San José State University
Department of Design

READING DESIGN WRITING
DSGN 100W
Course #24379, Section 2
Course #24380, Section 3
Course #24381, Section 4
Spring 2016

Instructor: John Loomis FAIA
Office Location: Industrial Studies 205
Email: John.Loomis@sjsu.edu
Office Hours: Tuesday, Thursday 12:00PM – 1:30PM
By appointment: Tuesday, Thursday

Section 2
Class Days/Time: Tuesday, Thursday 1:30-2:45PM
Classroom: Art Bldg. 141

Section 3
Class Days/Time: Tuesday, Thursday 3:00-4:15PM
Classroom: Boccardo Business Center 128

Section 4
Class Days/Time: Tuesday, Thursday 4:30-5:45PM
Classroom: Art Bldg. 141

Prerequisites:
Completion of Core GE;
Completion of English 1B, or any Area A3 with “C” or better (not including C-);
Satisfaction of Writing Skills Test and upper division standing.

GE/SJSU Studies Category: Z
Course Fees: TBD

Contact Information

- Canvas will be the primary and the best method to contact instructor. Allow 48 hours for a response. Use email if there is some problem contacting via Canvas.
- Instructor is usually available immediately after class, and at other times by appointment.
- Emergency: dial 911 (FROM A SCHOOL PHONE, NOT A CELLPHONE!)
- Escort Service: dial 42222
Canvas LMS will be the primary tool managing our course. You should already be fluent in its use through other classes. Course materials may be accessed at the SJSU Canvas site online at http://sjsu.instructure.com. For more in depth instructions go to http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf. If you still have further issues logging into Canvas, contact Information Technology Services (ITS):

- Phone: 408.924.2377
- Email: help@help.sjsu.edu
- Location: Clark Hall 102

Course Description

*Design is a plan for arranging elements in such a way as to accomplish a particular purpose.*

Charles Eames

*Design is a playful search for Beauty.*

Eva Zeisel

*If you can’t find it, Design it.*

Massimo Vignelli

Designers from Vitruvius to Tim Brown have demonstrated the importance of the written word to the practice of design. There are many types of writing in which the designer is engaged. The day to day writing of letters, memos, contracts, proposals, promotional literature, specifications – these are the staples of practice. Writing is an important part of professional presentation, of presenting yourself. Beyond these staples there are other types of design writing – descriptive, critical, and analytical. It is these types of writing that connect design to the broader cultural and intellectual realm and establish designers as thinkers. Cultivating good writing skills greatly enhances one’s design skills and one’s career as a designer.

DSGN 100W “Reading Design Writing” is an advanced course designed specifically for students majoring or minoring in Design and Animation. At the same time, the course is designed to be accessible to students in the other visual arts and other disciplines. Design, and Animation, are the vehicles through which we build proficiency and confidence in writing. This is accomplished through the critical reading of exemplary texts; examining and writing about things we know; examining, learning and writing about things we don’t know; and through taking advantage of timely learning opportunities such as museums, exhibits, articles, books, spaces, places, and products. We will use all these learning activities to build and hone writing skills as well as supporting research skills.

The writing process is analogous to the design process. You have to have something to say, a concept. What you write has to be organized, have structure, an outline, a parti. Craft is as important in writing as it is in design. Words, phrases, and sentences are your materials. In a well-crafted written text, as in design, there is an over arching idea and structure, and the details (choice of words, the turn of a phrase) must work
together to support the whole. Furthermore, just as a design project is not executed in one sitting, but over the course of many iterations, writing is a result of a process of revising, editing, proofreading, and rewriting and rewriting and rewriting and...

Key to becoming a good writer is to become a good reader. There is so much to learn from mindfully and critically reading good design writing. Part of this course will be devoted to reading examples of best practice design writing. We will break them down, unpack the content, outline, diagram, and reverse engineer texts to discover the mechanics of good writing. Attentive and active reading will serve to develop your language skills, vocabulary, critical thinking, and intellectual faculties. And you will apply the lessons to your own writing, and as a result your writing and reading will grow in proficiency. Ultimately you will discover that writing is a means to enhance your own visual and design acuity, to become a better designer.

Another key to becoming a good writer is to become a good critic by reviewing the work of others. Peer reviews will be an integral part of the learning process. All work will be peer reviewed.

This pedagogical process of critique and iteration is not unlike that of the design studio. Writing like design is a creative iterative process. So think of this class as a writing “studio”. By the end of a project, the written work should have evolved substantially through the three iterations. Through the constant and dedicated process of iterative writing you should find that you will derive a great deal of satisfaction, even pleasure, from writing, like you do from design.

This is not an English language or grammar class, but we will deal with proper use of English and grammar on an as needed basis. Language errors will be treated as opportunities to learn. And we will work collaboratively and often in small groups as part of our learning process.

In order to satisfy the university’s requirement, you must write 32 pages (about 8000 words) with an overall grade of “C” or better. A final grade of “C- minus”, or below, will require repeating the class.

**Course Goals and Student Learning Outcomes**

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

1. refine the competencies established in Written Communication 1A and 1B;
2. express (explain, analyze, develop, and criticize) ideas effectively including ideas encountered in multiple readings and expressed in different forms of discourse;
3. and organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.”
**Student Learning Outcomes:**
Upon successful completion of this course, students will be able to:

1. write with an understanding of the connection of writing to creative process, critical thinking, and design thinking
2. write correctly, clearly, and concisely
3. develop a concept or thesis and advocate for it with a well structured, well reasoned argument
4. organize and develop different types of design writing such as descriptions, critiques, reviews, persuasive arguments, and professional documents
5. proof-read, comment, and critique the writing of others
6. understand and be comfortable with the dynamics of collaborative writing as a part of design thinking
7. develop one’s own unique voice and different voices for different occasions.

**Required Texts/Readings**

**Books**

   - *The Everyday Writer* is an ebook available free to SJSU students that covers grammar and punctuation as well as many other writing topics. Look for *The Everyday Writer* after you sign-in to Canvas. It's under the "Writer’s Help" link you'll see in the left-hand navigation column. **Be sure to turn off your pop-up blocker before you click!** Then the book will open up in a separate window or tab.
4. a Moleskin™ sketch/notebook, 5¼”x 8¼”
5. Expect to acquire one or more books related to the final project, “Book Review”.

**Software**

1. Microsoft Word 2008 or later. Work written in any other word processing software, delivered in any format other then .doc or .docx will not be accepted, no pdf’s.

**Other texts and resources**

1. A dictionary and a thesaurus, online or computer based are fine. (If you are really interested in and passionate about words, check out the *Oxford English Dictionary*, an awesome and addictive resource.
2. “Writers’ Help” bottom left hand sidebar on Canvas.
3. There will be individual weekly readings: handouts, pdfs, and/or web links sent electronically and/or made available online through the Canvas course website.
Library Liaison
Teresa Slobuski, Art & Design Librarian: http://libguides.sjsu.edu/artdesignresources
Email: teresa.slobuski@sjsu.edu
Phone: 408.808.2318

Martin Luther King Library, 4th Floor
Teresa is a great resource and very helpful person. She is there to help you.

SJSU Electronic Databases: http://libguides.sjsu.edu/a-z

Professional Conduct (i.e. Classroom Protocol)
Professional conduct begins in the classroom – right here and now. One of the best ways we can best prepare you for a life of successful professional practice in design is to hold you accountable to professional conduct, which in our case is also classroom protocol. Think about how you would conduct yourself as an employee in a professional design firm: arriving on time, being prepared, participating, meeting deadlines, etc. In the workplace, transgressions of professional conduct, for us classroom protocol, could result in a – Donald Trump moment.

Participation
Teaching is a two-way dialogue. Attendance and active participation are expected at all class sessions. Barring medical emergencies and such, the student’s engaged presence throughout the entire class time is required. Arrival more than 10 minutes after the beginning of class is considered late. In the event the professor is late for class, students are authorized to leave after a half hour wait. It is important to be present and prompt.

Regular attendance is vital to your success in this class.
Arrive and be in your seat ready to work ON TIME.

Come to class prepared, with the assigned work accomplished, deadlines met, ready to exchange ideas and participate constructively. Incomplete work, and/or being silent and not speaking up are as good as being absent.

If the student has a prior engagement that requires leaving before the end of class, he/she must inform the instructor before class and not disturb others when leaving.

Students who are late or absent will miss assignments, announcements, and handouts. If you come late or are absent, it is your responsibility to find out from one of your classmates (not from the instructor) what you missed, and what you need to do.

Cell Phones:
Students will turn their cell phones off or put them on vibrate mode while in class. Phones are not to be used in class. No texting. Phones will be taken away for the class period for a first violation of either of these rules. A second occurrence, or any other disruption of class, will result in a referral to the Judicial Affairs Officer of the University.
Computer Use:
Always bring your laptop to class. Laptop computers and all other digital devices are to be turned off, unless authorized by the instructor. When computer use is authorized it is for classroom activities only: no computer games, surfing the web, doing homework for another class, or any activity not related to this class. You are expected to devote your full attention to this class. Doing otherwise may result in a referral to the Judicial Affairs Officer of the University.

All that said, we will, at designated times, use our laptops in class. So be sure to bring your laptop to every class.

Other Class Rules:
- No talking except when participating in the class.
- Undivided attention and active listening required.
- Show respect to the speakers and to your classmates.
- Emergency food only allowed in class—none that might drip, smell, or make noise.
- Do not leave anything: paper, bottles, wrappers, etc. in the room.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of deadlines and penalties for dropping classes. Updated information is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments
There will be five major writing projects:
1. Resume and Cover Letter
2. Spaces, Places, and Products
3. Exhibit Review
4. Manifesto
5. Book Review
Revisions and rewriting are essential to all good writing and will be employed in the five major writing assignments. After your first draft, you will revise and rewrite twice. Revisions and rewrites will occur after each peer review, and after each review by the instructor. That is three substantially evolved texts for each project.

In addition to peer review and editing, there will also be short oral presentations and in class short assignment projects including but not limited to:
1. Design thinking / design writing exercises
2. Small group brainstorming
3. Small group writing projects
4. Oral presentations
5. other projects based on the outside design and cultural events of the semester.

**Peer Reviews:**
All work will be peer reviewed. General comments in the categories of Content, Organization and Language are made at the bottom of the page. Text specific comments are made using the “Comments” tool on the MSWord “Review” tab. Do not make corrections for your peer, but point out errors and issues. You can certainly suggest remedies, but no one learns if someone else fixes things for them. Depending on the project, the first or second draft of each project will be exchanged with a classmate to review, comment, mark up, and hand back. You will be evaluated and graded on reviewing as well as on writing. Do not delete peer review comments; sidebar comments can be turned off if they are in the way. The instructor will provide the second review and the final review. In total there are three reviews and three versions of the text. There will be a separate Peer Review hand out and class discussion on how to use the MSWord Review bar if needed.

**Schedule:**
A schedule will be provided as a separate attachment. Schedule may change to accommodate internal class program and/or learning opportunities that come up such as exhibitions, lectures or other unforeseen design related events.

**Grading Policy**

**Major writing projects:**
1. Resume and cover letter – 15%
2. Spaces, places, and products – 15%
3. Manifesto – 15%
4. Exhibit review – 15%
5. Book review – 15%

**Other:**
1. Peer review, proofreading, and editing – 15%
2. Oral presentations and participation – 10%

**Grading Criteria** - equal weight is given to three categories:

- **CONTENT**
  - Except for the first project, inclusion of: title, thesis (or theses), outline, highlighted topic sentences
  - fulfillment of assignment
  - fully covers subject with sufficient and appropriate content
  - concept and well supported arguments
  - revisions

- **ORGANIZATION**
  - content structure
  - paragraphs and topic sentences reflecting a sound outline
  - logical development
  - introduction and conclusion
• LANGUAGE
  o use of standard English, grammar, syntax, spelling, punctuation
  o well structured sentences and paragraphs
  o choice of words
  o use of rhetorical devices

Assignment and Revision policy:
In general, two drafts and one final paper form each major writing project – three total. In most cases the peer review will precede the instructor review. In other cases it will be the reverse. Peer reviews will mostly be conducted during class. This review will inform the rewrite of your second draft. (Note that peer review mark-ups are part of your own final grade. So “Do unto others as…”). You will upload to Canvas as an attachment your second, revised, draft to the instructor by the designated deadline. This draft will be reviewed, marked up, given a preliminary grade, and handed back. You will then revise and rewrite once again based on the comments and turn it in via Canvas by the designated deadline, according to the format under “Assignment Format and Protocol” below. Note, do not wait until the last minute to deliver your assignment to Canvas.

Your paper will be read and reviewed again by the instructor. Substantial improvement will result in a higher grade. Perfunctory revisions will result in no change of grade. No revision will result in a lower grade. All revisions should demonstrate thoughtful, meaningful, and substantial changes from one version to the next. As you can see, revisions are not optional.

Deadline policy:
Meeting deadlines is an important part of professional conduct. Succeeding in this course means sticking to the schedule, and to the deadlines. It is imperative that students meet all deadlines. Missed deadlines, without documented excuses, result in lower grades.

Do not wait until the last minute to upload assignments to Canvas. You will likely collide with others trying to do the same. You then have no other recourse than to drop it into the “LATE Work” file where it may or may not get reviewed in time for your benefit.

Except by previous arrangement or with a written medical excuse or documentation of compelling emergency, full credit will not be given for final projects turned into the “LATE Work” after the deadline. They will be reduced by one grade level, i.e. an “A” project turned in late will receive a “B”.

Make-up policy:
Except in the case of a documented medical issue, or other compelling emergency, you must meet all deadlines as scheduled. Missing first and second draft deadlines will reduce grade by one grade. Missing the final deadline will result in no credit or reduction by one grade as noted above at the instructor’s discretion.

In class exercises can sometimes be made up depending on the nature of the project. However, you must take the initiative, inquire, and make arrangements with the instructor.
Extra Credit:
The only real opportunity for extra credit is taking an SJSU Writing Center workshop. Be sure the Writing Center writing specialist sends an email to the instructor.

Other Issues:
Allowance will be made at the end of the semester for improvement, ambition, and willingness to take risks. You are encouraged to explore, to discover, to try new things, to take risks. Our writing “studio,” just like the design studio, is a risk tolerant environment. Successful designers are driven by a passion to try new things. They are not driven by taking the safe or easy way out. As the old Yiddish saying goes, “If you don’t take chances, you don’t receive gifts.”

An “I” (incomplete) grade will be given only in cases where the student has attended the majority of the classes, but has not completed assigned work for significant unforeseen circumstances. This will require documentation. An “I” must be made up within one year. Failure to do so will result in an “IC” (failing) grade.

Assignment Format, Protocol, and Policy
All major writing projects (drafts and final) must follow these guidelines:
1. Writing must be delivered electronically, following these general specifications:
   a. 12pt font
   b. 1” margins
   c. double-spaced
   d. pages numbered
   e. student name and title on top
2. File name must be: “Last Name, First Name Project Name, draft”
   Eg: Loomis John, Resume and Cover Letter, first draft
3. Each project will consist of three parts:
   a. A thesis of one or two sentences only (called Objective or Goal in Project 1).
   b. A title specific to the thesis of your text (not necessary for Project 1).
   c. Outline (not necessary for Project 1).
   d. Text with topic sentences highlighted.
4. Quotations should be kept to a minimum. Long quotations should be single spaced and indented, with sources credited (footnotes or end notes).
5. First Draft (if peer reviewed) will be delivered electronically to peer reviewer at the beginning of class, who will put their name on top, comment, mark up, and return to author in class.
6. Second Draft (if instructor reviewed) will be delivered electronically via Canvas (turnitin will be activated) to instructor at the beginning of class, who will edit, comment, mark up, and return to author.
7. Final Text will be delivered electronically via Canvas (turnitin will be activated) to instructor at the beginning of class. All comments, peer and instructor, must be retained. Do not hit the “Accept Changes” button.
8. Work that does not follow all the above guidelines will be returned for reformatting and/or organizing. It will also be marked down as late and reduced by one grade.
University Policies

Academic integrity

Commitment as a student to learning is evidenced by enrollment at San José State University. The University’s Academic Integrity policy, requires honesty in all academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. For more information see the Student Conduct and Ethical Development website.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. Recycling previously written work of your own from another class will receive no credit. If you would like to include your assignment or any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

SJSU Plagiarism Policy

As stipulated in the California Code of Regulations, Section 41301, cheating or plagiarism in connection with an academic program at a campus may warrant expulsion, suspension, probation or a lesser sanction.

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:

1.2.1 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.

1.2.2 Representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one’s own.

Faculty members are required to report all infractions to the Office of Judicial Affairs.

Plagiarism of work will result in an “F” and sanctions by the University.

The Internet has made it very tempting and very easy to plagiarize. It has also made plagiarism very easy to catch. In Reading Design Writing we will use the integrated turnitin software in Canvas.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting
accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center is staffed by professional instructors and upper-division, or graduate-level, writing specialists from all SJSU colleges. Writing specialists are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/, or call at (408) 924-2308, or drop by Room 126 in Clark Hall.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center’s tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

FaceBook and LinkedIn

The best part about teaching is after graduation when your students become your colleagues. Please don’t invite instructor to FaceBook and LinkedIn until then. Thank you.
Learning from You

Academic courses and curriculum today are like software. The instructor has to keep upgrading, modifying, and improving. I welcome students’ suggestions as to how to improve assignments, and add media, articles and books relevant to the reading list and curriculum. Don’t be shy.

The eggs teach the chickens.
Matt Kahn