

ENG 1020 Introductory College Writing

Wayne State University | Winter 2018

Project 3B Description:

Infographic+Reflection+Presentation

Introduction/Rationale

This project exercises your knowledge of *genre analysis*, *rhetorical analysis* and composing for specific audiences, as it asks you to rhetorically and graphically represent the data from your Project 3A Researched Argument into an infographic--that *you* will design. An infographic is a visual representation of an evidence-based argument.

We will spend some time working with sample infographics to wrap our heads around the genre conventions and to analyze various rhetorical choices in composing them. You will then work through your own rhetorical decision-making process to prioritize your data, and compose an infographic representing that data. In addition to creating your infographic, you will compose a short reflective piece that describes your composing process and gives a sense of your rhetorical choices. We will then present our infographics and reflections to each other in class (!).

As your instructor, I will use this assignment to assess your achievement across the following goals:

- To practice using rhetorical concepts such as audience awareness and visual rhetoric to translate your researched argument into a visual argument
- To practice reflection writing to articulate your rhetorical and visual design choices
- To practice composing in the genre of infographics.

Assignment Prompt

In contrast to Project 3A, in which your audience was a scholarly (academic) audience, here you will distill that same information/argument into a more general (aka less academic) audience--think of the difference between scholarly and popular publications. Think about how you would compose an infographic to be published in *USA Today*, *Essence*, *Vibe*, or in your favorite magazine, website or social media such as Pinterest. Using the now-familiar tool of *genre analysis*, you will need to develop an understanding of the genre *features* unique to infographics. You will also want to consider the readings we work through on visual analysis carefully and thoughtfully. Then, using what you've learned, you will design your own infographic (using Piktochart or another design platform). You should work to develop a clear sense of your argument—communicated visually—as well as a clear “flow” of evidence to support it. You also want to develop a strong sense of *ethos* in order to persuade your more general, popular-press audience that your argument is credible.

Your Infographic Should:

- Effectively communicate your data to your audience
- Compose a compelling narrative with a sustained argument
- Use credible, quality primary and library-based research to develop the argument

- Maintain a clear focus on the established audience
- Be organized in a clear, coherent and logical manner
- Clearly and effectively follow the major conventions of the infographic *genre*:

Accuracy

Numbers should be accurate--but can be rounded.

Consistency

Like items should be represented the same way, and differentiated from unlike

Completeness

Clearly show all of the parts that make up the whole.

Order

Order must be exact--causal relationships should be clear.

Connections

Ideas must be logically grouped and linked

Citations

Cite any images and data from research resources--use the footnote feature and/or a 5-point font size so citations do not interfere with the message (impact on the reader).

The Reflection

This reflection should describe your own rhetorical decision-making process while drafting your infographic. You will compose a 750-1,000 word reflective piece, using reflection strategies that we've been talking about all semester. Your reflection should make connections between this project and the "big picture" of this course and its learning outcomes. To get started, use brainstorming and freewriting to address some of the questions below:

- What became important to you as you worked?
- Were there material or time constraints that factored in to your writing process?
- How did you decide on a starting point based on your audience and the message you wanted to send?
- As you think back on this draft, write about your individual choices in terms of visual argument (color, layout, size of images and text, font choice, white space, balance, emphasis, etc.). Why did you make each choice?
- As you look at your draft now, were those choices effective? Why or why not?
- As you worked on your infographic, how did you decide to prioritize your data, and compose an infographic representing that data? How do these priorities reflect your purpose as a rhetor?
- How do you see yourself using rhetorical appeals (ethos, pathos and logos) in your infographic? What is the evidence of this?
- What has become most important to you in this composing process? Why?
- What can you tell about yourself as a communicator from completing this project?

The Presentation

You will be presenting your infographic to the class. This presentation is simple and straightforward. You will describe your argument and its implications (i.e., what is at stake? Why should your popular audience care?). You will also talk about your visual design choices and your rhetorical choices in presenting this argument visually, and your growth as a rhetor/communicator through this process. Since your audience is your classmates who are familiar with the assignment, you can consider this a friendly, casual, hopefully fun presentation. You still want to be thoughtful in preparation and clear and organized in presentation, out of respect for your colleagues.

Minimum Requirements

- 2-4 blocks (term Piktochart uses for large “pages” or sections of an infographic)
- In-class presentation of infographic and reflection
- 750-1,000 word reflective piece that is submitted in the Discussion thread in Canvas along with an embedded (.png, .pdf or .jpg) image of your infographic.
- Oral presentation given in class on due date of this project.
- Written in formal, edited English that is spell-checked and proofread
- Please post your infographic -- embedded as an image in the Discussion submission -- with your 750-1,000 word reflective piece pasted in the Discussion as well. (This will enable us to move seamlessly between presentations on Wednesday because we will simply scroll down in the Discussion thread on the projection screen.)

Rubric

The infographic is worth 80 points and 8% of your final grade.

Infographic (35 pts)	Excellent	Good	Needs Revision	Missing
Does the Infographic meet the expected conventions of the genre: <ul style="list-style-type: none"> • <u>Accuracy</u>: Numbers should be accurate--but can be rounded. • <u>Consistency</u>: Like items should be represented in the same way and differentiated from unlike items. • <u>Completeness</u>: Clearly show all of the parts that make up the whole. • <u>Order</u>: Order must be exact--causal relationships should be clear. • <u>Connections</u>: Ideas must be logically grouped and linked • <u>Citations</u>: Cite any images and data from research resources--use the footnote feature and/or a 5-point font size so citations do not interfere with the message (impact on the reader). 	8	6	4	0
Does the infographic appropriately and effectively use research/data to support the claim?	8	6	4	0
Does the infographic present a clear claim and a focused argument?	8	6	4	0
Does the infographic present information in an organized manner? Is it well-designed and balanced (i.e., not too “busy” or disproportionate)?	8	6	4	0
Does the infographic accurately cite sources according to the conventions of the genre?	3	2	1	0

Reflection (35 pts)	Excellent	Good	Needs Revision	Missing
Does the reflection clearly present the rhetorical situation and the writer's planning/prioritizing strategy for addressing it?	8	6	4	0
Does the reflection describe the specific choices made in the visual design of the infographic?	8	6	4	0
Does the reflection describe the specific choices made in the rhetorical appeals used?	8	6	4	0
Does the reflection describe the choices made with regard to the research included? What was prioritized? What was deleted? Why?	4	3	2	0
Does the reflection describe the process of composing thoughtfully, addressing what works and what might need to be revised in the future?	4	3	2	0
Does the reflection describe the student's growth as a rhetor/composer through this project?	3	2	1	0
Presentation (10 pts)	Excellent	Good	Needs Revision	Missing
Presentation of Visual Design Choices: describing your infographic as a product	4	3	2	0
Presentation of Rhetorical Choices: describing the argument, its implications, and your rhetorical choices to help communicate that argument	3	2	1	0
Presentation of Growth as a Rhetor/Communicator	3	2	1	0