Visual Rhetoric

Elective Rhetoric (EH 556)

Instructor Information

• Dr. Jeffrey A Bacha
• Email: jbacha@uab.edu
• Office: HB 217
• Office hours: W 11:00 - 1:00 or by appointment

Important Dates

• January 13 is the last day you can add/drop a course without paying a penalty.
• January 20 is when we will observe the MLK Holiday.
• March 24 - March 28 is the Spring Break Holiday.
• March 31 is the day you can Withdraw from a course.

Announcements

• Make sure to pick up your course textbooks. The first reading assignment is due on the second day of class.
• Make sure the you can access the course Blackboard site.

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Visual Rhetoric is at play in many mediums. Maps, for example, usually blend elaborate pictures or illustrations with text to create a beautiful and believable illusion of reality. Pictured above is a portion of Nicholas Janzoon Visscher’s 1658 map of North and South America, which had a profound effect on many peoples’ belief systems because it was copied/pirated over and over again by a number of Dutch mapmakers.

English 456/556 Course Overview

The nature of public communication is changing. Although words will never die, images have become a fast and effective medium for persuasion. Any writer who is interested in public communication must now have skills in both the analysis and production of visual rhetoric. This course offers intensive studies in the rhetorical characteristics of image communication, especially as it intersects with verbal communication. Students will learn strategies for incorporating persuasive images into verbal texts, thus enhancing the overall impact of any document.
Required Textbooks, Materials, and Technology

The course textbooks are available at the Barnes & Noble bookstore and at Snoozy's.

By the second day of class, students should have:
- *The Medium is the Massage* by Marshall McLuhan
- *Beautiful Evidence* by Edward Tufte
- *Shaping Information* by Charles Kostelnick and Michael Hassett

By the second day of class, students should also have:
- A printed copy of this syllabus
- Access to the Digital Course Reserves found at the Sterne Library website.
- Access to a photo editing and document design program (Gimp and Open Office are recommended).
- An 8G USB Flash drive.
- Access to a working computer and the Internet.

Policies Concerning Attendance and Communication

Drop/Add – This course follows UAB policy concerning drop/add and will adhere to the university date of Jan. 13, 2014 being the last date to drop/add a course. Students registering late (after the first class meeting and until Jan. 13, 2014) will be able to make up all class items that have been missed. The last day to withdraw from this course with a grade of “W” is March 31, 2014.

Office Hours – Throughout the semester I will be holding regular office hours. My office is HB 217 and you do not need an appointment to visit me during my office hours. However, please send me an email if you are unable to see me during my regularly scheduled office hours so we can set up a different time to meet.

Communication Through Messages in Blackboard – This is a preferred mode of communication for topics needing a private setting (such as a discussion about grades). It is very similar to an e-mail system; however, it is contained within our class.

Email Communication – All official correspondence will only be sent to your @uab.edu address. All students are responsible for ensuring that the correct e-mail address is listed in Blackboard (Bb) by the beginning of Week 1. E-mail is the only way the Course Instructor can, at least initially, communicate with you.

It is your responsibility to make sure a valid email address is provided. Failure on your part to do so can result in you missing important information that could affect your grade. (Please note: I will usually respond to your emails within 24hrs, however, during busy times of the semester it may take me up to 48hrs to respond so please plan accordingly).

Attendance – All absences can hurt your grade indirectly: you might not get an assignment in on time, or you might not learn how to write a particular document. In this class, you will have a cushion of 5 absences for which your course grade will only be affected indirectly. But, absences begin to hurt your grade directly when they become excessive. Your final grade will be reduced by 50 points (about one letter grade) for each unexcused absence over five. Ten absences or more will result in an F for the class.

If you come to class after I have taken attendance you will be counted “late” (two “lates” equal one absence), but it is your responsibility to remind me after class to change your absence to a “late.” Absences are “excused” only in cases of jury duty, military duty, or official UAB business (and only when documented).
University Policies and Student Support Systems

**Library Support** – The Libraries at UAB provide access to materials and services that support the academic programs. The address of the UAB Library Website is http://www.mhsl.uab.edu/. This site provides access to the resources of all Campus and Regional Libraries, as well as to resources such as the Library’s Catalog and Databases.

**Out-of-Class Research** – Students may be required to access information on the Internet for completion of specific written assignments due to the fact that this course involves, or may involve, a research project. No stage of a research project for this course is to begin prior to the student, course instructor, and student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of the research prior to such formal approval is a violation of UAB guidelines and will result in failing the course. This policy has been approved by the UAB Institutional Review Board. The UAB Institutional Review Board may impose additional consequences. Students may request additional information about IRB requirements from the Office for Research Grant Support: EB 233 (975-5388).

**Reasonable Accommodations** – If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class.

**Faculty Evaluation** – At the end of each term, students will be requested to fill out two Course Evaluations. These evaluations are completely anonymous. Your participation in this activity will be appreciated.

**Non-Harassment, Hostile Work/Class Environment** – The UAB College of Arts and Sciences expects students to treat fellow students, their Course Instructors, other UAB faculty, and staff as adults and with respect. No form of hostile environment or harassment will be tolerated.

**Weather or Other Emergencies** – During any actual emergency or severe weather situation, this site - www.uab.edu/emergency - will be the official source of UAB information. In addition, the UAB Emergency Management Team will use B-ALERT, the university’s emergency notification system, to communicate through voice calls, SMS text messages and e-mails to the entire campus all at the same time. B-ALERT also integrates with Facebook and Twitter. To register for B-ALERT or update your existing information in the system, go to www.uab.edu/balert. All registration is connected to your BlazerID.

**The Digital Media Commons**
Heritage Hall Room Room 334
http://www.uab.edu/cas/digitalmedia/

The Digital Media Commons has 20 iMac stations you can use preloaded with a number of industry standard production tools (including InDesign, Photoshop, and Illustrator).
### Spring Reading Schedule for EH 456/556: Visual Rhetoric

All readings listed below are due on the day they are listed and this schedule is subject to change. Please note: All readings marked DR can be found using the DR Readings link in Blackboard.

#### Part I: A Few Frames

**Week 1 (1/6-1/10)**
- T: Introduction to the course, the calendar, and assignments
- TH: What is Semiology

**Week 2 (1/13-1/17)**
- T: Read Rowse’s “Rule of Thirds” (http://digital-photography-school.com/rule-of-thirds); Photoshop Workshop
- TH: Read Arnheim (DR); Self Portrait Image Due

**Week 3 (1/20-1/24)**
- T: Read *The Medium is the Massage*
- TH: Read Barthes (DR)

#### Part II: Social, Economical, and Political Influences

**Week 4 (1/27-1/31)**
- T: Read Barnard CH 5 (DR); Self Portrait Analysis Due
- TH: Johnson (DR) & (http://www.youtube.com/watch?feature=player_embedded&v=KvHL0dHj3RM)

**Week 5 (2/3-2/7)**
- T: Watch Objectified; Read VRDW CH 1* and VRDW CH3*
- TH: Read Buchanan (DR); Finish watching Objectified

**Week 6 (2/10-2/14)**
- T: Watch The Persuaders; Read VRDW CH 4*
- TH: Read Kenney (DR); Finish watching Objectified

#### Part III: Beauty as Metaphor

**Week 7 (2/17-2/21)**
- T: Brochure Assignment Due; Client-Day
- TH: Read *Shaping Information* CH 1-2

**Week 8 (2/24-2/28)**
- T: Read *Shaping Information* CH 3-4
- TH: Read *Shaping Information* CH 5-6

**Week 9 (3/3-3/7)**
- T: Read Kenneth Burke’s “Terministic Screens” (DR) and Kenneth Burke’s “Lexicon” (DR)
- TH: Read McCloud (DR); Read VRDW CH 5*

**Week 10 (3/10-3/14)**
- T: Read Sturken (DR)
- TH: Workday; Read VRDW CH 6* and VRDW CH 18*

#### Part IV: Visualizing Information

**Week 11 (3/17-3/21)**
- T: Read Stroupe (http://fetch.mhsl.uab.edu/login?url=http://uab.worldcat.org/oclc/425070412); Cover Due
- TH: Workday; Read VRDW CH 19* and VRDW CH 21*

**Week 12 (3/24-3/28)**
- Spring Break

**Week 13 (3/31-4/4)**
- T: Read *Ways of Seeing*
- TH: Read *Beautiful Evidence* CH 1-3

**Week 14 (4/7-4/11)**
- T: Read *Beautiful Evidence* CH 4-6
- TH: Read *Beautiful Evidence* CH 7-9

**Week 15 (4/14-4/18)**
- T: Workday; Read VRDW CH 22*, VRDW CH 23*, and VRDW CH 24*
- TH: Workday; Read VRDW CH 25* and VRDW CH 30*

**Week 16 (4/21-4/25)**
- T: Final Exam Period 1:30 – 4:00; Final Projects Due

*Please note: All readings marked with an * are optional for EH 456, but are required for EH 556*
**Course Projects Grade Breakdown and Grading Scale**

<table>
<thead>
<tr>
<th>Project</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Responses</td>
<td>100 points 20%</td>
<td>100 points 20%</td>
</tr>
<tr>
<td>Self Portrait &amp; Analysis</td>
<td>100 points 20% (2ss)</td>
<td>100 points 20% (3ss)</td>
</tr>
<tr>
<td>Brochure</td>
<td>100 points 20%</td>
<td>100 points 20%</td>
</tr>
<tr>
<td>Book Cover &amp; Analysis</td>
<td>100 points 20% (2ss)</td>
<td>100 points 20% (3ss)</td>
</tr>
<tr>
<td>Visual Essay/Conference Paper</td>
<td>100 points 20% (4ss + visual)</td>
<td>100 points 20% (5ss + 15 min. presentation)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

**Policies Concerning Course Projects and Activities**

Communication across multiple audiences and for multiple purposes continues to be a desired skill set in most professional fields. Beyond field-specific knowledge and experience, successful and ethical visual communication drives the professional world. This class, in content and form, models these successful communication practices. Working individually and in groups, students learn effective strategies for communicating with visuals in a number of different contexts. To achieve success in this course, students must display the ability to succeed in their future workplaces by developing a variety of informative and visually effective print and electronic documents.

**Grading** – All major projects in the course will be comprised of several components, each of which will be worth a percentage of the student’s final grade (further details about each assignment will be provided as we get closer to each project’s initial due dates). Grades are not rounded. This means a grade of 79.99% is 79.99% (C), 89.99% is 89.99% (B), etc. This applies to all grades including the final overall grade. All grades will be posted in the student’s individual Gradebook in Blackboard (Bb) and students are expected to review their grades in their Bb Gradebook at least once a week. The Course Instructor does not use e-mail to communicate scores on assignments or make comments about the graded assignments.

It is the student’s responsibility to review scores and comments on graded assignments as instructed above. Students are expected to complete all of the assignments by the given deadlines. If an assignment is mistakenly submitted and the student wants to re-submit it, the student must e-mail the Course Instructor asking that the assignment be deleted BEFORE it is graded and BEFORE the deadline for the assignment. Both of these criteria must be met.

**Incomplete Grade Policy** – Missing any part of the Course Schedule may prevent completion of the course. If circumstances prevent the student from completing the course, the student should complete a request for an Incomplete Grade. *(Note: A grade of Incomplete is not automatically assigned to students.)*

**Late Work** – The instructor will stick closely to the course calendar. It is important that you keep up. When possible, you may certainly complete assignments early, but you must complete them on time. Much of what you do for this class quickly leads to another assignment. Thus, the majority of missed class assignments cannot be made up. I do not grade work that is turned in after the initial due date. I do not make exceptions for computer catastrophes or email glitches, so save your work often and do not wait until the last minute to turn in your work. Being absent does not relieve students from the responsibilities of this course. If a serious and unavoidable problem arises, however, you should contact your instructor by email prior to the deadline to determine whether or not an extension for the work will or will not be granted. Late work will rarely, if ever, be accepted without prior approval.

*Note: Most of your assignments for this class will be submitted digitally. Not having access to a computer, computer problems, computer crashes, loss of Internet and/or loss of electricity are not acceptable excuses for late work, incomplete work or a request for an assignment deadline extension. Students are expected to have a back-up plan in case any of these occur.*

**Turnitin** – UAB reserves the right to use electronic means to detect and help prevent plagiarism. By enrolling at UAB, students agree to have course documents submitted to www.Turnitin.com or other means of electronic verification. All materials submitted to Turnitin.com will become source documents in Turnitin.com’s restricted access database, solely for the purpose of detecting plagiarism in such documents. Students may be required by instructors to individually submit course documents electronically to Turnitin.com.

**Early Alert System (EAS)** – The EAS is designed to help students be more successful academically at UAB. If you receive an e-mail with EAS in the title, please open it, read it, and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and that students are aware of the resources available that will assist them in successfully completing their degree program.
Academic Misconduct – UAB faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current UAB Student Catalog. Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct (link: http://main.uab.edu/Sites/undergraduate-programs/general-studies/academic-success/67537/).

Abetting is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

Cheating is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information. Plagiarism means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sourced, or copying another person’s ideas.

Fabrication means presenting falsified data, citations, or quotations as genuine.

Misrepresentation is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Because this is a writing course, the most relevant of these types of academic dishonesty is plagiarism. We will discuss plagiarism — its definition, penalties, and how to avoid unintentional plagiarism — regularly throughout the semester. Plagiarism is defined as “using the words or thoughts of another person without proper citation; specifically, it is submitting as one’s own work any portion of a book, magazine, journal, handout, original creation, speech, lecture, oral communication, paper or examination written by someone else.” This policy includes both traditional material and electronically mediated material such as that found on websites. Penalties for plagiarism may include failure on an individual assignment, automatic failure of the course, and even dismissal from the university. The penalty depends upon the severity of the infraction and will be handled on a case-by-case bases.

Reading Responses and Discussion Questions

This is not a lecture-based course. Although I will be showing the occasional PowerPoint presentation to offer some additional context to our course readings, this is a discussion-based course. When we meet, I expect the members of this course to drive the conversation by asking questions that should lead the class into discussions about the assigned readings. To help get our conversations started, you are required to post in Blackboard and bring a short 25-word summary and one discussion question for each of the assigned readings. This activity is worth 100 points (20% of your final overall course grade).
Constructing and Analyzing a Visual Self-Portrait

Overview

Part of understanding the drama of life and collecting the materials necessary to become an active member of an ongoing discussion is making an attempt to understand how you fit into the context of a language act. But, in order for you to discover how your understanding of yourself and your language use can change the context of a language act you first need to formulate an understanding of the material you are bringing with you into an ongoing discussion. For this assignment then, I would like you to think about your own identities as a construct and start to analyze the various components that “make” you who you are. Then, I would like you to create a Visual Self Portrait of yourself. Lastly, I would like you to analyze someone else’s Visual Self Portrait and generate a written argument to accompany your classmate’s image as outlined below.

Objectives

The objectives of this assignment are the following:

• To practice using language and images to convey a message
• To start gaining a critical eye for visual analysis
• To start understanding how images contain their own arguments
• To practice constructing intricate documents and using document design
• To start understanding how the images you use contribute to or blur your audience’s understandings of the message you are trying to convey

Deliverables

Part One, The Image (50 points, Due Jan. 16): The first task in completing this assignment is to start collecting the materials required to build the message you are attempting to use to join an ongoing discussion. To do so, please select five objects that you think best represent “who you are.” (For example: If one of your hobbies is photography you might want to track down one of the pictures you have taken.) Next, arrange the objects you have collected in a place that best represents your interests and take a picture of them. (For example: If you are an avid tennis player you might want to use a tennis court as a backdrop for the objects.) You can, and should, be as creative as you want to be with this assignment. However, remember that the objects you decide to use and the display you determine to construct should not hide your message and should instead allow the recipient of your message quick and easy access to the message you are trying to convey. Additionally, you are not allowed to copy and paste images from the Internet or use any creative commons images for this assignment. When you have finished your self-portrait, please upload the digital file to the course Blackboard site.

Part Two, The Analysis (50 points, Due Jan. 28): The second task in completing this assignment is to use the theories presented in the course readings as a way to analyze someone else’s self portrait. For this portion of the assignment, I would like you to analyze and describe how each element of the composition—the objects and the background—work together as a visual representation of the individual who created the image. Remember that the purpose of this essay is to use language to analyze and show how images generate their own arguments or help support a written argument.

Also, remember that the purpose of analyzing a Visual Self Portrait is to help others understand the person who is being represented by the image under discussion. The goal of this portion of the assignment is to persuade your audience that your understanding of the image is complete and that your words are an actual representation of the subject under discussion. When finished, your essay should be at least 1000 words long and should use at least one of the theories found in the course readings. When you have finished this part of the assignment, please upload your final product as a PDF to the course Blackboard site (make sure to include and label the image you will be discussing).

Designing the Analysis

When working on this assignment, I expect you to design the document you will use to submit your analysis. As you build your document, I want you to explore fonts other than Times New Roman. You should also start thinking about cropping and wrapping text around the images you use in your analysis. A below average essay will contain one Image. A good essay will contain multiple images used to detail specific features of the self-portrait under analysis.

EH 556 Requirements

When it comes to the essay portion of this assignment, students enrolled in the EH 556 section of this course are required to write a 1500-word analysis and must use one theory from the main calendar and one theory from the readings with a star next to them in their analysis.
Constructing a Client-Based Informational Brochure

Overview

Visual Rhetoric is at work in just about everything we do and knowing how to use images in conjunction with text is a skill that crosses over into many different personal and professional contexts. Even if you are searching for the perfect birthday card for a loved one, or helping an author find the perfect image to use as the cover art for their new book, you are in fact attempting to use visuals to make a persuasive claim. Although the context surrounding the use of images will differ depending on your intentions, matching images to the text of a rhetorical artifact requires someone to develop a very critical eye for detail. It is often hard, and sometimes impossible, to find the perfect image to match the text you are working with. However, through practice, by being selective, and thinking about images as visual arguments the task of matching visuals to textual elements becomes much easier. For this assignment then, you will be responsible for the creation of an informational brochure for a local organization.

Objectives and Requirements

For this assignment you are required to find and then work with an actual client. Who you decide to work with is up to you to determine (this can be a group on campus, a local business, or even a service provided on the UAB campus). However, you should find a client that does not already have much in the way of advertising materials (I have already contacted the director of the UWC and she is willing to participate in the project). Additionally, before you submit your finished product you must have your client sign-off on your work (I will be passing out a sheet for them to sign when we get closer to the assignment’s due date).

The objects for this assignment are the following:
- To practice combing visuals and text into one persuasive message
- To continue strengthening your own critical eye for visual analysis
- To continue examining how images can contribute to or blur an audience’s understanding
- To continue practicing constructing intricate documents and using document design

Deliverables

The Brochure (100 points, Due Feb. 20): The first task in completing this assignment is to gather the materials necessary to build a tri-fold brochure. To accomplish that task, you will need to contact and interview the client you will be working with. Additionally, like when writing a traditional essay, you have to think about avoiding plagiarism and writing ethically as you use sources and images in your brochure. Everything you write should be in your own words or attributed to its original source. Furthermore, your group should only use images that you take (or create) or have been authorized to use by your client if they already have some images they would like to include in the brochure. Meaning, you are not allowed to copy and paste images from the Internet or use any creative commons images for this assignment. When you have finished the brochure, please upload it as a PDF to the course Blackboard site before the start of class on Feb. 18.

Building the Brochure

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<tr>
<th>Back of Front</th>
<th>Back of Back</th>
<th>Back of Inside Fold</th>
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</thead>
<tbody>
<tr>
<td>Each panel should be around 3.3” wide</td>
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Building a printable brochure is hard. You first have to figure out how to set up your pages, and then need to figure out how the printer being used handles double sided printing. In addition, you also need to figure out the printer’s bleed settings (how far the printer can print to the edge of the page). Although not ideal, the above specifications will help you when designing your brochure. In addition, please do not set the text of your brochure in 12 pt. Times New Roman font.
Constructing and Presenting a Storybook Cover

Overview

Even if we do not want to admit it, visual rhetoric surrounds us everyday and tends to follow us wherever we go. On the way to school you might pass by a number of large billboards, banners attached to buildings, or signs planted in someone’s front yard. When you get to school, you might come across a marquee advertising upcoming events, a poster advertising a currently playing movie, or even sidewalk chalk used to promote an upcoming event. One of the most common uses of visual rhetoric on a college campus can be found on the cover of textbooks. Although common, book covers are actually very difficult to design because of their size. Additionally, once printed those small designs are often displayed on large bookshelves with many similarly sized visual objects, which means your eventual product will be competing with a lot of other pieces of visual clutter. The challenge then, is to develop something that will stand out and catch the attention of people who are accustomed to ignoring this very common form of visual communication.

Objectives and Requirements

Over the course of this semester, a group of UAB students have been helping some of the students at Inglenook Elementary School with their writing. The result of this service-learning project is a collection of stories that the students want to package into a book. Your task is to design an 8 ½ X 11 inch cover for their storybook. Once completed, you will present and defend your work to the rest of the class. Following the presentations the class will then vote on the covers and the top three designs will be given to the students so they can then select the cover they like (please note: the outcome of the voting process will not impact your grade for this assignment).

The objectives for this assignment are the following:

• To practice combing visuals and text into one persuasive message
• To continue strengthening your own critical eye for visual analysis
• To continue practicing constructing intricate documents and using document design
• To practice using the principles of document design
• To practice writing about your own understandings of visual rhetoric to a group

Deliverables

Part One, The Book Cover (50 points, Due March 20):
The first task in completing this assignment is designing and packaging the book cover. Remember, the goal of this assignment is to create a visual that captures the content and context of the Inglenook students’ storybook. For this assignment, you should only use images that you take (or create). When you have finished the book cover, please export it as a PDF and upload it to the course Blackboard site. Also, make sure to bring a printed copy to class on March 20.

Part Two, The Analysis (50 points, Due March 20):
The second task in completing this assignment is to prepare an analysis of your work. On March 20 you will be given three minute to present your book cover to the rest of the class. The goal of the presentation will be to convince the rest of the class that your cover design is the best fit for the content and context of the publication. In other words, during the presentation I want you to analyze, describe, and evaluate your own work. Also, make sure to base the claims you make in your presentation on at least two theories from the course readings.

EH 556 Requirements

When it comes to the presentation portion of this assignment, students enrolled in the EH 556 section of this course are required to use two theories from the main calendar and one theory from the readings with a star next to them.

Coming this Fall: Digital Writing & Publishing

This course is designed to help students develop the ability to write and design documents using computer aided publishing technologies. In this course, students will be given the opportunity to improve their critical thinking skills as they relate to planning, writing, and revising the content and design of dynamic documents. Students will also explore a number of industry standard content management and publication tools used by working professional and technical communicators. Specifically, students will learn the rules of document design and how to break those rules; integrate content into large scale documents; and develop strategies necessary to anticipate the needs and expectations of their audience. By the end of the semester, students will have created enough materials to build a personalized professional portfolio they can continue to develop and use throughout their academic careers and when they search for employment after college. No prior experience with any type of technology is required for this course.
Constructing and Presenting a Visual Argument

Overview
What is visual rhetoric. How does it function in the places you occupy? Answering both questions might seem obvious at first glance, especially due to the fact that most college students explore very visually charged environments a number of times each day. However, once the screen of ubiquity has been lifted, answering the above questions becomes very complex and complicated. It becomes even more complex if we accept J. L. Lemke’s claim that, “all literacy is multimedia literacy: You can never make meaning with language alone; there must always be a visual or vocal realization of linguistic signs that also carries nonlinguistic meaning” (“Toward a Pedagogy of the Visual”). On top of that, as we have been discussing, visual rhetoric’s function varies depending upon the context surrounding the production and placement of a language act.

Objectives and Requirements
In the first assignment, I asked you to view yourself as a construct and come up with a way to visualize yourself in a photograph. In the second assignment, I asked you to match a group of images to a predefined context. And, in the third assignment, I asked you to build a very visually dominant object in an attempt to persuade people to do something. In the final assignment I am asking you to combine all three of those activities into one complete package. What I am asking you to do is answer the above questions and then package your answers into multiple communication mediums that rely on visuals to function. Specifically, I am asking you to use visual rhetoric to show how it is used and how it functions in one specific component of the larger construct that makes up your world. Then, I want you to visualize your thoughts for other people who, at least briefly, inhabit part of that construct and persuade them to accept your definition of visual rhetoric.

The objectives for this assignment are the following:
- To demonstrate you can combine multiple visuals and text into one succinct persuasive argument
- To demonstrate you have developed a critical eye for visual analysis
- To demonstrate you understand and can use the principles associated with document design
- To demonstrate that you can explain some of the core principles associated with visual rhetoric
- To demonstrate how visual rhetoric impacts the work you do and your daily experiences

Deliverables
Part One, The Essay (50 points, Due April 22): The first part of the final assignment is to prepare a 1600 word Essay. The purpose of the essay is to demonstrate what you have learned about visual rhetoric and present your interpretations of what visual rhetoric is and how it functions. Although I do expect you to use the information you have read for this course in your essay, this part of the assignment should not be viewed as a 1600 word summary. Instead, what you should do is use the information we have covered as a way to contextualize and support your own argument (at minimum, you should include at least four theories from the course readings to help make your argument). After you have completed your essay you will need to upload a copy of it to Blackboard.

Some examples of topics might include:
- How is visual rhetoric used in your major?
- How is visual rhetoric used in the profession you want to join after graduation?
- How do advertising companies use visual rhetoric?

The topics listed above are only examples. In fact, the topic possibilities for this assignment are almost endless and when it comes time to grade your project it will be the arguments you make and not the topic you choose that will be the determining factor.

Part Two, Visual Argument (50 points, Due April 22): The second part of the final asks you to visualize the definition of visual rhetoric you established in your essay. For this part of the assignment, you will need to create a stand-alone tri-fold 36” x 48” display board you can set up before our public final exam period. The display board itself should be designed based on the document design principles we have discussed in class and the information you include on it should be in-depth enough to function without explanation. In other words, the people who view your display board should be able to understand the arguments you make without any additional input from you. Although you will not want to cover the whole display board with textual information, you will want to make sure every square inch of the board functions as part of the overall design.

Part of what you will be designing for the final project is a tri-fold 36” x 48” display board.
**English 556 Final: The Conference Paper**

In the final course project, you will prepare, write, and present a conference paper. Specially, the goal of this assignment is for you to develop a conference presentation that will allow you to demonstrate to the people in your field of study how the principles, theories, and practices associated with visual rhetoric, as presented in the course readings, can benefit their work. This assignment is worth 20% of your overall course grade and will be due during our final exam period.

**Deliverables**

**Conference CFP and Topic Proposal (25 points):**
The first step in completing this assignment is to locate a conference and then find its most recent CFP (Call For Proposals). Then, write a 500 word topic proposal memo, addressed to the instructor, explaining why the conference and the CFP are a good fit for the assignment. The CFP and your topic proposal memo should be uploaded to the discussion board in Blackboard before the start of class on April 3.

**Conference Presentation Proposal (25 points):** The second step in completing this assignment is to write a proposal in response to your selected CFP. Make sure to follow all of the guidelines listed on the CFP when composing your proposal. Your proposal, when it is finished, needs to be uploaded to the discussion board in Blackboard before the start of class on April 10.

**The Conference Paper (50 points):** The third step in completing this assignment is to write the paper for the conference you selected. Most conferences give individual presenters 15 minutes to present, which usually boils down to about 5 single spaced pages of text. As you compose your conference paper, make sure to stick to what you proposed in your conference proposal (once accepted, conference organizers do not let participants change their presentation topics). Your conference paper should be uploaded to the discussion board in Blackboard before the start of our final exam period on Tuesday, April 22.

**Conference Presentation (50 points):** The final requirement for the assignment is to present your work to the members of EH 456. During our final exam period, 1:30 – 4:00 p.m. on April 22, you will be given 15 minutes to present your paper. For this part of the assignment you are also required to prepare some form of visual support - PowerPoint, Prezi, etc. - for your talk. You will also want to prepare a handout for your audience. After everyone has presented, the audience will then be given 15 minutes to ask you all questions. Although I will be video recording your talks, you will need to upload your support materials to the discussion board in Blackboard before the start of our final exam period.

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**Technical Writing @ UAB**

What do 17th Century illustrations of tulips have to do with Technical Writing? Stop on in or find out this Fall in EH 404 and EH 504