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| **UNIT 2 ASSIGNMENT SEQUENCE —** **Latinx Public Health Infographics** |

**The Scenario**: A cross-disciplinary team of graduate students from UNC’s [Gillings School of Global Public Health](https://sph.unc.edu/) and [Latina/o Studies Program](https://lsp.unc.edu/) received a modest grant to produce and distribute easily digestible, informative [infographics](https://hbr.org/2014/04/what-makes-the-best-infographics-so-convincing) about pressing public health issues facing Latinx communities in the United States. The graduate editors are also tasked with recruiting undergraduate contributors to create content for eventual distribution on social media and elsewhere.

For this project, you may elect to work in teams, pairs, or individually. Those of you who decide to work in teams will produce longer infographics.

**Objectives**:

In the first unit, you practiced, among other things: a) interpreting peer-reviewed research; b) using models to guide your composition; c) translating academic research findings for consumption by a general audience; d) giving and receiving effective peer feedback; and e) using digital tools for a multimedia composition.

This unit builds on those skills by asking you to: a) identify your own topic; b) collect your own reliable data; c) use another new digital tool (this time visual instead of audio); and d) move from objective reportage to persuasive and/or educational messaging.

From [the website](https://lsp.unc.edu/):

Latinas/os are defined as people of Latin American and/or Iberian heritage living and working in the United States or U.S.-based but also moving between the U.S. and the rest of the Americas. Latinas/os are ethno-racially diverse, of African, indigenous, Asian, and European descent; linguistically diverse, speaking varieties of English, Spanish, Portuguese, Spanglish, African, Asian, and indigenous languages; and culturally diverse, coming from more than 35 countries and 5 continents.

\*\*Si quieres, puedes completar tu proyecto en español.

**Rhetorical Chart**

| **Genre** | **Purpose** | **Audience** | **Role** | **Rhetorical Situation** |
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| Infographic | Use visuals to persuasively communicate data. | Social media users with at least a passing interest in issues related to your discipline. | Student Contributor | Graduate students are recruiting you to compose an infographic. |

**Feeder 2.1: Annotated Bibliography**

Prepare a list of 4-6 recent, reliable*[[1]](#footnote-1)* sources, cited alphabetically in APA format, that contain data useful to your project. Your sources should consist almost entirely of recent research papers (published 2017 or later) in your area of study and cover multiple sides of any potential controversy.

For each source, write a brief summary (2-3 sentences) describing a) the main topic of that source, and b) what information within the source will be useful for your project, including which section(s) of your infographic to which it will apply.

**“Proficient” annotated bibliographies will**:

* Demonstrate correct APA citation format;
* Contain clear, precise, accurate summaries of the content of the sources;
* Be cleanly and professionally written; and
* Address how you might use your sources in your final infographic.

Have one group member submit your final draft to Assignments.

\*For additional help, see the Writing Center’s [handout on Annotated Bibliographies](http://writingcenter.unc.edu/handouts/annotated-bibliographies/).

\*Having trouble finding sources that work for you? Can’t figure out whether your sources are sufficiently reliable? Feel free to [chat with a librarian](http://library.unc.edu/ask/), contact undergraduate learning librarian [Dayna Durbin](https://library.unc.edu/about/staff/dayna-durbin/), or ask me.

**Feeder 2.2: Infographic Draft**

As you well know, composing in any genre is a process requiring many steps. At this point, you have selected a topic and it’s time for you to draft your infographic using [piktochart.com](http://piktochart.com).[[2]](#footnote-2)\* The grad student editors are really counting on you, and to get the most out of their feedback you need to deliver a very good draft.

**“Proficient” infographics will**:

* Contain at least 3 blocks (not including title block, citations, or “call to action” block), including at least 1 extra block per additional person in group;
* Use at least 4 different visualization techniques to combine images, words, and data;
* Only use data from reliable sources;
* Clearly, persuasively, and creatively communicate information in an appealing visual format;
* Embed citations within infographic according to a format you have chosen;
* Be free of mechanical, grammatical, and formatting errors.

**Unit Project: Finalized Infographic and Reflection Statements**

You’ve designed and started editing your infographic, and it’s just about ready for publication! In an additional bit of excellent news, the graduate student editors are so proud of the work you’ve done that they want to set up a little exhibit for the organization that provided their grant. For that, they’ll need a few “reflection statements” (similar to artist statements) from you.

Your final unit project contains two components: 1) your infographic and 2) your reflection statements.

**“Proficient” infographics will**:

1. meet all of the criteria outlined in Feeder 2.2; and
2. substantively revise the infographics you submitted for Feeder 2.2, based on instructor, tutor, and peer feedback

**“Proficient” reflections will**:

* Clearly, persuasively, and concisely address the following prompts:
1. What were the primary goals of producing your infographic? (What kinds of information did you want to get to whom, and why?)
2. What was the rationale behind your design choices? Think of everything from the color scheme, to the font, to the layout, and etc.
3. What did you wish you could have accomplished in composing your infographic that you were unable to do because of limitations in the software, your own design skill, or time?
* Be about a page in length (a guideline, not a rule); and
* Be completely free of mechanical, grammatical, and formatting errors.

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| **INFOGRAPHIC LINKS AND EXAMPLES** |

**Resources**:

* [The Ultimate Infographic Design Guide: 13 Tricks for Better Designs](https://venngage.com/blog/infographic-design/)
* [What Makes the Best Infographics So Convincing](https://hbr.org/2014/04/what-makes-the-best-infographics-so-convincing)

**Public Health Infographics**:

* [Measles & Rubella Move Fast](https://www.cdc.gov/globalhealth/immunization/infographic/measles.htm)
* [What is State Public Health?](https://www.astho.org/Profile/Infographic/What-is-State-Public-Health/)
* [Internalized HIV Stigma](https://www.ipha.com/content/uploads/HIV%20projects/cdc-hiv-internalized-stigma.pdf)
* [Racism at Work](https://www.prnewswire.co.uk/news-releases/one-in-five-people-still-being-racially-abused-at-work-according-to-research-by-pearn-kandola-676006283.html) (click on the photo to see the whole infographic)
* Or, find a collection of many examples [here](https://www.cdc.gov/globalhealth/infographics/default.html#Noncommunicable-Diseases-Anchor). (You may notice why there would be a special need for better infographics.)

**Other Miscellaneous Infographics**:

* [The State of Infographics](https://mashable.com/2013/01/26/infographics-marketing/#.11LmafhPGqJ) (an old infographic about infographics)
* [The Depth of the Problem](https://www.washingtonpost.com/apps/g/page/world/the-depth-of-the-problem/931/)
* [The Global Carbon Budget](https://www.wri.org/resources/data-visualizations/infographic-global-carbon-budget)
* [All the World’s Carbon Emissions](https://www.visualcapitalist.com/all-the-worlds-carbon-emissions-in-one-chart/)
* [Style Your Home with Feng Shui](https://visual.ly/community/Infographics/lifestyle/style-your-home-feng-shui)
* [Climate Extremes, Regional Impacts, and the Case for Resilience](https://www.worldbank.org/en/news/feature/2013/06/19/Infographic-Climate-Change-in-Sub-Saharan-Africa-South-Asia-South-East-Asia?cid=EXT_TWBN_D_EXT)
* [Reasons for Being](https://informationisbeautiful.net/visualizations/ikigai-japanese-concept-to-enhance-work-life-sense-of-worth/) (on the Japanese concept of Ikagi)
* [The Daily Routines of Famous Creative People](https://podio.com/site/creative-routines)
* [Weapons and Mass Shootings in the US](https://www.washingtonpost.com/wp-srv/special/national/weapons-and-mass-shootings/) (from 2014)

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| **FINAL PROJECT RUBRIC** |

CONTENT: 5 points

ORGANIZATION: 5 points

STYLE: 5 points

MECHANICS: 3 points

REFLECTION STATEMENT: 2 points

1. We will have to discuss what data is considered reliable. This is important. Don’t sleep on it. [↑](#footnote-ref-1)
2. \* Piktochart is a little clunky, but it is the best free software available. If you already have expertise, you are welcome to use Adobe Illustrator, Canva, or any other program, but, if you’re new to this, I recommend you stay with Piktochart, despite its issues. Just be patient and flexible, and leave time for lots of tinkering! [↑](#footnote-ref-2)