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| **Date:** 2/14/2018 | **Lesson #** 17, **Week** 6 | | **Instructor:** N/A |
| **Course:** ENGL 250 | | **Time**: 8-8:50AM (50 minutes) | |
| **Key lesson topics:**  Visual rhetorical analysis of food packaging | | | |
| **Lessons objective/s:**   * I can analyze a visual text (i.e., food packaging) based on its Logos, Pathos, and Ethos. * I can contribute as an effective group member in my small group discussion. | | | |
| **Instructional aids, materials, tools, etc. needed:**   * PowerPoint slides * Food packaging (at least 9) | | | |
| **Reading:**   * “Dining Out”, Food Reader (pp. 83-92) | | | |
| **Lesson outline:**   1. Briefly show a slide with the menus in the ‘Dining Out’ reading. Describe how the day’s activity would look at visual rhetoric of food packaging using the same skills that they applied to analyzing the menus and the Clif bar packaging in previous classes. (**5 minutes**) 2. Analysis of a food package (**10 minutes**)  * Each group (3-4 students) takes one piece of packaging. Then in their groups, they analyze it to answer the following questions:  1. What is the emotional appeal/argument it is trying to make? 2. What is the logical appeal/argument it is trying to make? 3. What information do you have about the product outside of the physical package (i.e., its cultural significance, nostalgia, associations)?   During the discussion, one group member notes down the group’s analysis.   1. Preparing slides for presentation (**15 minutes**)  * Still in their groups, students prepare their slides for classroom presentation. A different group member takes multiple pictures of the product. Another group member sets up a Google Slides file and creates the slides using the group’s input. The slides need to have the pictures demonstrating Logos, Pathos, and Ethos.  1. Classroom Presentation and Discussion (**20 minutes**)  * Each group takes 3 minutes to present their visual rhetorical analysis of their food packaging. Have some time at the end of the presentations for whole class discussion. In the whole class discussion, the instructor asks the following questions:  1. Can you mention some other visual text that uses the strategies employed in the packaging that we analyzed? 2. From all of the strategies that we talked about, what are the more efficient ones? | | | |
| **Assignment:**  ***Reflection Writing***  Write a 100-word reflection that talks about your team’s observations on the existing packaging in terms of effective argument strategies and how the designer was using existing notions, norms and associations in their design. | | | |

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| **Notes:**   * If there is not enough time for all groups to present, presentations can be continued to the following class period. * If lesson falls on a lab day, instead of working on one computer for the ‘preparing slides for presentation’, they can work collaboratively on creating the slides. * If lesson is on a T-Th schedule, the reflection writing should be conducted in-class. |