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.


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 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](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."


*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 “infinitive 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 infinitive 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 infinitive 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 (infinitive 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**


http://www.infoworld.com/blogs/infoworld-mobile-patrol

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


http://stanford.edu/~rhorn/a/recent/PA NDEMICscenario.pdf


http://www.stanford.edu/~rhorn/a/re cent/spchKnwldgPACKARD.pdf  
(Note: downloads slowly)


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. “Zot Online: Hearts and Minds” (Part #12).

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.


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

http://www.useit.com/alertbox/percent-text-read.html

http://www.useit.com/alertbox/20050103.html

http://www.useit.com/alertbox/980823.html


http://www.nytimes.com/2007/05/20/books/review/Raban-t.html


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


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 Messages Alameda

Noah Iliinsky, Knowledge Map

Noah Iliinsky, Book Diagram

Choosing a Canoe

Scriptographic-Your Eyes

Scriptographic-Ergonomics

DigitalPageAuthor-VWBora

DigitalPageAuthor-Magazine

MSReader-MagicOfReading