Print Syllabus: HCDE 510
Information Design, Fall 2010

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The primary source of information for this course is the course website:
http://faculty.washington.edu/farkas/TC510. This print syllabus was copied (with certain modifications) from the course website at the start of fall quarter.

Syllabus

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 30 (Class 1)
Introduction to Course

Week 2
October 5 (Class 2)
The Early History of Literacy
The Functions of Documents
Intellectual Property
Read Schmandt-Besserat, “Signs of Life.”
Read French, “U.N. Congo Report Offers New View on Genocide.”
GoPost activity: Write a short bio of yourself.
GoPost activity: Try to guess the age of the scroll on the course website.
Read Farkas and Farkas, “An Introduction to Copyright Law.”
Note: I recommend that you read the assignments for each class in the sequence in which the items are listed on the syllabus.
October 7 (Class 3)
Key Concepts of Information Design–1
Read Chandler, “An Introduction to Genre Theory.”
Read McCloud. “Follow that Trail (I Can’t Stop Thinking #4).”
Read Farkas, "The Linear-Hierarchical Model."

Week 3
October 12 (Class 4)
Key Concepts of Information Design–2
Media Devices: iPad, Kindle, Vook, etc.
Read Graham & Whalen, “Mode, Medium, and Genre.”
Read Bosman, “E-Books Fly Beyond Mere Text.”

October 14 (Class 5)
Genre and Discourse Analysis
Read Ding, “Genre Analysis of Personal Statements.”
Tip: Begin Farkas, “Explicit Structure in Print and On-Screen Documents.”

Week 4
October 19 (Class 6)
The Standard Expository Model
Read Farkas, “Explicit Structure in Print and On-Screen Documents.”
Read Chandler, “Montaigne and the Word Processor.”

October 21 (Class 7)
Traditional Genres: Books, Newspapers, Magazines, and Journal Articles
Read Redish, “Writing for the Web, Letting Go of the Words” (Intercom).
Read Redish, Chapter 1 and Chapter 5, Letting Go of the Words (book).
Read Heller, “Tom Suzuki, 76, a Designer Who Transformed Textbooks, Dies.”

Week 5
October 26 (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 The Onion, “Nation Shudders At Large Block of Uninterrupted Text.”
Reflection Paper 1 Due

October 28 (Class 9)
Document Production and Reuse
Social Media and Extended Text
Read Fisher, “Moving from Single Sourcing to Reuse with XML DITA.”
Read Analore, “GM Uses Wiki to Tell Its Story.”
Read Rockley, “Dynamic Content Management.”
Peruse Hyde at al, Book Sprints Face-2-Face.
Peruse FLOSS Manuals Community Members, FLOSS Manuals.
Tip: Begin reading Tracey, Rugh, and Starkey, Sequential Thematic Organization of Publications (STOP).

Week 6
November 2 (Class 10)
Challenging the Standard Expository Model
Read Horn, “What Kinds of Writing Have a Future?”
Read Tracey, Rugh, and Starkey, Sequential Thematic Organization of Publications (STOP).
Read Walker et al., “Visual-Syntactic Text-Formatting” (standalone PowerPoint file with notes).
Read Zhou & Farkas, “QuikScan: Formatting Documents for Better Comprehension and Navigation.”
Peruse the SwitchBack web page and try out SwitchBack.
http://faculty.washington.edu/farkas/SwitchBack.htm

November 4 (Class 11)
Oral Communication and Slideware
Read Farkas, “A Heuristic for Reasoning about PowerPoint Deck Design.”
Read Horn, “Knowledge Mapping for Complex Social Messes.”
Examine Horn, selected knowledge maps.
Read Horn, “Interactive Visual Scenario for the PanDefense 1.0 Conference.”
Examine Horn, “Mega-Flu Pandemic – (not quite the) Worst Case Scenario V.2.”
Peruse selected posters and quad/penta charts.
Examine Koster, “Theory of Fun.”

Week 7
November 9 (Class 12)
Hypertext and Modularity
Read Farkas, “Hypertext and Hypermedia.”
Read selected articles from Keep, McLaughlin, and Parmar, The Electronic Labyrinth.
Explore Bernstein, Hypertext Gardens.
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.
Reflection Paper 2 Due

November 11 (Class 13)
NO CLASS: Veterans’ Day
Week 8

November 16 (Class 14)

Patterns and Pattern Languages

The Infinite Canvas
Read Marcus, “Patterns within Patterns: Introduction to Design Patterns.”
Examine the Yahoo! Developer Network Design Pattern Library.
Examine selected patterns from LabelPatterns.org and other selected patterns.
View Aguera y Aracas, Photosynth Demo
Examine Prezi.com demos (To Be Announced)

November 18 (Class 15)

Synthetic Interviews
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 TC 510 Elvis Presley interactive interview (Team A and Team B).

Week 9

November 23 (Class 16)

Multimedia/Virtual Reality

Two-Minute Previews of Course Projects
Peruse the multimedia tutorial: University of Washington, Biological Information Handling, http://www.biologyforengineers.org/ (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.”

Course Projects Due

November 25

NO CLASS: Thanksgiving

Week 10

November 30 (Class 17)

Course Exam

December 2 (Class 18)
Lori Fisher, Guest Class, "Social Media at IBM"
Adaptive/Intelligent Documents
Re-visit Rockley, “Dynamic Content Management.”

Week 11
December 7 (Class 19)
Presentations on Course Projects
Review of Exam

December 9 (Class 20)
Presentations on Course Projects
Course Wrap-Up

Readings

Listed below are the assigned course readings plus numerous other readings that are relevant to the course.


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

Bernstein, Mark. HypertextGardens.
http://www.eastgate.com/garden/


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.


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


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


http://stanford.edu/~rhorn/a/recent/PADEMICscenario.pdf

http://www.stanford.edu/~rhorn/b/uc-scnr0H5N1NotQtWrstV13.pdf


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


http://www2.iath.virginia.edu/elab/


Larson, Jerrod, *Indicating Impact: The Design of an Environmental Labeling System for

Lee, Moon, J. "Expanding Hypertext: Does It Address Disorientation? Depends on Individuals'
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

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

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.*

Nelson, Theodor Holm ("Ted"). Excerpt from *Computer Lib/Dream Machines*, from *The New

Nelson, Theodor Holm ("Ted"). "Xanadu: Document Interconnection Enabling Re-use with
255-265.

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

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

Nielsen, Jakob. "The End of Legacy Media" (Newspapers, Magazines, Books, TV Networks).”
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).


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.

- Reflection Paper #1 -- 15%
- Reflection Paper #2 -- 15%
- Course Project-- 30%
- Exam -- 30%

**Reflection Papers**
Reflection papers are informal (but well-written) essays, 3-5 pages in length, that examine one or more ideas or themes pertinent to the course. A reflection paper should be clear to anyone in the course as well as the instructor. I will assume that I have permission to share reflection papers with the class, unless you tell me that you wish me not to.

**Course 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.
Exam
The exam will consist of approximately five questions to be answered by brief essay-style answers (each about a page in length). 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.

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, by the way, 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://catalysttools.washington.edu/gopost/board/farkas/12642

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.

Participation and Attendance
Students are expected to attend class regularly. Missing a significant number of classes diminishes your participation in the course and will result in a deduction from the course grade. Note: You are not required to attend class if you are ill, and you are asked not to attend class if you have or are recovering from a serious infectious disease.

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.)