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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, SHARE  1.       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 class  THINK, 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/purpose  3.       Go over as class, write answers on board  4.       In same groups, identify potential issues/miscommunications/ “other” non-intended messages viewers could get from the cover  5.       Go over as class  6. 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: | | |