

ENG 181: Writing about Science Fiction Literature and Film

Assignment 2: Pecha Kucha, Presented on Sept. 29, Oct. 1, and Oct. 6

For your second assignment, you will **analyze a visual artifact** and present your argument about the artifact's message(s) to the class. This is your chance to take the **rhetorical analysis** skills that you've been developing in class and apply it to the world around you. Worth 15% of your grade, this assignment requires both critical thinking and composition skills.

Process:

- 1) Choose a visual object that, in some way, relates to our course themes or to issues that have been raised in class (such as privacy, surveillance, identity, etc.). You can choose an artifact from MARBL; a book, magazine, or album cover; a print advertisement; a billboard; a page from an artist's book; a poster or flier; etc. The only rule is that it must be a **static (or print)** object—no audio or video. (Let me know if you'd like to work with MARBL materials, and I can help get you set up.)
- 2) Closely observe your artifact and take notes. Refer to your "Checklist for Analyzing Images" handout to help you get started. Consider:
 - a. **Who/What** is the author/speaker? (in this case, the artifact's creator)
 - b. What is the author's **purpose**? Is it effective?
 - c. Who is the **intended audience**? What assumptions are made about the audience?
 - d. What is the **context**? When and where was it published? Does the artifact relate to a historic or cultural event or time period?
 - e. What is the tone?
 - f. Genre?
 - g. What strategies are used? Consider: color, composition, relation of text to the image, text size and font
 - h. What rhetorical appeals does it make?
 - i. **Ethos**: Appeals to the credibility or expertise of the writer or speaker
 - ii. **Logos**: Appeals based on logic, reasoning, and evidence concerning the subject
 - iii. **Pathos**: Appeals to the beliefs and values of the audience, often uses emotion
- 3) **Develop a clear thesis statement/central argument.** What is the main argument or message that your artifact is trying to make? Support your thesis with **at least three visual details**.
- 4) Create your Pecha Kucha presentation. Using PowerPoint, Prezi, or a similar program, assemble 20 images that will hold your audience's attention and illustrate your points. (Additional instructions will be provided in class. You can also refer to the links below.)
- 5) Your presentation should:
 - a. Give a brief summary/explanation of what your artifact is before giving your analysis

- b. Clearly state your thesis/central argument
- c. Provide evidence to support your argument
- d. Include a statement on why your argument is important—a "so what" or "who cares" statement. (Refer to Chapter Seven of *They Say, I Say* to help you say why your presentation matters.)
- e. A "Works Cited" slide at the end of your presentation if you used any sources or images not in the public domain

Purpose: To engage and persuade an audience using rhetorical strategies and digital tools; summarize and analyze the ideas of others

Audience: Your classmates and your instructor

Length/Format: 6-minute-and-40-second Pecha Kucha presentation (20 seconds per image; 20 images) + 200-word reflection

Process Reflection/Rationale: Include a 200-word reflection. Describe the purpose of your presentation, what effect(s) you want it to have on your audience, and the steps you went through to develop your presentation. Additionally, what do you feel are the strengths and weaknesses of your presentation?

Resources:

Browse some examples of Pecha Kucha presentations: <http://www.pechakucha.org>

For instructions on how to make your presentation:

<https://www.youtube.com/watch?v=32WEzM3LFhw>

Search for images:

<https://pixabay.com>

<https://www.flickr.com/commons> (Search under "All creative commons" license)

https://en.wikipedia.org/wiki/Wikipedia:Public_domain_image_resources

Pecha Kucha Presentation Rubric

Presenter's name:

Presenter is prepared and meets assignment requirements (includes staying within time):

1 2 3 4 5

Engaging/creative: Presenter is aware of audience. Script is written to be *heard* rather than *read*.

1 2 3 4 5

Content/quality of ideas: Clear thesis statement and persuasive supporting details, organized in a logical way. Includes a "so what" statement. Appropriate sense of complexity of topic and opposing views.

1 2 3 4 5

Accessible (understandable): Presenter clearly describes artifact and ideas and language are easily understood. Uses appropriate tone and style. Effective use of transitions.

1 2 3 4 5

Slideshow: The presentation has 20 slides timed to advance every 20 seconds. The slides are relevant and enhance, rather than repeat, the verbal presentation & are not text heavy. Minimal technical or mechanical errors.

1 2 3 4 5