
ANALYTICAL DESIGN NOTEBOOK: LESSON PLAN & PROMPT

Rationale:

In the rhetorical analysis assignment, you were asked to examine one primary source relating to our course theme of media and disability in light of the rhetorical terms we've discussed this quarter. Your analysis was to include a coherent and cohesive argument—something that answered the “so what?” question posed in *Writing Analytically*. You sought out secondary sources to inform your ideas and bolster your claims, and you also connected these pieces of evidence to the rhetorical devices in your main source.

This next assignment has several purposes, the most important being that it topically bridges your rhetorical analysis with the Commonplace essay you've just begun drafting. Furthermore, this assignment will ask you to critically ponder at least two artifacts composed in different media—text, sound, image, and/or video—that relate to your topic area. After completing this assignment, you should not only gain an awareness of the ways in which various media utilize their own rhetorics to get messages across to their audiences, but you should also apply these rhetorics of design into the visual/auditory execution of your assignment. You'll have to continually ask yourself: why am I presenting my information in this order? Why have I chosen this particular medium to communicate my ideas about these artifacts—why do I use images and/or sound clips? What are the particular affordances of the media I'm using?

Finally, you'll be sharing your final draft with your classmates during the last week of class. Though these presentations won't be overly formal, they'll ideally give you a sense of audience and professionalism—the sort of professionalism that you might encounter in “real world” situations.

Detailed Directions:

1. Locate **two media artifacts** that relate to your topic area. The artifacts that you choose must be in **AT LEAST** two different media (e.g., an image and an audio clip). You must also include at least one “manipulation”/remix of an artifact. (see #2d)
2. Using the various rhetorical terms we've discussed in class, create a PowerPoint presentation that contains an analysis of each of these artifacts. Consider the following:
 - a. What do these artifacts say about disability and its representation in the media? In what ways do these artifacts convey their message(s)?
 - b. Who is the audience? What sort of expectations will they have upon viewing/hearing these artifacts? Who is the author(s)? Where do these artifacts come from, and what do we need to know in order to fully understand them

(context)?

- c. What rhetorical devices do these artifacts employ? Rhetorical appeals? For largely visual arguments, consider the roles of color, contrast, balance, proximity, alignment, typeface, size, texture, visual weight, and visual hierarchy. In largely aural arguments, consider arrangement, bumpers, stingers, music, sound effects/Foley art, pacing, rhythm, volume, and scene changes.
 - d. The manipulation/remix slide: one of the best ways of determining what's "going on" in an artifact is to decide what's **not** going on. For example, if your visual artifact uses only primary colors, you might want to change the color balance: how does this shift in color affect the artifact's argument? Similarly, with an audio piece, you might focus on a 20-second clip and change the order of events. This section asks you to reflect on how certain elements of an artifact directly contribute to overall argument.
 - e. Reserve your final slide for reflection on the **process** of this project. What are the different artifacts in your notebook, and what is their relationship to each other? How did you come to make the design choices and organizational choices that you did?
3. Length of each slide: It's hard to quantify quality work. While I expect that each slide will include sufficient textual information, it's hard to give a ballpark length. In most cases, I think a few sentences or bullet points would be appropriate—but this really depends on what artifacts you're analyzing or displaying in a given slide. Make sure that you've said enough and that you've made the implicit explicit. Don't assume that we'll see or hear what you do—spell it out for your audience.

Summing up the Directions:

- Find 2 artifacts that feature at least 2 different media (and include/embed these artifacts within your design notebook—this should ideally be a "multimedia" presentation)
- Focus on the terms we've read about and discussed in class. Organize your slides according to the most appropriate of these ideas
- Include at least 1 slide that contains a "remixed" artifact
- Make sure your final slide reflects on your analytical process
- Minimum 10 slides
- List your sources
- You will formally present your final PowerPoint notebook to the class

Questions? Concerns? Panick Attacks?

We're going to go over the necessary technologies together in class, all of which are free or easily accessible in campus computer labs. You need no experience with computer software to do this assignment. (Although—if you do have lots of experience, let me know!) Again—we'll go through the digital specifics together.

And, remember: this is a writing course. While digital media and technologies play pertinent roles in our examinations of various rhetorics, becoming better writers, crafters, and thinkers is our main focus here—not making the prettiest PowerPoint slideshows ever.

Related readings:

Wysocki, Anne Frances and Dennis A. Lynch. "The Pleasures—and Complexities—of Visual Communication." *Compose. Design. Advocate*. New York: Pearson Longman, 2007. 264-73.

WHEN: Week 2 – when we discussed primary sources & analysis

Garland-Thomson, Rosemarie. "The Politics of Staring: Visual Rhetorics of Disability in Popular Photography." *Disability and the Teaching of Writing*. Eds. Cynthia Lewiecki-Wilson and Brenda Jo Brueggemann. Boston: Bedford/St. Martin's, 2008. 216-23.

Wroblewski, Luke. "Visible Narratives: Understanding Visual Organization." 20 Jan. 2003. *Boxes and Arrows*. < http://www.boxesandarrows.com/view/visible_narratives_understanding_visual_organization>.

Wysocki and Lynch. "Speaking Ethos, Pathos, and Logos." 238-249.

WHEN: Week 5 – as we begin the notebook project

Doumont, Jean-Luc. "Verbal Versus Visual: A Text Is Worth a Thousand Pictures, Too." *Technical Communication* 19:2 May 2002. 219-24.

WHEN: Week 7 – as we revise projects, rethink audience

**Optional: Transom Tools' Audacity help site:

http://www.transom.org/tools/editing_mixing/200404.audacity.html

Technology requirements:

- GIMP and/or Photoshop
- Audacity and/or Garage Band
- PowerPoint and/or Keynote