



ENG 3385: Topics in Rhetoric

UT Arlington

Tue & Thu 9:30 10:45AM

Preston Hall 310

Staying in Touch

Who? Estee Beck, PhD
(You may call me
Estee or Dr. Beck)

How? email me at
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Where? office location is
525 Carlisle Hall

When? office hours are
Tuesday 11 12 or by
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What? [https://www.uta.edu/
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DESIGN THINKING

"Good design is
clear thinking
made visible. Bad
design is
stupidity made
visible."

Edward Tufte

Course Description

This course explores introductory theories of information design. Assignments focus on analyzing, redesigning, and designing documents for professional and technical genres.

Students will be able to analyze and evaluate effective information design throughout various genres of professional materials.

Additionally, students will be able to plan and deliver solutions for clients & other stakeholders in an organization.

Students will gain technical and practical experience using Adobe InDesign.



Upon successful completion, students will be able to:

Critically assess information design & provide peer feedback using soft skills

Redesign overall document design by manipulating color & typeface

Design a rhetorically effective information design campaign for clients

Develop research skills for information design documents

Develop intermediate skills with Adobe InDesign

Major and Minor Course Assignments

1. Visual Analysis: A 750-1,250 page analysis of 1 design. Includes separate rough & revised drafts. 100 points

2. Re-design: A re-design of a bad information design graphic. Includes pre & post writing rationales, peer review notes, rough sketches. 100 points

3. Information Design: A research-based project presenting data in graphical format using the four principles of

design. Includes pre and post writing rationales, peer review notes, rough sketches. 200 points

4. Twitter: Good/design tweets (at least 2 a week) for weeks 2-12. 100 points.

6. In-class activities: Each class meeting will have an in-class activity component worth 10 points apiece. 220 points

7. Design collection: Print assemblage of information design principles

collected over semester. 80 points

8. Design portfolio: Collection of all major & minor assignments (except Twitter posts) w/one revised assignment & reflection essay. 200 points

Course total is 1,000 points



Required Texts and Materials

The Non-Designers Design Book, 4th edition by Robin Williams, ISBN: 0133966151

Adobe InDesign CC, 2015 Release by Kelly Kordes Anton & John Cruise, ISBN: 0134310004

Drawing pencil

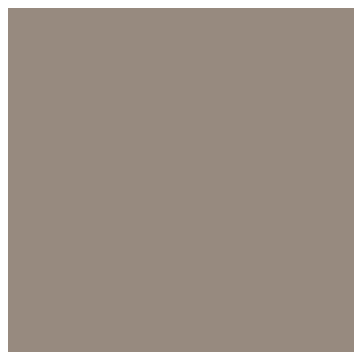
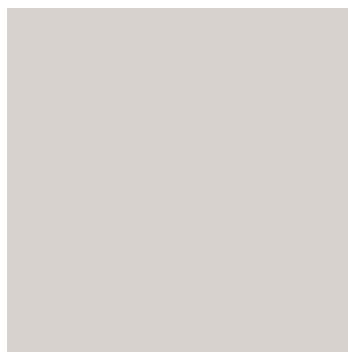
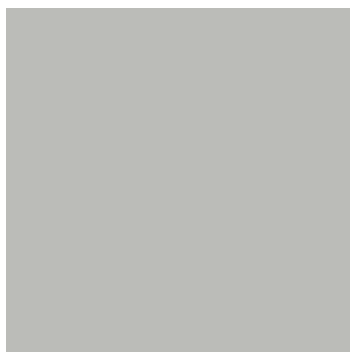
Drawing pen (black ink)

Sketch notebook pad

Money for printing

Twitter account

Portfolio/binder



Course Policies

Adapted from UTA 2016-2017 Syllabus Template

ATTENDANCE: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, students have the opportunity to attend class as part of their final grade.

Attendance is not formally taken, however, there are 26 class meetings, of which 22 will count as in-class activity points, which is approximately 20% of the course grade (see "in-class activity" sheet for more information).

However, while UT Arlington does not

require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington faculty report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid

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recipients.

Excused absences: I follow the university policy regarding excused absences for military obligations, active-duty military, and religious holidays. All items must be documented officially. The excused absence will cover missing an in-class activity, but this needs to be performed ahead of the excused absence for credit.

GRADING:

A (90-100) = Superior. Your assignment is highly professional and exceeds expectations. It meets the criteria described in the handout and you demonstrate excellence in audience awareness, organization, and document design. Submit this assignment as an example for a professional portfolio or take it on job interviews as evidence of your communication ability.

B (80-89) = Proficient. Your assignment is professional in both writing and design, and it meets the criteria described in the handout. It is functional, and you demonstrate competence in audience awareness, organization, and document design. The difference between a grade of an A and a B is your attention to detail and/or the sophistication of your writing or design.

C (70-79) = Average. Your assignment meets the criteria described in the handout and that's about all it does. Your assignment may be reasonably organized, have few grammar, usage, and punctuation errors but it needs another edit and/or a redesign.

D (60-69) = Substandard. Your assignment needs substantial revision and fails to meet several criteria described on the handout. Your assignment needs a complete overhaul for it to be satisfactory.

F (<=59) = Unacceptable. Your assignment fails to meet the criteria described on the hand

Grading Credit: Dr. Yuejiao Zhang

DROP POLICY: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

Students will not be automatically dropped for non-attendance.

Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have

officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)

www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)

www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational

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Policies (continued)

programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are

assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

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Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left (past the bathrooms) of the exit doors for this classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

Policies (continued)



A final note:

I'm here to provide students with guidance and learning opportunities with information design principles.

I truly want to see each student succeed in this course.

If there's ever a time where you aren't getting it, need help, or feel lost, come see me and talk to me. We can find solutions together, but only if you make a genuine step toward progress.

Well wishes on a productive and engaging semester,

Estee

Course Schedule

Please note that I may revise the schedule at any point during the semester to meet students' educational needs and goals. If I make changes, I will inform students via announcements electronically and during class verbal announcements.

	What's Happening in Class	Due for Next Class
<i>Week 1: Introductions</i>		
Thu, 8/25	Lecture: What is information design? In-class Activity: Comparative good/bad design Set up Twitter	Read Baer handout on information design Read Williams, chps 1-3 Bring two examples: 1) good and 2) bad design based on 1) proximity and 2) alignment to class (one should be a physical print document)
<i>Week 2: Four Principles of Design</i>		
Tweet examples of good/bad design for the week ending Sep 3		
Tue, 8/30	Lecture: What is proximity and alignment? In-class Activity: Syllabus quiz On proximity & alignment w/ student examples Discuss 1 st Assignment: Visual Analysis	Read Williams, chps 4-5 Bring two examples: 1) good and 2) bad design based on 1) repetition and 2) contrast to class (one should be a physical print document) Also, bring the proximity and alignment examples
Thu, 9/1	Discussion: On repetition and contrast In-class gallery walk of print designs	Read Purdue links (will announce in class) Write short exposition (400-600 words) of good/bad design, due Tuesday Bring design portfolio to class
<i>Week 3: Visual Analysis</i>		
Tweet examples of good/bad design for the week ending Sep 10		
Tue, 9/6	Lecture: On visual analysis In-class Activity: Work out criteria for analysis Minute paper	Begin drafting analysis by answering your criteria questions. Bring criteria questions & responses to class to show Estee

	What's Happening in Class	Due for Next Class
Thu, 9/8	In-class Activity: Show Estee your criteria questions & responses In-class writing	Finish drafting first draft of analysis response. Bring one copy for Estee's review (in print) and one copy (in print) for peer review
<i>Week 4: Peer Review & Drafting</i>		
Tweet examples of good/bad design for the week ending Sep 17		
Tue, 9/13	Discussion: Effective peer review In class activity: Peer review	Read Williams, chp 7 on color Keep a clean copy of the first draft for final submission Revise first draft in a new document for submission
Thu, 9/15	Lecture: Designing with color In-class Activity: Designing with color	Finish final draft—submit first and final drafts Tuesday before class
<i>Week 5: Adobe InDesign</i>		
Tweet examples of good/bad design for the week ending Sep 24		
Tue, 9/20	Introduction to Adobe InDesign In-class Activity: Time with sample project files Minute paper	Read/complete Adobe, chps 1-2
Thu, 9/22	Class is Online In-class Activity: Time with sample project files	Read/complete Adobe, chps 3-6
<i>Week 6: Adobe InDesign</i>		
Tweet examples of good/bad design for the week ending Oct 1		
Tue, 9/27	In-class Activity: Time with sample project files	Read Williams, chp 9 Read/complete Adobe, chp 8
Thu, 9/29	Lecture: Basics of typography In-class Activity on typography	Read Williams, chps 10-12 Bring "design collection" portfolio to class

	What's Happening in Class	Due for Next Class
<i>Week 7: Re-Design</i>		
Tweet examples of good/bad design for the week ending Oct 8		
Tue, 10/4	In-class Activity: Select bad design to re-design Write 250-300 word brief on why	Read/complete Adobe, chp 7 Finish brief and submit before class Thursday
Thu, 10/6	In-class Activity: Re-design via sketches	Read/complete Adobe, chps 9-10 Continue sketches
<i>Week 8: Re-Design</i>		
Tweet examples of good/bad design for the week ending Oct 15		
Tue, 10/11	In-class Activity: Re-design	Read/complete Adobe, chp 13 Be near completion of the redesign
Thu, 10/13	Class is Online In-class activity: Re-design	Be ready to submit re-design for peer review Write brief on what you changed and why (300-500 words), submit before class Tuesday
<i>Week 9: Peer Review</i>		
Tweet examples of good/bad design for the week ending Oct 22		
Tue, 10/18	In-class Activity: Peer review	Revise more based on peer review
Thu, 10/20	In-class Activity: Revisions	Finalize portfolio for re-design
<i>Week 10: Information Design Cycle</i>		
Tweet examples of good/bad design for the week ending Oct 29		
Tue, 10/25	Lecture: The information design cycle In-class Activity: Begin outlining project	Read: You Are Here Continue outlining project
Thu, 10/27	In-class Activity: Peer discussion of ideas for project	Read Baer handout on design research

<i>Week 11: Researching & Sketching for Information Design</i>		
Tweet examples of good/bad design for the week ending Nov 5		
Tue, 11/1	In-class Activity: Performing research & sketching ideas	Continue research
Thu, 11/3	In-class Activity: Collecting research & sketching ideas	Read Baer handout on usability studies and feedback
<i>Week 12: Drafting/Usability for Information Design</i>		
Tweet examples of good/bad design for the week ending Nov 12		
Tue, 11/8	Lecture: What is usability studies? In-class Activity: Peer feedback on work thus far	Begin designing usability study on works in progress
Thu, 11/10	In-class Activity: drafting for information design	Continue designing usability study on works in progress
<i>Week 13: Usability Testing for Information Design</i>		
Tue, 11/15	In-class Activity: Launch usability test for project for feedback	Revise project based on feedback Remember: Keep original draft of project separate from revisions for design portfolio
Thu, 11/17	In-class Activity Launch usability test	
<i>Week 14: Usability Testing for Information Design</i>		
Tue, 11/22	Class is Online In-class Activity Launch second usability test for project for feedback	Revise project based on feedback Remember: Keep draft of project separate from revisions for design portfolio (need two separate revisions from usability tests)
Thu, 11/24	No class, thanksgiving	Begin assembling portfolio for submission
<i>Week 15: Finalizing Information Design</i>		
Tue, 11/29	Portfolio discussion	
Thu, 12/1		