

This classroom exercise in technical writing stems from an overarching desire to understand how groups of people might collaborate to evaluate visual rhetoric when only given a piece of the story. Using visual media rhetoric and a series of pedagogical collaboration techniques for communication across the curriculum (CAC) such as 'quickwrites' and 'read-alouds,' this research develops the concept for media 'quicritiques' that provide an outcome of benefit to classroom pedagogical practice including visual thinking that leads to further group collaboration. Results suggest that instructors can apply similar techniques to create technical writing class environments and assignments that are intriguing and rewarding for achievement of certain group collaborative tasks. Results may actually suggest that the investigation of online media as visual rhetoric provides a group dynamic for cohesion, consensus, and willingness for future collaboration.