

**San José State University**  
**Department of Design**  
**DSGN 100W, Writing Workshop: Design**  
**Section 4, Spring 2019**

<b>Instructor:</b>	Mara Holt Skov
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<b>Office Hours:</b>	T/Th from 1:30 - 2:30 p.m. or by appointment
<b>Class Days/Time:</b>	T/Th 12:00 - 1:15 p.m.
<b>Classroom:</b>	Boccardo Business Complex (BBC) 205
<b>Prerequisite:</b>	Completion of GE Core, English 1A and 1B with a C or better, Writing Skills test, upper division standing (60 units)

### **Course Description**

Writing Workshop: Design is an upper division writing course that focuses on types of writing relevant to designers and other visual arts professionals. Our goal is to develop proficiency in the research, reading, and writing strategies you will find useful in your career. We will emphasize the writing process including revising, editing, and proofreading. You can expect a wide range of activities including analyzing your own writing, evaluating peer and professional writing, understanding the importance of drafting, editing, and organizing, improving your awareness and attaining mastery of different writing styles for both professional and general audiences and exploring the relationship between seeing and writing.

### **Course Goals**

From the SJSU General Education Guidelines. Students shall write complete essays that demonstrate college-level (professional) proficiency. Students shall be able to:

Refine the competencies established in Written Communication 1A and 1B.

Express (explain, analyze, develop, and criticize) ideas effectively including ideas encountered in multiple readings and expressed in different forms of discourse.

Organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

### **Course Learning Outcomes (CLO)**

Every course is designed to fulfill specific learning outcomes. When you complete Writing Workshop: Design successfully you should have mastered the following student learning outcomes:

CLO1 Write with an understanding of the connection of writing to your creative process, critical thinking and design thinking.

CLO2 Write correctly, clearly and concisely.

CLO3 Develop a concept or thesis and advocate for it with a well structured, well reasoned argument.

CLO4 Organize and develop different types of design writing such as descriptions, critiques, reviews, persuasive arguments and professional documents.

CLO5 Proofread, comment and critique the writing of others.

CLO6 Understand and be comfortable with the dynamics of collaborative writing as a part of design thinking.

CLO7 Find and develop your own unique voice.

## **Required Readings and Textbooks**

Good design writers are also avid readers. The more you read great writing, the more you will improve your own writing. To that end we will read two books written by designers to learn how they have communicated their ideas effectively. Additional required readings will be provided as PDFs uploaded to Canvas.

- Bruno Munari, *Design as Art*, Penguin Books Ltd., 1966 (order the current edition of the paperback).

- Michael Bierut, *Seventy-nine Short Essays on Design*, Princeton Architectural Press, 2007 (available in hardcover or paperback).

In addition, you are encouraged to begin building a library of books that inspire you both within your discipline and outside of it as part of your creative practice.

## **Required Materials**

You will need a notebook, journal or sketchbook for taking notes and writing in class and a computer for writing papers and designing layouts. You will need to print drafts of your papers for peer review sessions in class, but the final versions will be submitted online. You will need access to a large format printer to print 11" x 17" color layouts for pinups and presentations several times during the semester.

## **Library Liaison**

Aliza Elkin, Art Librarian for Design Department

Email: [aliza.elkin@sjsu.edu](mailto:aliza.elkin@sjsu.edu)

Phone: 408.808-2043

## **Course Format, Requirements and Assignments**

Course instruction includes in-class writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly homework to do outside of class (3-6 hours per week) that includes reading, writing and layout designs.

All course materials and communication such as the syllabus, assignments, readings, slide presentations, grading and updates will be accessible on the SJSU Canvas online course management site for DSGN 100W. You can access Canvas through MySJSU, using your login and password. You are responsible for regularly checking Canvas for messages, updates, assignments and other information.

Hard copies of all assignments and in-class writing assignments will be distributed in class. All assignment drafts and final revisions will be submitted on Canvas according to stated deadlines. No printing is necessary unless requested in the assignment brief for in-progress presentations and group work. Upload all assignments as PDFs (no larger than 5 MB). Label with the following information – lastname.firstname.assignment#.draft#.pdf .

Papers and layouts must fulfill the length and content requirements in the assignment brief. Papers should be written in 12-point Helvetica, double-spaced with one-inch margins. Include your name, assignment number/title and word count on the upper left corner of the first page and page numbers in the lower right corners of each page. No cover sheets for your papers please! Cite all sources as footnotes or endnotes (Chicago Style format) and include an alphabetized bibliography and list of image credits on the last page. Papers lacking footnotes or endnotes, bibliography, image captions and image credits will receive an automatic 1-point reduction.

You will receive feedback on your drafts in written form on hard copies at times and on Canvas at others. Final points received for each assignment will be entered on Canvas so you can follow your progress throughout the semester.

## **Final Examination and Evaluation**

Our final examination time is scheduled for Wednesday, May 15 from 12:15-2:30. We will meet on this day for presentations to the class of the final writing/layout assignment from the semester.

## **Grading Information**

There will be five writing assignments given throughout the semester; each assignment is worth 10 points. You will also receive points for the drafts you write; each draft is worth 2 points. As part of a healthy design writing practice, you are expected to revise and refine your work in response to feedback from your instructor, from your peers and based on your own expectations for excellent work. Therefore each draft you submit should show steady progress towards a finished and polished piece of writing.

Each final assignment will be graded on a 1-10 point scale for Content & Concept that will reflect the research and ideas generated in response to the assignment brief. A second 1-10 grade for Structure & Mechanics will reflect the written expression including proper English spelling, grammar, usage, citations and sources. If there is a designed layout aspect to an assignment there will be a third 1-10 grade given to reflect the effectiveness of your graphic design choices. All grades will be averaged to arrive at the final points given for each assignment.

We will also do in-class writing from time to time throughout the semester. This writing will be submitted either as a hand-written response to a prompt or typed and emailed or uploaded to Canvas. Each paper you write in-class will be worth 2 points.

Participation points include reading discussions, group work, presentations and peer review. One point will be given for each day, so if you miss any classes or are late to class, your participation grade will suffer. If you are on time to class and participate fully in the day's activities you will receive the full participation point.

One extra credit assignment worth 5 points will be offered before the end of the semester to all students who might want or need to improve their final grade.

Grading is weighted as follows:

Participation	30 points
In-class writing	10 points
Assignment #1	10 points
Assignment #1 drafts	2 points
Assignment #2	10 points
Assignment #2 drafts	2 points
Assignment #3	10 points
Assignment #3 drafts	2 points
Assignment #4	10 points
Assignment #4 drafts	2 points
Assignment #5	10 points
Assignment #5 drafts	2 points
Total	100 points

Grading will follow the standard SJSU A-F system based on the following points values. Please see the university grading guidelines for more information on how letter grades are translated into the 4.0 grading system.

Excellent	A+ 97-100	A 93-96	A- 90-92
Above Average	B+ 87-89	B 83-86	B- 80-82
Average	C+ 77-79	C 73-76	C- 70-72
Below Average	D+ 67-69	D 63-66	D- 60-62
Failing	F 0-59		

## **Classroom Protocol**

Active participation in class activities is a significant factor in your success in art and design. Active learning facilitates your intellectual growth, skill enhancement, encourages you become a life long learner and most importantly, it will help you become a successful artist and designer. If there is anything that might inhibit your ability to participate fully, please let your instructor know as soon as possible.

You are expected to be on time to class every day. Arriving late without approval is disrespectful and can hurt your participation grade for that day. Cell phones, tablets, and laptop use can be disruptive and inconsiderate to your classmates and your instructor so use them only when part of a planned in-class activity. If personal issues require you to leave your phone on, please make arrangements prior to class.

## **University Policies**

SJSU's Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information Web Page at <http://www.sjsu.edu/gup/syllabusinfo/>.

## **Academic Integrity**

The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. You can find the Student Conduct and Ethical Development policy at the following address – <http://www.sjsu.edu/studentconduct/>.

Plagiarism – We have ZERO tolerance for academic dishonesty. Cheating on exams or plagiarizing the work of others will result in a failing grade and sanctions by SJSU. For DSGN 100W this means that you are expected to write all assignments in your own words and give proper credit to ideas that were borrowed from others in footnotes and bibliographies. You are fully accountable for understanding plagiarism policies. To learn more about what plagiarism is and how to avoid it, go to the following website: <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>

The SJSU Catalog defines plagiarism as follows:

1.2.1 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism at SJSU includes but is not limited to:

1.2.2 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and

representing the product as one's own work,  
and

1.2.3 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own. (see <http://info.sjsu.edu/static/catalog/policies.html> - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

## Student Writing Resources

You cannot do your best writing all alone, so reach out to the SJSU Writing Center for help. They are located in the King Library on the second floor and they are well trained to assist all students at all levels within all disciplines to become better writers. You will be required to work with a writing tutor on two of your assignments this semester to see how the Writing Center staff can help you in this class and others during your time here at SJSU. Go to <http://www.sjsu.edu/writingcenter/> to schedule an appointment.

## Student Technology Resources

You will need a computer, tablet or smartphone and the internet to access the Canvas site. All students should have their own computer with the required software (Adobe CS, Solidworks, MS Office). Adobe Creative Suite licenses are available through the SJSU Adobe software program for faculty, staff, and students. Adobe Creative Suite 6 Design and Web Premium are available via download at <http://its.sjsu.edu/services/adobe/> (Photoshop CS6 Extended, Illustrator CS6, InDesign CS6, Dreamweaver CS6, Flash® Professional CS6, Fireworks® CS6, Acrobat® X Pro, Bridge CS6, Media Encoder CS6.)

## Course Schedule

Schedule is subject to change with fair notice (one week) announced in class or on Canvas.

Week	Date	Topics, Activities, Readings, Assignments
1	1/22	<b>Topic: Learning to Look</b> <b>Tuesday:</b> Introduction to Design Writing Reading: "Orange, Peas and Rose" from Bruno Munari <i>Design as Art</i> (1966) Writing: In-class writing on Object Lessons Assignment given: # 1 Object Lessons
	1/24	<b>Thursday:</b> Writing about Objects reading discussion Reading: Selections from Paola Antonelli <i>Humble Masterpieces</i> (2004) and Cooper Hewitt Design Museum <i>Tools: Extending our Reach</i> (2014)

2	<p>1/29</p> <p>1/31</p>	<p style="text-align: center;"><b>Topic: Learning to Look</b></p> <p><b>Tuesday:</b> Assignment #1 Object Lessons group work Assignment due: #1 Object Lessons text and image draft</p> <p><b>Thursday:</b> Assignment #1 Object Lessons layout pin-up and review Assignment due: #1 Object Lessons layout draft</p>
3	<p>2/5</p> <p>2/7</p>	<p style="text-align: center;"><b>Topic: Learning to Look</b></p> <p><b>Tuesday:</b> Writing about Images reading discussion Reading: Manuel Lima “Why Humans Love Pie Charts” (July 23, 2018) <a href="https://blog.usejournal.com/why-humans-love-pie-charts-9cd346000bdc">https://blog.usejournal.com/why-humans-love-pie-charts-9cd346000bdc</a> Activity: Watch Manuel Lima “The Power of Networks” RSA Animate (2012)</p> <p><b>Thursday:</b> Assignment #1 Object Lessons layout presentations Assignment due: #1 Object Lessons layout final Assignment given: #2 One Image/Three Captions</p>
4	<p>2/12</p> <p>2/14</p>	<p style="text-align: center;"><b>Topic: Iterations, Iterations, Iterations</b></p> <p><b>Tuesday:</b> Assignment #2 One Image/Three Captions group work Assignment due: #2 One Image/Three Captions text and image draft</p> <p><b>Thursday:</b> The Power of Minimalism - Keywords and Captions discussion Writing: In-class writing on Captions</p>
5	<p>2/19</p> <p>2/21</p>	<p style="text-align: center;"><b>Topic: Iterations, Iterations, Iterations</b></p> <p><b>Tuesday:</b> Assignment #2 One Image/Three Captions layout pin-up and review Assignment due: #2 One Image/Three Captions layout draft</p> <p><b>Thursday:</b> Iterations, Iterations, Iterations reading discussion Reading: Bruno Munari, selections from <i>Design as Art</i> (1966), Michael Bierut, selections from <i>Seventy-nine Short Essays on Design</i> (2007)</p>

6	2/26	<b>Topic: Iterations, Iterations, Iterations</b> <b>Tuesday:</b> Exercises in Style discussion Activity: Review iterations in studio work
	2/28	<b>Thursday:</b> Assignment #2 One Image/Three Captions layout presentations Assignment due: #2 One Image/Three Captions final Assignment given: #3 Analysis and Critique
7	3/5	<b>Topic: Developing Your Critical Voice</b> <b>Tuesday:</b> Cultural Critics reading discussion Reading: Roland Barthes, selections from <i>Mythologies</i> (1957), Bruno Munari, selections from <i>Design as Art</i> (1966), Michael Bierut, selections from <i>Seventy-nine Short Essays on Design</i> (2007)
	3/7	<b>Thursday:</b> What Makes a Critical Voice Critical discussion Writing: In-class writing on Defining the Critical Voice
8	3/12	<b>Topic: Developing Your Critical Voice</b> <b>Tuesday:</b> Assignment #3 Analysis and Critique group work Assignment due: #3 Analysis draft
	3/14	<b>Thursday:</b> Platforms for Criticism discussion Assignment due: #3 Critique draft
9	3/19	<b>Topic: Developing Your Critical Voice</b> <b>Tuesday:</b> Assignment #3 Analysis and Critique presentations (half the class)
	3/21	<b>Thursday:</b> Assignment #3 Analysis and Critique presentations (half the class) Assignment due: #3 Analysis and Critique final Assignment given: #4 Present/Past



10	3/26	<b>Topic: Telling Compelling Design Stories</b> <b>Tuesday:</b> Components of a Compelling Story reading discussion Reading: Amos Klausner et al., selections from <i>Heath Ceramics: The Complexity of Simplicity</i> (2008)
	3/28	<b>Thursday:</b> Listening to Compelling Stories Listening: Malcolm Gladwell, selection from <i>Revisionist History</i> podcast
11	4/2 4/4	<b>Spring Break.</b> <b>No class meeting this week.</b>
12	4/9	<b>Topic: Telling Compelling Design Stories</b> <b>Tuesday:</b> Writing (Hi)stories of Innovation reading discussion Reading: Steven Johnson, “Glass” from <i>How We Got to Now</i> (2014) Writing: In-class writing on Storytelling
	4/11	<b>Thursday:</b> Assignment #4 Present/Past storyboards pin-up and review Assignment due: #4 Present/Past final
13	4/16	<b>Topic: Telling Compelling Design Stories</b> <b>Tuesday:</b> Visualizing (Hi)stories of Innovation Activity: In-class film <i>How We Got to Now: Glass</i> (2014)
	4/18	<b>Thursday:</b> Assignment #4 Present/Past storyboards presentations Assignment due: #4 Present/Past storyboards final Assignment given: #5 Visualizing My Mission
14	4/23	<b>Topic: Missions and Manifestos</b> <b>Tuesday:</b> The language of Missions and Manifestos discussion - Part I Reading: Filippo Tommaso Marinetti, “The Futurist Manifesto” (1907) Cesar Chavez, “The Delano Proclamation” (1966), The Black Panther Ten-Point Proclamation (1967), and Kathleen Hanna “The Riot Grrrl Manifesto” (1991)
	4/25	<b>Thursday:</b> Assignment #5 Visualizing My Mission layout group work Assignment due: #5 Visualizing My Mission layout draft

15	4/30	<p style="text-align: center;"><b>Topic: Missions and Manifestos</b></p> <p><b>Tuesday:</b> The language of Missions and Manifestos discussion - Part II  Reading: Bruno Munari, selections from <i>Design as Art</i> (1966)  Dieter Rams, “10 Principles of Good Design” (1970s)  Michael Beirut, selections from <i>Seventy-nine essays</i> (2007)  Bruce Mau, selections from <i>Massive Change</i> (2004)  Hella Jongerius and Louise Schouwenberg, “Beyond the New” (2015)  Writing: In-class writing on Missions and Manifestos</p>
	5/2	<p><b>Thursday:</b> Assignment #5 Visualizing My Mission in-progress presentations (five people)</p>
16	5/7	<p style="text-align: center;"><b>Topic: Missions and Manifestos</b></p> <p><b>Tuesday:</b> Assignment #5 Visualizing My Mission in-progress presentations (five people)  Assignment due: #5 Visualizing My Mission layout draft</p>
	5/9	<p><b>Thursday:</b> Assignment #5 Visualizing My Mission in-progress presentations (five people)</p>
FINAL	5/15	<p><b>Wednesday, May 15 from 12:15-2:30</b>  Visualizing My Mission in-progress final presentations</p>