhetorical analysis both in general and in relation to film. To introduce students to analysis of visual sources." See also the [Notes](#) and [Exercise](#) sheets accompanying this assignment.

[Screen Readers and Visual Accessibility Assignment by Will Martin](#)

"Many people who build web sites are unaware of or have no direct experience with screen readers, the software that blind and visually disabled people use to access web sites (and indeed all the software on their computers). The purpose of this lesson is to introduce the participants to that software, so that they will be aware of the challenges that blind people face in using web sites, and so that they can adjust their own sites to accommodate access for the visually challenged."

[Textual Analysis of Advertisements by Susan Gayle Todd](#)

"Through oral explication and visual presentation of an ad, students will be able to practice textual analysis and demonstrate their understanding of class lectures and readings about textual analysis and visual rhetoric."

["The Story of Stuff" Class Research Summary by Sarah Wagner](#)

"A video called "The Story of Stuff"(at storyofstuff.com) provides an excellent tool for learning to do research summaries and rhetorical analysis. After teaching basic concepts such as pathos, ethos and logos, text and context, and audience, show this 20-minute video to the class. Spend some time as a whole class discussing the main characteristics of the video, including where it falls short on its effectiveness."

[Visual Analysis of Gender Roles in Commercials by Nyssa Wilton](#)

"The purpose of this lesson is not only to examine gender roles within commercials, but also to practice visual analysis as presented in *Everything's an Argument*. Students break up into small groups and watch three to four commercials that deal explicitly with gender roles in a domestic setting. They complete the

assignment by choosing one commercial and writing a thesis statement that makes a claim about how the commercial works rhetorically. They then show the commercial to the class and explain their thesis and evidence."

Visual Analysis via Powerpoint by Lydia French

"In this assignment students are asked to perform a comparative analysis of two visual images through the visual medium of Powerpoint. Though they are asked to compare two static images, they are encouraged to use a variety of media, including video, audio, and Powerpoint animation in order to make visual arguments of their own."

Visual Rhetoric, Ethos, Pathos, and Logos in the 2008 Campaign by Layne Craig

"This is a group activity I did in my 309S class the day after a reading on Ethos, Pathos, and Logos. After covering the definitions of those terms and handing out the worksheet below, I broke students into groups of 2-3 and had each group remove one of the images below from the teacher folder (See [Appendix A](#) and [Appendix B](#)). One image was a chart from an election-related website, but the rest were put out by the McCain and Obama campaigns... After 7-10 minutes of group work, during which I walked around the classroom and answered questions, each group presented their findings to the class. We then opened the discussion up to address questions of which images/texts the students found convincing and why, which led to good discussion not only of how ethos, pathos, and logos work, but also about in group/out group dynamics and value assumptions (which we had previously discussed as part of our work in the rhetoric text *Asking the Right Questions*)."

Visual Rhetoric: New York Times Wedding Pages Photography Analysis by Emily Bloom

"After reading Timothy Noah's article, "[Abolish the New York Times Wedding Pages!](#)" from slate.com, students searched nytimes.com to find [wedding photographs from the website](#). Students, working with partners, analyzed the images and posted a one-sentence thesis sentence to Blackboard regarding the visual image. This assignment was designed to introduce students to visual rhetoric and prepare them to develop analytic thesis sentences in their upcoming writing assignments.

Visual Rhetoric: Text and Context by Jason Leubner

"Overall, the assignment will serve to prepare students to write up a one-page, single-spaced analysis of a piece of visual rhetoric. The first part of the assignment asks students to spend some time at home looking for a piece of visual art/rhetoric; it can be a comic, a caricature, an advertisement, a photograph, etc. However, they have to find it within the context of an online magazine, blog, journal, newspaper, etc., since ultimately the assignment will be as much about contextual analysis as textual... For the second part of the assignment, I'll put them in small groups of 2 or 3, give them the image and the web address where it can be found (preferably an image that's different than those they brought in), and ask them to do a rhetorical analysis of it, including how it fits into the larger context in which it's found. This part of the assignment should take about 20-25 minutes."

Discussion of the Facebook Ambush

Available at: <http://pedagogy.cwrl.utexas.edu/?q=node/162>

This link is for a discussion of the potential merits and liabilities of confronting students with their own digital visual ethos in class.

Rhetorical Analysis of a Visual Text (S. Odom)

Assignment Overview

Write a 1 page (8.5x11) paper analyzing a specific visual source. Put your name and date in the top left hand corner and include the MLA citation information (found in Little Penguin Handbook page 92) one line below; set the margins at 1", spacing at single, and font at 12 pt, Times New Roman. Do not exceed 1 page in length.

Specifics

You may use (in descending order of relevance to your other papers) an image/object connected with your controversy OR an image/object connected with immigration or the U.S. Mexico border in general OR an

image/object not connected with immigration at all. This exercise is meant to develop visual rhetorical analysis skills; the subject matter is somewhat secondary. Possible subjects include (but are not limited to): photographs, paintings, sculptures, icons, material objects, advertisements, web pages, still images from music videos or films, or articles of clothing.

Provide a detailed rhetorical analysis of the piece you've selected: this includes textual and contextual analysis. Provide a little background information and determine WHAT this piece is arguing, but concentrate on rhetorical analysis, not summary. Your thesis should make a claim about HOW the artist makes their argument and WHY they made those rhetorical choices.

In your contextual analysis, consider who made the image/object, what was the artist's purpose, what else has the artist done, when and where was it published/displayed originally, what was this text responding to, and who was the intended audience.

In your textual analysis, consider the arrangement of images, the medium, the genre, what expectations the audience would have about that genre, the three kinds of appeals the artist makes with the image, the style, the presence of visual metaphors, and if the image is satirizing another image or alluding to another image. Also briefly account for related text (if any), but concentrate on the image itself, not so much what any related or surrounding text says.

Turn in a file of your image or a link to your image with your paper. I will accept hard copies in class on the day this assignment is due with no late penalty if you cannot locate an electronic copy. If you write about a still image within a video, you will need to take a screen shot or photo of that scene so that I can see what you are talking about. Failure to include a reproduction of your image will result in a penalty of 10 points off for this assignment.