

San José State University
Department of Design

reading **DESIGN** *writing*

DSGN 100W

Course #21352, Section 3

Course #22028, Section 4

Course #23043, Section 5

Course #23044, Section 6

SPRING 2022

reading DESIGN *writing* is a writing course designed for Design Department majors, and is grounded in the culture of design, animation and creative process.

Instructor:	John Loomis FAIA
Email:	John.Loomis@sjsu.edu , primary and best way to contact
Office Hours:	By appointment
Course Format:	Asynchronous
Prerequisites:	Completion of Core GE; Completion of English 1B, or any Area A3 with "C" or better; Satisfaction of Writing Skills Test and Upper Division standing.

GE/SJSU Studies Category: Z

Note: DSGN 100W must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR).

Course Web Materials and IT

Canvas LMS will be the primary tool managing our course. Course materials may be accessed at the SJSU Canvas site online at <http://sjsu.instructure.com>.

For IT issues check out:

- <https://www.sjsu.edu/ecampus/>
- Email: ecampus@sjsu.edu
- Phone: (408) 924-2337
- Location: IRC 206

Course Description

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

Charles Eames

Design is not what it looks like and feels like. Design is how it works

Steve Jobs

If you can't find it, Design it.

Massimo Vignelli

Design is a playful search for Beauty.

Eva Zeisel

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 creative 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 including presenting yourself. Beyond these staples there are other types of design writing – descriptive, critical, analytical and theoretical. 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 both creative skills and a career as a creative.

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. Animation and design 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. When things open up, we may also use venues such as SFMOMA and the SJMoA as learning venues. We will use all these learning opportunities to build and hone writing skills and creative thinking 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, 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 or animation 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, rewriting and iterating and iterating and iterating 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 writing about animation and design. Part of this course will be devoted to reading examples of best practice design writing. We will break them down, unpack the content, diagram, outline, 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 acuity. 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 animator and designer.

The texts we will read are drawn from the vast culture of design and animation and will expose students to issues that are often beyond those of other classes. Expanding your creative horizons and providing a creative learning eco-system through writing and reading is part of the mission of this course.

Another key to becoming a good writer is to become a good critic by reading and reviewing the work of others. Peer reviews will be a key 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 or animation 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 multiple iterations. We will also do some iterative work collaboratively in small groups as part of our learning process. 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 other creative activities.

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. Students with language issues will have the SJSU Writing Center as a means of support and assistance.

In order to satisfy the university’s requirement, you must write a total of 32 pages (about 8000 words) with an overall grade of “C” or better. In addition, the following key individual projects: Cover Letter, Spaces Places and Products, MANIFESTO Process and Book Review must each receive a grade of “C” or better. **Not achieving these 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

1. Required: one or more books for the final project, "Book Review".
2. Optional: *Graphic Design Theory: Readings From the Field*, Helen Armstrong, ed., Princeton Architectural Press, New York, 2009: ISBN 978-1-56898-772-9.
 - o Is provided in the MANIFESTO Canvas Module as a pdf. But it is really an excellent book and many of you will wish to acquire it for your personal library.

Software

1. Microsoft Word 2008 or later. Work written in any other word processing software, delivered in any format other than .doc or .docx will not be accepted, no pdf's.
 - a. SJSU students can download the Microsoft Office suite (which includes Word and Excel) for free at <http://products.office.com/en-us/student/office-in-education>.
 - b. Students will need to provide their SJSU email address to get access. SJSU email address can be found by visiting <http://my.sjsu.edu/students/email>.
2. Adobe Acrobat Reader.

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. 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

Gareth Scott, Art & Design Librarian: <http://libguides.sjsu.edu/artdesignresources>

Email: gareth.scott@sjsu.edu.

Phone: 408.808.2094

Martin Luther King Library, 4th Floor

Aliza 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

One of the best ways we can best prepare you for a life of successful professional practice is to hold you accountable to professional conduct. Think about how you would conduct yourself as an employee in a professional creative firm: being prepared, participating in discussions, courtesy to others, staying on track with your projects, meeting deadlines, etc.

Students who are late or absent will miss assignments and important announcements. If you fall behind, 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. Exchange your contact information with 2-3 classmates and check in with them to find out what you missed if you were not able to attend a class.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

There are four major writing projects:

1. **RESUME AND COVER LETTER**
2. **SPACES, PLACES, AND PRODUCTS**
3. **MANIFESTO**
4. **BOOK REVIEW**

Iteration, revisions and rewriting are essential to all good writing and will be employed in the five major writing assignments. After your first draft iteration, iterate again, revise and rewrite multiple times. Iterate, revise and rewrite after each peer review, and after each review by the instructor in response to the instructor notes.

In addition to peer review and editing, there will also be short presentations and exercises on Canvas Discussions 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 with comments in the categories of Content, Organization and Language following the text. 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. 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 under Content, Organization and Language. Sidebar comments may disappear on their own, and that is fine. They can also be hidden 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 iterations of the text. For more information see:

- Peer Review Guidelines document.
- Video demo on how to use the “MSWord Review” tab in Resume and Cover Letter.

Calendar:

A course calendar is provided as a separate document.

Assessment and Evaluation (aka grades)

Major writing projects:

1. Resume and Cover Letter – 15% (1/3 resume, 2/3 cover letter)
2. Spaces, Places, and Products – 30%
3. Manifesto – 15%
4. Book Review – 30%

Other:

1. Peer review, proofreading and editing - 5%
2. Participation, oral presentations, mark-ups and outlines - 5%

Assessment and Evaluation Criteria - equal weight is given to the three assessment categories. However, note that a failure in LANGUAGE will cause the whole text to fail:

- **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
- **ORGANIZATION**
 - outline and content structure
 - paragraphs and topic sentences reflecting a sound outline
 - paragraphs that are topic centric
 - logical development
 - introduction and conclusion
- **LANGUAGE**
 - use of standard English, grammar, syntax, spelling, punctuation
 - well-structured sentences and paragraphs
 - choice of words
 - use of rhetorical and literary devices like metaphor, simile, alliteration, rule of three

Assignment and Revision policy:

Two drafts and one final paper form each major writing project with multiple iterations in between. The peer review will precede the instructor review. In other cases it may be the reverse. 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 final 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 or unchanged grade. All revisions should demonstrate thoughtful, meaningful,

and substantial changes from one version to the next. As you can see, **revisions are not optional but are required iterations of your work.**

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.

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 late. They may be reduced by as much as 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.

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. The writing studio, just like the design and animation studio, is a risk tolerant environment. Successful animators and 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 MSWord, delivered electronically, following these general specifications:
 - a. Arial 11pt font (except for Resume & Cover Letter which will be 10pt.)
 - b. 1” margins
 - c. 1.5 line space
 - 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. For Space, Place, Product and Book reviews:

- a. Title, yours, of the review possible reflecting your thesis or a rhetorical or literary device
- b. Thesis or theses
- c. Outline
- d. Text with topic sentences **highlighted**.

4. Quotations should be strategic and kept to a minimum.
5. First Draft (Peer Review) will be delivered electronically to peer reviewer who will put their name on top, comment, mark up, and return to author.
6. Second Draft (Instructor Review) will be delivered electronically via *Canvas (turnitin will be activated)* to instructor within the Canvas designated timeframe. The instructor will comment, mark up, and return to author.
7. Final Text will be delivered electronically via *Canvas (turnitin will be activated)* to instructor within the Canvas designated timeframe. All previous bottom of the text comments, peer and instructor, must be retained.
8. Work that does not follow the above guidelines **will be returned** for re-formatting and/or organizing. It may also be marked down as late and reduced by one grade.

University Policies <http://www.sjsu.edu/gup/syllabusinfo/>

General Expectations, Rights and Responsibilities of the Student

Dropping and Adding

Campus Policy in Compliance with the American Disabilities Act

Consent for Recording of Class and Public Sharing of Instructor Material

Academic Integrity

To underscore the information on this link, take note:

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 the *turnitin* software in *Canvas*.

University Resources

SJSU Counseling and Psychological Services

Student Technology Resources

SJSU Peer Connections

SJSU Peer Connections is a great resource, but do not use it in place of the SJSU Writing Center.

SJSU Writing Center - <http://www.sjsu.edu/writingcenter>

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at sjsu.mywconline.com.

All our writing tutors have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

Students in this class who are referred to the SJSU Writing Center and follow through with the assistance given by the Writing Specialists will find that this will be taken into consideration in a project's final grade.

Online Education Protocols

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

Technical difficulties

Email: ecampus@sjsu.edu

Phone: (408) 924-2337

<https://www.sjsu.edu/ecampus/support/>

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

And furthermore, stay in touch.

*The best thing about being a teacher is when
your student becomes your colleague.*

Susana Torre