

Merit Rising Grade 11 English Summer Assignment (2022): Analyzing and Writing about a Visual Text

In *The Bedford Reader, Twelfth Edition*, the editors make the follow points about visual images:

As a modern culture, we are subject to visual representations coming at us from all around. An image, much like a sentence, is created by somebody for a reason. A visual image originated with a creator who had a purpose, and an intention for how the image should look and how viewers should respond to it. Visual images are not much different from written texts, and they are no less open to critical thinking that will uncover their meanings and effects. To a great extent, the method for critically “reading” and responding to visual texts parallels the ways in which we would read and then respond to the written text.

View the website: <http://www.kickvick.com/77-powerful-photos/>

Pick one photo from pictures #1-60 on the website. Answer the following questions in one cohesive essay. Check and revise essay for clarity and grammar. Add transitions when necessary to improve seamlessness of ideas. Although in most cases essays should be written using third person only, in this case, and especially for body two and the conclusion, it is fine to refer to yourself using “I”. Finally, use sentence variety and length so that all sentences do not sound the same and thus create a monotonous effect. Please type this submission using Times New Roman size 12 font and using the appropriate MLA heading. **This assignment will be due the first day of school. The text should total 2 pages.** Work that is turned in late will be 10 points off per day. **The rough draft is worth a quiz grade. The final draft is worth a test grade. See below for the rubrics. The deadline for submission of the final draft is forthcoming.**

Introduction

1. Which photo number did you choose?
2. What does the work show overall, and what appears to be happening?
3. Why was the work created most likely in your opinion?

Body One

1. Which elements of the image stand out, and what is distinctive about each one?
2. What does the composition of the image emphasize, and what is pushed to the background or the sides?
3. If words accompany the work, what do they say?

Body Two

1. What do the elements of the work say about the creator’s intention and assumptions? What does the creator seem to think about the subject, and what does he or she seem to assume about viewers’ backgrounds, needs, interests, and values?
2. What is the overall appeal to the viewers? For instance, does it emphasize argument, emotion or the creator’s or subject’s worthiness?

3. What feelings, memories, moods, or ideas does the work summon from the viewers' own store of experiences?

Conclusion

1. Does the work seem to fulfill the creator's intentions?
2. How does the work affect you?
3. Was the work worth creating?

Rubric Rough Draft (quiz grade) **due first day of school**

Rough Draft (daily grade)

Work is at least 2 pages long in proper format: _____ out of 50

Work addresses each paragraph's criteria: _____ out of 50

Rubric Final Draft (test grade) **due at date tbd**

FOCUS 10	All of writing stays on topic. Reaches 2 pages in length
EVIDENCE 40	<p>Use of varying types of evidence. Moves from general to specific with the inclusion of any of the following pieces of evidence to support the focus: textual reference, example, fact, extended definition, concrete detail, quotation, and experience.</p> <p>Evidence exhibits characteristics of strong support of the focus because the information is logical and appropriate/relevant, is accurate, is well-chosen and selective, connects to focus and other evidence, justifies, supports, explains, and uses correct academic specific vocabulary.</p>

ORGANIZATION

25

Demonstrate **logical** grouping of ideas.
Sequence ideas in progression.
Use **transitions to clarify relationships**.
Provide effective introduction and conclusion as needed.

LANGUAGE

25

Sentences are complete, clear, and varied in length. (NO fragment, comma splice, run on/ fused, or wording which is confusing or unclear)

Specifically targeted conventions

Capitalization of appropriate words and **punctuation** of titles

Comma use with introductory phrase/clause and the nonessential (not needed) phrase/ clause—concern for overuse of comma

Agreement of subject and verb in number as well as **pronoun and antecedent** in number, gender, and person (such as you and we referring to same antecedent)

Verb tense-appropriate and consistent