

ENGL 2123: Rhetoric of Visuals and Infographics

Syllabus

Instructor Sally Henschel, Ph.D.

Prerequisites Foundational Component Area in Communication

Course Description A theoretical and practical inquiry into visual rhetoric and infographics, the visual display of information. Students learn how images are used to communicate and persuade; how culture influences the creation, delivery, and interpretation of visual messages; and how to apply this knowledge to the creation, arrangement, and delivery or display of visual information, data, and evidence.

Course objectives and outcomes In ENGL 2123, a composing-, analysis-, production-intensive course, students will do the following:

- learn the principles of the visual rhetoric
- synthesize course readings into an expression of the student's approach to visual rhetoric and the display of information
- critically examine and evaluate visual information and the sources of this information
- understand many of the ethical, legal, cultural, and economic issues that impact the creation, interpretation, and use of visual messages
- research and create effective, clear, cogent, and ethical visual arguments
- analyze, articulate, and justify design decisions
- participate, communicate, collaborate, and problem solve effectively in teams
- develop and apply team building, design, and management skills to evaluating, researching, creating, and presenting visual information and arguments

Upon completion of this course, students will have demonstrated the following:

Critical Thinking Skills, to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Learning activities and measurements: students will synthesize course readings and discussions on the principals of visual rhetoric and information design into an expression of their approach to the rhetorical analysis of contrasting visuals, two critical analyses of infographics, a story mapping assignment, and a data visualization assignment; students will participate in and complete a team project that includes a project research proposal, the creation of an infographic based on the team's research, an oral presentation, and an end-of-project report.

Communication Skills, to include effective development, interpretation and expression of ideas through written, oral, and visual communication. Learning activities and measurements: students will synthesize course readings in rhetorical theory and intercultural communication in class and

team discussions and course assignments; complete rhetorical analysis and visual display assignments; and complete a team project that includes a project proposal, creation of an infographic based on the team's research, an oral presentation, and an end-of-project report.

Teamwork Skills, to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Learning activities and measurements: Students will employ skills in team building, design, and management in a collaborative project that includes a project proposal, creation of an infographic based on the team's research, an oral presentation, an end-of-project report, and team member evaluations.

Personal Responsibility Skills, to include the ability to connect choices, actions and consequences to ethical decision-making. Learning activities and measurements: Students will learn many of the ethical, legal, cultural, and economic issues that impact the creation, interpretation, and use of visual messages. They will incorporate these skills in a rhetorical analysis of contrasting visuals, two critical analyses of infographics, story mapping and data visualization assignments, and a team project that includes a project proposal, creation of infographics based on the contextual goals for the project and the team's research, an oral presentation, an end-of-project report, and the completion of team member evaluations.

Course Materials *Infographics: The Power of Visual Storytelling*. Jason Lankow, Josh Ritchie, & Ross Crooks. Wiley Publishers. ISBN 978-1-118-31404-3
Other assigned readings will be provided on the course web site.

Course
Assessments

Individual assignments	Points
rhetorical analysis of contrasting visuals	15
mapping a story	10
infographics: examples and analysis	15
data visualization assignment	10
<i>individual total</i>	<i>50</i>
Collaborative/team assignments	
proposal	5
research	10
visual display, infographic	15
final report	10
presentation	5
team member evaluations	5
<i>collaborative total</i>	<i>50</i>
Course Total	100

Grading System	<p>100 - 90% — A</p> <p>89 - 80% — B</p> <p>79 - 70% — C</p> <p>69 - 60% — D</p> <p>< 60% — F</p>
Required Contact	<p>Any student who fails to interact with an instructor via class attendance or participation in online course web site assignments, telephone, email, or in person during any two-week period of the term may be subject to administrative withdrawal from the course by the instructor.</p>
E-mail Format	<p>When sending emails to the instructor, a student should include in the subject line his or her last name, course, and the content of the email (e.g., Jones 2123 question).</p>
Academic Dishonesty	<p>All students are expected to adhere to the Midwestern State University Student Honor Creed when completing any work for this course. A student's name on any assignment scheduled to be turned in is his/her pledge that all work contained therein is his/hers alone. When using the ideas of other unpublished and published sources, students must use accepted documentation conventions (i.e., MLA). See the MSU Student Handbook (PDF attached to Course Documents in CourseCompass) to read the Student Honor Creed (4) and the university's policy on academic dishonesty (71).</p>
Professionalism	<p>Members of this class are expected to treat one another with courtesy, professionalism, and respect. Repeated unprofessional, rude, or inappropriate behavior can result in 50-100 points being deducted from a student's final grade for the course per instance of such behavior.</p>
Americans with Disabilities Act	<p>Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law, all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disabilities.</p> <p>This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity."</p> <p>To obtain disability support services, students must</p> <ul style="list-style-type: none"> • be accepted for admission to Midwestern State University, • complete a request for services form available through the Office of Disability Services, and • provide current documentation from a qualified professional (such as a licensed physician, psychologist, audiologist, etc.) diagnosing the disability, as defined by the Americans with Disabilities Act. <p>If the instructor does not have proper notification, she will expect the same performance from each student enrolled in the course. For information on Disability Services at Midwestern State University see the following: http://students.mwsu.edu/disability/</p>