

Business Writing & Communication  
Prof. Ryan Madan  
D Term, 2018

### **Infographic Project**

Ungraded Draft Due (to me and/or Jess Baer, for big picture suggestions) on 4/19 by 3pm  
Final Due: Monday 4/23 by 3pm, uploaded to Canvas (you'll need to download the infographic from Piktochart as a "PNG" file, "medium" quality, and then upload it to the Canvas dropbox)

The purpose of this infographic project is to gain practice communicating beyond the realm typical text-based genres—and therefore be forced to think about how visuals can complement text to tell a story. Your work will be evaluated based not only on the quality of the infographic itself, but also on your teamwork (see rubric below). You must also turn in a reflection (~2 pages) that reveals your decision making process, and shows your decisions to be thoughtful, purposeful, and relevant to the principles we've learned in class.

Here's information about the project, laid out in terms of the rhetorical triangle to help you envision the complexity of what might seem a straightforward task. Notice that all of these categories intertwine!

### **Writer's Goal**

Create an infographic that informs freshmen WPI students about your major/program, and does so in a visually engaging way.

### **Audience**

WPI freshman. I won't dictate the audience more specifically than that, but I do encourage you to refine that imagined audience to be more specific. Doing so might allow you to more purposeful refine your decisions about content and style (and allow you to make finer distinctions in your accompanying reflection). Are you trying to convince "undecided" students to join the major? Are you instead focused on luring "decided" students into a field they might not have ever considered?

### **Topic**

Is your major/program one that is little known (in which case your goal might be to provide missing information)? Is your major/program one that is well known but often misunderstood or mischaracterized (in which case your goal might be to clarify incorrect assumptions)? Does your major benefit from a clear "presence" at the level of the university but suffer from a fuzzier presence as a profession (in which case you might want to spend more time giving information about jobs and graduates rather than focusing on the WPI-centric info)?

### **Medium**

As you consider audience, also consider *where* students would encounter your infographic. Do you imagine it being posted in your major department's main office (in which case it might look and read more "official")? Do you imagine it posted in the game-room of your fraternity house (which would entail a very different "feel" visually, and perhaps even in terms of content and writing style)? Do you imagine it being offered at a specific campus event?

Rubric for Evaluation

<b>Infographic</b>		x/30
<p><i>Writing and Content:</i></p> <p>Is the content relevant and well-chosen, effective given your audience? Is the content engaging, creatively chosen? Are textual explanations concise, precise, and “parallel”? Do you skillfully include necessary information while leaving obvious or implied information out of your sentences and off the page? Does your work seem “even”—that is, coming from one unified approach rather than seeming like it was done by separate teammates working on different parts?</p>	x/15	
<p><i>Visual Design:</i></p> <p>Does the visual (layout, color, etc.) feel consistent with a given mood (as supported by the content). Does your visual layout help demonstrate relationships between various elements—by harnessing the powers of <i>grouping</i>, <i>consistency/repetition</i>, and <i>contrast</i>? Are your visual elements visually interesting (rather than predictable)? Is there a sense of various degrees of importance/hierocracy of information/ideas? Is there a clear sense of how to proceed as a reader? Does your work seem “even”—that is, coming from one unified approach rather than seeming like it was done by separate teammates working on different parts?</p>	x/15	
<p><b>Teamwork</b></p> <p>Does your Self- and Team- Evaluation demonstrate both the extent of your contribution to the final product <i>and</i> your contribution to the overall health of the team dynamic. Notice that these are different points of evaluation: you could do a lot of work and still be an destructive teammate; likewise you could be a good at interacting with your team and do very little actual work. I’m looking for both.</p>		x/15
<p><b>Reflection:</b></p> <p>Does your reflection provide insight into your decision making about both content/textual decisions AND design/visual decision?—both why you did what you did and why you <i>didn't do</i> what you could have been done and/or what you almost did. Does your reflection show you to be careful composers of this document, carefully weighing readers needs and best practices we’ve been discussing? Do you tie your descriptions of thinking to course concepts, as articulated by our course texts, lecture, guest lecture, and/or in-class discussion?</p>		x/15