
DEPARTMENT OF DESIGN & MANAGEMENT

COURSE: DESIGN IV: Visual Organization and Information Design

Jan 25, 2010 - May 16, 2010, Spring break: Mon.–Sun., Mar. 14–20

SP10 | PUDM 2002 | CRN 2567:Design 4, TUES, 12:00 - 2:40pm | 55 W 13th | rm 306

SP10 | PUDM 2002 | CRN 3195:Design 4, TUES, 3-5:40pm | 55 W 13th | rm 306

Instructor: Liz Burow, burowe@newschool.edu

Office hours: by appointment only

Course website: <http://design4spring2011.wordpress.com>

DESIGN 4

Overview

How can information design be used to make sense of a complex world?

How can we evaluate data, events, processes and organization systems visually? And how can information design inform good (and bad) decisions? How can it be used to learn something new, tell stories and build awareness about ourselves and the world we live in? We will be exploring these ideas in Design 4.

Course Description

This course is a continuation of Design III: Visual Organization and Information Design, with an emphasis on the latter. Students will explore information design by examining and creating visual communication in the form of page layouts, diagrams, charts, pictograms, maps and instructional material. The class involves a studio and will draw upon previous design and technology skills.

Prerequisites: Design 1, 2, and 3

Learning Outcomes

1. Develop a deep understanding of visual organization and information design.
2. Develop skills to analyze and design effective data visualizations and communication.
3. Understand the implications that information design skills hold for design management in the distillation of multivariate data.
4. Prepare students to apply their knowledge to their upper level classes (Design Research, Design Development, Design, Senior Seminar and Thesis).

Assessable Tasks

The coursework will include in class and out of class projects that demonstrate on going development in visual analysis, design, and presentation skills. Out of class projects will range in duration from 1 to 5 weeks, with work to review due each week. Projects are subject to group critiques and critiques with outsider reviewers.

Please Note:

This is a 2 credit class which means you will be required to complete on average, 4 hours of homework per week.

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Core Values at Parsons

Parsons mission is to preparing students to creatively and critically address the complex human conditions of 21st century culture.

Students and Faculty share a commitment to:

****the Urban** – making New York City and other urban areas our laboratories and sites for research and making, reflecting the urgent needs and possibilities of 21st Century art and design and beyond;*

****Sustainability** – addressing the need to work for both human and environmental sustainability through understanding and designing systems that allow for or produce longevity and renewal;*

****Diversity** – being an institutional leader in addressing historic under-representation (of people of color, LGBT people, and others)(?) in art and design schools and the professional fields they help to create, especially insofar as so many different people locally and globally are impacted by and interact with designed goods, systems, and spaces;*

****the Global** – fostering students' understanding of political and social economies, global dynamics of exchange and production, and historical specificities in order to prepare them to work creatively and ethically in a changing world;*

****Art and Design as Agents for Social Change** – challenging students, and the members of the Parsons community, to understand our work in relationship to its social and political possibilities, following on the legacy of the New School, and updating it for our present and the future.*

Class Values

Process work is valued in this course and is considered a key element to good design. When applicable, students will be asked to bring in supporting material for each project presented to reviewers and to the professor.

This will include the following design process (Applied Design Thinking) stages:

- 1) Define the problem*
- 2) Research*
- 3) Ideate*
- 4) Prototype*
- 5) Choose*
- 6) Implement*
- 7) Learn*

Concepts

The following are concepts and themes that inform the content of our work for Design 4.

The focus of this semester will be on learning information graphic **tools** and **techniques** for **narrative** and **navigational** based graphics. How do you tell your audience the story? and how do you lead your audience through the information? We will critique our work on both on design merit and it's ability to communicate

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the information and the message to a target audience.

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TASKS

Each task (assignment or project) in this class will center around a theme or topic. Based on the lectures and exercises from class, you will do research and apply information design tools and techniques to create visualizations about this theme or topic. The tools you use will include **InDesign, Illustrator, Photoshop, iMovie and may also include Prezi, Sketch-up.** Diagraming techniques include **pictograms, ideograms, time-lines, quantitative charts, flow charts, instructions, storyboards, and maps.** You will use these tools and techniques to deliver projects that include **presentations, posters, movies etc.**

SEMESTER THEME:**Sustainable Infrastructures and Civic Virtues**

A city's **infrastructure** is an important lens through which we can understand and improve the world we live in. There are a number of conditions cities need to understand and address in order to make a sustainable and thriving community. If a community cannot get a handle on these infrastructure conditions, there is a greater chance they will fail to survive.

Civic virtue is the cultivation of habits of personal living that are claimed to be important for the success of the community. The identification of the character traits that constitute civic virtue have been a major concern of political philosophy. The term civility refers to behaviour between persons and groups that conforms to a social mode (that is, in accordance with the civil society), as itself being a foundational principle of society and law.

We will spend the semester looking at sustainable infrastructure and civic virtue in the context of NYC- we will examine current issues and discover potential opportunities through data collection and analysis, and will express our findings through information graphics and visualizations. We will use navigational and narrative skills to communicate messages about our findings to targeted audiences.

The following are the 8 topics we will focus on for our assignment and projects.

- 1) **Greenspaces**
- 2) **Health**
- 3) **Heat**
- 4) **Transportation**
- 5) **Water**
- 6) **Electricity**
- 7) **Food**
- 8) **Waste**

For each project in this class you will pick a topic (or topics) as they relate to the semester themes of sustainable infrastructure and civic virtue in NYC.

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Deliverables****Week 1-10 (28 pts total)****Tasks 1-4: Tools and Techniques**

For the first 9 weeks you will learn different visualization tools and techniques to apply to your final design challenge of the semester. Each task is two weeks long.

Each task will be posted on *design4spring2011.wordpress.com* (under Tasks) along with any presentation materials (under Lectures). If you are absent, it is your responsibility to find out what you missed from a classmate and by reviewing the posted assignment.

Week 10-15 (32 pts total)**Final Design Challenge: Mapping connections and making your idea understood**

Task Definition: Design a recycling campaign for NYC non-profit organization

Mini Lecture (10 pts total)

Task Definition: In addition to exercises and projects you will be required to create one mini-lecture during this semester. The lectures will be prepared and given by teams of three students. The subject of the lecture will be on the below subject matter. There will be 6 presentations in all. The presentation will occur in the middle of the semester- please look at the schedule below to find out when your group is presenting. Details on expectations and standards for the lecture will be posted online, here: <http://design4spring2011.wordpress.com/deliverables/lecture/>

1. **Nigel Holmes:** report on books, videos, info-graphic visuals/ **Kate Ascher:** The Works- the Anatomy of a City
2. **www.GOOD.is/ www.AIGA.org:** report on mission/goal and methods of organizations, highlight a few projects/exhibits/ initiatives
3. **MOMA, forthcoming exhibit, entitled "Talk to me" & process blog,** http://wp.moma.org/talk_to_me/: Report on at least 4 of the projects being highlighted in the exhibition
4. **Edward Tufte:** Report on The Visual Display of Quantitative Information, and Envisioning Information
5. **Mark Lombardi:** Network Drawings/ **Laura Kugan:** SIDL
6. **Herbert Bayer:** World Geographic Atlas and **Joost Grootens:** Metropolitan World Atlas
7. **Richard Saul Wurman:** Report on involvement with TED and books including Information Anxiety, Understanding Change & Change in Understanding
8. **Lisa Strausfeld:** Pentagonam / **Ben Fry:** "Processing"

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In this course, you will be graded on the following:

100pt		28pt		(7pt) assignment 1
				(7pt) assignment 2
				(7pt) assignment 3
				(7pt) assignment 4
		32pt		(32pt) PROJECT 1
		40pt		(10pt) mini-lecture presentation
				(15pt) On-line Journal
				(15pt) participation/attendance

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SCHEDULE

The Schedule is given below. All homework assignments will be posted as handouts for your review prior to the class. All lectures will be posted, when relevant.

Week 1: Jan 25 (INTRO- tools and techniques)

In class: Intro to semester/syllabus, expectations, intro to each other, intro to wordpress, twitter, jovoto, Intro to Task #1

Homework: Task #1a: progress work

Week 2: Feb 1 (tools and techniques)

In class: Review Task #1a due, Introduce 1b

Homework: Task #1b progress work

Week 3: Feb 8 (tools and techniques)

In class: Review Task #1 progress work

Homework: Task #1a +1b: complete work

Week 4: Feb 15 (tools and techniques)

In class: Task#1a&b: Review final work, Task #2: Intro

Homework: Task #2:Process work MINI-LECTURE01

Week 5: Feb 22 (tools and techniques)

In class: Task #2:Review process work

Homework: Task #2: complete MINI-LECTURE02

MINI-LECTURE03

Week 6: March 1 (tools and techniques)

In class: Task#2: Review final work, Task #3: Intro

Homework: Task #3:Process work MINI-LECTURE04

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Week 7: March 8 (tools and techniques)

In class: Task #3:Review process work

MINI-LECTURE05

Homework: Task #3: complete

MINI-LECTURE06

Week 8: March 22 (tools and techniques)

In class: **Task#3: Review final work**, Task #4: Intro

Homework: Task #4:Process work

MINI-LECTURE07

Week 9: March 29 (tools and techniques)

In class: Task #4:Review process work

Homework: Task #4: complete

MINI-LECTURE08

Week 10: April 5 (Final Project)

In class: **Task#4: Review final work**. Intro to Design Challenge (final project of the semester), register as user with www.jovoto.com

Homework: Research and analysis, wireframe/rough draft

Week 11: April 12 (Final Project)

In class: Review process work, in-class exercise, iMovie tutorial

Homework: Revisions, iterations- prepare work for mid-review

Week 12: April 19 (Midpoint review- Final Project)

In class: **MID-REVIEW with outside guest**

Homework: Revisions

Week 13: April 26

In class: **In-class workday**

Homework: Revisions- final version due

Week 14: May 3 (Final Project)

In class: Final presentation of projects

Homework: **Final revisions to final project- upload to jovoto.com/ rate other students work**

Week 15: May 10 (Final Project)

In class: Announce Karma winners, top-rated projects/ Parsons Festival event

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Bibliography: On-line reference and publications will be listed through-out the semester on the course website: <http://design4spring2011.wordpress.com/>

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The course does not require a sketchbook, but rather the students are asked to keep blogs.

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Participating in class discussions and critiques is part of your learning process. Ask specific questions when you don't understand.

Grade Descriptions (from Parsons Handbook):

- A Work of exceptional quality.
- A- Work of high quality.
- B+ Work of high quality, higher than average abilities.
- B Very good work that satisfies goals of course.
- B- Good work.
- C+ Average work, understanding of course material.
- C Adequate work; passable
- C- Passing work but below good academic standing.
- D Below average work; does not fully understand the assignments.
- F Failure, no credit

Letter grades correspond to the numerical scale below. Your final numerical average will be rounded up to the next letter grade if it exceeds the .25 threshold (i.e. 4.25 will be rounded up to 4.5 (B+), 4.24 will be rounded down to 4.0 (B). Grade sheets will be handed back to you for each project that will include a quantitative grade breakdown as well as comments on quality.

A	= 5.0 (100 to 95.01)
A-	= 4.75 (95 to 90.1)
B+	= 4.5 (90 to 80.1)
B	= 4 (80 to 75.1)
B-	= 3.75 (75-70.1)
C+	= 3.5 (70 to 60.1)
C	= 3 (60 to 55.1)
C-	= 2.75 (55 to 50.1)
D+	= 2.5 (5 to 40.1)
D	= 2 (40-20.1)
F	= 1 (20 to zero)

Mid-semester Evaluations

Mid-semester evaluations are issued to help students improve performance and make progress. Although a grade may not be given, the comments will indicate your standing on an average - below or above scale.

Attendance Policy

Class attendance is mandatory. There is no substitute for working and participating in class. The attendance policy applies to everyone. There are no exceptions. If a student fails a class due to attendance, he/she is no longer permitted to attend the class. Absences will impact your final grade. Students must return to class promptly after breaks. Tardiness following a given break will result in an absence. Leaving the class before it is over will be considered an absence.

It is a student's responsibility to obtain missed assignment sheets from other classmates and make-up the work in time for the next class. Students who do not complete and submit assignments on time and to a satisfactory standard will fail this class.

**3 absences are grounds for failure.
Missing the last class is grounds for failure.**

The following may be counted as an absence:

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- *Coming to class without the required materials*
- *Sleeping in class*
- *Being asked to leave class because of disruptive behavior.*
- *Doing other course work in class.*
- *Texting, phone use, facebooking while in class.*

Tardiness

Class begins on the hour sharp. The door to the classroom will be closed at that time. Anyone walking in after the door has closed (when class has started) will be marked late. Printing your work out at the beginning of class will be counted as a tardy.

Late Work and Make-Up Work

All assignments will be handed in on the due date at the beginning of class unless otherwise noted. No late work is accepted. Each assignment will be handed back with a grade. In certain cases, the student will be offered the chance to revise the work and to resubmit for a re-evaluation (A higher grade is not guaranteed).

All work should be printed and cut, glued, assembled previous to the beginning of class. Students who continue to work on the assignment past the hand-in period will have their assignment grade reduced by one letter grade.

ESSENTIALS

Digital Storage Device

All work should be saved and backed up. Digital information does not exist unless it is saved in at least two locations (like a hard drive and a CD). Data loss for any reason is not an excuse. You have been warned. Do not rely on the drives in the labs, the drop box is emptied every day at 11:50 and there is no guarantee that your work will be safe in the Work in Progress drives.

Additional materials (as required for specific projects) **will be announced**

10 WAYS YOU CAN DO WELL IN THIS COURSE

- 1) Be open to critique
- 2) Listen
- 3) Collaborate with classmates
- 4) Participate in discussions
- 5) Have a good attitude
- 6) be enthusiastic
- 7) Iterate your design work
- 8) Attend class, ON TIME, with assignments completed
- 9) Ask questions when you don't understand
- 10) Clean up after yourself

New School University Statement on Academic Integrity and Honesty

Academic honesty is the duty of every member of an academic community to claim authorship of his or her own work, and only for that work, and to recognize the contributions of others accurately and completely. Academic honesty is fundamental to the integrity of intellectual debate and creative and academic pursuits. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty. Students are responsible for knowing and making use of proper procedures for writing papers, presenting and performing their work, taking examinations, and doing research.

Plagiarism and cheating of any kind in the course of academic work will not be tolerated. Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in

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instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of instructors and other students). These standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essays, theses, computer work, art and design work, oral presentations, and other projects).

It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Every student at Parsons signs an Academic Integrity Statement as a part of the registration process. Thus, you are held responsible for being familiar with, understanding, adhering to and upholding the spirit and standards of academic integrity as set forth by the Parsons School of Design Student Handbook .