content map examples

the following are examples of a variety of organizational techniques that might be employed in project one. the set is not meant to exclude the possibility of techniques not represented here.
the following three slides are from the book *visual presentation of invisible processes* by anton stankowski. the images represent a range of possibilities for the structure of information. more than one organizational structure might be appropriate for a project.

the next slide shows three contrasting examples in structures that exist around us, and the slides that follow show twelve structural systems inspired by this range.
Gliederung eines Blattes.
Internal pattern of a leaf.
Structure d'une feuille.

Gliederung einer Fernsprechanlage.
Internal pattern of a telephone system.
Structure d'une installation téléphonique.

Schaltwege im Anlagenschema eines Computers.
Circuits in the lay-out of a computer.
Circuits de connexions d'un schéma d'installation d'un computer.
Von aussen gespeistes Zentrum.
Centre fed from outside.
Centre alimenté de l'extérieur.

Verteilersystem, zurückführbar auf eine Achse.
Distribution system reducible to one axis.
Système de répartition ramené à un axe.

Ausstrahlung nach zwei Richtungen.
Radiations in two directions.
Rayonnement dans deux directions.

Unregelmässige Vernetzung.
Irregular interlacement.
Réseau irrégulier.

Durch Verschieben geteiltes Zentrum.
Centre divided by displacement.
Centre fragmenté par déplacements.

Verbindungen zwischen Kristallisationskernen.
Connections between centres of crystallization.
Lignes entre noyaux de cristallisation.
Fortschreitende Verdoppelung.
Progressive duplication.
Dédoublement croissant.

Vegetative Verästelung.
Vegetative ramification.
Ramifications végétatives.

Strenge Verteilerprinzip.
Strict principle of distribution.
Principe séparateur.

Verbindung durch Koordinaten.
Connecting co-ordinates.
Liaisons par coordonnées.

Mehrselige Verbindungen.
Multilateral connections.
Communications multilatérales.

Traces reliées par les angles. Études, 1960.
the following six slides are “concept maps” for the game of baseball designed by students at the institute of design, iit, in chicago. the instructor, hugh dubberly, has also taught the exercises at art center college of design in pasadena, and at san José state university.

these diagrammed systems group information into sets, show the relationships and overlaps between sets, and ultimately, through the interconnected words and phrases, provide a range of narratives for a viewer to learn about the game of baseball. the examples here differ in the groupings and hierarchies of information students used to describe the sport.
Defensive team on to field
Field players take position
Pitcher throws ball
Batter hits batter
Balls on base
Batter becomes a runner
Runner runs to my base
Save on my base
Tagged out by defensive team member
Next half inning
Teams alternate
Offensive team sits in dugout
One team member comes to field and become batter
Batter at home plate
Called strike
Strike
Strike out
Ball hit
Base hit
Home run
Fly ball
Foul ball
Ball caught
Ball hit
Batter swings
Called strike
Strike
Strike out
Ball
In strike zone
Ball
Terms
B = Ball number (x < 4)
F = Foul number
H = Home run
O = Out number (x < 3)
Rf = Forced run
S = Strike number (x < 3)
Sc = Score
my base = base runner is running to
forced my base = base runner forced to run to (my base + 1)
Conditions
G(x): if x = 4 then balls on based else batter to plate
F(x): if x < 2 then strike else ball caught (yes or no)
H(x): 1) batter runs home, tagging all bases
   2) if any other runners then forced to run home
   3) my base = homeplate
O(x): if x = 3 then next 1/2 inning, teams alternate else new batter
Rf(x): if other runners on my base then (forced my based)
   else runner can run (yes or no)
S(x): if x = 3, then strike out else batter to plate
Sc(x): if my base = home plate, then team score = x + 1
Baseball Process Diagram
2nd Iteration
Diagram Development, Institute of Design
Instructor: Hugh Dubberly
Team:
Suzan Boztepe
Chujit Jeamsinkul
Soo-Jin Jeong
Linda Pulik
Napawan Sawasdichai
Elisa Vargas
Batter in a place called the Batter's Box next to home plate

New batter comes to Home Plate

Pitcher throws the ball

Balls on base

Strike, and Total Strike Number = Strike Number + 1

Called Strike and Total Strike Number = Strike Number + 1

Called Ball and Total Ball Number = Ball Number + 1

Is the ball in the Strike Zone?

N

Y

Y

Y

N

Y

N

Y

N

Does the batter swing at the ball?

Does the ball hit the batter?

Does the bat hit the ball?

The ball is fair and Batter become a runner

Is it a Foul Ball?

All runners attempt to run to the next base. Runner/base possibilities are depicted below.

Is the ball caught?

Y

Y

N

Out and Total Out Number = Out Number + 1

Is any runner tagged by defensive team?

Does the runner cross homeplate?

Y

N

Y

N

Home Run

Next half inning

Teams alternate as shown above

Next inning starts

Tie

Strike out, and Total Out Number = Out Number + 1

Out Number < 3

Innings < 9

Is score equal?

N

Y

Game Ends

Total Foul Number = Foul Ball + 1

One team member comes on to the field with a bat and becomes a batter

Players take position in the field

Teams take position in the field

Baseball Process Diagram

3rd Iteration

Diagram Development, Institute of Design

Instructor: Hugh Dubberly

Team:

Suzan Boztepe

Chujit Jeamsinkul

Soo-Jin Jeong

Linda Pulik

Napawan Sawasdichai

Elisa Vargas
How to Play Baseball

Objective

Game

Participants

Defense

Outfielders

Infielders

Glove

Batter

Pitch

Fielding/Scoring

Environment

2 Foul Lines

Pitcher's Mound

Outfield Fence

Game consists of

4 Markers

Runners

Bases

Pitch: When the pitcher throws a baseball to the catcher.

Bat: Wooden implement used to hit a baseball.

Rules

Ball

Hit

Foul

Strike

1 Out

2 Outs

3 Outs

Winner

Game ends

4 Bases

Game begins

4 Game begins

In Play

Fair

Out of Play

Pitching/Hitting

The slightly elevated ground on which a baseball pitcher stands to throw the ball.

To catch or pick a hit ball and then to throw it to a teammate.

The fielder either touches a base with his body or the runner with the ball before the runner reaches the bag.

A batted ball forces a runner to advance to another base and the fielder possessing the ball tags that base before the runner reaches it.

A ball hit into the air on an arc.

A batted ball that rolls or bounces on the ground. Also known as a grounder.

To make a throw that enables a teammate to put out a base runner.


Out: One of three required retirements of an offensive team during its half-inning at bat.

Inning: A unit of a baseball game consisting of a turn at bat and three outs for each team.

Strike Zone: An imaginary area a ball must pass through to be called a strike. The strike zone is the width of home plate and extends from the bottom of the knee cap to the uniform letters across a player’s chest.

Bat: Struck by Pitch as a result of which results in a strike.

Ball: Struck by which results in a hit.

Foul: Struck by which results in a foul ball.

Strike: Struck by which results in a strike.

Fielding/Scoring

Innings

Winner

Game ends

4 Game ends

46 Outs

1 Base

1 Out

4 Bases

Game begins

In Play

Batter

Struck by Pitch

Batter strikes out

Batter hits ball

Hit

Ball

4 Outs

3 Outs

2 Outs

1 Out

0 Outs

Home Run

Advancing Runner

Tag Out

Foul Out

Grounded out

Ground ball

Dropped

Fly Ball

Caught
the following shows the interconnectedness of multiple sets of information next to simple introductory paragraphs.
the following is a detail of a large list of information sets placed in strict columns, followed by a panel with fewer text sets and large groupings of photographic information.
<table>
<thead>
<tr>
<th>Week 15-18</th>
<th>Week 19-22</th>
<th>Week 23-26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bristol</strong></td>
<td><strong>Swindon</strong></td>
<td><strong>London</strong></td>
</tr>
<tr>
<td>A36, M27</td>
<td>A44, M11</td>
<td>A40, M3</td>
</tr>
<tr>
<td><strong>Southampton</strong></td>
<td><strong>Exeter</strong></td>
<td><strong>Norwich</strong></td>
</tr>
<tr>
<td><strong>Crosskeys</strong></td>
<td><strong>Eastbourne</strong></td>
<td><strong>Luton</strong></td>
</tr>
<tr>
<td>A36, M27</td>
<td>A303, A29</td>
<td>A5</td>
</tr>
<tr>
<td><strong>Eastbourne</strong></td>
<td><strong>Harrogate</strong></td>
<td><strong>Sunderland</strong></td>
</tr>
<tr>
<td>A303, A29</td>
<td>A70, A661</td>
<td>A5</td>
</tr>
<tr>
<td><strong>Harrogate</strong></td>
<td><strong>Liverpool</strong></td>
<td><strong>Southampton</strong></td>
</tr>
<tr>
<td>A70, A661</td>
<td><strong>Kings Lynn</strong></td>
<td><strong>Rotherham</strong></td>
</tr>
<tr>
<td><strong>Kings Lynn</strong></td>
<td><strong>Hull</strong></td>
<td><strong>Southampton</strong></td>
</tr>
<tr>
<td><strong>Liverpool</strong></td>
<td><strong>Leeds</strong></td>
<td><strong>Southampton</strong></td>
</tr>
<tr>
<td><strong>Kings Lynn</strong></td>
<td><strong>Leeds</strong></td>
<td><strong>Southampton</strong></td>
</tr>
<tr>
<td><strong>Hull</strong></td>
<td><strong>Leeds</strong></td>
<td><strong>Southampton</strong></td>
</tr>
<tr>
<td>A5, A44</td>
<td>A5, A44</td>
<td>A5, A44</td>
</tr>
<tr>
<td><strong>Southampton</strong></td>
<td><strong>Southampton</strong></td>
<td><strong>Southampton</strong></td>
</tr>
<tr>
<td><strong>Southampton</strong></td>
<td><strong>Southampton</strong></td>
<td><strong>Southampton</strong></td>
</tr>
</tbody>
</table>

*Note: The table continues in this pattern, listing cities and their respective months and weeks.*
the following arranges text in the conceptual manner of a map, based on the actual location of elements in the list.
the next slide groups content by type: icons, lists, and prose.

the example following that groups the information in much the same manner, but then shows the interconnectedness of the information in table form.
### Rail Transportation

<table>
<thead>
<tr>
<th>Concept Description</th>
<th>Symbol Source</th>
<th>Evaluation</th>
<th>Symbol Design Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Front view of train, including track or ground.</td>
<td>Pg</td>
<td>5 4 3</td>
<td>4</td>
</tr>
<tr>
<td>2 Front view of train.</td>
<td>O'72</td>
<td>5 4 4</td>
<td>4</td>
</tr>
<tr>
<td>3 Side view of train.</td>
<td>NRR</td>
<td>4 3 3</td>
<td>4</td>
</tr>
<tr>
<td>4 Side view of locomotive including platform.</td>
<td>UIC</td>
<td>3 2 2</td>
<td>3</td>
</tr>
<tr>
<td>5 Side view of train car including track or ground.</td>
<td>ICAO</td>
<td>4 2 3</td>
<td>4</td>
</tr>
<tr>
<td>6 Side view of train car.</td>
<td>NRR</td>
<td>4 3 3</td>
<td>4</td>
</tr>
<tr>
<td>7 Train cars coupled.</td>
<td>IATA</td>
<td>2 1 2</td>
<td>2</td>
</tr>
</tbody>
</table>
the final example mixes icons and text together in a complex concept map
dsgd 104
introduction to graphic design
san José state university