

**English 501: Document Design**  
**Fall 2014**  
**2 – 3:15 MW**  
**304 Grubbs Hall**  
**Writing Center: 235-4694**  
**Text: 256-310-2100**

**Dr. Jamie McDaniel**  
**402 Grubbs, 620-235-4744**  
**Office Hours: MWF 12 – 2, TR 2 – 4:00, or by**  
**appointment**  
**jmcdanie@gus.pittstate.edu or through Canvas**  
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### **Course Description**

In this face-to-face class, we will focus on the analysis and design of technical / professional documents, both printed and electronic. In this class, “document” takes on a comprehensive meaning to include print (posters and forms), audio (podcasts), audiovisual (videos), and digital (websites). We will study both the theory of and the practice of creating these documents.

This course should help you achieve the following goals:

- Recognize visuals, type and space as the building blocks of graphic design as visual communication.
- Approach functional graphic design as capturing attention, controlling eye flow, conveying information, and evoking emotion.
- Practice the researching, brainstorming, concepting, and sketching that go into effective design work.
- Demonstrate basic design and layout skills, including grid structure, across a variety of formats and platforms from electronic to print.
- Apply the fundamentals of working with typography, color and visuals, such as photos and illustrations.
- Familiarize yourself with prepress and pre-production processes.
- Appreciate visual aesthetics as historically and culturally contingent.
- Make a habit of considering the ways visual and symbolic communication can be inclusive, cover the under-covered, and mitigate bias and prejudice.
- Practice constructive design criticism.
- Apply the best practices of instructional design and usability.
- Produce some work for your portfolio using a content management system.

### **Required and Optional Textbooks, Materials, and iPad Apps**

#### *Textbooks (all required)*

Hagen, Rebecca, and Kim Golombisky. *White Space is Not Your Enemy*. 2nd ed. Focal Press, 2013.  
ISBN: 0240824148

Dirksen, Julie. *Design for How People Learn*. Peachpit Press, 2012.  
ISBN: 0321768434

#### *Recommended iPad Apps (\* are required; others optional)*

*iMovie	MagicalPad
*GarageBand	iAnnotate PDF
Explain Everything	Notability
Adobe Photoshop Touch (NOT PS Express)	Goodreader
Directr	Writepad
Quark Design Pad (with Pro Feature Pack—if you want to complete design projects on iPad)	iPhoto
iMockups	Dropbox
Clefit	Skitch
SketchyPad	Blueprint Lite
Soundnote	Layout
	Joomla Admin Mobile

## Assignments and Evaluations

Participation and Discussion Assignments: 20%

Adobe InDesign Exercises: 15%

Document and Instructional Design Projects: 65%

- Theories of Design Essay
- Design Practices Multi-Page Document (Design for Knowledge)
- Public Service Announcement (PSA) Flyer
- Form
- Website Redesign and Rationale
- Instructional Video (Design for Skill)
- PSA Multimedia Project (Design for Motivation)
- Online Portfolio using Joomla Content Management System

**You must fully complete all assignments for the course in order to receive a passing grade.**

## Presentation

This class depends upon actively engaged speakers, listeners, and writers. Your responsibility is to be an active participant. As a result, this class demands that all reading assignments are completed, **in full**, on the day they are due and that you **bring the assigned text to class**. In addition, all assignments are to be typewritten and done according to directions. In class discussions, you must use design vocabulary to discuss your design choices. You must be able to articulate WHY you made a choice in terms of design principles. You cannot make statements such as "I didn't like it" or "It looks better this way." Instead, you must say, for example, "I moved the subtitle closer to the title to improve the proximity." I encourage you to think for yourself, challenge each other, and assume pride and ownership in every text you produce.

I also suggest that you consult the following links about interacting with faculty:

### 6 Things You Should Say to Your Professor

<http://www.usatodayeducate.com/staging/index.php/campuslife/6-things-you-should-say-to-your-professor>

### 5 Things You Should Never Say to Your Professor

<http://www.usatodayeducate.com/staging/index.php/campuslife/5-things-you-should-never-say-to-your-professor>

## Late Work and Attendance Policy

I reserve the right to decrease the grade of late work by ONE FULL LETTER GRADE for every day it is late including the first. For example, if an essay is two days late and the original grade is a B+, the final penalized grade would be a D+. If you have a problem with an assignment, please see me or call me BEFORE the due date. Any student who accrues excessive absences (three or more) will most likely fail the course. If you do miss class for any reason, you are still accountable for the work given and due that day unless prior arrangements have been made. Finally, I also expect you to be on-time to class. Any student who is tardy more than three times will be marked absent according to my discretion. If you have a problem getting to class on time (i.e., you have class on the other side of campus), please let me know as soon as possible.

## Plagiarism

Plagiarism includes the presentation, without proper attribution, of another's words or ideas from printed or electronic sources. It is also plagiarism to submit, without the instructor's consent, an assignment in one class previously submitted in another. I reward plagiarism with a zero. Further action by the university may also be taken. Please familiarize yourselves with the university policy on plagiarism. If you feel that you need extra help with your assignments, tutors are available in the Writing Center in Axe Library (620-235-4694). If you

have any questions about what constitutes plagiarism or how to cite sources properly, do not hesitate to ask me for help. Please also consult PSU's Academic Honesty and Integrity Policy available online at

<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

Also, make sure to consult the Syllabus Supplement, which can be thought of as a "one-stop" place for students to access up-to-date information about campus resources, notifications, and expectations. The Syllabus Supplement also contains important drop / add dates. It is available at

<http://www.pittstate.edu/dotAsset/eb3c8820-1c48-4f7e-aae8-8ccf74dc449a.pdf>

### **Teaching Philosophy of Document Design**

This class focuses on the theory of document design and its practical application. This class is not a software course. You can find several great online tutorials to walk you through different software procedures, and I have several of these tutorials posted on Canvas. As a technical writer, you will often be tasked to learn a new piece of software or a new procedure in a piece of software on the fly. This aspect of the course attempts to replicate this common practice. I am also happy to help you with software concerns. Adobe Creative Suite 6 is available on computers in the English Department's Computer Lab.

I expect you to complete the readings and discussion assignments on the day they are due. The only way to learn document design is through practice, and the discussion assignments will allow you to practice the ideas presented in the readings, motivate our daily discussions, and prepare you to complete the major assignments. You will also submit the discussion assignments for a grade. **If you have not completed the readings or discussion assignments for a given class period, I may ask you to leave the classroom, and you will be counted absent.** I will grade Discussion Activities holistically: an A (100) for complete work with above average effort, a C (70) for complete work with average effort, an F for incomplete work and/or below average effort (50), and a zero for no work.

### **iPad Policy**

PSU's Center for Teaching, Learning, and Technology (CTLT) has awarded this class iPads for use in completing daily class activities as well as the major class projects. You should bring the iPad to each class session, and you are welcome to use the iPad to complete coursework for other classes. Consult appropriate handouts for other iPad policies set forth by the CTLT.

### **A Word of Advice**

All students are more than welcome to drop by during office hours or schedule an appointment to ask questions, continue discussion of issues from class, or to offer comments. This is especially true during the first week of class and especially true for students with disabilities who are registered with the Center for Student Accommodations (235-4309) and who may need individual arrangements. **Make use of your teachers!!** We are here to help you learn, and we do not expect you to be perfect (who is?). We regard intelligent questions in and out of class and an eagerness to improve one's abilities as evidence of an A student more than written work alone. There is no such thing as a stupid question!

### **Tentative Schedule of Readings and Assignments (ALL DATES AND ASSIGNMENTS ARE SUBJECT TO CHANGE!)**

**WS – *White Space is Not Your Enemy***  
**DL – *Designing for How People Learn***  
**C – Canvas (Link or File)**

## Week One

Aug. 18: Introduction to the Course; iPad Distribution and Orientation; Introduction to Available Technology and Procedures

Aug. 20: C: “10 Myths about Copyright Explained” (link)  
C: “*Document Design* Chapter 3: Theories of Design” (pdf)  
**Discussion Activity 1:** Examine one of the following movie posters (*Pulp Fiction*: <http://tinyurl.com/ngdwl9o> and *Night of the Living Dead*: <http://tinyurl.com/lmqzc7>). Discuss it from two of the Perspectives you read about in Chapter 3: Theories of Design. For example, you might analyze the posters from the perspective of visual perception and visual culture, or from the perspective of visual rhetoric and visual culture. What aspects of the design would the perspectives you have chosen explain differently? What aspects of the design would the perspectives you have chosen explain similarly? What insights did you gain from looking at this artifact from different perspectives?

## Week Two

Aug. 25: WS: Chapter 1 – What is Design? and Chapter 2 – Step Away from the Computer  
**Discussion Activity 2:** Choose one of the following websites: <http://www.apple.com> or <http://meacuppa.be>. **First**, explain how the design captures your attention. What part of the design do you look at first? What draws your eye to look there first? **Second**, explain how the design controls the eye’s flow through its layout. In what order does your eye move from one thing to the next across the space of the layout? Make a numbered list of the order in which your eye travels around the layout. **Third**, what kind of information does the design convey? Make a list. Describe how the design conveys this information. **Fourth**, what, if any, emotion(s) does the design evoke? How? Why?

Aug. 27: WS: Chapter 5 – Mini Art School  
**Discussion Activity 3:** Select a document or website of your choosing. Using the elements, principles, and theories of design, explain how the work captures attention, controls the eye, conveys information, and evokes emotion—or not. Can you find ways to improve the work in the case study using the elements or principles of design?

## Week Three

Sept. 1: Labor Day – No Class

Sept. 3: WS: Chapter 3 – I Need to Design This Today  
**Discussion Activity 4:** Find two examples of the works-every-time layout. Identify and label the parts on each. How are the layouts alike or not?  
**Theories of Design Essay Due by 11:59 p.m. on Canvas**

## Week Four

Sept. 8: WS: Chapter 4 – Layout Sins  
**Discussion Activity 5:** Find an example of the world’s worst design, in your opinion. (Hint: You probably can find competitive candidates on the nearest public bulletin board. Do not, however, nominate anything your boss or client designed.) Circle and name all the layout sins the world’s worst design commits. How might you revise the document to improve it?

Sept. 10: WS: Chapter 6 – Layout  
**Discussion Activity 6:** Choose the website or printed documents of two organizations. Compare and contrast the visual communication of those two organizations. In particular, compare and contrast their grid structures.

Sept. 12: **Form Due by 11:59 p.m. on Canvas**

### **Week Five**

Sept. 15: WS: Chapter 8 – Color Basics  
**Discussion Activity 7:** Complete Exercise 1 on page 134 of *White Space is Not Your Enemy*.

Sept. 17: WS: Chapter 7 – Type  
**Discussion Activity 8:** Complete Exercise 6 on page 108 of *White Space is Not Your Enemy*.

Sept. 19: **PSA Flyer Due by 11:59 p.m. on Canvas**

### **Week Six**

Sept. 22: WS: Chapter 9 – Adding Visual Appeal  
**Discussion Activity 9:** Choose the website or printed documents of two organizations. The case studies should contain photos and / or illustrations. Visit a digital stock site and find suitable alternative images. Explain why you chose the photos / illustrations that you chose.

Sept. 24: WS: Chapter 10 – Infographics  
**Discussion Activity 10:** Complete Exercise 3 on page 176 of *White Space is Not Your Enemy*.

### **Week Seven**

Sept. 29: DL: Chapter 1 – Where Do We Start? and Chapter 3 – What’s the Goal?

Oct. 1: DL: Chapter 4 – How Do We Remember? and Chapter 6 – Design for Knowledge

### **Week Eight**

Oct. 6: DL: Chapter 2 – Who are Your Learners? and Chapter 5 – How Do You Get Their Attention?

Oct. 8: WS: Chapter 13 – Designing for the Web  
**Discussion Activity 11:** Complete Exercises 2 and 5 on page 236 of *White Space is Not Your Enemy*.

Oct. 10: **Design Practices Multi-Page Document Due by 11:59 p.m. on Canvas**

### **Week Nine**

Oct. 13: C: “*Document Design* Chapter 10 – Projects” (pdf)  
**Discussion Activity 12:** Review the Instructional Video Assignment. Create a PERT chart like the one on page 309 of Chapter 10. Using your understanding of the mission-critical elements of the project, be sure to distinguish between critical paths (absolutely essential tasks) and optional paths. (Hint: The PERT chart was created in PowerPoint. Try out the Connectors AutoShapes to create lines that stick to text boxes around. You may also want to use the MagicalPad app.)

Oct. 15: Research Day – No Class

Oct. 17: **Website Redesign and Rationale Due by 11:59 p.m. on Canvas**

### **Week Ten**

Oct. 20: Research Day – No Class

Oct. 22: DL: Chapter 7 – Design for Skills

### **Week Eleven**

- Oct. 27: iMovie and GarageBand Workshop
- Oct. 29: WS: Chapter 11 – Storyboarding  
C: “Cool and Credible Web Video” (link)

### **Week Twelve**

- Nov. 3: WS: Chapter 12 – Multimedia Components
- Nov. 5: WS: Chapter 14 – Fit to Print  
C: “*Document Design* Chapter 11 – Production” (pdf)  
**Discussion Activity 13:** Go back to your Multi-Page Document Assignment. Imagine that you are about to send the design for commercial printing. Using the printing terminology discussed in Chapter 11 and Chapter 14, write a specifications list that describes this document to a commercial printer and communicates what the finished product should be like.

### **Week Thirteen**

- Nov. 10: DL: Chapter 8 – Design for Motivation  
**Instructional Video Due by 11:59 p.m. on Canvas**
- Nov. 12: Joomla and Professional Portfolios

### **Week Fourteen**

- Nov. 17: Joomla and Professional Portfolios
- Nov. 19: In-Class Multimedia PSA Project and Portfolio Work

### **Week Fifteen**

- Nov. 24: In-Class Multimedia PSA Project and Portfolio Work
- Nov. 26: Thanksgiving – No Class

### **Week Sixteen**

- Dec. 1: In-Class Multimedia PSA Project and Portfolio Work
- Dec. 3: In-Class Multimedia PSA Project and Portfolio Work

**Final Portfolio and Multimedia PSA Project Due Saturday, December 13, by 11:59 p.m.**