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English 250

March 2nd 2015

Michael Broshar ‘Shops’

Through the medium of watercolor paints and cold pressed paper Michael Broshar shares with his audience an everyday town filled with shoppers. Using an intricate tone, specific layout and dramatic visuals Broshar is able to communicate what looks like a memory from childhood.

**Visuals:** Over the entire painting, there are no harsh angles or sharp images. Every subject is hazy, just as a memory from childhood would be. The painting is full of muted outlines and fuzzy, not formed faces. There are a variety of people – adults, children, a baby in a stroller. From the birds flying around the top of the painting the audience can infer this town is close to the sea, and the light clothing helps detail the time of year as mild in temperature. Nobody in the painting is holding a shopping bag. Due to this detail it appears they are all locals of this town, either taking a walk, or not having started their shopping yet. There are lanterns and street lamps hanging from several of the shops, as well as a single plant in the middle of the sidewalk. Clearly this is a place the artist has visited frequently so as to remember and incorporate such small niceties.

**Layout:** Buildings line the sides of this image, filling the entire frame. All of the buildings are filled to the top with windows- a typical design for tourist towns. Having the buildings drawn up to the top gives the painting a feeling such as being surrounded, like a child would feel being in town. The scene depicted seems to be the center of the town, as all the people are concentrated in one area with most every person is facing the front. Their body positions also give the appearance of movement in the forward direction. To the artist this is a familiar image, and he has probably seen the town in many different states of busy. This is most likely a composite memory, taking the scene from all different angles and creating this particular image.

**Tone:** Each of the buildings is provided its own muted color, giving them each their own identity. The sky is reminiscent of a sunset or sunrise, ruling out midday as a time of occurrence. These hazy colors are congruent with a memory one might have from childhood. Details are not sharp, but present out of focus. There are not faces on any of the subjects- the artist could not place this memory on a certain day or remember who was around him. Scanning around the image it can be noted there are several ads or signs. Scribbles are present on these details, but not defined. Perhaps this could be a memory before the artist could read, or the ads changed so often one couldn’t keep track.

**Pathos:** As there are no words in this art, and very little is explained with the title, the audience is left to interpret with their emotions. The soft edges and muted colors provide a feeling of familiarity and security. From what the view can see of the town it does not seem big, making it appear safe. An audience of adults who grew up in a similar environment would find this painting very comforting.

‘Shops’ by Michael Broshar is an example of a piece of art using visuals, layout and tone to convey the artist’s vision to his audience. A viewer of this watercolor might use their emotions to interpret a childhood memory of a small seaside town experiencing their nightly shop. Details like birds flying around, and a general softness compel the spectator conjure up a seaside town. The tall buildings and layout of the image invoke feelings of childhood and being dwarfed by surrounding architecture. Audiences are transported to this lovely village through this artistic depiction.

Sources:

Broshar, Michael. “Watercolor Prints.” *Michael Broshar* *Watercolors*. Michael Broshar, n.d.

 Web. 05 March. 2017.

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything’s an Argument*: *with readings.* 7th ed. Boston: Bedford/St. Martin’s, A Macmillan Education Imprint, 2016. Print

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| **Assignment #4: Rhetorical Analysis of a Visual** | **Excellent** (Writer responds thoughtfully and creatively) | **Good** (Writer responds fully) | **Fair** (Writer responds mostly competently) | **Needs Work** (Writer responds incompletely) |
| **Context** | Clear and engaging articulation of context and purpose in the introduction | Adequate articulation of context and purpose in the introduction | Somewhat inadequate articulation of context and purpose in the introduction | Inadequate articulation of context and purpose in the introduction |
|  | - Writer introduces author, date, title, and audience in engaging/innovative way- Thesis is clear, sophisticated, and/or original- Introduction skillfully forecasts main points of essay | - Writer introduces author, date, title, and audience- Thesis is clear- Introduction clearly forecasts main points of essay | - Writer does not introduce one or two of the following: author, date, title, and/or audience- Thesis is unclear/confusing, but the argument is apparent- Introduction does not clearly forecast main points of essay | - Writer does not introduce author, date, title, and/or audience- Thesis is unclear/confusing, and the argument is unclear- Introduction does not forecast main points of essay |
| **Substance** | Content is well selected and developed; focus is clear and audience’s needs are accounted for: | Content is mostly well selected and developed; focus is mostly clear and audience’s needs are mostly accounted for: | Content is somewhat poorly selected and developed; focus is somewhat unclear and audience needs are not well accounted for: | Content is poorly selected and developed;focus is unclear and audience needs are not accounted for: |
|  | - Essay analyzes visual using two or three strategies that go beyond ethos, pathos, and logos- Writer insightfully mentions design principles, such as layout, color, interactivity- Uses well-selected quotations and paraphrases- Writer describes the content of the visual and addresses the visual’s ethics in original way- Writer offers insightful analysis of persuasive strategies used in text- Writer anticipates audience needs and expectations | - Essay analyzes visual using two or three strategies - Writer mentions design principles- Uses somewhat well-selected quotations and paraphrases- Writer describes the content of the visual and addresses the ethics of visual- Writer offers analysis of text of persuasive strategies used in text- Writer mostly anticipates audience needs and expectations | - Essay analyzes visual using too many strategies- Writer mentions less relevant design principles- Uses some quotations and paraphrases, but also includes vague or general references to the visual- Writer somewhat describes the content of the visual and addresses the visual’s ethics in a vague way- Writer offers analysis of some irrelevant persuasive strategies in the text- Writer does not consistently anticipate audience needs and expectations | - Essay analyzes visual using too many strategies- Writer does not mention design principles- Uses few or no quotations and paraphrases, and many vague or general references to the visual- Writer describes some of the visual’s content and does not address visual’s ethics- Writer focuses on summarizing the visual rather than analyzing OR writer offers analysis of irrelevant persuasive strategies - Writer does not anticipate audience needs and expectations |
| **Organization** | Organization is audience-oriented, appropriate to topic and emphasis, and is somewhat original; shows attention to audience needs: | Organization is mostly audience-oriented, appropriate to topic and emphasis, and conventional; shows some attention to audience needs: | Organization of paper is more writer-oriented, creating difficulty for the audience: | Organization is writer-oriented, which impedes the audience’s movement through the paper: |
|  | - Writer uses innovative and sophisticated topic sentences and transitions- Paragraphs focus on one idea each- Writer creates engaging and clear conclusion that wraps up main points- Audience has no trouble following the writer’s argument | - Writer uses clear topic sentences and transitions- Paragraphs mostly focus on one idea each- Writer creates clear conclusion that wraps up main points- Audience has very little trouble following the writer’s argument | - Writer uses somewhat weak topic sentences and transitions- Paragraphs sometimes focus on one idea each- Writer creates somewhat clear conclusion- Audience has some little trouble following the writer’s argument | - Writer omits topic sentences and transitions- Paragraphs focus on multiple ideas each- Writer creates indistinct conclusion- Audience has considerable trouble following the writer’s argument |
| **Style** | Style is particularly well suited for topic and audience: | Style is conventional:  | Style interferes with clarity in some places: | Style significantly detracts from clarity: |
|  | - Writing is clear, fluid, and mature. - Precise, vivid and appropriate word choice.- Sentences varied; subordination and coordination used effectively. - Assignment is free from sentence-level and word-level errors. | - Writing is understandable and competent - Mostly precise and vivid word choice. - Mostly varied sentence structures; mostly well used subordination and coordination- Assignment has a few sentence- and/or word-level errors. | - Writing is vague and disjointed. - Some sentences are structurally varied with some vivid word choice.- Assignment has several sentence-level and/or word-level errors. | - Writing is confusing with conventional word choice. - Sentences are structured similarly and/or are simple sentences.- Sentence-level and/or word-level errors impede reader’s understanding. |
| **Delivery** | Innovative accommodation of conventions; audience expectations are carefully accounted for: | Adequate accommodation of conventions; audience expectations and processing are mostly accounted for: | Some problems with audience first impressions; inadequate proofreading interferes in places with audience processing: | Delivery choices distract from paper and interfere with audience expectations and processing: |
| **Document** **Formatting** | - Paper is formatted correctly following MLA or APA style.- Visual is placed correctly into text and has appropriate captioning and in-text reference- In-text and end-of-text citations follow correct MLA or APA style. | - Paper is mostly formatted correctly following MLA or APA style.- Visual is placed mostly correctly into text has captioning or an in-text reference.- In-text and end-of-text citations mostly follow correct MLA or APA style. | - Paper is formatted somewhat incorrectly following MLA or APA style.- Visual is placed somewhat incorrectly and lacks captioning or an in-text reference- In-text and end-of-text citations only somewhat follow correct MLA or APA style | - Paper is formatted incorrectly following MLA or APA style.- Visual is missing- In-text and end-of-text citations may be entirely missing. |