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| Date: Week 6 | Lesson # | Instructor: |
| Course: ENGL 250 | Unit: Assignment 4 |
| Key lesson topics: visual rhetorical analysis,  |
| Lessons objective/s:Students will be able to identify rhetorical concepts in a visual.Students will be able to identify potential miscommunications in a visual.Students will evaluate effectiveness of a visual text. |
| Instructional aids, materials, tools, etc. needed:Powerpoint |
| References to course texts: *Sport* pg. 93, *Everthing’s an Argument* chs. 2-5, ch 14, ch. 16, , *Everyday Writer*  Ch. 3A ch. 10, *Student Guide* pg. 8-9 |
| Lesson outline:THINK, PAIR, SHARE1.       Write down a description of the picture. Factual only. No interpretation, just what is in the picture (2-3 minutes)2.       Share with a partner (1-2 minutes)3.       Go over as classTHINK, PAIR, SHARE/ SMALL GROUP 4 (two turn and talk partners)1.       Identify the rhetor, the intended audience, the rhetor’s intended message/purpose for the actual cover (2-3 minutes)2.       Share with partner, decide on message/purpose, identify evidence for why you think this is the message/purpose3.       Go over as class, write answers on board4.       In same groups, identify potential issues/miscommunications/ “other” non-intended messages viewers could get from the cover5.       Go over as class6. Have class group by whether cover is effective or ineffective as a visual text.7. Fishbowl discussion, groups explaining why they think its effective then ineffective. Observers taking notes of points raised. |
| Assignment:Assignment 4 |
| Notes: |