Visualizing literature project

Introduction/Rationale

For this project, you will rhetorically and graphically represent your own argument (including an introduction, thesis, evidence, and conclusion) about a warrior women broadside ballad from the _Wayne State Warrior Women Project._ ⬀ _(http://s.wayne.edu/warriorwomen)_ You will design, reflect on, and present to the class your own **infographic (https://canvas.wayne.edu/courses/136795/files/6929283/download?wrap=1)** ⬇ **(https://canvas.wayne.edu/courses/136795/files/6929283/download?download_frd=1)** depicting the broadside ballad of your choice, in its historical and literary context. An infographic is a visual representation of an evidence-based argument.

In this project, you will practice the skill of close textual reading on a broadside ballad--an early mode of multimedia communication, which combined visual, written, and oral techniques. Through your own visual, written, and oral analysis of a warrior women broadside ballad, you, in turn, will demonstrate knowledge of relevant historical and cultural contexts, including literary movements, major social trends, significant political events, and canonicity (these ballads are traditionally not part of the literary canon--why?). You will identify relevant genres and forms by practicing comparative analysis of a broadside ballad with another work from our class. Finally, you will create, reflect on, and present a clear, persuasive, and argumentative infographic, using appropriate quotation and citation.

We will spend some time working with the broadside ballads of yore, as well as present-day infographics (**via this handy tutorial (https://canvas.wayne.edu/courses/136795/files/6929275/download?wrap=1)** ⬇ **(https://canvas.wayne.edu/courses/136795/files/6929275/download?download_frd=1)**), to understand the genre conventions and to analyze various rhetorical choices in composing them. You will then work through your own rhetorical decision-making process to **write a thesis analyzing** ⬀ **(https://wts.indiana.edu/writing-guides/how-to-write-a-thesis-statement.html)** your chosen ballad versus another literary work we have read for class this semester, prioritize your evidence, and write an intro and conclusion, using visual elements along the way. After creating your infographic, you will write a reflection that describes your composing process, then present it (asynchronously, of course) to the class.

Assignment Prompt

Look at the broadside ballads on _The Warrior Women Project_ as well as sample infographics

Look at the broadside ballads on *The Warrior Women Project* as well as sample infographics published online to get a sense of the genre features unique to broadside ballads and to infographics. Then, design your own infographic (using **Piktochart** ⤢ **(https://piktochart.com/formats/infographics/)** , **Canva** ⤢ **(https://www.canva.com/q/pro/? v=2&utm_source=google_sem&utm_medium=cpc&utm_campaign=REV_US_EN_CanvaPro_Branded_Ti er1_Core_EM&utm_term=REV_US_EN_CanvaPro_Branded_Tier1_Canva_EM&gclsrc=aw.ds&&gclid=Cj0 KCQjwvvj5BRDkARIsAGD9vIIyWrvtDJc6m3QeSnyd2pTiE7cBrs6-r- aLfhGzyIXpsscoC9UhkTsaAjiJEALw_wcB&gclsrc=aw.ds)** , or another design platform). You should work to develop a clear sense of your argument as well as a clear flow of evidence to support it, before designing and building it.

1. THE INFOGRAPHIC

- Organize evidence visually in a clear, coherent and logical manner as follows:
  - **Title:** Compose a title that addresses the research question you will present. The title should be short, descriptive, and should be in an active voice (action verbs are encouraged).
  - **Name and affiliation:** Your name and course number
  - **Thesis statement:** Create an argument about two texts--a ballad and a non-ballad class text.
  - **Argument:** Compile three pieces of visual and/or textual evidence to support your thesis.
  - **Works cited:** Cite any images that you incorporated into your design from The Warrior Women Project or elsewhere (i.e., Pixabay, Creative Commons, Wikimedia Commons, etc.). 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).
- 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
- For the full designer's experience, **download the Infographic Designer's Toolkit (https://canvas.wayne.edu/courses/136795/files/6929284/download?wrap=1)** ↓ **(https://canvas.wayne.edu/courses/136795/files/6929284/download?download_frd=1)** and use the handy **tutorial (https://canvas.wayne.edu/courses/136795/files/6929275/download?wrap=1)** ↓ **(https://canvas.wayne.edu/courses/136795/files/6929275/download?download_frd=1)** , "10-step design process for infographics."

2. THE REFLECTION

This reflection should describe your own rhetorical decision-making process while drafting your infographic. You will write a 750-1,000 word reflection that makes connections between this project and the "big picture" of this course and its learning outcomes by comparing and contrasting it to another literature work studied so far this semester.

To start, 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 design 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 textual and visual evidence, and compose an infographic regarding that evidence? How do these priorities reflect your rhetorical purpose?
- 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?

3. THE PRESENTATION

In this presentation, you will describe your argument and its implications: What is at stake? Why should your audience care? You will also talk about your visual design choices and your rhetorical choices in presenting this argument visually. You will want to be thoughtful in preparation and clear and organized in presentation.

Learning outcomes

- Demonstrate knowledge of relevant historical and cultural contexts, including literary movements, major social trends, significant political events, and canonicity.
- Identify and analyze relevant genres and forms.
- Understand and practice the skill of close textual reading.
- Acquire and employ a **basic vocabulary of literary and critical terms (https://canvas.wayne.edu/courses/136795/files/7127811/download?wrap=1)** ↓ (https://canvas.wayne.edu/courses/136795/files/7127811/download?download_frd=1) (https://canvas.wayne.edu/courses/136795/files/7127811/download?wrap=1) .
- Practice comparative analysis of two or more works.

- Write a clear, persuasive, and argumentative essay interpreting one or more works of literature, using appropriate quotation and citation.

Success criteria

- image (.png, .pdf or .jpg) of your infographic, which must include 4 blocks (term Piktochart uses for large "pages" or sections of an infographic) minimum to include intro, thesis, evidence, and conclusion
- **750-1,000 word** ↗ **(http://www.wordcounter.net)** reflection paper written in formal, edited English that is spell-checked and proofread
- video or voice-over presentation (.mp4 or .mov suggested file types) of your infographic and reflection
- infographic, reflection paper, and presentation must focus on 1 warrior women broadside ballad from *The Warrior Women Project* and 1 other literary work we have covered in class so far this semester
- structure of infographic including all elements listed above, and infographic genre conventions must be followed

Grading

- This assignment will be assessed using the **attached rubric (https://canvas.wayne.edu/courses/136795/assignments/1000682)** and is worth 30% of your final grade.
- Failure to cite any words/ideas/research will result in an automatic zero for the assignment.

This project is adapted from the **Early English Broadside Ballad Archive at the University of California, Santa Barbara.** ↗ **(https://ebba.english.ucsb.edu/page/18)**