

## English 2123: Rhetoric of Visuals and Infographics Team Project

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Description: After reviewing the principals of visual rhetoric and infographics (i.e., the display of visual information and visual storytelling), you will apply these skills in a collaborative, team project. You will work in teams of 2 or more to propose, design, create, and present an information graphic that provides a visual solution to a communication problem or exigence.

The team project consists of the following steps:

1. Form a team of 2 or more to research a communication problem or exigence.
2. Conduct preliminary research on the problem.
3. Submit a project proposal. The proposal provides the reader with an understanding of the context, scope, and organization of the infographic project and includes the following:
  - suggested title for the proposed research project
  - communication problem being investigated
  - audience for the infographic
  - aims and objectives of the research
  - preliminary research conducted
  - list of questions to be addressed by the research
  - an indicative works cited or reference page and brief summary of research that has been undertaken
4. Research your topic in depth. Sources do the following:
  - satisfy the research/information need
  - have been evaluated for authority, objectivity, currency, and scope
  - are referenced completely and formatted correctly
5. Decide to create either an explorative or narrative infographic:
  - An explorative infographic provides information in an unbiased fashion, enabling viewers to analyze it and arrive at their own conclusions.
  - A narrative guides the audience through a specific set of information that tells a predetermined story.
6. Design and create an infographic that effectively communicates the problem. The infographic should successfully and aesthetically communicate meaningful information. It is designed using the following principles:
  - Utility: the infographic achieves the objectives of the project.
  - Soundness: the infographic has meaning and integrity; it is complete, trustworthy, and interesting.
  - Comprehension and Retention: the infographic communicates information in the clearest manner possible. It makes a lasting impression and helps the audience to retain information.

- Beauty and Appeal: the format and design of the visual elements (illustrations or data) are prescribed by the objectives, the information, and the audience. The final product is aesthetically pleasing. The infographic keeps the audience’s attention to enable further comprehension.
7. Present your infographic to the class. The presentation is rehearsed and includes the following:
    - smooth transitions between team members, who appear to have done an equal amount of work in preparing the presentation
    - an introduction
    - the display and discussion of the infographic
    - a conclusion
    - an invitation for questions and feedback
  8. Submit an end-of project report. The report summarizes the research, design decisions, results, and lessons learned. It includes the following content:
    - subject and scope
    - purpose or objectives
    - brief background
    - sources of information
    - findings
    - technology choices
    - design choices
    - feedback from class presentation
    - lessons learned
  9. Submit team member evaluations.

**Team Project Value Rubric**

Outcome	Project activity	Capstone	Milestones			Benchmark
		4	3	2	1	
<b>Critical Thinking</b>						
Explanation of communication problem	proposal	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	
Evidence	proposal	Information is taken from source(s) with enough	Information is taken from source(s) with enough	Information is taken from source(s) with some	Information is taken from source(s) without any	

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Outcome	Project activity	Capstone	Milestones			Benchmark
		4	3	2	1	
		interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	
	infographic	"	"	"	"	
Influence of context and assumptions	infographic	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	
Team's perspective, position, goals	Infographic	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	
	end-of-project rpt.	"	"	"	"	
Conclusions and related outcomes (implications and consequences)	Infographic	Conclusions and related outcomes (consequences and implications) are logical and reflect team's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	
	end-of-project rpt.	"	"	"	"	
<b>Communication (written, verbal, or oral)</b>						
Context of and purpose for communication	proposal	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as	

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		4	3	2	1	
		assigned task(s) and focuses all elements of the work.	task(s) (e.g., the task aligns with audience, purpose, and context).	of audience's perceptions and assumptions).	audience).	
	infographic	"	"	"	"	
Content development	infographic	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's/designer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	
Genre conventions	proposal	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or information designing task(s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or information designing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or information designing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	
	infographic	"	"	"	"	
	end-of-project	"	"	"	"	
	presentation	"	"	"	"	
Source and evidence	proposal	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre.	Demonstrates an attempt to use sources to support ideas.	
	infographic	"	"	"	"	
	end-of-project rpt.	"	"	"	"	
Control of syntax and mechanics	proposal	Uses graceful language and other symbols that skillfully communicate meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language and other symbols that generally convey meaning to readers. There are few errors.	Uses language and other symbols that generally convey meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	
	infographic	"	"	"	"	
	end-of-project rpt.	"	"	"	"	

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Outcome	Project activity	Capstone	Milestones			Benchmark
		4	3	2	1	
	oral presentation	"	"	"	"	
<b>Teamwork</b>						
Contributes to team meetings, discussions, and decisions	proposal	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.	
Contributes to the collaborative production of team deliverables	proposal	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	
	infographic	"	"	"	"	
	end-of-project rpt.	"	"	"	"	
	oral presentation	"	"	"	"	
Fosters constructive team climate	team member evaluations	<p>Supports a constructive team climate by doing all of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to</li> </ul>	<p>Supports a constructive team climate by doing any three of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	<p>Supports a constructive team climate by doing any two of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	<p>Supports a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	

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Outcome	Project activity	Capstone	Milestones			Benchmark
		4	3	2	1	
		team members.				
Responds to conflict	team member evaluations	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirects focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	
<b>Personal Responsibility and Ethical Reasoning</b>						
Ethical issues recognition	End-of-project rpt.	Team members can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Team members can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Team members can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Team members can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	
Application of ethical perspectives/concepts	infographic	Team members apply ethical perspectives/ concepts to an ethical question, accurately, and are able to consider full implications of the application.	Team members apply ethical perspectives/concepts to an ethical question, accurately, but do not consider the specific implications of the application.	Team members apply ethical perspectives/concepts to an ethical question, but the application is inaccurate.	Team members are unable to apply ethical perspectives/concepts to an ethical question with support.	
Evaluation of different ethical perspectives/concepts	infographic	Team members state a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the team's defense is adequate and effective.	Team members state a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the team's response is inadequate.	Team members states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but do not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by team and do not affect team's position.)	Team members state a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.	
	oral presentation	"	"	"	"	

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