**course description**

Information Design is a graphic design elective that explores the display of information (text, numbers, tables, charts, graphs, timelines, infographics, data visualizations) and presents strategies for designing effective visual communication appropriate for various users, audiences and platforms.

**objectives**

- To explore various methodologies of displaying information
- To develop strategies for designing effective visual communication appropriate for various users/audiences/platforms
- To maximize clarity and coherence in design endeavors
- To imagine new forms of organizing information

**activities**

- **input:** Read, Watch, Listen, Site (virtual and physical) Visits
- **reflect:** Discuss, Question, Research
- **skill building:** Exercises, Tutorials, Field Reports
- **design:** Assignments, Presentations
- **share:** Post, Critique, Review
WEEK 1:
Diagnostic
Lecture: Information
Information Overview
Homework: Definition of grades
Sign Up for Blog, choose presentation

WEEK 2:
Critique: Definition of Grades
Lecture: Tufte
In Class: Tables in InDesign
Homework: Create Two Swim Schedules.
One version should be designed as a table using only type and color and designed for print.
One version should utilize a custom set of icons--must include a legend

WEEK 3:
Critique: Swim Chart
Lecture: Strategies of Hierarchy and Connections) (Flow Charts, Diagrams)
In Class: Family Tree
Homework: Revise Swim Charts, create a version for iphone, tablet or web

WEEK 4:
Final Critique:Swim Chart
Lecture: Timelines
In Class Exercise: Graphs and Charts in Illustrator
Homework: Timeline of parent or grandparent (10 personal facts, 10 world facts
Keep a diary of personal consumption or expenditures (food, calories, coffee, money spent, exercise, etc
WEEK 5
William Playfair--the history of graphs and charts
In Class: Excel databases, Graphs and Charts using personal data
In Class: Design for Monitors and tips for presentations
Homework: Design a poster that utilizes 3 ways to display personal consumption or expenditures.

WEEK 6
Review Poster of Personal Consumption
Lecture: Statistical Literacy Hans Rosling
Diagnostic: Reading a table
In Class: Statistical Literacy
Homework: Revision of posters, Statistical Literacy

WEEK 7:
Review Poster of Personal Consumption & Statistical Literacy
Post Diagnostic:
4 student presentations
Lecture: Design for the Audience: It's Broken/ Rory Sutherland/ Thomas Goetz-Redesign of Medical Records
Assignment: Design for Clarity
Redesign: Find something that needs a redesign for clarity and redesign it--specify the audience
Nutrition Labels or Wayfinding System for a Library or Web interface

WEEK 8:
4 student presentations
Final Review: Personal Consumption or Expenditure
Assignment: Design for Clarity: Redesign: Nutrition Labels or Wayfinding System for Library
**WEEK 9:**
5 student presentations
Final Review: Design for Maximum Clarity
Lecture: Show Me How--Ned Roam
Assignment: Show Me How
Create a poster, comic, video, animation that demonstrates how to do something
(how to knit, how to make a kite, how to change a tire, etc.)
Homework: Show Me How

**WEEK 10**
5 student presentations
Review: Show Me How
Lecture: Mapping tools
In Class: Social Explorer

**WEEK 11**
Final Show Me How
Lecture: Finding Connections--Networks, Indexes and Site Maps
In Class Exercise: Index of Happiness (OEDC)
Homework: Revise Show Me How incorporating feedback from critique

**WEEK 12:**
Final Review: Show Me How
Workshop: Data Visualization Tools
In Class: Working in teams, explore how to use one free data visualization tool
Assignment: Review a data visualization tool
Homework: Review a data visualization tool and post the review to the blog
Data Visualization of the Critique
calendar cont.

**WEEK 13**
Review: Visualize the Critique
Catch Up
Choose final project--list of 5 references by the next week

**WEEK 14-15**
Final projects

*subject to revision*
This is an assignment driven class. You are expected to be virtually present, to participate in a positive and constructive manner, and to produce thoughtful and challenging work.

Attendance: Two (unexcused) absences result in grade drop and four absences result in a failing grade. Late or early departure from class (15 minutes) is the equivalent of half of an absence.

It is the student’s responsibility to turn in work on time, to make up any missed assignments, and to catch up with the class in the event of an absence. Projects are to be presented by the scheduled date in order to receive credit. Assignments that are not presented on the final due date will be penalized by 50% of the total points possible. Late work may be shown during the “final-final” presentation for partial credit.

No designer works in a vacuum, part of this class is devoted to honing your communication skills. Critique is a major part of the class and punctual reviewing and response to work is necessary in order to participate. Students who miss more than two weeks will find it difficult to excel in the course. Attendance to the class will be evaluated by in class exercises.

Disruptive behavior that affects the class (both in the classroom or through the blog) negatively will not be tolerated.

Assignments and projects will be graded on concept, execution and presentation. Your final grades will be calculated by the following: 75% for assignments and 25% for exercises, quizzes, posts and discussions. Make-ups will not be given for exercises or quizzes.
To earn an A: All assignments are outstanding. Projects are presented when due and are revised per critique. The work shows development, a full understanding of the principles discussed in lectures and a creative solution. The work is presented in a professional manner. The student participates fully and constructively in critiques. An exceptional performance.

To earn an B: All assigned work completed in a thorough manner. An understanding of the principles and lessons covered in class is evident in their work. The work is presented in a professional manner. The student participates in critiques and discussions and provides insight to others. A better than average performance. (good work, but not great— often the difference between an A and B is the level of creativity and/or formal skills demonstrated within the work).

To earn an C: Class assignments and homework have been completed. There is understanding of most of principles covered in class. This student shows progress in their skills and understanding of the material presented in class. An average performance. (ok work, often the difference between a B and a C is a lack of thoroughness or attention to detail) --the work is competent, but has not reached an above average level).

To earn an D: Most class assignments and homework have been attempted. Marginal progression in the students’ skills and understanding of the material presented in class. A below average performance.

To earn an F: Student has not completed one half of the course work. This student doesn’t participate or has a negative attitude and shows no interest. It means not enough work and/or effort to pass the class.