Writer/Designer Analysis Questions

## Your Name: [put your name here]

## Website Address: [put the link to the site you chose here]

## Rhetorical Analysis (pp. 21–31 of *Writer/Designer*)

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| **Audience*** Who is the intended audience?
* Who might be the secondary audience(s)?
* What values or opinions do the primary and secondary audiences hold? Does the author appeal to these values or opinions in any way?
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| **Purpose*** What do you consider to be the overall intention for the text? What leads you to this conclusion?
* Might there be one or more secondary intentions? Why do you think so?
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| **Context*** What is the medium (print, CD, app, the Web, video, etc.)? Why do you think the author chose this particular medium over another one?
* Where did you find the text? What was the publication venue (book, newspaper, album, television, etc.)?
* What were the historical conventions for this type of text? What materials, media, or publishing venues were available at the time?
* What are the social and cultural connotations within the text? What colors, pictures, or phrases are used? What technologies does the text use?
* How will readers interact with this text? Will they read it on their phone or tablet while walking down the street? on a desktop computer in a public library? on a laptop in their backyard?
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| **Author*** How does the author (implied or actual) establish personal credibility? Do you trust this source? Does it matter?
* How does the author (implied or actual) come across?
* Does the author (implied or actual) have a certain reputation?
* Does the text work to support this reputation, or does it work to alter this reputation?
* If you know who the actual author is, can you find any historical or biographical information that will help you understand his or her credibility, character, and reputation?
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| **Genre*** How might you define the genre of the text? Consider both a broad definition and a more specific definition.
* In what ways is the text similar to other texts within this genre?
* What key features make it part of the genre you’ve identified?
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## Design Choices (pp. 31–38 of *Writer/Designer*)

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| **Emphasis**In speech or writing, emphasis means stressing a word or a group of words to give it more importance. In visual texts, it means the same thing; emphasis gives certain elements greater importance, significance, or stress than other elements in the text, which can guide your reading of the text as a whole. |  |
| **Contrast**Contrast is the difference between elements, where the combination of those elements makes one element stand out from another. Contrast can be determined by comparing elements in a text. Color, size, placement, shape, and content can all be used to create contrast in a text. Contrast plays a large role in emphasis, in that the most contrasted element often appears to be the most emphasized. |  |
| **Organization**Organization is the way in which elements are arranged to form acoherent unit or functioning whole. You can talk about an organization of people, which puts people into a hierarchy depending on their job title and department, or about organizing your clothes,which might involve sorting by color and type of garment. You can also talk about organizing an essay, which involves arranging yourideas so as to make the strongest argument possible. Or you can talk about organizing the multimodal elements of a Web site to supportthe purpose of the text. |  |
| **Alignment**Alignment literally means how things line up. A composition that uses alignment to best effect controls how our eyes move across a text.  |  |
| **Proximity**Proximity means closeness in space. In a visual text, it refers to how close elements (or groupings of elements) are placed to each other and what relationships are built as a result of that spacing. The relationships created by the spacing between elements help readers understand the text, in part because readers might already be familiar with similar designs of other texts. Proximity can apply to any kind of element in a visual text, including words and images, or to elements of an audio text, such as repeating rhythms or the verses and chorus. |  |

## Modes of Communication (pp. 3–13 of *Writer/Designer*)

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| **Linguistic**The use of language, which usually means written or spoken words. |  |
| **Visual**The use of images and other characteristics that readers see. |  |
| **Aural**The use of sound, including music, sound effects, ambient noise/sounds, silence, tone of voice, volume of sound, and emphasis and accent. |  |
| **Spatial**The use of physical arrangement, including arrangement, organization, and proximity between people or objects. Layout and navigation tools fall under this mode. |  |
| **Gestural**The use of movement, such as body language, including facial expressions, hand gestures, body language, and interaction between people. |  |

## Media and Affordances (pp. 14–19 of Writer/Designer)

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| **Affordances**What does the text allow or encourage you to do? What does it make easy for you? |  |
| **Constraints**How does the text limit your ability to do things you want to do? What does it make difficult for you? Think about which features of the text are intuitive and which features are “hidden” or only available to advanced users. What shortcomings are there to the text? |  |

Explanations and the analysis elements are all from Arola, Kristin L.; Ball, Cheryl E.; Sheppard, Jennifer (2014-01-09). *Writer/Designer*. Bedford/St. Martin's. Kindle Edition.