Assignment 3: Infographics

Working Texts
- Ede, Lisa. The Academic Writer.
- Theoretical text #1
- Infographics examples
- At least three sources obtained from library on chosen research site
- At least two other sources
- At least one source obtained from hands-on research

Context
[Left blank for instructor.]

Task
This project will ask you to produce a “campaign” of infographics (a set of related infographics designed to support a unified rhetorical purpose) focused on a research topic of your choice related to the course inquiry. You will need to gather research from scholarly and other sources and also conduct some of your own data collection (in the form of interviews, surveys, data mining, etc.) to make data sets that can be visually represented in the form of infographics.

Procedure
This project will require three major steps: In the first step, you will conduct research and data collection and write this up in the form of a proposal, which will present your data and articulate, among other things, the audience and purpose of your campaign. In the second step, you will remix this information in the form of 3-4 infographics that help you accomplish the objectives of your campaign. In the third step, you will write a debrief, which describes your research and composing process as well as your strategy for disseminating this information and how it can be used now that you have produced it.

Remember that datasets need not necessarily mean numbers. Datasets can also be quotations from interviews, a framework you have constructed, or bullet points drawn from research. “Infographic” simply means information that is being presented as a graphic. Remember that information can come in many forms, and your design will necessarily take into account the purpose of your campaign and your audience.

Audience
You will need to carefully consider the audience for your campaign as you design this project. Who will these infographics be used by and read by? Why are these infographics needed? Why is it helpful for this information to be presented visually? Are you primarily trying to change someone’s mind (persuade), share information (inform), or some combination of these?

Guiding Questions
[Left blank for instructor.]

Submission Information
- proposal [DUE DATE; SUBMISSION DETAILS]
• infographics [DUE DATE; SUBMISSION DETAILS]
• debrief: 2-3 pages (due with revised draft)

Evaluation
Your work will be evaluated by how successfully you are able to **gather** and **synthesize** information as well as how effectively you are able to **remediate** this information in visual form. In addition, your project will be evaluated on how **useful** or **convincing** it would be for your audience as well as how **spreadable** the information could be.
FOR INSTRUCTORS

Assignment Goals
Students will learn research and information literacy skills and how to synthesize information and present it for rhetorical purposes. Students will also learn principles of visual rhetoric and consider the implications of writing in digital environments.

Examples
It is very important to provide examples of infographics and the type of work they can do for students. Analyzing these as texts in class (perhaps using a framework provided by another text) can be a great way for students to learn rhetorical principles of visual composition. It could be particularly valuable to show students infographics that are part of a campaign. Click this link for some examples: Infographic Examples.

Assignment Clarification
Don’t take for granted that students will understand all the terms being used in this assignment. For example, even though students may recognize all the italicized words that serve as criteria in the evaluation section, it’s a good idea to spend some time discussing what they mean specifically in the context of this assignment. Similarly, defining what you mean by the genres of “campaign” and “infographic” will be especially important.

Design Thinking
It is a good idea to spend time in class working on visual design with students at the beginning of this process. Activities might include teaching students to use infographic creation platforms (e.g., Piktochart, Canva, or PowerPoint), discussing responsible use of images, and doing in-class sketching and workshopping.

Accessibility
As with any assigned writing, it is important to be aware of accessibility concerns students may encounter with multimodal writing, but there may be a wider variety of access issues as we use more modes of communication. Instructors should be aware of this when they use multimodal texts in class and think of other ways they can help students access these texts (for example, by making sure videos are captioned, transcripts are provided for podcasts, etc.). While this is good modeling, it is also a good idea to ask students to consider these ideas as they compose multimodal texts. How will their texts be accessible to diverse users of different abilities, backgrounds, and with different technologies? Teaching students to caption, make transcripts, or make audio descriptions of images can be a great way to get students to consider rhetorical dimensions of audience and genre.