INFOGRAPHIC (75 points)

Students will work in pairs to compose a well-researched 1-2 page infographic that defines dystopia for a broad, general audience.

The infographic should define and explain the formal genre conventions of a dystopian narrative. The definition can discuss the term “YA dystopia” in isolation, as it overlaps with other genres (science fiction, feminist theory, young adult fiction, romance, etc.), or as it contrasts to another similar genre (post-apocalyptic fiction, disaster fiction, alternate realities, science fiction).

Each pair is encouraged to work on a definition that is applicable and potentially useful for their independent research project.

AUDIENCE
Imagine your audience to be a broad, general audience of individuals interested in reading. You might imagine your infographic could be displayed on a wall in a bookstore or library to help readers understand these commonly (mis)used terms. Use simple, direct language and keep the textual elements of the document short. The infographic should be eye-catching, visually appealing and easy to comprehend within a short time frame.

DESIGN
Use an appropriate color scheme and useful visuals. Color should be used to separate and highlight different pieces of information for readability. Infographic parts should be carefully arranged logically and spatially. Consider elements like font, headings, blocking, layout, grids, contrast, white space, symbols, etc. You may vary the size/shape of your page beyond an 8.5 x 11 sheet of paper, keeping your audience and display options in mind. You will submit your infographic as a PDF.

VISUALS
Choose an appropriate layout with clear, useful visuals. Visuals may include useful icons or images, in addition to charts, graphs or other data visualization tools (based on data you derive from computational analysis). Such tools should be carefully designed to convey a specific purpose to your audience, carefully labeled, and precise. If using charts, be sure to define their purpose, convey their scope, and summarize their findings.

SOURCES
No sources are required for this assignment, though you may use those you find relevant to your definition or argument provided you properly cite them. Cite sources in MLA 8. You must cite all sources from which you use any material, including visuals; only use visuals allowed for reuse through Creative Commons licensing.
Why Infographics?

- Because they convey information in a clear, concise, readable way that requires you to make careful choices about both content and design.
- Because they can reach an audience in a very different way from an essay or article that makes the same argument.

Talk with your partner about your independent reading

Together, choose ONE topic

**Define YA Dystopia**

Define the term/concept “YA dystopia” in terms of its historical, social and literary characteristics. The goal of this infographic would be to explain the precise and correct use of this term.

**Define A Type of YA Dystopia**

Define a specific sub-genre of YA dystopia (see CCUL for suggestions). The goal of this infographic would be to explain a variation on the standard dystopian genre and elements in common with other genres.

**Compare/Contrast YA Dystopia**

Define dystopia in contrast to another genre with which it is often confused (post-apocalypse, horror, science fiction, alternate histories, etc.). The goal of this infographic would be to clarify the differences between the two genres.

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Build an Argument

Using information from our readings in class discussions and your own research, create a unique and original argument about the definition prompt you have chosen to work with.

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Create an Infographic

Demonstrate your definition through written, visual, and electronic communication in a way that an average book consumer can understand.
PROJECT TIPS

Infographics

To create infographics, consider using one of the following:
1. Piktochart (limited version is free; educational version is $40 for 1 year)
2. Vennage (limited version is free; education version comes with free trial)
3. InDesign (available on GATech library computers for free; discounted versions through Tech)

MLA Format

We will spend some time in class discussing the basics of MLA format but the most important thing to remember about MLA citations is that no one expects you to memorize all the rules! Aim to keep one of the following resources open and available whenever you are researching, taking notes, drafting, or editing your research papers:

MLA Handbook for Writers of Research Papers, 8th Edition: required textbook for the course
Purdue OWL MLA Format Guide: https://owl.english.purdue.edu/owl/resource/747/01/
Sample MLA paper: https://owl.english.purdue.edu/owl/resource/747/13/

Technology

Georgia Tech has a number of resources available to assist you with your technological needs:

1. Subscription to Lynda.com (login with your campus ID and password at lynda.gatech.edu), which provides training resources on subjects including design and creating infographics.
2. The Multimedia Studio in the library, which provides computers with software that might be useful, as well as an assistance desk
3. Expert Consultation Center in the library, which can help you determine what visuals have licensing that allows you to use them; they can discuss copyright law, help you do research and more.
4. Multimedia Instruction Librarian, Alison Valk, who is also available by appointment or during office hours.

Communication

The Communication Center, located in Clough Undergraduate Learning Commons 447, promotes excellence in WOVEN communication -- Written, Oral, Visual, Electronic, and Nonverbal. Trained professional and peer tutors can help with your multimodal projects, from the brainstorming and planning through revision and editing stages. To make an appointment with a professional tutor, visit the Communication Center website.

Design

For design assistance, make use of the following resources:

1. Georgia Tech’s subscription to Lynda.com
2. WOVENtext, pp. 124-128 (“Analyzing Design Choices”)

Academic Honesty

All content comes from other sources (quotes, paraphrases, summaries, images) must be properly cited. For help ensuring you meet the requirements of academic honesty, see this visual map on avoiding plagiarism on the class website.
Grading will be based on the standard WCP rubric (see next page).

**A**
An A-level infographic will clearly articulate and visually demonstrate an insightful definition argument about the chosen topic. It will assert an original and carefully thought through definition and present that definition in a logical, well organized, visually appealing, easily readable manner. It will elegantly weave together written and visual communication, showing clear attention to audience, purpose, and document design. It will be free from grammatical and mechanical errors and will effectively cite all sources in a way that blends well with the appearance of the infographic.

**B**
An B-level infographic will articulate and visually demonstrate a clear definition argument about the chosen topic. It will assert a specific and well thought through definition and present that definition in a logical, organized, visually appealing, readable manner. It will weave together written and visual communication, showing attention to audience, purpose, and document design. It will contain minimal grammatical and mechanical errors and will cite all sources in a way that does not detract from the appearance of the infographic.

**C**
An C-level infographic will articulate and visually demonstrate a basic definition argument about the chosen topic. It will assert a definition largely pulled from another source and will make efforts towards logic, visual appeal, and readability that fall short of the goals of the assignment. It will contain written and visual communication but may not integrate the two seamlessly or successfully. It will show some attention to audience, purpose, and document design but at the developing level. It may contain a few grammatical and mechanical errors, enough to distract the reader; source citations are present but may detract from the appearance of the infographic.

**D**
An D-level infographic will attempt to demonstrate a basic or overly simple definition argument about the chosen topic. It will assert shallow definition but the presentation may not be entirely logical, organized, visually appealing or readable. It will contain written and visual communication but does not integrate the two or relies on one too heavily. It may show attention to audience, purpose or document design but on a beginning level. It may contain distracting grammatical and mechanical errors that impede understanding; source citations are incomplete, incorrect, or distract from the overall appearance.

**F**
An F-level infographic lacks a definition or a basic argument about the chosen topic. It does not assert a definition or misses the purpose of the chosen prompt entirely. It does not integrate written and visual communication effectively. It may show attention to audience, purpose, and document design but needs a good deal of improvement (beginning/basic level). It may contain distracting grammatical and mechanical errors that demonstrate beginning level editing and proofreading standards; source citations are missing, largely incorrect, or detract from the appearance of the infographic.
<table>
<thead>
<tr>
<th>Scale</th>
<th>Basic</th>
<th>Beginning</th>
<th>Developing</th>
<th>Competent</th>
<th>Mature</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhetorical Awareness</strong></td>
<td>Overlooks two or more aspects of the situation or assignment, and thus does not fulfill the task</td>
<td>Overlooks at least one aspect of the situation or assignment and thus compromises effectiveness</td>
<td>Attempts to respond to all aspects of the situation or assignment, but the attempt is incomplete</td>
<td>Addresses the situation or assignment in a complete but perfunctory or predictable way</td>
<td>Addresses the situation completely, with unexpected insight</td>
<td>Addresses the situation in a sophisticated manner that could advance professional discourse on the topic</td>
</tr>
<tr>
<td><strong>Stance</strong></td>
<td>Involves an unspecified or confusing argument; significance is not evident</td>
<td>Makes an overly general argument; significance is difficult to discern, or not appropriate to the rhetorical situation</td>
<td>Makes a simplistic or implicit argument, or multiple arguments that have no clear connection to one another; gestures towards significance, but does not fully develop it</td>
<td>Makes an explicit and straightforward argument that does not oversimplify the problem or question; explores at least one implication of the argument</td>
<td>Makes a complex, unified argument that clearly articulates a position or stance; explores multiple implications of the argument</td>
<td>Offers an inventive, expert-like argument that clearly articulates a sophisticated position/stance; explores multiple implications of the argument in a compelling manner</td>
</tr>
<tr>
<td><strong>Development of Ideas</strong></td>
<td>Claims requiring support are not backed by necessary evidence; lacks analysis of major pieces of evidence; content is not substantive</td>
<td>Evidence and/or analysis is weak or contradictory; does not account for important evidence that could support or disprove the argument</td>
<td>Evidence provides minimal but necessary support to each point; attempted analysis is not sufficient to prove the argument</td>
<td>Evidence and analysis are substantive; they support the argument and related claims, but are mostly predictable</td>
<td>Evidence fully supports and proves the argument and all related claims; evidence is always paired with compelling analysis</td>
<td>Evidence and analysis are precise, nuanced, fully developed, and work together to enhance the argument</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Lacks unity in constituent parts; fails to create coherence among constituent parts; contains major argumentative holes or fallacies</td>
<td>Uses insufficient unifying statements; uses few effective connections; some logical moves necessary to prove the argument are absent</td>
<td>Uses some effective unifying claims, but a few are unclear; inconsistently makes connections between points and the argument; employs simplistic organization</td>
<td>States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme</td>
<td>Asserts and sustains a claim that develops logically and progressively; adapts typical organizational schemes for the context; achieves substantive coherence</td>
<td>Artifact is organized to achieve maximum coherence and momentum; connections are sophisticated and complex when required</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Involves errors that risk making the overall message distorted or incomprehensible</td>
<td>Involves a major pattern of errors</td>
<td>Involves some distracting errors</td>
<td>Meets expectations, with minor errors</td>
<td>Meets expectations in a virtually flawless manner</td>
<td>Exceeds expectations and manipulates conventions to advance the argument</td>
</tr>
<tr>
<td><strong>Design for Medium</strong></td>
<td>Lacks features necessary or significant for the genre; uses features that conflict with or ignore the argument</td>
<td>Omits some important features; distracting inconsistencies in features; uses features that don’t support argument</td>
<td>Uses features that support the argument, but some match imprecisely with content; involves minor omissions or inconsistencies</td>
<td>Supports the argument with features that are generally suited to genre and content</td>
<td>Promotes engagement and supports the argument with features that efficiently use affordances</td>
<td>Persuades with careful, seamless integration of features and content and with innovative use of affordances</td>
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</tbody>
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