

Assignments/Assignment Format

All assignments are to be typed and double-spaced, and must have your name, course name, section

Say things that do not contribute anything, e.g. “I agree with you” or “nice comment.”

I will track your postings to the Discussion Board on a weekly basis, and assess each week’s contribution on a 10-point scale, ultimately arriving at a cumulative grade out of 100 that will constitute your 10% ‘Discussion Board Participation’ mark.

Note that ‘attendance’ as defined in this section is **mandatory** in this course. Failure to meet the minimum posting requirements for **three weeks where there is Discussion** *will* result in your final grade in this course being reduced by 10%. Failure to meet the minimum posting requirements for **four or more weeks where there is Discussion** *will* result in your final grade being reduced by 15%.

Scholastic Offences, including Plagiarism

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>.

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the

Y tkvkpi "Uvwfkguø" Dcuke"Rqkne{: students seeking academic consideration **on medical or any other grounds** for any missed tests/exams, class attendance/participation components, or late or missed assignments must either initiate a Self-Reported Absence (**for a grade component worth up to 30% of their final grade, but excluding final exams scheduled during the exam period**) or apply in person to the Academic Counselling or Undergraduate office of their home Faculty and provide a Student Medical Certificate (SMC) or other supporting documentation as required in accordance with official Western policy (linked above).

Students seeking academic consideration **must communicate with their instructors no later than 24 hours** after the end of the period covered by either:

- i. A Self-Reported Absence, or
- ii. Academic consideration supported by the Academic Counselling Office.

Exception: in Writing Studies courses, a student seeking academic accommodation **on non-medical grounds** for any missed in-class tests/exams, class attendance/participation components, or late or missed assignments **worth less than 10% of a final grade** *may* first consult directly with her or his instructor, who will – in his or her discretion – elect either to make a decision on the request directly or instruct the student to follow the procedures set out in **Y tkvkpi "Uvwfkguø" Dcuke"Rqkne{**.

Please note that individual instructors will **not under any circumstances** accept or read medical documentation directly offered by a student, whether in support of an application for accommodation on medical grounds or for related reasons (e.g. to explain an absence from class which may result in a grade penalty under an ‘Attendance’ policy in the course). **All medical documentation must** be submitted to the Academic Counselling or Undergraduate office of a student’s home Faculty.

Students who are or who feel they should be covered under Student Accessibility Services should

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Assignment #1: Idea File Analysis due midnight Friday Week 3

FORUM: Are some things better left unchanged?

Bouwhuis references a study (342) on typography that demonstrates that “wide variations in typeface affected reading performance only slightly, while letter size variation, too, produced only minor changes in reading speed,” and he concludes (352) that “typographic design” should not be changed “beyond the conditions we know to be optimal.” Why do you think such “slight” and “minor” changes are given such weight? Do you agree? Why, or why not? How do you think Ogilvy would respond to this assessment?

Unit/Week 4

Reducing Cognitive Costs

Objectives:

The objective is to recognize that to design a document is about something more than visual appeal: design must be useful, it must serve the purpose for which the document was created, and it must satisfy the needs of the reader.

Read:

Paul Stiff. “A Footnote Kicks Him’: How Books Make Readers Work” **Online**;

FORUM: Books as tools

If books are “tools to think with’ . . . the first standardized and mass-produced interface for mental work” (Stiff 69 - DESIGN COMPROMISES: FEEDBACK FROM AUTHOURS), give an example of a specific book you use as a tool, and explain how it contributes to your “mental work.” Does it have any system failures? How could they be improved?

Unit/Week 5

Five Laws of Perception

Objectives:

Unit/Week 6

Seeing and Perceiving

Objectives:

The objective is to learn how the fundamental psychological need for **equilibrium** (balance) is achieved in documents through the application of the **dominance principle** as expressed through the establishment of visual hierarchy in documents of all types.

Read:

Jack Fredrick Myers - "Coherence: Visual structure and unity" in the Course Pack.

[Assignment #2: Reformatted Idea File Analysis due midnight Friday Week 6](#)

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Objectives:

The objective of the lesson is to engage you in “an active intention to improve” (Mendell) as a

Assignment #4: Reformatted Document is due midnight Thursday, December 5 (end of Week 12 class)

FORUM:

Let the dataset change you mindset

In the TED video McCandless cites his “master” Hans Rosling as encouraging him to “Let the dataset change your mindset,” and because McCandless self-identifies as “a Left leaning person” he talks about what he discovered after applying information and visualization to ideas and concepts creating “a visualization of the [U.S.] political spectrum.” Because he “had to honor the perspectives on the right [. . .]” (or risk creating a ‘lopsided, biased diagram’) he recognized how many of those right wing qualities were actually in himself, “which was very, very annoying and uncomfortable.” Discuss.