

# unit project #2

# infographic project

Each theme in the course has multiple reading responses. At the end of a unit, there will be a culminating project.

We will return to the conversations we have had, the readings we have done, and the writings we have laid down ... and then synthesize all of that in some way.

**PROJECT #2** is an **INFOGRAPHIC PROJECT**. At this point in the semester, we have focused on Black Language and literacy dating back to slavery. We have also spent time with the linguistic features of Black Language. Now you will use any online graphic program like posternywall.com, photoshop, canva, or posterini to document key ideas/explanations of Black Language and Literacy in historical and linguistic ways.

Here are your requirements:

1. Give your infographic a title that connects ALL of the elements of your graphic organizer together.
2. Using words/charts/graphs, highlight at least ONE key idea/explanation of the history of Black literacy from the reading by Heather Andrea Williams called *Self-Taught* ([click here about optional RR4](#)), the history of the Negro Spirituals (the work we did in our [February 1 class](#) on Alvin's Ailey "Revelations"), OR the history of Black Union soldiers and abolitionists from our [February 15 class](#).
3. Using words/charts/graphs, highlight at least ONE key idea/explanation about Black Language from the readings at the website ([click here](#))
4. Using words/charts/graphs, highlight at least ONE key idea/explanation about the linguistic features of Black Language from work we did in class on [February 8](#) and [February 10](#)
5. Use unique and compelling images/designs/colors to convey the story of Black Language and Black Literacy.
6. Send the poster as jpg or pdf to D2L or email this assignment to [carmen.kynard@tcu.edu](mailto:carmen.kynard@tcu.edu) on **February 17**.

## Your Point-Spread for Project #2 (5 points)

Expectations	Check
1. I have highlighted at least ONE key idea/explanation of Black literacy from Heather Andrea Williams's <i>Self-Taught</i> , the history of the Negro Spirituals from our <a href="#">February 1 class</a> , OR the history of Black Union soldiers and early abolitionists from our <a href="#">February 15 class</a> . (NOTE: It is extra credit if you use more than one of these texts).	
2. I have highlighted at least ONE key idea/explanation about Black Language <a href="#">from the readings at the website</a> .	
3. Using words/charts/graphs, I have highlighted at least ONE key idea/explanation about the linguistic features of Black Language from work we did in class on <a href="#">February 8</a> and <a href="#">February 10</a> .	
4. My overall poster is visually interesting and communicates a message. It is clear how the images and words that I have selected connect to Black Language and Black Literacy. I also make interesting connections between Black Language, Black Literacy, and Black Rhetoric.	
5. I have an interesting title and have used 1-2 pages for this project. I also included bibliographic references for where I have received my information and images.	

<b>Total Points</b> (this project accounts for 5 points of the final grade's 100 points)	
<b>NOTE: If you use more than one text and the graphics+textual connections are very compelling, you can receive 1-2 extra credit points.</b>	

**Points Translation (roughly)**

5 points: A      4 points: B-      3 points: D      1-2 points: Failing