

Art 4207

Winter Quarter 2011
M/W 2:00 pm – 4:20pm

Information Design

Instructor: Karen Gutowsky
kgz@spu.edu
Office Hours: M/W 1:20pm-2pm or by appointment
Website: <http://myhome.spu.edu/kgz/4207>

Course Objective

The objective of this course is to develop an understanding, articulation, and visual sensitivity specific to information design. At the end of this course the student will be able to:

- > Select appropriate forms for visual communication based upon content and audience.
- > Organize information in order to emphasize meaning and hierarchy.
- > Develop information forms that efficiently and effectively disseminate meaning.
- > Assess the graphic appropriateness for various types of information in order to effectively communicate.
- > Critically analyze information to make appropriate technology selections.
- > Create narratives that assist in understanding the context of information graphics.

Course Description

1. **Reading/Quizzes:** Regular reading assignments will be required during the quarter. It is expected that the student will have read the assigned reading prior to the given class period and provide appropriate feedback assigned by the professor. There will be quizzes throughout the quarter.
2. **Lectures:** A number of lectures will be given during the quarter as they relate to specific components of information design.
3. **Visual Aids:** Images relating to information design will be analyzed and discussed on a regular basis.
4. **Course Journal:** Students are required to keep a weekly journal that highlights information design in context.
5. **Information Exercises:** In the beginning of the quarter students will be asked to develop information exercises.
6. **Group Research:** Student groups will present specific data and research statistics of assigned subject matter.
7. **Course Project:** Students will complete one core project that demonstrates the integration of specific concepts related to information design.
8. **Class Critiques:** Along with each project, students are expected to participate in class critiques and discussions.
9. **Final Presentation:** Students will create a comprehensive presentation that demonstrates what they have learned throughout the quarter.

Course Evaluation

This course will be evaluated through: attendance/participation (10%); reading, discussions and quizzes (15%); information design exercises and weekly journal entries (15%); and development of information narrative that communicates an assigned topic. (60%).

Attendance/Participation: Regular attendance is expected and required. You are expected to notify the professor regarding an illness or family emergency **prior** to class. More than one un-excused absence **or** late attendance will lower your grade one increment (A to A-). More than one missed/late homework assignment will lower your grade one increment (A to A-). Critique participation is expected. At the end of the quarter students must submit an e-mail confirmation of online banner evaluation for complete credit. **(10%)**

Reading/Quizzes: Required Text, *Visual Function: An Introduction to Information Design*, by Paul Mijksenaar and *Information Design*, by Robert Jacobson (both available at SPU Bookstore). Required weekly readings, quizzes and in-class discussions. **(15%)**

Information Design Exercises and Course Journals: In the beginning of the quarter students will be assigned information design exercises to begin thinking about the construction and development of information graphics.

Each Monday students are required to hand-in a one-two page document that illustrates and summarizes an information graphic they encountered the previous week in their found environment. Students will be asked to take a photo/screen capture of the image, discuss and respond to this piece as it relates to the theories and histories of information design. Summary must be at least 250 words. **(15%)**

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Course Evaluation

(continued)

Information Design Course Project: The project will start in a group and then move to individual design solutions. Students will work in groups for research and presentation of an assigned topic. As a group, students will research their concept, gather data, sketch and appropriate their findings into a power point research presentation. This presentation will include gathered data as it relates to the significance of the information.

Based on the research from the student groups, each student will develop two narrative editorial page spreads (page size 10" x 15", spread size 20" x 15"). These spreads will take the research and narrate with text, image and information graphics to visually communicate complex information to the audience. Students will create an iconic system (minimum of three icons) that navigates the reader throughout the information. Each spread will have a minimum of 4 forms of information graphics. Information from the spreads will also be translated into a time-based delivery media. This could be an animated short film, blog or website. **(60%)**

Course Texts

Visual Function: An Introduction to Information Design, by Paul Mijksenaar

Information Design, Edited by Robert Jacobson (ISBN 0-262-10069-X)

Final Comps

For this course, students will need to be able to work in Adobe Creative Suite CS4. For color output, students can use whatever printing resources available—computer lab, Staples, Kinkos etc, however the student is responsible to meet in-class deadlines. Success in this class depends on the students' ability to create a professional, polished design presentation. Therefore final presentation must be executed at the highest quality standards possible. Students are encouraged to share resources and production techniques with their classmates.

Artwork

Students are encouraged to experiment with photography, illustration, pattern/textures and other techniques to create original artwork for their project.

If students use images from existing sources, the images must be cropped, altered or stylized to create a new aesthetic. Please note that low-resolution images found on Google, Flickr, etc., are unacceptable for the large-format work in this class. All work must be created no less than 300 dpi of original format size.

Use of stock photography is prohibited unless approved by the instructor. Students who wish to use stock photography must be willing to purchase a sufficiently high-resolution version of the image.

Plagiarism

Using or copying the work of others will not be tolerated. Your work may be influenced by the examples you see, but it must become uniquely your own.

Students with Disabilities

Students with disabilities need to contact Disability Support Services <<http://www.spu.edu/depts/cfl/dss/index.asp>> to request academic accommodations. Disabled Students Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your needs.

Disability Support Services
The Center for Learning
Lower Moyer Hall
Phone: (206) 281-2475 TTY: (206) 281-2224
Fax: (206) 286-7348
Hours: 8:00 a.m. - 6:00 p.m. , Monday thru Thursday. 8:00 a.m. - 5:00 p.m., Friday
Email: disabilityservices@spu.edu

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Project Grading

Point values for the course project will be based on:

- > Conceptual and Problem Solving Skills
- > Exploration of Project Possibilities
- > Originality and Inventiveness
- > Craftsmanship
- > Visual Appropriateness
- > Presentation and Timeliness

Online Course Evaluation

Final grade will be dispensed to the student once notification (via email or print out receipt) to the professor that the online course evaluation has been completed by the individual student.

Course Grading

96-100	90-95	
A	A-	
87-89	84-86	80-83
B+	B	B-
77-79	74-76	70-73
C+	C	C-
67-69	64-66	60-63
D+	D	D-
59 & below		
E		

Consistent with definitions in the SPU catalog, grades are determined on the following basis:

"A" Consistently near the top of the class in scores, organization, and quality of work. Has reasonable grasp of the big picture and able to interrelate and grasp implications as translated through their projects. Excellent organization. Assignments are clear, well organized neat and thorough. Consistently on time, doesn't miss class, and participates regularly. Thus: "excellent attainment."

"B" Solid knowledge, comprehension, and execution. Good organization. Consistent follow-through on assignments with good quality (neatness, conceptual comprehension, organization). Reasonably good scores, indicating a grasp of most major concepts. Some deficits may remain, but usually of noncritical nature. Participates readily in class. Consistently on-time, doesn't skip class. Thus: "highly satisfactory attainment."

"C" Have been largely consistent to turn in assigned materials and to participate in class, but have shown some lapses in comprehension and execution, illustrated by low scores, yet has demonstrated a basic ability and comprehension of the core knowledge and skills. Functional organization. Late for class, or skipped too many classes altogether. Thus: "satisfactory attainment."

"D" Turned in enough assignments and did enough on assignments to show some understanding of the concepts, yet exhibiting serious deficits in important concepts. Demonstrated a lack of ability to solve basic problems and integrate the course material (poor scores and demonstrated understanding). Minimal organization. Late for class, or didn't bother coming on too many occasions. Thus: "insufficient attainment with credit."

"E" Serious deficits in turning in assignments or attending regularly. Generally, you have to work at it to earn this grade. If you don't do the work, "Insufficient attainment with no-credit allowed," will be the result.

It is the responsibility of the student to meet with another class member to review missed information, assignments, and expectations for the next class session. Find a reliable study partner to share this responsibility with.

Late Assignments: Late assignments will not be given full credit. Work that is late will be graded down at the discretion of the professor.

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Schedule

Monday

Wednesday

		1/5 > Discuss: What is Information Design > Review: Course Objectives, Goals and Project > Assign: Research Groups, Journal and Exercises
1/10 > Discuss: History of Information Design > Due: Journal/Info Design Exercise One > In-Class: Research Groups		1/12 > Discuss: Elements of Information Design > Due: Info Design Exercise Two > Assign: Information Design Course Project
1/17 > No Class		1/19 > Discuss: Reading "Visual Function" Paul Mijksenaar > Due: Quiz from Reading, Research Presentations
1/24 > Discuss: Conditions of Information Design > Due: Journal/See INFO PROJECT Handout > Assign: Quiz-"Information Design" pp 1-34		1/26 > Discuss: Reading "Information Design" pp 1-34 > Due: Quiz from Reading, See INFO PROJECT Handout
1/31 > Discuss: Organizing Information > Due: Journal/See INFO PROJECT Handout > Assign: Quiz-"Information Design" pp 35-82		2/2 > Discuss: Reading "Information Design" pp 35-82 > Due: Quiz from Reading, See INFO PROJECT Handout
2/7 > Discuss: Organizing Information (<i>continued</i>) > Due: Journal/See INFO PROJECT Handout > Assign: Quiz-"Information Design" pp 83-130		2/9 > Discuss: Reading "Information Design" pp 83-130 > Due: Quiz from Reading, See INFO PROJECT Handout
2/14 > Discuss: Information Narratives > Due: Journal/See INFO PROJECT Handout > Assign: Quiz-"Information Design" pp 131-192		2/16 > Discuss: Reading "Information Design" pp 131-192 > Due: Quiz from Reading, See INFO PROJECT Handout > Assign: Quiz-"Information Design" pp 193-246
2/21 > No Class		2/23 > Discuss: Reading "Information Design" pp 193-246 > Due: Quiz from Reading, See INFO PROJECT Handout
2/28 > Discuss: Information Narratives (<i>continued</i>) > Due: Journal/See INFO PROJECT Handout > Assign: Quiz-"Information Design" pp 247-292		3/2 > Discuss: Reading "Information Design" pp 247-292 > Due: Quiz from Reading, See INFO PROJECT Handout
3/7 > Discuss: Information Design Overview > Due: Journal/See INFO PROJECT Handout > Assign: Quiz-"Information Design" pp 293-348		3/9 > Discuss: Reading "Information Design" pp 293-348 > Due: Quiz from Reading, See INFO PROJECT Handout
3/14 > Discuss: Final Presentation Review > Due: Journal/See INFO PROJECT Handout		3/16 — FINAL 1:00 pm - 3:00 pm > Presentation: 5 Minute Presentation > Evaluation: Students must provide print out or email of online course evaluation.