

# ENGL 2123-201: Rhetoric of Visuals and Infographics

## Spring 2023

TR 11:00 to 12:20 in BW 117

### Syllabus

Instructor	Dr. Sally Henschel Office: Bea Wood 211 sally.henschel@msutexas.edu 940.397.4731 (I prefer email contact.)
Office hours	Tues. 1:00–3:00 pm Wed. 12:00–2:00 pm Thurs. 1:00–2:00 pm Other hours by appointment
<b>Required</b> course texts	Williams, Robin. <i>The Non-Designer’s Design Book</i> . Peachpit, 2015. [4 <sup>th</sup> edition] Wong, Donna M. <i>The Wall Street Journal Guide to Information Graphics</i> . Norton, 2013.
Student learning outcomes	<ol style="list-style-type: none"> <li>1. Students will understand and apply the principles of visual rhetoric in their analysis of and justification for design decisions.</li> <li>2. Students will understand many of the ethical, legal, cultural, and economic issues that impact the creation, interpretation, and use of visual messages</li> <li>3. Students will demonstrate the ability to apply skills needed to conduct research and/or engage in creative activities.</li> <li>4. Students will be able to communicate analyses, interpretations, and significance of research through variable media.</li> <li>5. Students will collaborate with peers/faculty and learn to address real-world problems, answer real world questions.</li> <li>6. Students will develop and apply design, teambuilding, and management skills to evaluating, researching, creating and presenting visual information and arguments.</li> <li>7. students will synthesize course readings, discussions, and assignments in a team project</li> </ol> <p>Upon completion of this course, students will have demonstrated the following Texas Core Curriculum Core Objectives:</p> <ul style="list-style-type: none"> <li>• <i>Critical Thinking Skills</i>, to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Learning activities and measurements: Completion of individual and team critical analyses/redesign and data visualization assignments.</li> <li>• <i>Communication Skills</i>, to include effective development, interpretation and expression of ideas through written, oral, and visual communication. Learning activities and measurements: Class and team discussions, completion of course writing and design assignments, and class presentations, both individual and team-based.</li> <li>• <i>Teamwork Skills</i>, to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Learning activities and measurements: Students will employ skills in team building, design, and project management in a collaborative data visualization project which includes the</li> </ul>

	<p>creation of an infographic based on the team’s research, an oral presentation, an end-of-project report, and team-member evaluations.</p> <ul style="list-style-type: none"> <li>• <i>Personal Responsibility Skills</i>, to include the ability to connect choices, actions and consequences to ethical decision-making. Learning activities and measurements: Students will demonstrate these skills in the individual and team critical analyses of infographics and the data visualization assignments and the completion of team member evaluations.</li> </ul>
Assignments	<p><b>Individual assignments</b></p> <ul style="list-style-type: none"> <li>• Critical analysis and redesign 1 5</li> <li>• Critical analysis and redesign 2 10</li> <li>• Infographic dos and don’ts (flyer &amp; presentation) 10</li> <li>• MLA/APA citations 5</li> <li>• Class demographics bar chart assignment 5</li> <li>• Research report w/graphic (related to team project) 20</li> <li>• Celebration of Scholarship reflection essay 10</li> </ul> <p><b>65 individual points</b></p> <p><b>Team assignments</b></p> <ul style="list-style-type: none"> <li>• Data visualization project proposal 10</li> <li>• In-class presentation of project w/ infographics 10</li> <li>• End of project report 10</li> <li>• Team member evaluations 5</li> </ul> <p><b>35 team points</b></p> <p><b>100 total points</b></p>
Grading system	<p>A = 100—90%  B = 89—80%  C = 79—70  D = 69—60%  F = &lt;60%</p>
Late submission	<p>All assignments will be due on dates assigned. <b>No late work will be accepted.</b> Students falling two assignments behind are subject to administrative withdrawal from the course by the instructor.</p>
Absentee policy	<p>Attendance is taken at the beginning of class: students who arrive late need to notify the instructor at the end of that class session of their attendance.</p> <p>Negative points: Points are deducted against the final grade for unexcused absences:</p> <ul style="list-style-type: none"> <li>• -0 points for 2 absences</li> <li>• -2 points for 3 absences</li> <li>• -4 points for 4 absences</li> <li>• Two tardies (i.e., arriving 5-14 minutes late) are counted as one absence.</li> <li>• Arriving 15 minutes late or leaving 15 minutes before class ends counts as an absence.</li> <li>• <b>After 5 unexcused absences, a student is subject to being dropped from the course with grade of “F.”</b></li> </ul>

E-mail format	When sending emails to the instructor, a student should include in the subject line his or her last name, course, and the content of the email (e.g., Jones 2123 question).
Academic dishonesty	All students are expected to adhere to the Midwestern State University Student Honor Creed when completing any work for this course. When using the ideas of other unpublished and published sources, students must use accepted documentation conventions (i.e., MLA). Students also are not allowed to use text written by a generation system as one's own (e.g., entering a prompt into an artificial intelligence tool and using the output in a paper). See the <a href="#">MSU Student Handbook</a> to read the Student Honor Creed and the university's policy on academic dishonesty. All work submitted to D2L will be scanned by the Turnitin program which flags text that is quoted from a source. <b>If quoted text is not placed in quotation marks and the correct source cited, you will receive a grade of zero for that assignment. If this occurs twice in the course, you will receive a grade of "F" for the course. There are no exceptions to this rule.</b>
Professionalism	Members of this class are expected to treat one another with courtesy, professionalism, and respect. Repeated unprofessional, rude, or inappropriate behavior can result in 50-100 points being deducted from a student's final grade for the course per instance of such behavior.
Cell phone use	<b>Cell phones and earbuds need to be put away during the class session</b> (e.g., in a pocket, purse, or backpack). If you receive a call or text to which you need to read or respond, please leave the room to do so. If you are using an e-text, please access the e-text on the class computer—not on a cellphone. <b>Earbuds are not allowed in class</b> unless you have obtained permitted use through <a href="#">MSU Disability Support Services</a> and provided the instructor the necessary documentation.
Research and creative opportunities at MSU	Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduate students to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students in a cooperative research process. For more information contact the Office of Undergraduate Research, (940) 397-6274 or <a href="mailto:eureca@msutexas.edu">eureca@msutexas.edu</a> . Or visit the <a href="#">EURECA website</a> .
Tutoring	MSU Tutoring and Academic Support Programs, <a href="#">TASP</a> , include on-campus and distance education tutoring options.
Americans with Disabilities Act	Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law, all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disabilities.  This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity."  To obtain disability support services, students must be accepted for admission to Midwestern State University, complete a request for services form available through the Office of Disability Services, and provide current documentation from a qualified professional (such as a licensed physician, psychologist, audiologist, etc.) diagnosing the disability, as defined by the Americans with Disabilities Act.  If the instructor does not have proper notification, she will expect the same performance

	from each student enrolled in the course. For more information visit <a href="#">Disability Support Services</a> at <a href="#">Midwestern State University</a>
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## Assignment Schedule

Textbook abbreviations: *Non-Designer Design Book* (NDDDB) and *The Wall Journal Guide to Information Graphics* (WSG)

Week	Day/Date	Assignment and/or Activity
Week 1	TR Jan 17, 19	<ul style="list-style-type: none"> <li>• Introduction to the course and to each other</li> <li>• NDDDB introduction to principles of design</li> <li>• Set up Google drive folder for class activities with a Google document titled PARC Principles.</li> </ul>
Week 2	TR Jan 24, 26	<ul style="list-style-type: none"> <li>• Have read in NDDDB <ul style="list-style-type: none"> <li>○ Ch1 Introduction</li> <li>○ Ch2 Proximity</li> <li>○ Ch3 Alignment</li> </ul> </li> <li>• Tuesday, prior to class, in your Google document, write your own definitions of “proximity” and “alignment” as design principles and as described by Williams. You can use a quote or two, but the definitions must also include your own summary or paraphrases.</li> <li>• Thursday, prior to class, save a picture of an informative flyer (or two) you would like to redesign for the first redesign assignment. Save the files to your Google drive folder.</li> <li>• Discuss and send a document to WEPA printer on campus.</li> </ul>
Week 3	TR Jan 31, Feb 2	<ul style="list-style-type: none"> <li>• Have read in NDDDB <ul style="list-style-type: none"> <li>○ Ch4 Repetition</li> <li>○ Ch5 Contrast</li> <li>○ Ch6 Review of Design Principles</li> </ul> </li> <li>• Tuesday, prior to class, write your definitions of “repetition” and “contrast” as a design principles in your Google document. (Definitions should all be on the same document.)</li> <li>• Workshop Critical Analysis &amp; Redesign 1</li> </ul> <p><b>Due: Critical Analysis &amp; Redesign 1, upload to Dropbox next Sunday Feb. 5, before 11:30 pm (original flyer plus your redesign and critique)</b></p>

Week 4	TR Feb 7, 9	<ul style="list-style-type: none"> <li>• Have read in NDDDB <ul style="list-style-type: none"> <li>○ Ch7 Design with Color</li> <li>○ Ch8 Extra Tips &amp; Tricks</li> <li>○ Ch9 Essentials of Typography</li> </ul> </li> <li>• Discuss the research process</li> <li>• Workshop Critical Analysis Redesign 2</li> </ul>
Week 5	TR Feb 14, 16	<ul style="list-style-type: none"> <li>• Have read in NDDB <ul style="list-style-type: none"> <li>○ Ch10 Type (&amp; Life)</li> <li>○ Ch11 Categories</li> <li>○ Ch12 Type Contrasts</li> </ul> </li> <li>• Workshop Critical Redesign 2</li> </ul> <p><b>Due: Critical Analysis and Redesign 2 uploaded to Dropbox next Sunday Feb. 19, before 11:30 pm (original flyer plus your redesign and critique)</b></p>
Week 6	TR Feb 21, 23	<ul style="list-style-type: none"> <li>• Discuss infographic dos and don'ts presentation assignments</li> <li>• Sign up for infographic presentation</li> <li>• Discuss conducting research, possible topics</li> <li>• Discuss MLA/APA citation assignment due next week</li> </ul>
Week 7	TR Feb 28, Mar 2	<p><b>Due: MLA/APA citation assignment due at beginning of class Tuesday, Feb. 28. (Upload final draft Mar 2 by 11:30 pm)</b></p> <ul style="list-style-type: none"> <li>• Have read in <i>WSG Infographic Dos and Don'ts</i> Introduction and The Basics (1-29): <ul style="list-style-type: none"> <li>○ Charting</li> <li>○ Numbers</li> <li>○ Data integrity</li> <li>○ Data richness</li> </ul> </li> <li>• Discuss infographic dos and don'ts presentation assignments: <ul style="list-style-type: none"> <li>○ Open with a reading/content quiz question</li> <li>○ Handout saved as a pdf and uploaded to dropbox</li> </ul> </li> <li>• Watch and discuss Storytelling with Data video (27min.)</li> </ul>
Week 8	TR Mar 7, 9	<ul style="list-style-type: none"> <li>• Discuss discussion board post, and team formation, team project proposal, individual reports, and final team slides and reports.</li> </ul> <p><b>Individual presentations begin: upload handout to Dropbox by 5:00 pm the day prior to your presentation. (Two-three student presentations each class period)</b></p> <ul style="list-style-type: none"> <li>• Have read in WSG (30-43): <ul style="list-style-type: none"> <li>○ Fonts</li> <li>○ Color</li> <li>○ Coloring for the color blind</li> <li>○ Lines</li> </ul> </li> </ul> <p><b>Due: Discussion post assignment due Sun. Mar. 12, by 11:30 pm</b></p>
Week 9	TR Mar 14, 16	<b>Spring Break!</b>
Week 10	TR Mar 21, 23	<ul style="list-style-type: none"> <li>• Before class on Tuesday, have read classmates' discussion posts on re-search topics.</li> <li>• In class on Tuesday, team formation and outlining the team data visualization project proposal.</li> </ul>

		<ul style="list-style-type: none"> <li>• Share data on class demographics assignment</li> <li>• Have read in WSG: <ul style="list-style-type: none"> <li>○ Percentages: don't average percentages</li> <li>○ Copy Style in Charts</li> <li>○ Vertical bars</li> <li>○ Horizontal bars</li> <li>○ Pies</li> </ul> </li> </ul>
<b>Monday, Mar. 27</b>		<b>Last Day for "W", 4:00 p.m. – Drops after this date will receive grades of "F."</b>
Week 11	TR Mar 28, 30	<ul style="list-style-type: none"> <li>• Tuesday: Bring draft of demographics chart assignment to class.</li> <li>• Thursday: In class, in Google drive team folder, outline Team Project Proposal.</li> </ul> <p><b>Due: Class demographics chart assignment, uploaded to dropbox by Tuesday, Mar. 28, before 11:30 pm</b></p> <p><b>Due: Team data visualization project proposal, uploaded to Dropbox by Thursday, Mar 30, before 11:30 pm</b></p>
Week 12	TR Apr 4	<p><b>Easter holiday 6 and 7: No classes on Thursday or Friday.</b></p> <p>Have read in WSG:</p> <ul style="list-style-type: none"> <li>○ Tables</li> <li>○ Charting your course</li> <li>○ Pictograms</li> <li>○ Tricky Situations</li> <li>○ Team workshop: Preparing Effective Oral and Poster Presentations</li> </ul>
Week 13	TR Apr 11, 13	<p><b>Due: Individual Research Report, uploaded by Tuesday April 11, before 11:30 pm</b></p> <ul style="list-style-type: none"> <li>• Have read in WSG: <ul style="list-style-type: none"> <li>○ Tricky situations: Comparable scales ant vs. elephant</li> <li>○ Tricky situations: Coloring with black ink</li> <li>○ Maps: Mapping and shading</li> <li>○ Do the Math: Mean, medium, mode</li> </ul> </li> <li>• Review Celebration of Scholarship assignment</li> </ul>
Week 14	TR Apr 18, 20	<ul style="list-style-type: none"> <li>• Tuesday: Team workshop: final presentation</li> <li>• Thursday: Class will <b>attend</b> Celebration of Scholarship, undergraduate research sessions (Thurs. April 20, 9-5).</li> </ul> <p><b>Due: Celebration of Scholarship reflection essay, uploaded to dropbox by Sunday, April 23, before 11:30 pm</b></p>
Week 15	TR Apr 25, 27	<ul style="list-style-type: none"> <li>• Team workshop: slide presentation and final report</li> </ul> <p><b>Due: Final team slide presentation, upload by Thurs., Apr 27, 11:30 pm</b></p>
Week 16	TR May 2, 4	<p>Last Week of Classes</p> <ul style="list-style-type: none"> <li>• Team workshop: final report</li> </ul> <p><b>Due: Final team report, upload for grading by Thursday, May 4 , 11:30 pm</b></p>

Week 17 Finals Week	T May 9 from 1 to 3	<b>In-class team slide presentations. Tuesday, May 9 from 1:00 to 3:00 pm</b> (Team members must be present for their presentation and for all of the other teams' presentations.)  <b>Due: Complete teammate evaluation by Wed. May 10, by 11:30 pm</b>
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