Syllabus

**Week 1**  
**September 26**  
**Introduction to course**

**AGENDA:**
Explain course content, assignments, and procedures.  
**Concepts for information design:** Communication, Discourse, Medium, Information Design, Mediation, Document, Genre, Negotiation of meaning, Canvas, Format, and Behaviors.

**Week 2**  
**October 3**  
**Genres of consumer-information graphics; Preview of design guidance**

**AGENDA:**
Discussion of course readings.  
**Concepts for information design:** Structure, Linearity/Non-Linearity, Modularity/Chunking.  
Discussion of the Radiation Label case study.  
**Informal presentations:** Each student discusses two of the Berkeley Competition labels.  
Group review of preliminary version of Radiation Labels.  

**ASSIGNED:**
Read the Radiation Label case study and prepare a preliminary design. Be prepared to discuss it both as an individual design and as an instance of the consumer-information graphics genre.  
Read Pettersson, *It Depends*. Read the guidelines (pp. 171-77). Then peruse the preceding chapters of the book.  
Read Larson & Farkas, “*Indicating Impact:* The Environmental Life-Cycle Rating Label.”  
Read Farkas, Larson, & Naranjo, “*LabelPatterns.Org:* A Comprehensive Pattern Library for Environmental and Consumer-Decision Labels.”
Examine selected Berkeley Competition nutrition labels and prepare to discuss two (5 minutes for each).

**Week 3**  
*October 10*  
**The design process**  

**AGENDA:**  
Discussion of course readings.  

**Concepts for information design:** Theme, Style, Mood, Stance, Color, Aesthetic appeal.  
Group discussions of students' design practices.  
Group review of second Preliminary versions of students' Radiation Labels.  
Informal discussion of the usefulness and limitations of (1) design patterns generally and (2) Label Patterns.org.  

**ASSIGNED:**  
Be prepared to identify three Berkeley Competition nutrition labels that violate one or more patterns in LabelPatterns.org. Be prepare to discuss the relevant design issues. Reflect on your design practices across media and genres, with special attention to your use of existing models and guidance. Be prepared to discuss your design practices.  
Read Iliinsky and Steele, Designing Data Visualizations, pp. 1-46 and 91-93.  
Read Hartley, "Text Design."  
Read Farkas & Farkas, "Graphic Design," from Principles of Web Design.

**Week 4**  
*October 17*  
**The design of infographics and data visualizations**  

**AGENDA:**  
Discussion of course readings.  
Informal student presentations on Beta versions of Radiation Labels. Students are encouraged to borrow ideas from other Beta versions for their own final designs.  

**ASSIGNED:**  
Submit the Beta version of your Radiation Label with explanatory annotations/memo.  
Read van der Waarde, "The Graphic Presentation of Patient Package Inserts."  
Read Iliinsky and Steele, Designing Data Visualizations, pp. 46-83 and review pp. 91-93.  
Be prepared to display and discuss your Radiation Label design.

**Week 5**  
*October 24*  
**Patterns and pattern libraries**  

**AGENDA:**  
Discussion of course readings.  
Informal discussion of the use of design patterns and pattern libraries.  
Discussion of design patterns. Planning for writing your patterns.  

**ASSIGNED:**  
Submit your proposal for the individual design project.  
Submit: your four 1-paragraph descriptions for the design pattern assignment.  
Read Marcus, "Patterns within Patterns: Introduction to Design Patterns,"  
Read excerpt from Alexander's Timeless Way of Building  
Peruse selected pattern libraries.
Be prepared to discuss the usefulness and limitations of design patterns generally and LabelPatterns.org.

**FROM THE INSTRUCTORS:**
Return the Beta Radiation Label assignment.

**Week 6**  
_October 31 (Halloween)_

**Longer documents**

**AGENDA:**
Discussion of course readings.
Concepts for information design: Hierarchy, Standard Expository Model, Display unit/Display unit boundaries, Exigency and Problem-Solution Structure.

**ASSIGNED:**
Submit: Final Radiation Label with explanatory annotations/memo.  
Read Farkas, "Linear-Hierarchical Model."
Read Heller, "Tom Suzuki, 76, a Designer Who Transformed Textbooks, Dies."
Read Tracey, Rugh, and Starkey, _STOP Report_.
Peruse QuikScan.org.

**FROM THE INSTRUCTORS:**
Return pattern proposal with the instructors' choice of two patterns for you to design and produce.
Respond to proposal for the individual design project with recommendations.

**Week 7**  
_November 7_

**Hypertext and multimedia**

**AGENDA:**
Discussion of course readings.
**Concepts for information design:** Multimedia/Hypertext/Modularity/Interactivity  

**ASSIGNED:**
Submit Beta of two design patterns with hyperlinks and explanatory annotations/memo.  
Read Farkas, "Hypertext and Hypermedia."
Read Bernstein, _Hypertext Gardens_. Look at both Web and PDF versions.
Read Keep, et al, _Electronic Labyrinth_.
Read Raban, _excerpt about modular writing_.
Read Mayer and Moreno, "Nine Ways to Reduce Cognitive Load in Multimedia."
Read Wortham, "Shorter E-Books for Smaller Devices."

**FROM THE INSTRUCTORS:**
RETURN: Final Radiation Label.

**Week 8**  
_November 14_

**The infinite canvas**

**AGENDA:**
Discussion of course readings  
Concepts for information design: Infinitive canvas, Immersive VR, and augmented VR,  

**ASSIGNED:**
View Aguera y Aracas, Blaise, _Photosynth demo_.
Peruse selected Prezi demos (to be announced).
Read McCloud, "Follow that Trail (I Can't Stop Thinking #4)."
Examine, McCloud, “Zot Online: Hearts and Minds” (Part #12).
Read Nielsen, “Transmedia Design for the 3 Screens (Make That 5).”
Read Bosman, “E-Books Fly Beyond Mere Text.”

FROM THE INSTRUCTORS:
Return Beta of two design patterns.

Week 9
November 21
Adaptive documents and synthetic interviews

AGENDA:
Discussion of course readings.
Presentations on individual course projects.

ASSIGNED:
Submit final version of two design patterns.
Submit Beta of individual course project with explanatory annotations/memo.
Kiernan, “Multimedia Data Base at Carnegie Mellon Lets You 'Interview' Albert Einstein.”
Peruse the Synthetic Interview Studio website: http://www.etc.cmu.edu/projects/si-studio/team.html
Peruse the HCDE 510 Elvis Presley interactive interview (Team A and Team B).
Marinelli and Stevens, “Synthetic interviews: the Art of Creating a 'Dyad' between Humans and Machine-Based Characters.”
Ostinelli, “The Composite Intelligence of Virtual Assistants.”
Be prepared to display and discuss individual course projects. Send instructors a URL, PPT file, or equivalent (etc.) 9:00 on Nov. 21.

Week 10
November 28
Information production: Crowdsourced vs. curated content, text mining

AGENDA:
Discussion of course readings.
Presentations on design patterns.

ASSIGNED:
Submit beta of individual course project with explanatory notes/memo.
Prepare to discuss your two design patterns.
Read Analore, “GM Uses Wiki to Tell its Story.”
Read Rockley, “Dynamic Content Management.”
Read Fisher, “Moving from Single Sourcing to Reuse with XML DITA.”
Read “Text Mining” in Wikipedia.
Read Farkas and Farkas, “An Introduction to Copyright Law.”

FROM THE INSTRUCTORS:
Return final versions of two design patterns.
Return Beta of individual course project.
Class 11
December 5
Course Review; Exam
ASSIGNED (for December 10):
Submit final of individual course project.

Finals week
ASSIGNED:
Return final of individual course project and complete grading.

Readings and other materials

Assigned and recommended readings

The items listed below are a superset of the readings assigned on the syllabus. In addition to the assigned readings (with full bibliographic citations) are readings that may be mentioned in class discussion and that may be useful to you as your work on your course assignments.

Aguera y Aracas, Blaise, Photosynth demo, TED Conference (March) 2007.


Bush, Vannevar, “As We May Think,” *Atlantic Monthly*, 176.1 (July), 1945, pp. 101-108. A version with valuable commentary was reprinted in the ACM magazine *Interactions*, 3 (2), March 1996, pp. 35-46. Sections 6-8 are the key sections in Bush’s article.


FLOSS Manuals Community Members, FLOSS Manuals, 2008
http://en.flossmanuals.net


http://uwnews.org/article.asp?articleID=3320


Iliinsky, Noah and Julie Steele, Designing Data Visualizations, O’Reilly, 2011.


Krag, Tomas, “Book Sprint Methodology.”


Marcus Aaron, “Patterns within Patterns: Introduction to Design Patterns,” Interactions, March-April 2004, pp. 39-34.


Marlow, Cameron, Mor Naaman, danah boyd, Marc Davis, “Position Paper, Tagging, Taxonomy, Flickr, Article, ToRead.” Proceedings Hypertext ’06 Conference.


McCloud, Scott, “Follow that Trail” (I Can’t Stop Thinking #4). http://www.scottmccloud.com/1-webcomics/icst/index.html


Nielsen, Jacob, “Transmedia Design for the 3 Screens (Make That 5),” Alertbox, August 29, 2011.


Sources of information on Consumer Information Graphics

Here are some resources pertinent to consumer information graphics that can serve as a good starting point for writing your design patterns.


Illinsky, Noah and Julie Steele, Designing Data Visualizations, O’Reilly, 2011.

LabelPatterns.org http://www.labelpatterns.org/bibliography.php


Pettersson, Rune, It Depends and his complete information design series.

Message Design
Text Design
Image Design
Course materials

Below are handouts, slide decks, and other resources that are not academic or professional publications. This includes a PDF version of the course syllabus (current as of the start of the quarter).

HCDE 510 Elvis Presley interactive interview (Team A and Team B).
Radiation label case study
Printed Course Syllabus V1
Problem-Solution Structure slide deck
Basic Communication Concepts slide deck
Medium and Genre slide deck
Format and Behaviors slide deck
Farkas, "Navigation vs. Scent" slide deck
John Henry Hypertext Exercise
Horn, Social Messages Missile Defense
Horn, Social Messages Multnomah
Horn, Social Messages Alameda
Noah Iliinsky, Knowledge Map
Noah Iliinsky, Book Diagram
Scriptographic-Your Eyes
Scriptographic-Ergonomics
MSReader-MagicOfReading

Assignments and Grading/Course

Policies Assignments and Grading

Note: I may modify the weighting of the course assignments and add a limited number of extra readings and written assignments.

Project #1 (Radiation Label) - 8% for Beta version and 17% for final version = 25%
Project #2 (Design Patterns) - 8% for Beta version and 17% for final version = 25%

Project #3 – (Student-Defined Project) - 8% for Beta version and 17% for final version = 25%

Comprehensive exam = 25%

**Radiation label.** You will design a consumer-information label indicating risks from radiation in beef products following a regional nuclear war.

**Design patterns.** You will research, design, write, and hyperlink two design patterns for a pattern library on consumer information graphics.

**Student-defined project.** In conjunction with the instructors you will define and carry out an information-design project that accords with your own interests.

**The comprehensive exam.** This 90-minute short-essay exam will cover all course readings and class discussion (but not GoPost conversation) up until the exam date. The exam will require both recall and synthesis of ideas.

**Other activities.** There is no grade for class participation, but I may raise the final grade of students whose class participation and GoPost contributions are outstanding. Each student is required to contribute a weekly post to GoPost, excluding purely social posts (which are encouraged). **Failure to post weekly to GoPost will result in a deduction from the course grade.**

This is the URL for our GoPost bulletin board: https://catalyst.uw.edu/gopost/board/farkas/23308/

**Course Policies**

**Academic Integrity**
Students are expected to work independently unless other instructions are given. Consult with the instructor if you think your work plan might constitute plagiarism. You should also acquaint yourself with the [HCDE Plagiarism Policy](#).

**Student Rights**
Please read the [HCDE statement on student rights](#).

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**Contact Info and Office Hours**

**David K. Farkas**
Introduction to course (from home page)

Whether you are a student in HCDE 510 or a visitor from outside the course, welcome to this course website.

Information design is the use of imagery, text, sound, interactivity, and unmediated human behavior to create a message and an information experience.

Information products are fundamental to human culture. Information design is very widely practiced, and information design concepts and skills are valuable in user interface and user experience design.

This fall we will learn and use a wide range of information design concepts, carry out three design projects, and examine the information design process. The three projects are these: designing a consumer-information graphic, researching and writing two design patterns, and engaging in a design project that you define in collaboration with the instructors.

The broad goals of the course are that you will:
• Gain a deeper understanding of the concepts that underlie information design and learn to use them both as a designer and evaluator.

• Reflect productively upon the many ways in which information design is carried out and strengthen your own design process.

• Understand the role of design patterns and pattern libraries as part of the design process.

• Become a more broadly educated individual and a stronger participant in conversations and innovations regarding media and communication.