

Persuasive Infographic Assignment

Word Count: 250-300 word paragraph explaining the design choices you made in creating your infographic; approx. 47 words for the infographic itself (to present key message(s), make claims, cite research provided as support, etc.)

Required Sources: At least one source drawn from your Research Synthesis and cited in a footer on your infographic

Recommended Infographic Maker: Google Slides/Sheets/Docs/Canva

Evaluation: [rubric](#)

Sample Assignment: [A good example](#)

Introduction: What Is a Persuasive Infographic?

As you will see in the course reading from [CLIPS](#): "An information graphic or 'infographic' is a visual communication genre that combines common icons, illustrations, minimal text, data visualizations, and information, to create an engaging narrative. An infographic simplifies a large amount of complex information into primarily visual messages, so an audience can read and understand them with ease." Some infographics entertain; others give basic information or market a product. In order to further explore academic argument, you are being asked to create an infographic that is persuasive in its emphasis.

Namely, in this assignment, you are being asked to create an infographic that persuades some audience *ideally outside your primary field* (that is, outside the primary field of your research this term) to take a specific action based on the research you've done and the information you present in your graphic.

Basic Requirements

Your infographic assignment should, at minimum, include the following:

Brief Analysis of Design Choices (Paragraph):

To meet this requirement, you must include a 250-300 word paragraph in which you explain the following:

- What is your central argument (must be stated in a complete, argumentative/persuasive sentence)?
- What highly specific audience do you wish to persuade with your infographic, and how did that influence your design and content choices?
- What structure/layout did you decide upon and why?
- What are 3-4 specific design choices you made (spacing, color, imagery, etc.) that you think contribute meaningfully to your argument, and how do they contribute?
- Do you think your overall infographic would be effective for your audience? Why/why not?

Content & Structure (Infographic):

- **Informative and persuasive title.** This should, ideally, communicate the topic, purpose, and central message.
- **Clear purpose:** To call for a specific action from a specific group of people; to model how an audience should make a certain decision according to specific experiences/criteria; to compare/contrast two responses to a problem; to explain how a particular solution to a problem "works"/the steps involved in flow/time; etc.
- **Specific, well-suited structure that supports purpose** (e.g. article, decision tree, comparison, flowchart, single graphic, or timeline). Organizational choices support the reader's comprehension of the information presented.
- **Clear "hook" in the form of a problem statement** to help readers immediately determine what the infographic is about.
- **Unambiguous, persuasive key message:** This should be a message that you determine and that follows logically from your research synthesis findings. Your message should focus on a specific current issue, controversy, or need for action that the audience is likely unaware of (or unaware of the stakes of) and can act on. (For example, consider applying a major takeaway from your research synthesis to a specific context.) Your reader should not be left wondering exactly what you're trying to tell them.
- **Solid grounding in research.** There should be no major claim made or data shown/suggested without solid academic research supporting it (this will be cited at the bottom of your infographic).
- **Accurate, consistent, and focused data**--consider graph(s), chart(s), map(s), icon(s), etc.--to present essential data, all of which concisely supports the overall purpose (audience does not need to guess/infer).
- **Textual content that is in service of clarifying and emphasizing visual content** (not in lieu of visual content).

- **Objective intent/transparency of information:** In creating an infographic, as you know from your CLIPS reading, you automatically "create bias by not covering everything about that topic." Be clear about your focus and attribute your research to avoid misrepresenting/distorting the issue or your information.

Visual Appeal

- **Fonts, colors, layout choices, and other visual elements** that contribute to the core message.
- **[Principles of CARP](#):** Contrast, Alignment, Repetition, and Proximity.
- **Aesthetics & Accessibility:** Consider color schemes, tone matching, white space, and other elements both in terms of how they complement (or contradict the tone or information you're trying to establish) and in terms of how multiple audiences can easily "read" your graphic.

Conventions & Basics

- **One full page presentation** (11"x8.5" infographic).
- **Full APA citation of research material** included in the infographic at the bottom of the infographic.
- **Sentences that follow conventions for standard English** (spelling, grammar, etc.).
- **Professional, fair-minded, analytic and/or persuasive tone** throughout--even when expressing your own arguments (no soapboxing or ranting; no visual "jokes" or "call outs" that invoke racist, sexist, ableist, homophobic, or other stereotypes).

Purpose of Assignment

This assignment is designed to help you practice the following skills:

1. Identify from your research an issue or finding an audience outside of your field could act on (or use to act on) in their own lives or environments (home, workplace, or etc.).
2. Apply principles of visual layout and design to make complex ideas accessible and easy to understand.
3. Craft an argument that contributes to a larger conversation that is going on in the lives or experiences of an external audience.

4. Explain complex, discipline-specific research to a lay or non-expert audience in a meaningful way.
5. Practice this essential professional "code-switching" in order to be able to do it more easily in future workplace settings, where often you will be the expert or operator (the lead engineer, the skilled hygienist, the practicing tech, etc.) who needs to ask for funding or action from a decision maker who doesn't have the same depth of understanding as you do on an issue (a manager from outside your expertise/field, a boss who is no longer up to date/practicing in your field, a funding source who has money but not background/expertise).