**The Image Assignment**

The Image Assignment asks you to work with a dataset or a collection of facts that you can use to compose a persuasive piece of displayable and/or distributable multimodal media.  Whereas you could take this assignment in many different directions, we are going to initially focus on the *infographic*, a visual representation of information that often includes numbers, text, and images, as well as a suggested pathway through which to read the information. Infographics are highly rhetorical texts. They are addressed to specific audiences. They seek to change thinking or encourage action. They ask readers to carefully consider source material. They invite readers to critically examine the accuracy of information and the tactics used in displaying that information. And they invite readers to examine bias, both implicit and explicit.

**Getting Started: Data Sets and Information Collections**

Before you begin thinking about composing an infographic, you need to have access to material.  So where do you find a dataset or other information that you could use to construct an infographic?  Already in DMAC, you have looked at a dataset (“The ACA Project”) and you have created a dataset (“Action Framework for Collaborative Institutional Partnerships”). Some other examples are listed below.:

If you are interested in implicit bias, you might consider taking a survey at Project Implicit. After you complete the survey, you will be presented with data on all other survey takers.

<https://implicit.harvard.edu/implicit/index.jsp>

The United States Census Bureau provides search demographic data that can be used to complement many data sets and collections of information:

<https://www.census.gov/data.html>

Many of our universities maintain offices that generate enrollment data and reports:

<http://oesar.osu.edu/>

<https://www.unh.edu/institutional-research/data-information>

You might also be engaged in a project where you already have a dataset or collection of information that you can work with.  Or perhaps you know of datasets that you can access and search with relative ease (we will provide a collaborative document in Google where you might share these with other participants).  Sometimes, you need just one or two small pieces of information that are not part of a dataset, which is when additional research might be necessary.

The following steps are designed to help you compose an infographic.  Although we have number theses Steps 1-4, you should think of this as a recursive process, where each step invites you to rethink and revise a previous step while you are composing.

**Creating the Infographic Step 1: From Data to Argument**

Using a single dataset/information collection, or combining information from multiple collections, choose 6-8 “data points”--places where readers will stop to interpret text and image, that could be used in an infographic to make an argument and/or call to action.  You should think about the relationship among these points as well as a progression, how one point leads to another, and how cumulatively, they construct an argument or call to action.

Once you decide on these points, you should compose three kinds of print text:

1. Draft a two-sentence description summarizing the entirety of the infographic.
2. Draft a four-word title for your infographic.
3. Draft descriptive text that represents each point in the most concise way possible. Sentence fragments are fine (e.g., “Number of students who own a laptop”).

**Creating the Infographic Step 2:  Analog Prototyping and Illustrative/Functional Alt-text**

Using the materials available to you in the classroom (paper, pens, crayons, stickers, crafts, etc), create a prototype for your infographic. You may wish to do this in multiple drafts, where you move from messy sketches to a cleaner revised layout to a prototype that may resemble a handmade flyer or poster. As you are working on this prototype, you should continue to revise the two texts that you composed in Step 1.

You should also begin composing additional text for each data point in your infographic while you are creating your analog prototype.  More often than not, infographics are not accessible to people who use screen readers.  They are often exported as .jpg or .pdf files where the text is not discernable by a screen reader and where alternative text (alt-text) descriptions are not embedded.  The visual complexity and concision of an infographic requires us to think about alt-text and accessibility in a slightly different approach than describing a single embedded image on a web page. The [World Wide Web Consortium](https://en.wikipedia.org/wiki/World_Wide_Web_Consortium) (W3C) [Web Content Accessibility Guidelines](https://en.wikipedia.org/wiki/Web_Content_Accessibility_Guidelines) (WCAG) 2.0 recommend editors consider four questions:[[7]](https://en.wikipedia.org/wiki/Wikipedia%3AAlternative_text_for_images#cite_note-UnderstandingSC111-7)

* Why is this non-text content here?
* What information is it presenting?
* What purpose does it fulfil?
* If I could not use the non-text content, what words would I use to convey the same function or information?

Write a short, illustrative and functional tag that represents each graphic element that you choose to include on your infographic.  Writing these tags on Post-it notes will allow you to stick them directly to your Analog Prototype.  These tags will not only contribute to your infographic’s accessibility, but also writing them will help you understand the design choices you are making and strengthen the argument you are constructing.

**Creating the Infographic Step 3:  Writing your Infographic’s Story**

Using your revised text from Step 1 and your alt-text from Step 2, write a descriptive paragraph that conveys your infographic’s information and argument.  Your paragraph should capture the information contained in the infographic in an arrangement that makes most sense, it should describe the important visual components of your infographic, and it should remain committed to the goal of concision that guides infographic composition in general.

(Note:  Tomorrow, while learning how to record and edit audio, you will record yourself reading this alternative text, creating another method of making your infographic accessible.)

**Creating the Infographic Step 4:  Digital Infographic Generators**

Using a commercial generator like Canva or Piktochart, translate your analog prototype into a digital infographic.  As you transition from analog to digital, you will be moving from your own design to a design template with affordances and limitations.  This will require you to remain flexible and creative and will necessitate ongoing revision of your initial plans.  You might find it helpful to record notes about this translation from analog to digital for the purpose of our class discussion.  You should expect to revisit Steps 1-3 as you translate your infographic from analog to digital.  You might also use Adobe Acrobat Pro to make your digital infographic accessible.

**Goals and Outcomes of The Image Assignment**

Your infographic should clearly introduce the argument it is making in the title (and/or in a brief description) intended to be read first by your audience.

Your infographic should draw rhetorically meaningful relationships between and among images, alphabetic text, and the infographic’s topic to create a persuasive, compelling message directed toward a specific audience.

The images used at data points should be representative and relevant and should make it easier for your audience to understand the data itself.

Your infographic should present a clear progression, navigation or “route” that you would like your audience to follow or make it clear if a progression/route is unnecessary.

Your infographic should use fonts and colors that enhance its readability.

Your infographic should take steps toward making it accessible.

Your infographic should include bibliographic citations.