



CTL QUICK START

A User-Centered Guide for Students & Instructors

A redesigned, user-centered guide inspired by visual-rhetoric principles.

Students — Need Help Right Now?



Choose Your Service

Tutoring – Drop-in Support
Academic Workshops



Book or Join Drop-in Hours

Quick links + clear buttons
= easier choices



Show Up Prepared

Bring syllabus, course name,
and questions



Most students get support within 24 hours of booking

Instructors — Improve Your Course Accessibility



Run an Accessibility Check

Use CTLS accessibility checklist for quick fixes



Request a Course Accessibility Review

CTL will audit your course materials for clarity & compare



Explore Teaching Workshops

Evidence-based strategies for engaging students

Accessibility is a visual-rhetorical act—it reduces cognitive load improves learning

Why This Works

Visual-Rhetorical Principles



Document Design

(Kimball & Hawkins)

Clear hierarchy + chunking
→ easier scanning and faster decisions



Semiotics

(Chandler)

Literal icons + labels help users interpret meaning instantly



Visual Communication

(Kenney)

Visuals must do rhetorical work
→ guide, persuade, and prompt action

Guided by visual-rhetoric scholarship

CTL Contact

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Tutoring Hours

Varies by subject

Workshops

Updated monthly

Find Tutor-

Request Accessibility

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This project translates three visual-rhetoric frameworks into concrete design interventions for the University of New Mexico’s Center for Teaching and Learning (CTL). My audit found that CTL offers high-quality services and excellent accessibility guidance, but users currently encounter dense pages, inconsistent visual hierarchy, and weak calls to action (CTA). These findings informed the deliverable: a one-page “Quick Start” infographic.

The recommendations map directly to visual rhetoric theory. Kimball & Hawkins’ principles of document design justify reorganizing content into task flows and stronger typographic contrast to support scanability. Chandler’s semiotic emphasis motivated replacing ambiguous imagery with literal, labelled pictograms so users decode affordances rapidly. Kenney’s visual communication insights support a persistent CTA strategy that rhetorically frames CTL as approachable and action oriented.

I validated content against CTL’s published pages — particularly tutoring, workshops, and digital accessibility guidance — and crafted microcopy and recommended analytics so the CTL team can measure improvements in service uptake and task completion. Overall, the project aims to reduce cognitive load, increase conversions for key services, and align CTL’s rich content with user expectations for fast, actionable help.

Sources

Chandler, D. (2000). *Semiotics for beginners*.

Kenney, K. (2002). Building visual communication theory by borrowing from rhetoric. *Journal of Visual Literacy*, 22(1), 53-80. <https://doi.org/10.1080/23796529.2002.11674581>

Kimball, M. A., & Hawkins, A. R. (2007). *Document design: A guide for technical communicators*. Bedford/St. Martin's.