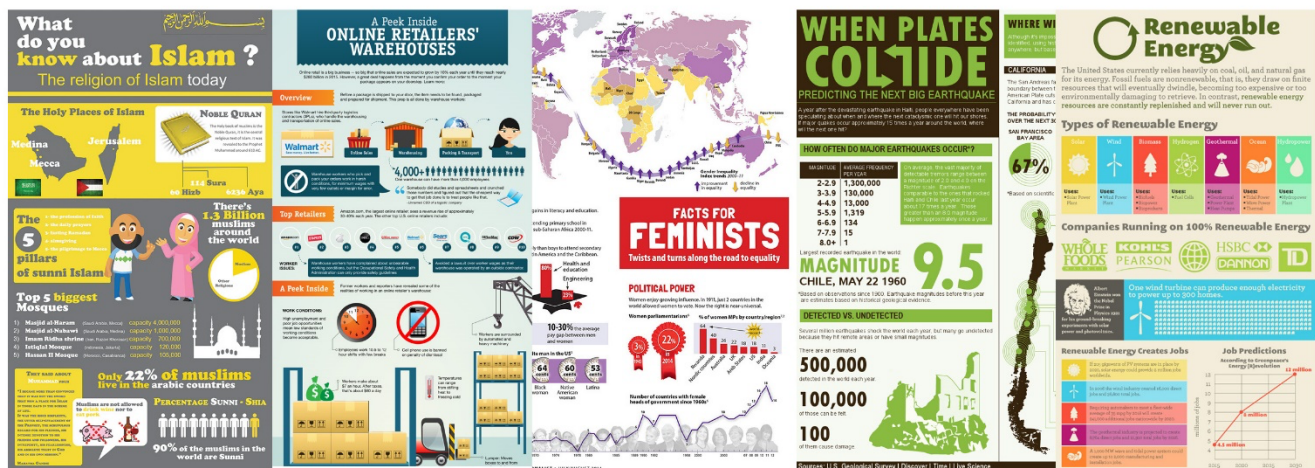


ENGL 106 / INTRODUCTORY COMPOSITION

project 3: advocacy infographic



25% of final grade

design plan due: Wednesday, 7/17, by 11:59pm EDT

rough draft due for peer review: Monday, 7/22, by 11:59pm EDT

peer responses due: Wednesday, 7/24, by 11:59pm Eastern Time

final infographic with reflective memo due: Tuesday, 7/30, by 11:59pm EDT

OVERVIEW

For this project, you will *remediate* your researched argument from WP2—that is, you will re-present your persuasive communication in another medium, for another audience. **Using Piktochart, a free online design program, you will create an infographic aimed at persuading a more general public audience about the topic that you wrote about in your researched argument.**

GETTING STARTED

First, you should determine who you want to direct your argument towards for this project, and how/where you aim to reach them. Should you design your infographic to circulate on social media sites, blogs, or forums? Should it instead be printed and posted in public locations, or distributed in the mail or at meetings/events? **Your first task will be to create a design plan that proposes and explains these choices, due to Blackboard by Wednesday, 7/17 at 11:59pm EDT.**

You will create an infographic—an image that combines pictures and symbols with text and data—targeting your intended audience to both educate them about the issue and convince them that it's worth taking action on. You'll need to create an account on [Piktochart](http://www.piktochart.com) to create your infographic for this project. Navigate to the Piktochart homepage (www.piktochart.com) and click “sign up” in the upper right corner. You can choose to link your Piktochart account to a Google or Facebook account, or create a login with an email address and password. You will receive an email with a link to confirm your account creation. You do not need to pay a fee or provide credit card information to Piktochart to create your infographic for this project. When you've completed your infographic draft for peer review (and when you've edited your final version to turn in at the end of the semester), you can download it by clicking “download” in the upper right corner of Piktochart.

As you write and design for this project, you may want to take notes on the different rhetorical and visual choices you make. These reflections will help you justify your decisions and account for your work in the reflective memo that you will turn in with your completed infographic during finals week.

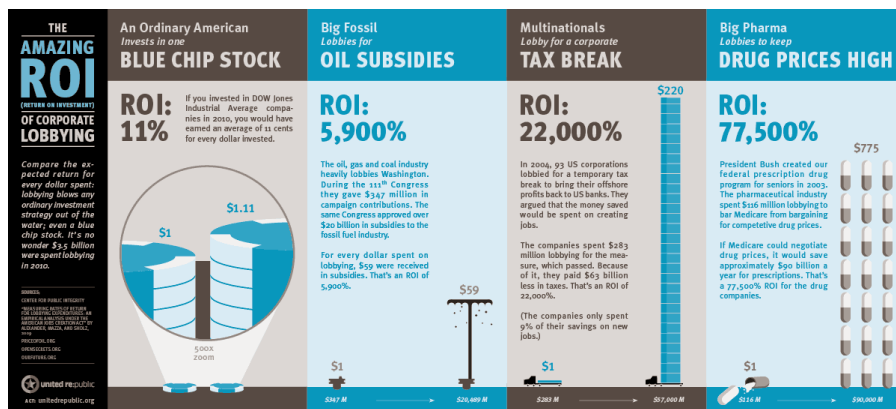
WHAT YOU'LL TURN IN

To propose your approach for Project 3, you will turn in a design plan memo on Wednesday, 7/17, by 11:59pm Eastern Time. This design plan should follow the guidelines discussed in your textbook (pgs. 55–92, with an example on pg. 84), and include a description of and justification for your planned...

- Rhetorical strategies (both textual and visual)
- Communication media
- Arrangement
- And any other components that you think may be important to planning and understanding your project

The two final products of Project 3 (due Tuesday 7/30 by 11:59pm Eastern Time) are an infographic and a reflective memo (3–4 pages). The reflective memo should detail...

1. **Your goals for this assignment:** What were you trying to accomplish with this piece? (you can refer back to your design plan to reflect on these!)
2. **Your writing process:** How did you go about completing the assignment objectives? how did you go about researching, writing, and designing?
3. **The choices that you made:** rhetorical, methodological, technological, visual, etc. All of the deliberate decisions that you made about what information to include and how to present it.
4. **The actors involved:** What human and nonhuman actors played a part in making this assignment happen? (think about your instructor, classmates, roommates, friends, family, tutors in the Writing Lab, librarians, technologies, databases, etc.)



NOTE: All infographics pictured on this assignment sheet are also available in full resolution on our course Blackboard site.

WP3 meets ICaP Learning Outcomes 1.a, 1.b, 1.c, 1.d, 1.e, 2.a, 2.b, 2.d, 3.a, 3.b, 4.b, 4.c, 5.a, 5.d, 5.e, 6.a, 6.b, 6.c, 6.d, 6.e, 6.f, 6.g; for more details, see <http://icap.rhetorike.org/outcomes>.