

University of Washington
Human Centered Design & Engineering

Information Design HCDE 510

Professor David K. Farkas

Syllabus — Fall 2010 Last updated September 21, 2011.

The course website is the primary syllabus for the course:
www.faculty.washington.edu/farkas/TC510

HCDE 510 surveys communication from the beginning of writing to present-day digital media and future prospects. We focus on how human beings communicate complex ideas for such purposes as instruction, managing a complex organization, and shaping public opinion. We consider changing literacies (including the visual turn and social media) and how new literacies may change the role of extended text.

This course is intended to increase your understanding of communication, information technologies, and culture, to open topics of inquiry, and to enhance your ability to reason about information design issues and create information products.

Week 1

September 29 (Class 1)

Introduction to Course

Week 2

October 4 (Class 2)

The Early History of Literacy

Basic Communication Concepts

Read Schmandt-Besserat, "[Signs of Life](#)."

Review "[Basic Communication Concepts](#)" slide deck.

GoPost activity: Write a short bio of yourself.

Read Ding, "[Genre Analysis of Personal Statements](#)." (for October 11)

Note: I recommend that you read the assignments for each class in the sequence in which the items are listed on the syllabus.

October 6 (Class 3)

Information Design Concepts: Medium, Genre, Format, and Behaviors

Review "[Medium and Genre](#)" slide deck.

Review "Format and Behaviors" slide deck.

Read Chandler, "An Introduction to Genre Theory."

Read McCloud. "Follow that Trail (I Can't Stop Thinking #4)."

Week 3

October 11 (Class 4)

Traditional Information Design and New Directions

In-Class Workshop: Consumer Information Labels

Peruse Hartley, "Text Design," in *Handbook of Research for Educational Communications and Technology*.

Read Farkas & Farkas, "Graphic Design," from *Principles of Web Design*.

Browse the Web for basic information on graphic design.

Find at least two resources you can recommend to the class and post them on GoPost.

Read Larson and Farkas, "Indicating Impact: The Environmental Life-Cycle Rating Label."

Peruse LabelPatterns.org.

October 13 (Class 5)

Oral Communication and Slideware

The Infinite Canvas

Introduction to Prezi

Read Farkas, "A Heuristic for Reasoning about PowerPoint Deck Design."

Peruse Walker et al., "Visual-Syntactic Text-Formatting" (standalone PowerPoint file with notes).

Read Horn, "Knowledge Mapping for Complex Social Messes."

Examine Horn, selected knowledge maps and murals.

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

http://www.ted.com/index.php/talks/blaise_aguera_y_arcas_demos_photosynth.html

Examine selective Prezi presentations.

Week 4

October 18 (Class 6)

NO CLASS Readings are assigned for October 20.

Read Tracey, Rugh, and Starkey, "Sequential Thematic Organization of Publications (STOP)."

Read Heller, "Tom Suzuki, 76, a Designer Who Transformed Textbooks, Dies."

Read French, "U.N. Congo Report Offers New View on Genocide."

Read Read Analore, "GM Uses Wiki to Tell Its Story."

For class on October 20: Be prepared to state 10 things that are interesting/usual about the STOP report and 5 ways in which the STOP report challenges the Standard Expository Model.

October 20 (Class 7)

What is the Standard Expository Model?

Challenging the Standard Expository Model: The STOP Report

What is the future of the SEM?

Post your practice Prezi file to GoPost.

Week 5

October 25 (Class 8)

Changing Literacies

Read Berghel, "[A Cyberpublishing Manifesto](#)."

Read Nielsen's Alertbox for May 6, 2008: "[How Little Do Users Read?](#)"

Read Nielsen's Alertbox for August 23, 1998. "[The End of Legacy Media](#) (Newspapers, Magazines, Books, TV Networks)."

Read Cotton and Oliver, "[Hypermedia Applications: Education](#)."

Read Self, "[What If Readers Can't Read?](#)"

Read Wortham, "[Shorter E-Books for Smaller Devices](#)."

Peters, "[For For New Yorker on iPad, Words Are the Thing](#)"

Read The Onion, "[Nation Shudders At Large Block of Uninterrupted Text](#)."

October 27 (Class 9)

Designing for Selective Reading

Document Production and Reuse

Intellectual Property

Peruse selected documents designed for selective reading.

Read Fisher, "[Moving from Single Sourcing to Reuse with XML DITA](#)."

Read Farkas and Farkas, "[An Introduction to Copyright Law](#)."

Week 6

November 1 (Class 10)

Exam 1

November 3 (Class 11)

Hypertext and Modularity

Read Farkas, "[Hypertext and Hypermedia](#)."

Read selected articles from Keep, McLaughlin, and Parmar, [*The Electronic Labyrinth*](#).

Explore Bernstein, [*Hypertext Gardens*](#). Compare to [PDF version](#).

Read Nielson's Alertbox for January 3, 2005, "[Reviving Advanced Hypertext](#)."

Read Raban, excerpt from [review of *The Atomic Bazaar*](#) by William Langewiesche.

Peruse the John Henry hypertext exercise.

Week 7

November 8 (Class 12)

Review Exam Explain Variations Project

Work on Prezi presentations

November 10 (Class 13)

Guest Class Noah Iliinsky, "Designing Information Visualizations"

Readings to be announced

Week 8

November 15 (Class 14)

Multimedia

Virtual Reality

Peruse Steuer (adapted by Mok), "Interactivity."

Peruse the multimedia tutorial: University of Washington, Biological Information Handling, <http://depts.washington.edu/hhmibio/contact.html> (Click Get the CD and look for downloads).

Read Snyder, "Online Video: The Book Was Better."

Read Ramaswami, "Best of Both Worlds."

Read Jackson and Fagan, "Collaboration and Learning within Immersive Virtual Reality."

Read Harrill, "Readers Become Part of the Action."

Read Billinghamurst, Kato, and Poupyrev, "The MagicBook - Moving Seamlessly between Reality and Virtuality."

November 17 (Class 15)

Two-Minute Previews of Variation Projects (Also Posted to GoPost)

The Web and eBooks

Read Nielsen's Alertbox for August 29, 2011, "Transmedia Design for the 3 Screens (Make That 5)"

Read Bosman, "E-Books Fly Beyond Mere Text."

Read Rich, "Curling Up With Hybrid Books, Videos Included."

Read Wortham, "Shorter E-Books for Smaller Devices."

Week 9

November 22 (Class 16)

Adaptive/Intelligent Documents

Synthetic Interviews

Read Cawsey Cawsey, Grasso, and Paris, "Adaptive Information for Consumers of Healthcare."

Read Kiernan, "Multimedia Data Base at Carnegie Mellon Lets You 'Interview' Albert Einstein."

Read Marinelli, and Stevens,. "Synthetic Interviews."

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).

Prezi Design Projects due

November 24

NO CLASS: Thanksgiving

Week 10

November 29 (Class 17)

Exam 2

December 1 (Class 18)

Class Discussion of Prezi presentations (posted to GoPost)

Variations Projects due

Week 11

December 6 (Class 19)

Presentations on Variations Projects Review of Exam

December 8 (Class 20)

Presentations on Variations Projects Course Wrap-Up

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.

Exam #1 - 20%

Exam #2 - 20%

Prezi Design Project - 25%

Variations Project - 35%

Exams

Each of the exams will consist of approximately five questions to be answered by brief essay-style answers (no more than one page per question) The questions will cover the course readings and all class

discussion. The exam will not cover our dialog on GoPost (the course bulletin board) unless the GoPost posts are discussed in class

Prezi Design Project

Prezi is a web-based “infinite canvas” presentation tool. It is free and there is ample documentation. In contrast to the display constraints of standard slideware, Prezi presentations pan and zoom freely. After learning Prezi, students will design and build a Prezi presentation that reveals interesting characteristics of the infinite canvas. Your Prezi presentation can be effective or ineffective. The key point is that your design will embody design concepts that help us better understand Prezi, the infinite canvas, and “more broadly” information design.

Variations Project

The course project is complex and it is necessary that you work on it throughout the quarter. It consists of these components:

Design Variations. Start by choosing a “base document.” This should be a standard expository document (e.g., a typical academic paper, a report, etc.). Then, without greatly changing the content, create four variations on this document. You have great latitude in your choice of variations. These, for example, are all good options: STOP, QuikScan, a Knowledge Map, Prezi (infinite canvas), a video. One of your variations can be hypothetical; that is, you can describe something you do not actually create—such as a VR environment.

The variations don’t need to improve the original document; your goals are to exercise the key course concepts, to engage in creative design activity, and to establish the foundation for a truly interesting reflection paper.

Variations Paper. The Variations Paper is a discussion of your base document and the four variations. Discuss the particular characteristics of your base document. How does it differ from other standard expository documents? Then discuss your variations drawing upon the concepts taught in the course. Also, explain the strengths and weaknesses of each variation.

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](#).

Student Rights to Privacy: Emailing Assignments and Grades

There are Federal laws that protect every student's right to privacy. One important aspect of your right to privacy is your right not to have the grades I assign and the comments I provide made public. So, for example, grades would never be posted outside my office door. My preference is to email assignments with grades and comments to each student. However, it is conceivable that such emails might be intercepted, enabling someone to view what I have sent you. If you do not want to accept this risk, please let me know, and I will use an alternative means of returning graded assignments to you.

Contact Info and Office Hours

Email: farkas @u.washington.edu

Office: Sieg Hall 414

Office Hours:

Tuesday: 1:30 - 2:30

Wednesday: 1:30 - 2:30

Thursday: 1:30 - 2:30

And by appointment

(If possible, let me know in advance that you want to meet with me.)

Course Readings and Course Downloads

See the Course Readings section of this web page for the assigned reading as well as numerous other readings that you may find worthwhile. See the Course Downloads section of this web page for course materials that are not published readings, including a printable syllabus.

Course Readings

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

http://www.ted.com/index.php/talks/blaise_aguera_y_arcas_demos_photosynth.html

Allen, Patrick, John Bateman, and Judy Delin, “[Genre and Layout Design in Multimodal Documents: Towards an Empirical Account](#),” American Association for Artificial Intelligence Fall Symposium on Using Layout for the Generation, Analysis, or Retrieval of Documents, Cape Cod, Autumn 1999.

Analore, Andrew, “[GM Uses Wiki to Tell its Story](#),” Ragan.com, August 29, 2008.

Berghel, Hal, “A Cyberpublishing Manifesto,” *Communications of the ACM*, 44 (3), 2001, pp. 17-20.

http://www.berghel.net/publications/c_pub/c_pub.php

Bernstein, Mark, *HypertextGardens*.

<http://www.eastgate.com/garden/>

Billinghurst, Mark., Kato, Hirkazu., and Poupyrev, Ivan, “[The MagicBook - Moving Seamlessly between Reality and Virtuality](#),” *Computer Graphics and Applications*, 21(3), 2001, pp. 2-4.

<http://www.hitl.washington.edu/artoolkit/Papers/cgaMay2001.pdf>

Bosman, J., “E-Books Fly Beyond Mere Text,” *New York Times* (NYTimes.com), July 29, 2010.

<https://catalyst.uw.edu/sharespaces/space/farkas/7457>

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.

<http://web.mit.edu/STS.035/www/PDFs/think.pdf>

Cawsey, Alison, Floriana Grasso, and Cecile Paris, "[Adaptive Information for Consumers of Healthcare](#)," in P. Brusilovsky, A. Kobsa, and W. Nejdl (eds.), *The Adaptive Web*, Berlin/Heidelberg: Springer-Verlag 2007, pp. 465–484, 2007.

Chandler, Daniel, "[An Introduction to Genre Theory](#)," posted to the Web on August 7, 1997. <http://www.aber.ac.uk/media/Documents/intgenre/intgenre.html>

Chandler, Daniel. "[Montaigne and the Word Processor](#)," posted on the Web on May 26, 1997. <http://www.aber.ac.uk/media/Documents/short/montword.html>

Clark, Ruth, "[Six Principles of Effective e-Learning: What Works and Why](#)." *The eLearning Developers' Journal*, September 10, 2002, pp. 1-8. (A summary of research by Richard Mayer.) <http://www.elearningguild.com/pdf/2/091002DES-H.pdf>

Communications of the ACM, The Adaptive Web, 45:5, (May 2002). Available from the ACM Digital Library at www.acm.org (Brusilovsky, Bental, Billsus, Cheverst, de Bra, and Andre).

Cooke, Lynne, "Information Acceleration and the Evolution of Visual Trends Within a Media Context." *Technical Communication Quarterly* 12 (2), 2003, pp. 155-181.

Cotton, Bob and Richard Oliver, "[Hypermedia Applications: Education](#)" from *Understanding Hypermedia*, London: Phaidon Press, 1993, pp. 88-89.

De Bra, Paul, "[Adaptive Educational Hypermedia on the Web](#)," *Communications of the ACM* 45 (1), 2002, pp. 60-61. Available from the ACM Digital Library at www.acm.org. Also see other articles on the Adaptive Web by Brusilovsky, Bental, Billsus, Cheverst, and Andre.

De Bra, Paul, "[Adaptive Hypermedia](#)," in Kinshuk, Sampson, Adelsberger and Pawlowski (Eds.), *Handbook on Information Technologies for Education and Training*. Berlin: Springer-Verlag, 2008, pp. 29-46.

Delin, Judy, John Bateman, and Patrick Allen. "A Model of Genre in Document Layout," *Information Design Journal* 11(1), 2002-3, pp. 54–66.

Ding, Huiling, "[Genre analysis of personal statements](#): Analysis of Moves in Application Essays to Medical and Dental Schools," *English for Specific Purposes*, 26 (2007) 368–392.

Erickson, Thomas, "[Social Interaction on the Net: Virtual Community as Participatory Genre](#)," Proceedings of the Thirtieth Hawaii International Conference on System Sciences, January 6-10, 1997, Maui, Hawaii. http://www.visi.com/~snowfall/VC_as_Genre.html

Farkas, David K., "[The Linear Hierarchical Model](#)," unpublished course material, 2010.

Farkas, David K. and Christopher Raleigh, "[Designing Documents for Selective Reading](#)," forthcoming, *Information Design Journal*.

Farkas, David K., "[Managing Three Mediation Effects that Influence PowerPoint Deck Authoring](#)," *Technical Communication*, 56 (1), 2009.

Farkas, David K., "[A Heuristic for Reasoning about PowerPoint Deck Design](#)," *Proceedings of the 2008 International Professional Communication Conference*, Montreal, Canada, July 13-16.

Farkas, David K., "[Toward a Better Understanding of PowerPoint Deck Design](#)," *IDJ+DD (Information Design Journal + Document Design)*, 14 (2), 2006, pp. 162-71.

Farkas, David K., "[Explicit Structure of Print and On-Screen Documents](#)," *Technical Communication Quarterly*, 14 (1), 2005, pp. 9-30.

Farkas, David K., "[Understanding and Using PowerPoint](#)," *Proceedings of the Society for Technical Communication 52nd Annual Conference*, Seattle, WA, May 8-11, 2005, pp. 313-320. <http://www.stc.org/ConfProceed/2005/PDFs/0066.pdf>

Farkas, David K., "[Hypertext and Hypermedia](#)," *Berkshire Encyclopedia of Human-Computer Interaction*, Berkshire Publishing 2004, pp. 332-336.

Farkas, David K. "[Managing Headings in Print and Online Documents](#)," *Proceedings of the 2002 IPCC Conference*, Portland, OR, September 17-20.

Farkas, David K. and Farkas, Jean B., "[Writing for the Web](#)" (Chapter 10), in *Principles of Web Design*. Longman, 2002, pp. 220-240.

Farkas, David K. and Farkas, Jean B., "[An Introduction to Copyright Law](#) (Appendix B)," in *Principles of Web Design*. Longman, 2002.

Farkas, David K. and Farkas, Jean B., "[Graphic Design](#)," in *Principles of Web Design*. Longman, 2002.

Farkas, David K., Jerrod Larson, and Steven J. Naranjo, "[LabelPatterns.Org: A Comprehensive Pattern Library for Consumer-Decision Labels](#)," *Proceedings of the 2011 IPCC Conference*.

Farkas, David K. and Christopher Raleigh, "[Designing Documents for Selective Reading](#)," forthcoming 2012, *Information Design Journal*.

Fisher, Lori, "[Moving from Single Sourcing to Reuse with XML DITA](#)," *Best Practices (Comtech)*, June 2003, pp. 63-68. <http://xml.coverpages.org/DITA-FisherLori.pdf>

FLOSS Manuals Community Members, [FLOSS Manuals](#), 2008 <http://en.flossmanuals.net>

French, Howard W., "[U.N. Congo Report Offers New View on Genocide](#)," *New York Times (NYTimes.com)*, August 27, 2010.

Gladwell, Malcolm, "[The Social Life of Paper: Looking for Method in the Mess](#)," *The New Yorker*, March 25, 2002, pp. 92-96.

http://www.gladwell.com/2002/2002_03_25_a_paper.htm

Gold, Rich, "[Reading PowerPoint](#)," in *Working With Words And Images: New Steps in an Old Dance*, Nancy J. Allen (ed). Ablex, 2002.

Graham, S. Scott and Brandon Whalen, "[Mode, Medium, and Genre.A Case Study of Decisions in New-Media Design](#)," *Journal of Business and Technical Communication*, 22 (1), 2008, pp. 65-91.

Gruman, Galen, "How Mobile Will Kill Off Microsoft Office." *InfoWorld*, September 3, 2010.
<http://www.infoworld.com/blogs/infoworld-mobile-patrol>

Harrill, Rob, "[Readers Become Part of the Action through High-Tech Mixture of Traditional Storytelling and Virtual Reality in UW's 'Magic Book'](#)," University of Washington press release, September 12, 2000.

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

Hartley, James, "[Text Design](#)," in *Handbook of Research for Educational Communications and Technology*, ed. David H. Jonassen New York, Macmillan, 1996.

Heller, Steven, "[Tom Suzuki](#), 76, a Designer Who Transformed Textbooks, Dies," *New York Times* (NYTimes.com), September, 12, 2006.

<http://www.nytimes.com/2006/09/12/books/12suzuki.html?pagewanted=print>

Horn, Robert E., "Interactive Visual Scenario for the PanDefense 1.0 Conference," 2006.

<http://stanford.edu/~rhorn/a/recent/PANDEMICscenario.pdf>

Horn, Robert E., "Mega-Flu Pandemic: Not Quite the Worst Case Scenario V.2", 2005.

<http://www.stanford.edu/~rhorn/b/uc-scenroH5N1NotQtWrstV13.pdf>

Horn, Robert E., "[What Kinds of Writing Have a Future?](#)" Presentation at the ACM SigDOC Conference, October 22, 2001.

<http://www.stanford.edu/~rhorn/a/recent/spchWhat%20KindsOfWrtng.pdf>

Horn, Robert E., "[Knowledge Mapping for Complex Social Messes](#)," Presentation at the David and Lucile Packard Foundation, July 16, 2001.

<http://www.stanford.edu/~rhorn/a/recent/spchKnwldgPACKARD.pdf>

(Note: downloads slowly)

Horn, Robert E. "[Structured Writing as a Paradigm](#)," in *Instructional Development: State of the Art*, Alexander Romiszowski and Charles Dills (eds). Englewood Cliffs, N. J., Educational Technology Publications, 1998.

http://www.stanford.edu/~rhorn/a/topic/stwrtng_infomap/artclStrctrdWrtngPrdigm.pdf

Hyde, Adam, [*Book Sprints Face-2-Face*](http://en.flossmanuals.net), 2009. <http://en.flossmanuals.net>

Jackson, Randolph L. and Eileen Fagan, "[*Collaboration and Learning within Immersive Virtual Reality*](#)," *Proceedings of the Third International Conference on Collaborative Virtual Environments 2000*, San Francisco, California. Available from the ACM Digital Library at ACM.org.

Jansen, Carel, "[*Reflecting on Information Mapping: Does the Method Live Up to the Expectations?*](#)" *Proceedings of the 2002 IPCC Conference*.

Keep, Christopher, McLaughlin, Tim, and Parmar, Robin, [*The Electronic Labyrinth*](http://www2.iath.virginia.edu/elab/) (written in 1993 and adapted for the World Wide Web in November 1995). <http://www2.iath.virginia.edu/elab/>

Kiernan, Vincent, "[*Multimedia Data Base at Carnegie Mellon Lets You 'Interview' Albert Einstein*](#)," *The Chronicle of Higher Education*, January 9, 1998, p. A27.

Klemmer, Scott R., Jamey Graham, Gregory J. Wolff, and James A. Landay, "[*Books with Voices: Paper Transcripts as a Physical Interface to Oral Histories*](#)," *Proceedings of the ACM CHI 2003*, pp. 89-96, 2003.

Larson, Jerrod and David K. Farkas, "[*Indicating Impact: The Environmental Life-Cycle Rating Label*](#)," *Proceedings of the 2011 IPCC Conference*.

Larson, Jerrod, [*Indicating Impact: The Design of an Environmental Labeling System for Consumer Goods*](#), doctoral dissertation, University of Washington, 2009.

Lee, Moon, J., "[*Expanding Hypertext: Does It Address Disorientation? Depends on Individuals' Adventurousness*](http://jcmc.indiana.edu/vol10/issue3/lee.html)," *Journal of Computer-Mediated Communication*, 10(3). <http://jcmc.indiana.edu/vol10/issue3/lee.html>

Marcus Aaron, "[*Patterns within Patterns: Introduction to Design Patterns*](#)," *Interactions*, March-April 2004, pp. 39-34.

Marinelli, Donald and Scott Stevens, Scott, "[*Synthetic interviews: the Art of Creating a 'Dyad' between Humans and Machine-Based Characters*](#)", In IVTTA (Interactive Voice Technology for Telecommunications Applications) '98, pp. 1998,43-48.

Marlow, Cameron, Mor Naaman, danah boyd, Marc Davis, "[*Position Paper, Tagging, Taxonomy, Flickr, Article, ToRead*](#)," *Proceedings Hypertext '06 Conference*.

Mayer, Richard E. and Roxana Moreno, "[*Nine Ways to Reduce Cognitive Load in Multimedia Learning*](#), *Educational Psychologist*, 38(1), pp. 43-52, 2003.

McCloud, Scott, "[*Follow that Trail*](http://www.scottmccloud.com/1-webcomics/icst/index.html)" (I Can't Stop Thinking #4). <http://www.scottmccloud.com/1-webcomics/icst/index.html>

McCloud, Scott. “[Zot Online: Hearts and Minds](http://www.scottmccloud.com/1-webcomics/zot/index.html)” (Part #12).
<http://www.scottmccloud.com/1-webcomics/zot/index.html>

McCloud, Scott, *Google Chrome: Behind the Open Source Browser Project*.
<http://www.google.com/googlebooks/chrome/index.html>

National Endowment for the Arts, *Reading on the Rise: A New Chapter in American Literacy*.
Washington, DC Undated/2009.

Nelson, Theodor Holm (“Ted”), *Excerpt from Computer Lib/Dream Machines*, from *The New Media Reader*, ed. Noah Wardrip-Fruin and Nick Montfort, MIT Press, Cambridge, MA, 2003.

Nelson, Theodor Holm (“Ted”), “[Xanadu: Document Interconnection Enabling Re-use with Automatic Author Credit and Royalty Accounting](#),” *Information Services & Use*, 14 (1994), pp. 255-265.

Nielsen, Jakob, “[Transmedia Design for the 3 Screens \(Make That 5\)](#),” Alertbox, August 29, 2011.

Nielsen, Jakob, “[How Little Do Users Read?](#)” Alertbox, May 6, 2008.
<http://www.useit.com/alertbox/percent-text-read.html>

Nielsen, Jakob, “[Reviving Advanced Hypertext](#),” Alertbox, January 3, 2005.
<http://www.useit.com/alertbox/20050103.html>

Nielsen, Jakob, “[The End of Legacy Media](#)” (Newspapers, Magazines, Books, TV Networks).”
Alertbox, August 23, 1998.
<http://www.useit.com/alertbox/980823.html>

Onion, The, “[Nation Shudders At Large Block of Uninterrupted Text](#),” *Science & Technology*,
March 9, 2010 (issue 46-10).

Peters, Jeremy W., “[For New Yorker on iPad, Words Are the Thing](#),” *New York Times*
(NYTimes.com), July 31, 2011.

Raban, Jonathan, Excerpt about modular writing from “[The Nuclear Threat](#),” a review of *The Atomic Bazaar* by William Langewiesche, *New York Times*, May 20, 2007.
<http://www.nytimes.com/2007/05/20/books/review/Raban-t.html>

Ramaswami, Rama, “[Best of Both Worlds](#),” *Campus Technology*, September 1, 2009, pp. 24-31.

Redish, Janice (Ginny) *Letting Go of the Words*, Morgan Kaufmann/Elsevier, 2007.

Redish, Janice (Ginny), “[Writing for the Web, Letting Go of the Words](#),” *Intercom*, June 2004,
pp. pp. 4-10.

Rich, Motoko, "Curling Up With Hybrid Books, Videos Included," *New York Times* online (NYTimes.com), October 1, 2009.

Rockley Group, "[Preparing for DITA: What You Need to Know](#)," white paper, Markham, Ontario, Canada, 2005.

Rockley, Ann, "[Dynamic Content Management](#)," *Intercom*, February 2001, pp. 28-32 and 42.

Schmandt-Besserat, Denise, "[Signs of Life](#)". *Archaeology Odyssey*, Jan-Feb 2002, 6-7, 63.
<https://webspace.utexas.edu/dsbay/Docs/SignsofLife.pdf>

Self, Tony, "[What If Readers Can't Read?](#)" *Intercom*, February 2009, pp. 10-14.

Snyder, Carolyn, "[Online Video: The Book Was Better](#)," *Eye for Design*, July/August, 1998, pp. 8-10.

Steuer, Jonathan, "[Defining Virtual Reality: Dimensions Determining Telepresence](#)," *Journal of Communication*, 4(24) (Autumn, 1992), 73-93. [Graphic of Steuer's model](#) adapted by Clement Mok, *Designing Business: Multiple Media, Multiple Disciplines*
San Jose, CA: Adobe Press, 1996.

Tracey, J. R., D.E. Rugh, and W.S. Starkey, [Sequential Thematic Organization of Publications \(STOP\)](#), Internal report for the Hughes Aircraft Company, 1965, reprinted in the *Journal of Computer Documentation*, 23 (3), August 1999. Available from the ACM Digital Library at ACM.org.

Tversky, B., J.B. Morrison, & M. Betrancourt, "[Animation: Can it facilitate?](#)" *International Journal of Human-Computer Studies*, 57, 2002, pp. 247-262.

University of Washington, *Biological Information Handling: Essentials for Engineers*, multimedia tutorial, 2004. <http://www.biologyforengineers.org/> (Click **Get the CD** and look for downloads).

Walker, Randall C., Phil Schloss, Charles A. Vogel, Adam S. Gordon, Charles R. Fletcher, and Stan Walker, "[Visual-Syntactic Text Formatting](#): Theoretical Basis and Empirical Evidence for Impact on Human Reading." *Proceedings of the 2007 International Professional Communication Conference*, Seattle, Washington, October 1-3. See also the annotated PowerPoint deck [WalkerVSTF-IPCC07](#).

Weiss, Edmond, H., "[Bits, Atoms, and the Technical Writer: The Rhetoric of STOP](#)", adapted from *The Journal of Computer Documentation*, 23 (3), 1999, pp. 95-101.

Wikipedia, "Origin of Language."
http://en.wikipedia.org/wiki/Origin_of_language

Wikipedia, "Writing Systems."
http://en.wikipedia.org/wiki/Writing_systems

Wortham, Jenna, "[Shorter E-Books for Smaller Devices](#)," *New York Times* (NYTimes.com), February 12, 2011.

Zhou, Quan and David K. Farkas, "[QuikScan: Formatting Documents for Better Comprehension and Navigation](#)," *Technical Communication*, 57 (2), 2010, pp. 197-209.

Course Downloads

Below are course materials that are not published readings. This includes a printable syllabus and slideware presentations that will be used in class. Slide decks are PPTX files. Most other files are PDFs.

[Printed Course Syllabus V1](#)

[Basic Communication Concepts](#) slide deck

[Medium and Genre](#) slide deck

[Format and Behaviors](#) slide deck

[Farkas, "Navigation vs. Scent"](#) slide deck

[Horn, Social Messages Missile Defense](#)

[Horn, Social Messes Multnomah](#)

[Horn, Social Messes Alameda](#)

[Noah Iliinsky, Knowledge Map](#)

[Noah Iliinsky, Book Diagram](#)

[Choosing a Canoe](#)

[Scriptographic-Your Eyes](#)

[Scriptographic-Ergonomics](#)

[DigitalPageAuthor-VWBora](#)

[DigitalPageAuthor-Magazine](#)

[MSReader-MagicOfReading](#)