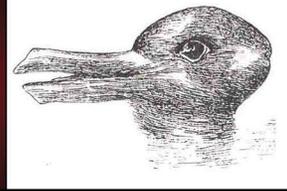


Visual Rhetoric

@ UAB



EH 456/556 - Visual Rhetoric

Spring 2015

University of Alabama at Birmingham

Instructor Information

- Dr. Jeffrey A Bacha
- Email: jbacha@uab.edu
- Office: HB 217
- Office hours: W 4:00 - 5:00 or by appointment

Important Dates

- **January 12** is the last day you can add/drop a course without paying a penalty.
- **March 23 - March 27** is the Spring Break Holiday.
- **March 30** is the last 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 that you can access the course Canvas site.

Inside

- Required Materials - pg. 2
- Course Policies - pg. 2
- University Policies - pg. 3
- Course Calendar - pg. 4
- Course Projects - pg. 5
- Project One - pg. 7
- Project Two - pg. 8
- Project Three - pg. 9
- Project Four - pg. 10
- EH 556 Final - pg. 11

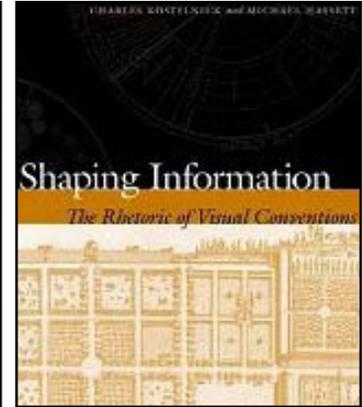
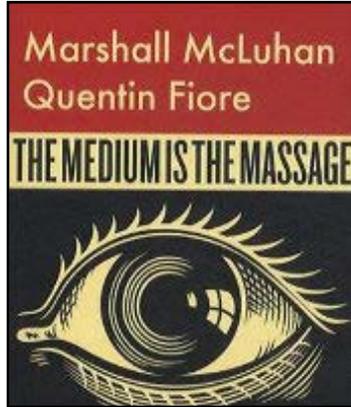
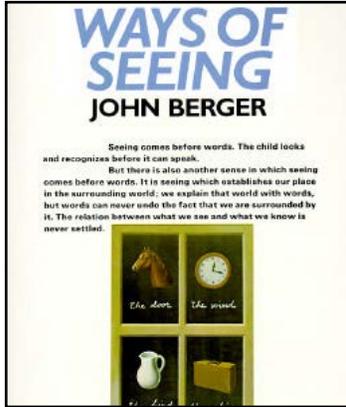


Visual Rhetoric is at play in many mediums. Maps, for example, usually blend elaborate pictures or illustrations with text to create a beautiful and believable illusion of reality. Pictured above is a portion of Nicholas Jansson Visscher's 1658 map of North and South America, which had a profound effect 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:

- *Ways of Seeing* by John Berger (1990).
- *The Medium is the Massage* by Marshall McLuhan
- *Beautiful Evidence* by Edward Tufte
- *Shaping Information* by Charles Kostelnick and Michael Hassett
- * *Visual Rhetoric in a Digital World* by Carolyn Handa (required for EH 556).

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. 12, 2015 being the last date to drop/add a course. Students registering late (after the first class meeting and until Jan. 12, 2015) 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 30, 2015.

Office Hours – Throughout the semester I will be holding regular office hours. My office is in 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 Canvas – 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 Canvas 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 2 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 two. Six 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
WRITING CENTER
College of Arts and Sciences
www.uab.edu/writingcenter



The University Writing Center (UWC), Mervyn H. Sterne Library Room 175, is open to students and faculty at all levels for individual writing consultations and instructional workshops.

To make an appointment: <http://uab.edu/writingcenter>





My office is located in the Humanities Building room 217.

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 Canvas

Part I: A Few Frames

Week 1 (1/7): Introduction to the course, the calendar, the assignments, and Semiology

Week 2 (1/14): Read Rowse's "Rule of Thirds" (<http://digital-photography-school.com/rule-of-thirds>) and Arnheim (DR); Photoshop Workshop

Week 3(1/21): Read *The Medium is the Massage* and Barthes (DR); Self Portrait Image Due

Part II: Social, Economical, and Political Influences

Week 4 (1/28): Self Portrait Analysis Due; Read Barnard CH 5 (DR) and Johnson (DR); and Watch: http://www.youtube.com/watch?feature=player_embedded&v=KvHL0dHj3RM;

Week 5 (2/4): Read Buchanan (DR), VRDW CH 1*, and VRDW CH3*; Watch Objectified

Week 6 (2/11): Read Kenney (DR) and VRDW CH 4*; Watch The Persuaders

Part III: Beauty as Metaphor

Week 7 (2/18): Read *Shaping Information* CH 1-4; Poster Assignment Due

Week 8 (2/25): Read *Shaping Information* CH 4-6

Week 9 (3/4): Read *Beautiful Evidence* and VRDW CH 5*

Week 10 (3/11): Read Sturken (DR), VRDW CH 6*, and VRDW CH 18*

Part IV: Visualizing Information

Week 11(3/18): Read Stroupe (<http://fetch.mhsl.uab.edu/login?url=http://uab.worldcat.org/oclc/425070412>), VRDW CH 19*, and VRDW CH 21*; Data Visualization Assignment Due

Week 12 (3/25): Spring Break

Week 13 (4/1): Read *Ways of Seeing*, VRDW CH 22*, and VRDW CH 23*

Week 14 (4/8): Read Kenneth Burke's "Terministic Screens" (DR), Kenneth Burke's "Lexicon" (DR), McCloud (DR), and VRDW CH 24*

Week 15 (4/15): Read VRDW CH 25* and VRDW CH 30*

Week 16 (4/22): Final Projects Due

Please note: All readings marked with an * are optional for EH 456, but are required for EH 556

Minor in Professional Writing

The Minor in Professional Writing prepares students in any major for the writing required in their chosen careers. Students who Minor in Professional Writing will learn how to compose both academic and professional documents, emphasizing the requirements of writing in their own disciplines. Professional Writing courses emphasize drafting, revising, and designing documents in both print and digital formats.

BA Concentration in Professional Writing

English Majors who concentrate in Professional Writing will learn how to write and design the kinds of documents that are most common outside of university classrooms, such as memos, brochures, newsletters, reports, instructions, manuals, multimedia presentations, and resumes. Professional Writing courses emphasize drafting, revising, and designing documents in both print and digital formats. Many of the courses provide students opportunities to engage the community and gain hands-on experience writing for real audiences and purposes.

MA Concentration in Rhetoric and Composition

Ideal for students who wish to pursue careers as teachers of writing or as professional writers or editors, the concentration in Rhetoric and Composition focuses attention on the art and craft of teaching, on the many roles of writing in business and industry, and on the history and practices of public discourse itself — from political rhetoric and the rhetoric of advertising to the complex uses of language and imagery in contemporary magazine and internet publications.



Course Projects Grade Breakdown and Grading Scale

Project	Undergraduate	Graduate
Reading Responses	100 points 20%	100 points 20%
Self Portrait & Analysis	100 points 20% (2ss)	100 points 20% (3ss)
Poster	100 points 20% (2ss)	100 points 20% (3ss)
Data Visualization	100 points 20% (4ss)	100 points 20% (5ss)
Visual Essay/Conference Paper	100 points 20% (4ss + visual)	100 points 20% (5ss + 15 min. presentation)
Total	500 points	500 points

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 Canvas and students are expected to review their grades in their Canvas 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: <https://www.uab.edu/students/academics/honor-code/>).

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.” 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.

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.

Participation, 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. In this course, participation includes active and constructive involvement in class discussion, online discussion, and collaboration, as well as being prepared for class by doing the assigned reading and writing assignments. Participation also includes active and constructive involvement in peer groups and during peer review.

There is a lot of reading in this course; occasionally, some of the material will not be completely covered in discussion. Nevertheless, you are still responsible for that content. Please keep in mind that online discussion is an extension of classroom space. Generally, if you check email and the course site regularly and post questions and concerns as they occur to you during your preparation for class, you will maintain an appropriate level of participation. Do not hesitate to ask questions online: chances are that someone in class has the same question, and often someone has an answer. You must participate online and in class in order to receive a passing grade in this 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 weekly reading responses to the discussion board in Canvas. Whenever there is a reading due, you are required to upload a 250-word summary of the readings listed on the course calendar and two possible discussion questions. When due, the summaries and discussion questions need to be submitted each Tuesday before midnight. This activity is worth 100 points (20% of your final overall course grade).



Upcoming Professional Writing & Rhetoric and Composition Courses

Summer 2015

- EH 404/504 Technical Writing (Bacha)

Fall 2015

- EH 203 Writing in Birmingham (Minnix)
- EH 315 Intro to Professional Writing (Bacha)
- EH 340 Designing Digital Documents (Bacha)
- EH 430/592 Writing in the Community (Wells)
- EH 457/557 Writing and Medicine (Ryan)
- EH 602 Modern Rhetorical Theory (McComiskey)

Spring 2016

- EH 303 Advanced Composition (McComiskey)
- EH 401/501 Tutoring Writing (Wells)
- EH 402/502 Writing in Popular Periodicals (Ryan)
- EH 455/555 Digital Publishing (Bacha)
- EH 646 Practicum in Teaching Writing (Minnix)



UAB's Professional Writing & Rhetoric and Composition Magazine

<http://www.uab.edu/cas/englishpublications/memorandum>

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. 21): 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 Canvas 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 two 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 Canvas 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 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 two theories from the main calendar and one theory from the readings with a star next to them in their analysis.

Constructing and Presenting an Informational Flyer

Overview

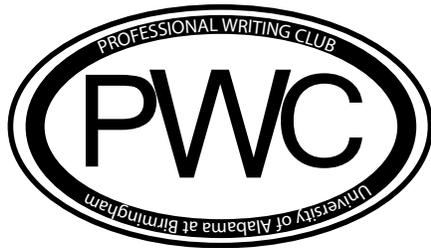
Even if we do not want to admit it, visual rhetoric surrounds us everyday and tends to follow us wherever we go. One of the most common uses of visual rhetoric on a college campus is the creation of a multiuse flyer/poster that can be passed out to a large number of people, hung on a wall, or tacked to a billboard. Although common, these flyers are actually very difficult to design because of their size. Additionally, most organizations have rules regarding how and where these small pieces of advertisements can be posted, 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

During this project you will be creating a standard 8 ½ x 11-inch color flyer/poster we can use to advertise our semi-public final exam period. Additionally, you will be required to present an analysis of your work to the rest of the class and participate in a document design critique. You will not receive full credit on this assignment if you do not prepare an analysis or participate in the critique. Following the critique the class will then vote on the posters and the top three designs will be placed around the Humanities Building (please note: the outcome of the voting process will not impact your grade for this assignment).

EH 556 Requirements

When it comes to the analysis 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 two theories from the main calendar and one theory from the readings with a star next to them.



The Professional Writing Club at UAB's mission is to equip students interested in Professional Writing with knowledge and experience to prepare them for the workforce, to allow students interested in Professional Writing the opportunity to network with each other, and to connect with professionals in the field by participating in industry-focused workshops.

The objectives for this assignment are the following:

- To practice combining visuals and text into one persuasive message
- To continue strengthening your own critical eye for visual analysis
- To practice building a visual argument
- 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 Flyer/Poster (50 points, Due Feb. 18):

The first task in completing this assignment is to design your poster. Remember, the goal of this assignment is to create a visual that advertises the content and context of our final exam period. Meaning, make sure that you have the correct time, date, and location included in your poster. Additionally, make sure to provide your audience with a brief idea of what will happen during your final exam period in your poster. For this assignment, you should only use images that you take (or create) or have been authorized to use by the English Department or your instructor. When you have finished your design, please export it as a PDF and upload it to Canvas before our normal class time on February 18.

Part Two, The Analysis (50 points, Due Feb. 18):

The second task in completing this assignment is to prepare an analysis of your work. On February 18 you will upload a short analysis of your work to Canvas. The goal of your analysis will be to convince the rest of the class that your design is the best way to advertise the final exam period. In other words, in your analysis I want you to analyze, describe, and evaluate your own work, not just describe the poster's features or aesthetic qualities. Also make sure to base the claims you make in your analysis on at least two theories from the course readings. (In other words, I want you to do more than stand up in front of the class holding your document and give the class a general description of its contents). When finished, your essay should be 1000-words long.

EH 340 (MWF 1:25 - 2:15):

Developing Digital Documents

Designed to help students develop the ability to produce dynamic digital documents, this course provides students the opportunity to plan, writing, and design documents using computer aided publishing technologies. Specifically, students learn: the rules of document design and how to break those rules; how to integrate content into large-scale, interactive documents; and how to prepare their work so it can be published and accessed by a number of digital devices. Throughout the course, students will also be introduced to a number of industry standard content management and publication tools used by working professional and technical communicators. No prior experience with any type of technology is required for this course.

Visually displaying and Analyzing Quantitative Data

Overview

To say we live in the age of big data would be an understatement. Organizations are constantly discovering new ways to collect data about their clients, their employees, and their customers in an attempt to figure why people do the things they do. But, what happens to that data once it is collected and how does someone help other people understand what the data means? In a lot of cases, professional writers are the ones who have to come up with the answer and usually end up trying to visualize the collected data in an attempt to make it understandable.

One often overlooked use of visual rhetoric can be found dwelling inside relatively mundane documents - like budget proposals, strategic plans, or even annual reports - in the form of infographics. Often, the authors of those reports will include charts, tables, or graphs as a way to visually back up their claims and present their readers with a visual representation of data. Although these examples of visual rhetoric are very common, and sometimes over used, they are incredibly difficult to design. The main challenge when it comes to creating infographics is determining what type of visual will best represent the type of data you want to present to your audience without further complicating the argument you are making.

Objectives and Requirements

During this assignment you will be crafting a very specific visual argument. Specifically, you will distribute a survey, collect data, code the data you collect, and then will be required to convert the data into visuals you can use to help back up a claim you make in a text-based argument. Your final product will then be formatted like a traditional White Paper (more information about how to format your final report will be provided when we get closer to the assignment's due date).

The objectives for this assignment are the following:

- To continue creating visuals with a purpose
- To practice combining visuals and text into one persuasive message
- To continue strengthening your own critical eye for visual analysis
- To practice using the principles of document design to create an engaging reader experience
- To practice using visual information to make an informed rhetorical argument

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 produce a 2000-word analysis.

Deliverables

Part One, The Survey (10 points, Due Feb. 25): On February 25 we will collectively develop a survey everyone can then use to collect the data they will need to complete the assignment. Although we will determine the overall scope of the survey as a class, each member of the class will be responsible for developing one question for the eventual survey (try to come up with a question that matches your own interests). Once the survey is completed, each member of the class will then need to distribute the survey to ten people and share the data they collect with everyone else involved in the project.

Part Two, The White Paper (90 points, Due March 18): Once all of the survey data has been collected and distributed, the next step in the process is to analyze the data and then develop a claim based on what you can extrapolate from the collected data. Then, you will need to convert the data into a series of infographics you can include in a 1500-word White Paper that addresses the scope of the survey we developed and distributed. When finished, you will need to export your work as a PDF and upload the document you created to Canvas. Additionally, each student will present their argument and the infographics they create to the rest of the class on the day the assignment is due.

Designing the Report



Like the other assignments you have completed this semester, when writing your report I expect you to put a lot of effort into the design of your eventual document. As you build your report, make sure to continue exploring fonts, color combinations, and how to best present the survey data infographics within your text-based argument. A below average essay will contain one type of infographic. A good essay will contain multiple types of infographics used as a way to support your larger claim.

EH 315 (MWF 10:10-11:00):

Introduction to Professional Writing

In this course, students will explore professional writing as a discipline and learn how to compose professional documents. Successful professional writing begins with effective composing processes, including invention, revision, audience analysis, research, document design, usability testing, and editing. The professional documents that students produce in this class will vary from teacher to teacher but may include instructions, proposals, memos, resumes, slide presentations, blogs, brochures, newsletters, hypertext documents, and web pages.

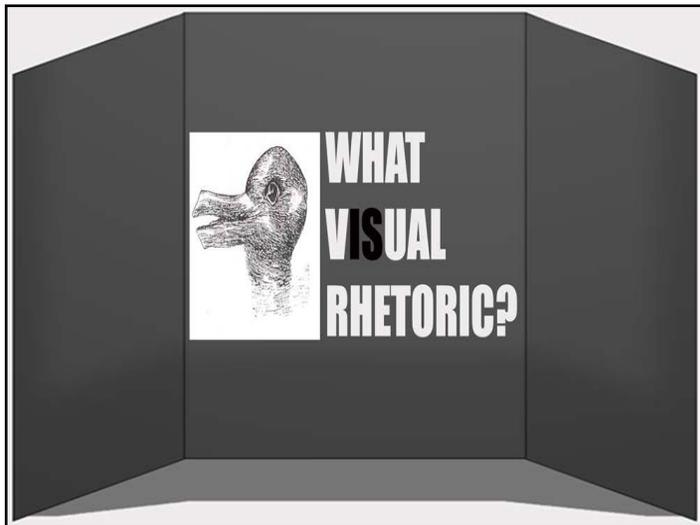
Constructing and Presenting a Visual Argument

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 build a very visually dominant object in an attempt to persuade people to do something. And, in the third assignment, I asked you to create a series of images to help explain quantitative data. 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 question and then package your answers into a communication medium that requires 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.



Part of what you will be designing for the final project is a tri-fold 36" x 48" display board.

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 Canvas.

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.

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 (10 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 Canvas before the start of class on April 1.

Conference Presentation Proposal (10 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 Canvas before the start of class on April 8.

The Conference Paper (40 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 Canvas before the start of our final exam period on April 22.

Conference Presentation (40 points): The final requirement for the assignment is to present your work to the members of EH 456. During our final exam period, 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 Canvas before the start of our final exam period.

Note: Your audience will also be filling out an evaluation form during your individual presentations

Technical Writing @ UAB



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