

English 106 Pepper

Major Project #1 Image/Text Juxtapositions

For this assignment, you will be making **five** separate image/text manipulations that will give you practice in:

1. Creating new, interesting, and surprising possibilities for interpretation through juxtaposition
2. Making **all** aspects of a composition (font size, font placement, colors, clarity, etc.) contribute to the overall meaning of the piece.

The Assignment

You must make **1 manipulation** where you place a quote (any quote) on a picture. This is exactly like we did in our lab day activity; however, unlike the lab activity, you now have the time to really consider what juxtaposition to make. You're looking to avoid the literal. In other words, if your quote is about a dirty kitchen, it's not going to cut it to stick the quote on a picture of a dirty kitchen. You are looking for the **unexpected** juxtaposition that offers some sort of message and interpretive possibilities.

You must also make **4 manipulations** where you place a single word on a picture. The idea is the same as the quote manipulations, you want the single word and picture to suggest a message or meaning that wasn't there until you stuck them together. However, these can be much trickier, for you only get one word per picture. You can use any words you like (and they should be four different words for each manipulation) but they must be abstract. If the word points to something that can be seen, felt, or interpreted too easily in only one way, then it will not work well.

You might also try sticking a question mark after the words or playing with other punctuation to see how that changes the composition.

Grading Criteria

1. Your juxtaposition must be interesting, striking, and in some way spark thought. Yes, this is a bit vague. You don't want to be too literal and you don't want to be too vague that an audience can't even begin to interpret them. The best way to think about this is you want to make some sort of cultural commentary or some kind of local/world point-of-view statement. I have provided you with plenty of past class examples (poor and successful) to give you an idea of what directions to go.

They are at <http://web.ics.purdue.edu/~mpepper/juxtapositions>

2. Beyond the message/suggestion you are also being graded on your ability to make every bit of the composition contribute to the overall meaning. **This means you can not just simply stick the word or quote on the picture without thought and be done with it.** The look of the

word/quote (size, font choice, color, placement, arrangement, etc.) should be part of the communicative meaning. In other words, the choices made in creating and placing the quote/word should be rhetorical and linked to your overall purpose.

3. Technical stuff: the images should be overall large enough to see clearly. The final manipulations should be in **JPEG format**.

The Written Element

You will also be turning in some written, rhetorical analysis for all five manipulations. Don't think of this so much as an essay. An **extended** paragraph on each one will suffice, and I wouldn't worry about clear transitions between them, intros, conclusions, and whatnot.

For each manipulation you should attempt to explain the message or meaning you were going for (though what you were going for may not be the only way to interpret your compositions). You must also explain your rhetorical reasoning and articulate for each manipulation why you made the composition choices you did **and how they contribute to your meaning**.

These rhetorical analyses are very important. If I'm not instantly clued into your compositions, a strong analysis may help me see what you were going for and help me see the compositions in new ways.

How long? Sheesh, as long as it needs to be! I'm doubting it could be done in less than 4-5 pages.

Due Date and Turn In

The manipulations and written rhetorical analysis is all due on Monday 9/14. The pictures should be emailed to me as attachments (they should all fit on one email). The written analysis should be printed and brought to class.

More Grading Specifics

90-100 A project in this range has really gone above and beyond the call of duty. All (or most) of the juxtapositions are thought provoking, interesting, and show rhetorical awareness of an audience's needs. Evidence of some experimentation with Photoshop features not necessarily shown in class may be present. The rhetorical write up is detailed, shows evidence of course terminology (from lectures and outside materials), and shows clear rhetorical reasoning.

80-89 A project in this range is very strong work. Most of the juxtapositions are thought provoking and interesting, but 1 or 2 may be less successful. The rhetorical write up articulates the reasoning well but may leave some of the choices unexplained or be confusing.

70-79 A project in this range has done what has been asked. Juxtapositions may consistently not show evidence of targeted thought provoking potential (i.e. they may be too literal or too widely

interpreted). The rhetorical write up just begins to explain the reasoning but does not go into great detail or try to use terminology from the course.

0-69 Assignment is either not turned in, did not include a total of 5 juxtapositions, or is missing the rhetorical write up component. Intention of the assignment seems to have been missed either in the production of the juxtapositions or in the write-up (i.e. write up is in no way rhetorically focused).