

GUIDED PRACTICE

Class: Comm 3200: Intro to Humanities Theories

Date assigned: Sept. 5, 2019

Date due: Sept. 10, 2019

Time estimate to complete this assignment: 2 hours

Overview/Introduction

British cultural studies scholar Stuart Hall argues that audiences have agency to read visual artifacts in one of three ways: they can read the artifact in a dominant, hegemonic way (most often what the rhetor intends the audience to understand); they can read it in an oppositional way (challenging the dominant reading or the rhetor's intended message); and they can read it in a negotiated way (a combination of the two).

As most of you are interested in marketing, advertising, or PR, how audiences can (and often do) read the messages you construct is important to understand. What are the possible ways audiences can read your message? How can you construct a message for the largest possible audience? How might you mitigate possible oppositional readings that can inhibit persuasion?

This skill of analyzing visual artifacts not only develops your critical thinking abilities as an audience member, but will also help you construct stronger persuasive messages.

Learning Objectives

Basic objectives

Students will be able to:

- Describe what counts as a visual artifact
- Define Hall's three ways of reading a visual artifact
- Explain the reasons a reading counts as dominant, oppositional, or negotiated

Advanced objectives

By the end of the unit, students will be able to:

- Explain the differences between Hall's three ways to read a visual artifact
- Analyze a visual artifact using those three perspectives of reading the artifact
- Defend why each analysis (way of reading) demonstrates that perspective

Preparatory Activities and Resources:

1. Read textbook: Chap. 3: Visual Rhetoric, paying particular attention to pgs 96-101
2. Watch YouTube video on Hall's Reception Theory: <https://youtu.be/6xh9FjcQTWE>
3. Review powerpoint in Canvas: Visual Rhetoric

Exercises: Please complete by __Tuesday, Sept. 10__.

- Complete Hall Quiz on Canvas **before** coming to class.
- Find a full page print ad (hard copy) and bring that to class (do **not** pull out pages of any magazine you do not own – you can make a photocopy of the ad if necessary, preferably a color copy).

Questions?

If you have any questions, please come see me during office hours (T: 10-11am or Th: 1-3pm) or email me via Canvas.

ADVANCED PRACTICE

Class: Comm 3200: Intro to Humanities Theories

Date assigned: Sept. 10, 2019

Date due: Sept. 19, 2019

Time estimate to complete this assignment: 90-120 min (depends on artifact)

Learning Objectives

Advanced objectives

- Explain the differences between Hall's three ways to read a visual artifact
- Analyze a visual artifact using those three perspectives of reading the artifact
- Defend why each analysis (way of reading) demonstrates that perspective

Activities & deliverables

- Choose your visual artifact (print ad, commercial, TV show, cartoon, etc.) and explain why you chose it. What drew you to that artifact? (Be sure to provide a copy or link to it.)
 - a. If a print ad, notice the layout, the colors, the images, the text, etc. Remember that there are no "accidents" in print ads – everything is there for a reason.
 - b. For other artifacts, you will want to watch it several times, again noticing composition, characters, text/language, non-verbals, etc.
- Analyze the artifact (This can be done in labeled paragraphs)
 - ARG: Describe the argument being made in the artifact: what is explicit (i.e., "This product will change your life!")? What is implicit (i.e., a harried mom looking at a stack of dirty clothes on the floor, implying her kids are slob and no one appreciates her efforts)?
 - KNOWLEDGE: Explain what you need to *already know* to make sense of the artifact (i.e., do you have ungrateful kids or roomies who don't pick up after themselves? Have you been that ungrateful kid or roommate? Do you hate doing laundry too?)
 - HEGEMONY: Explain the expected (hegemonic) shared values and/or ideology needed to make sense of the artifact (i.e., respect for mom; moms are in charge of cleaning and childcare; contributing to family harmony; cleanliness is important; time is precious, etc.)
 - OPPOSITIONAL: Once the above has been completed (the Dominant perspective), explain how the artifact can be read in an oppositional way: who or what is being ignored (i.e., why aren't the kids picking up their laundry? Why aren't they being held accountable?) What alternate values or ideologies might we attribute to the message (i.e., it's women's duty to do housework; women's work is in the home; housework is beneath men; dads shouldn't have to help, etc.)? How might the artifact's message further marginalize or oppress particular groups (i.e, women's only worth is as mom and housekeeper)?
 - NEGOTIATED: Once the above has been completed, explain how the artifact can be read in a negotiated way: which parts of the dominant read can you defend? Which parts of

the oppositional read can you defend? Explain why those parts are important to understanding the artifact.

- Reflection: Explain what you learned about the construction of visual artifacts.
 - How important are shared values to a dominant reading? Why?
 - How easy/difficult was it to view the artifact oppositionally? Why?
 - How has this assignment affected how you look at other visual artifacts?
- Paper: Your paper should be:
 - in a Word document, double-spaced with one-inch margins, using Times Roman 12 pt. font.
 - carefully proofread for spelling, punctuation, and grammar.
 - approximately 1200-2000 words, including the reflection.
- DUE: Upload your analysis to Canvas by Sept. 19

Resources:

- Review textbook: Chap. 3: Visual Rhetoric, pgs 96-101
- Review powerpoint in Canvas: Visual Rhetoric
- Review YouTube video: <https://youtu.be/6xh9FjcQTWE>

Questions?

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Flipped IN-CLASS Lesson Plan Template

Topic or concept: Stuart Hall's three ways of reading a visual artifact (Dominant, Oppositional, Negotiated)

Basic objectives for preparatory work: Students will be able to:
Define the three ways to read visual artifacts, according to Hall

Advanced objectives for classwork & after class work:

- Explain the differences between Hall's three ways to read a visual artifact
- Analyze a visual artifact using those three perspectives of reading the artifact
- Defend why each analysis (way of reading) demonstrates that perspective

	Time planned	Activity and rationale	Resources needed
Beginning of class period	10-15 mins	Discuss quiz results and answer questions. Think-pair-share to discuss how students understand the differences between the types of readings possible	Aggregated results of quiz Student-supplied print ads
Middle of period	<i>Example:</i> 20 mins 10-15 min	Mini-lecture to clarify misconceptions or questions about differences	<i>Example:</i> Lecture prep/slides

	Time planned	Activity and rationale	Resources needed
Middle of period (use if needed)	<i>Example: 40 mins</i> 15-20 min	In pairs or small groups, have students analyze ads they brought to class (dominant vs opposition).	<i>Example: Problem sheets</i> Student-supplied print ads
Middle of period (use if needed)	15-20 min	Discussion of findings of group analysis	
End of period	<i>Example: 10 mins</i> 5 min.	Explain homework and answer questions	<i>Example: RSQC template handouts</i> Advanced Practice Assignment on Canvas

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none"> Explain the differences between Hall's three ways to read a visual artifact Analyze a visual artifact using those three perspectives of reading the artifact Defend why each analysis (way of reading) demonstrates that perspective 	Analyze a visual artifact of students' own choosing using Hall's three ways of reading. This activity requires students to think about the ways visual artifacts persuade and how audience members can and often do read visual artifacts differently.	Choose a visual artifact and analyze it using each of Hall's three ways to read a visual artifact. Be sure to explain and defend why you're reading it as you are (see detailed assignment for steps). What dominant ideas or values are exhibited in the dominant and negotiated readings? What values or ideologies are exhibited in an oppositional reading?

Advanced learning objective	Activity and rationale	Instructions to students