

<b>8</b>	<i>Mar 11</i>	· Review Visual Articulation Evaluation Criteria and Samples	<i>Visual Ethics OPTIONAL Teacher Draft Due (March 11)</i>
	<i>Mar 13</i>	OPTIONAL IN-CLASS CONFERENCE DAY	Critical Framework Statement Due (March 15)
<b>9</b>	<i>Mar 18-22</i>	<b>SPRING BREAK - NO CLASS</b>	
<b>10</b>	<i>Mar 25</i>	· Introduce Final Reflection Project	<i>Annotated Images OPTIONAL Teacher Draft Due (March 26)</i>

# Possible Evaluation Criteria

- Complete Presentation
- Follows the Assigned Format
- Discussed Each Outcome
- Provided an Example for How the Outcome was Met
- Showed a Clear Understanding of Course Outcomes and Visual Rhetoric
- Revised and Edited

# Small Group Peer Review Practice



In small groups:

1. define the criteria for yourselves
2. review the three samples, find good and bad examples of each criterion, then discuss how each might be presented visually
3. offer an overall summary and set of recommendations for creating a visual representation

NOTE: The samples are not direct translations. The goal is to practice peer review for this *kind* of project.

# Final Reflection – Sample #1

Work individually and collaboratively to plan, produce, format, and edit digital media that effectively respond to particular rhetorical situations

As a group, we decided to give recommendations and rejections based on the criteria we had. For each recommendation and rejections, we explained why we thought a particular site was uninformative or impressive. We used logical reasoning for all our decisions. As a group, I noticed, we looked for a particular factor and we took it as a consideration to whether it would benefit us or not. Last, I felt I helped the class by giving feedback and inputs on their projects. I asked questions on how and why they use a particular platform as a learning network. I also suggested alternative sites that I thought would help them expand and develop their learning network and/or curation.

# Final Reflection – Sample #2

## Recognize important document design concepts in particular rhetorical contexts

This is the most difficult objective to define for this course. As I understand this objective, each student should be able to look at a given document and realize that design choices made for that document would not necessarily work for other types of documents. The student should also be able to identify which principles are at work and why they work for this particular genera of document. This objective was accomplished with the inclusion of the project criteria. Before we began a project we were able to understand what specifically about that genera would be important. For instance, when we were designing the menu, we were presented with the design idea of “eye magnets.” This particular notion of design is essential for designing a menu. Without this knowledge, our designs would not have been the best that they could be. It also increased our awareness of additional design ideas that are specific to any given genera of document. When I designed my menu, thinking about how I should incorporate “eye magnets” into the design truly helped narrow down my other design choices because I knew how elements would interact with each other.

# Final Reflection – Sample #3.1

Describe fully English words, phrases, and clauses

The first class outcome that was covered in class was “Describe fully English words, phrases and clauses.” This means that I am able to identify which form type a word is. Words are made up of morphemes, which are the smallest part of a word that has meaning. An example of a morpheme is “un-” is “unbreakable.” Adding the morpheme “un-” to the word “breakable” changes the meaning of the word. Each word is made up of one or more morpheme and some morphemes can change the form of the word. The main forms of words are noun, verb, adjective, and adverb. Being able to classify what form a word is was part of this course outcome.

# Final Reflection – Sample #3.2

Describe fully English words, phrases, and clauses

Another part of this outcome is being able to identify what the function of a word, phrase, or clause is. The function characterizes how a word, phrase or clause is being used. Sometimes words that are usually in the form of nouns can function as adjectives or verbs or vice versa and being able to identify this is what it means to “describe fully English words, phrases and clauses.” The last part of this outcome is knowing the difference between a phrase and a clause, the different type of clauses, and the function that a clause or phrase fulfills. Phrases are a set of words that have one function, but do not have a main verb phrase. Clauses must have a main verb phrase in order to be a clause. I believe I have achieved the goals of this outcome.

# Final Reflection – Sample #3.3

Describe fully English words, phrases, and clauses

That I accomplished the first part of the outcome can be seen in the work that was done for Module 1. Throughout Module 1, I had to identify each morpheme present in a word and describe how that morpheme changed the meaning or the form of the word. The work done in Module 1 can also demonstrate that I have learned the second part of the outcome. During Module 1, I was required to repeatedly identify the form and function of words, especially on part 5 of the exam. For part 5, the directions required that I name the form and function of bolded words in a paragraph and that I use the different form and function tests to support my claims. The repetition of this, plus the basic grammar background that I had before this class, helped me learn which words are nouns, verbs, adjectives, and adverbs, and how they are functioning.



# Final Reflection – Sample #3.4

Describe fully English words, phrases, and clauses

The next step was moving from words to phrases and clauses and applying what I learned in Module 1. In Module 2, we had to break sentences into their constituents and identify exactly what the constituent was doing in the sentence. Nouns suddenly became noun phrases, verbs became main verb phrases and other phrases could function either adverbially or adjectivally. This complicated things a bit, but the constant repetition of practicing these concepts helped further my understanding. In Module 3, I learned whether clauses were independent or dependent and how they functioned and got the best grade out of all the exams on the Module 3 exam. Constantly putting the concepts learned into practice helped establish my comprehension of the techniques and procedure of the first class outcome.

# Work Time





If you have any questions, please contact me through Canvas Conversations.