Group Sequence 3

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Subject: English 101 WAC Sequence

**Framing question:**

How does rhetoric affect our perceptions of the physical environment?

**Possible Categories for Exploration:**

- Terminology
- Photographs
- Textual Advertisements
- Visual Advertisements
- Rhetoric
- Research

**Low-Stakes Assignments:**

- Scavenger hunt for visual rhetoric. Break into groups of three and find ten examples of visual rhetoric. Regroup to discuss what you saw in the posters, billboards, etc.

- In the library or on the Web, browse through several dictionaries of art, urban planning, and architectural terminology. What terms do you see that you might find useful in reading and writing about places? Find and define 5-7 of these terms.

- Pick a place (it can be your dorm room, the duck pond, a coffee shop, Sandia Peak, the mall, etc), sit down, and observe. Take notes about what you see, including any details that you think are especially interesting. Then go home and write up a summary of what you observed.

- Think about the place that you observed and described. Now do research in the library or on the Internet to discover what you can about the biographical, social, and historical contexts of the place. Write two or three paragraphs summarizing your findings and then a paragraph commenting on whether and how this information changes your response to the location/image of location.

- Find a snapshot from a family vacation, school field trip, or other excursion, and use photo editing software (for a digital photo), scissors, or a black marker to frame the image differently. Then write 1-2 paragraphs analyzing how the changes affect the way viewers would interpret the scene.
High Stakes Assignment:

This is a group project where students will collaborate and create a single brochure, but will each write an individual reflective essay about the brochure.

1) Imagine you’ve been hired to create a tourism brochure for your hometown or campus. Take several photographs that capture places, activities and associations you think would appeal to prospective visitors, and compose an appropriate caption for each photo.

2) Now take some photographs of the same locale that you would not include in the tourism brochure and caption them as well to create an alternate brochure.

Each student will write their own 2-3 page essay contrasting and analyzing the brochures including how they used rhetoric to choose which pictures would be in the brochure.

Support Sources:


Various examples of rhetoric presented by both instructor and students.

Outcomes Addressed:

Rhetorical Context (analyze and create rhetoric’s use within a specific context)
Process and Revision (work within a group to create and revise a collaborative product)
Critical Reading (thoughtful analysis of various rhetorical visuals)
Conversation among Texts (comparing various uses of rhetoric)