

ENGL 309 Computer-Aided Publishing

Instructor & Course Information

Location: Heavilon 227

Hours: Tues./Thurs. 10:30-11:45 am

Instructor: Don Unger

Office: Heavilon 210

Office Hours: Tues. 8-9 am, Wed. 1-2 pm,
or by appointment

Email: ungerd@purdue.edu

Course Overview

The overarching goal of the course is to think, work, and speak as a designer, and to consider how design thinking offers special considerations for the professional writer. Certainly English 309 helps you develop (or further develop) the ability to design documents using contemporary publishing technologies. (To that end, you receive instruction using software such as Adobe Photoshop, InDesign, and Dreamweaver.) However, this course doesn't simply provide tools and tutorials. Through working on projects in conjunction with community partners, you further develop your understanding of how various contexts and situations shape communication goals and the construction of documents. To that end, you work collaboratively with classmates and community partners in order to understand how context, purpose, and audience shape design practices.

You should expect weekly readings, quizzes, and homework. You should also expect to juggle two or more projects at once; therefore, developing strong project management skills is a must.

Materials

The following items are required:

- Your required textbook is *The Non-Designers Design & Type Books, Deluxe Edition: Design and Typographical Principles for the Visual Novice* by Robin Williams (ISBN 978-0-321-53405-0). This book is actually two books in one edition.
- A sketchbook to save your homework and quizzes, and later use for your portfolio. A wire-bound notebook of graph paper is preferable.
- You need to purchase a storage device—flash drives are inexpensive—and learn to use the server. Do not rely on emailing your work to yourself. You'll get all kinds of document errors doing that. Feel free to experiment with a file sharing service, but remember: you are responsible for having your work reliably backed up.
- Several PDFs distributed through the course Blackboard Learn Site, including IDEO's *Human-Centered Design Toolkit*, Andrew Shea's *Designing for Social Change: Strategies for Community-Based Design Graphic Design*, and Emily Pilloton's *Design Revolution Toolkit*, among others.
- Paper and a pencil with eraser (to make sketches).
- An editing pen. Something other than black or blue ink.

Course Goals

This semester you will:

- Learn strategies for planning, writing, and revising the content and design of documents that you can flexibly apply to future writing tasks
- Improve your management of electronic tools that are often used in the workplace and in community organizations
- Learn the "rules" of design and how to break those rules
- Integrate content, design, audiences' needs and expectations into documents
- Develop a critical eye for design and be able to critique designs from different social perspectives
- Improve your understanding of how technology impacts your future as a writer/designer at work
- Begin to design a professional portfolio that you can develop and use for interviews and career placement
- Practice document design
- Write, design, and work collaboratively
- Produce a professionally printed publication

Course Projects & Participation

Projects

This course is comprised of three main projects, though each project comprises multiple parts

The first project focuses on logo design and page layout. For the first project we'll work the Purdue OWL (Online Writing Lab). In 2014 the OWL turns 20. In celebration, the coordinators would like to unveil a new logo, and they'd like to introduce this logo via new letterhead, bookmarks, etc. You'll work in production teams to develop these materials.

For our second project, we'll work with Homestead Consulting Services (CS). Homestead CS is a local not-for-profit organization that serves home-buyers and renters in central Indiana. For this project we'll turn Homestead CS's annual report into a full-color brochure. This brochure seeks introduce a number of different audiences (including students) to the types of services the organization provides, including tenant education, foreclosure counseling, and home buyer counseling.

For our final project, we will use Adobe Illustrator to create posters showcasing our work over the course of the semester. These posters will be displayed in the spring 2014 Professional Writing Showcase.

Participation

This portion of your grade will be based on:

- the quality and frequency of your reading responses and comments.
- the degree to which your face-to-face/in class comments offer insightful feedback and suggestions to your colleagues.
- the degree to which your online and face-to-face comments engage with the

course content.

- turning all coursework in completed and on time.

Assigned readings should be completed before class on Tuesday. All students are expected to be prepared for class sessions with comments and questions related to the reading. Being unprepared will negatively affect participation grades. In fact, students commonly lose more points from their participation grade for the course than for individual projects.

Reading Responses

Although we will have multiple readings each week, you are responsible for writing **one 100-word discussion post** as a reading response. There are a few common tactics for composing these reading responses: (1) your post might synthesize the readings by comparing and contrasting their contents, (2) your post might address relevant personal experiences that extend or complicate concepts raised by the readings, and (3) your post might offer an example that illustrates a concept from the reading and discuss this example. Again, reading responses are due before class on Tuesdays. Late responses are unacceptable and do not count toward your participation grade. You must post a reading response each week for a total of **14 reading responses** over the course of the semester (weeks 2-15).

Comments & Replies

In addition to your weekly blog post, you are required to write a total of **two comments** to colleagues' posts each week (for a total of **28 comments** over the course of the semester). All comments and replies to another's blog post should follow effective rhetorical strategies for networking with others on the web:

- Keep discussion alive and relevant. Did something mentioned by the author complicate or contradict your ideas about the reading? How so? Did the author's post remind you of a personal experience on the job or in an internship? Describe that experience.
- No trolling or flaming.
- Refrain from the "I agree" posts. They will not count toward your participation grade.
- Think of your comments and replies as part of a lively class discussion in which everyone participates.
- Remember to keep up with your posts and comments throughout the course. You do not want to fall behind.
- Comments are due before class the following Tuesday.

Grading

Project 1—Purdue OWL 20th Anniversary Logo Redesign	100 points
Project 2— Homestead CS Brochure Design	100 points
Project 3— Professional Writing Showcase Posters	100 points
Participation	100 points
Total	400 points

The three major projects in the course will be comprised of several components, each of which will be worth a portion of your final grade.

All major assignments will be graded on the standard plus-minus letter-grade scale: A=94-100, A-=93-90, B+=89-87, B=86-84, B-=83-80, C+=79-77, C=76-74, C-=73-70, D+=69-67, D=66-64, D-=63-60, F=59 or below.

Students **must** participate in all of the three major projects and complete a majority of the required posting assignments in order to pass this class. Students with questions about final grades should review university policies regarding grade appeals, which are outlined by the Dean of Students:

<http://www.purdue.edu/odos/osrr/gradeappeal.pdf>. Or, university regulations here: http://www.purdue.edu/univregs/pages/stu_conduct/stu_regulations.html.

IMPORTANT: You are expected to keep track of your own progress in this course—so be sure to save those emails that include feedback and current grades for each of the three major projects you'll complete during the course of the semester. While final project grades will be posted to Blackboard Learn, I won't have time to provide on-demand individual "grade reports" during the semester.

Other Course Requirements & Expectations

Technology Requirements

In order to participate fully in the course, you should already be able to use the technology platform and applications listed below.

- Mac OS X or Windows XP, Vista, Windows 7
- Microsoft Office for the PC or Mac (Word, PowerPoint, Excel) or Apple counterparts (Pages, Keynote, Numbers)
- Web Browser (e.g., Firefox, Safari, or Internet Explorer 8)
- Email Program (e.g., Purdue Webmail, Thunderbird, Gmail, etc.)
- Adobe Acrobat and Reader (for PDF documents, collaborative review)
- Additional software is available in campus computer labs and/or remotely through ITaP

Technology Responsibilities

Familiarity with certain technologies is crucial for participation and success in the course. If you need any assistance now or at any point during the semester, please do not hesitate to ask.

During the semester, you'll need regular access to the Internet and email. Because the course Blackboard Learn site is the main locus of the class community, you are responsible for reading and keeping current with all content posted there, including what has been submitted by both the instructor and your fellow students. You'll be responsible for configuring your system to access course materials, to read course email and participate in online discussions, and to submit your work. Over the course of the semester, you will be asked to demonstrate that you can meet these responsibilities:

- Becoming proficient sending and receiving email attachments, resolving file compatibility issues, and following professional email decorum.
- Becoming proficient participating in the class Blackboard Learn space.
- Becoming more proficient with unfamiliar composing technologies and

applications, including various web-based, desktop publishing, and graphic design applications.

- Maintaining back-up copies of all assignments via your home directory, portable storage devices (e.g., USB drives) or various cloud storage spaces (e.g., DropBox).

Additionally, you will be introduced to and be expected to develop course materials through Adobe Photoshop, InDesign, and Dreamweaver. However, we will conduct a number of tutorials in class to help familiarize you with these applications.

IMPORTANT: If at any time you have problems accessing the Internet from home, you'll need to find a public lab or connection point. Problems with computers will not be an excuse for falling behind or failing to complete required assignments. If your Internet service goes down, find another connection point. If your computer breaks, use another one. In other words, find a way to complete the assignments on time. Because computer problems are a fact of life, always work to complete your assignments early and make frequent backups to multiple storage devices.

Collaborative Work

Teamwork is a required component of the course. You and your production team members are responsible for updating one another and me about assignment development and progress. In addition, you also are responsible for negotiating all aspects of your work together, including planning, drafting, revising, file managing, and delegating assignments. When a collaborative project is assigned, you will receive explicit guidelines for successful collaboration.

Attendance

Attendance is required at all scheduled face-to-face and online meetings. Because you will be working in production teams for part of the semester, you also will be required to attend any scheduled out-of-class meetings with your team in order to complete course assignments. **More than four absences from regular class meetings will result in your current project grade being lowered by a letter (e.g., from a "B" to a "C").** Excused absences may be granted for religious holidays or university-sponsored events, provided you make a written request to me no less than two weeks in advance and that you complete any required work before the due date. Being excessively or regularly late for class or team meetings, both face-to-face and online, can also be counted as an absence. Do not send or bring me Doctor's notes or notes from PUSH. If you require medical attention during class time, then contact the Office of the Dean of Students. They will contact your instructors for you.

Academic Integrity

Purdue students and their instructors are expected to adhere to guidelines set forth by the Dean of Students in "Academic Integrity: A Guide for Students," which students are encouraged to read here:

<http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

The preamble of this guide states the following: "Purdue University values intellectual integrity and the highest standards of academic conduct. To be prepared to meet societal needs as leaders and role models, students must be educated in an ethical

learning environment that promotes a high standard of honor in scholastic work. Academic dishonesty undermines institutional integrity and threatens the academic fabric of Purdue University. Dishonesty is not an acceptable avenue to success. It diminishes the quality of a Purdue education, which is valued because of Purdue's high academic standards."

Academic dishonesty is defined as follows: "Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [University Regulations, Part V, Section III, B, 2, a] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

If you have any questions about this policy, please ask.

IMPORTANT: I will assign a grade of F (zero) to written work that violates this policy, and reserve the right to fail policy violators for the course. I also reserve the right to initiate proceedings with the Dean of Students, for particularly egregious cases of academic dishonesty. If you have any questions about this policy, please ask!

Late Work

Missed class assignments *cannot* be made up. If a serious and unavoidable problem arises, however, you should contact me in writing prior to the deadline to determine whether or not an extension for that work will or will not be granted.

General Calendar		
Themes		Important Dates
Course Intro & Project 1		
Purdue OWL 20th Anniversary Logo Redesign	Week 1-6	Project 1 Due 9.22
Project 2		
Homestead CS Brochure Design	Weeks 7-12	Project 2 Due 11.3
Project 3		
Spring 2014 Professional Writing Showcase Poster Design	Weeks 13-16 and finals	Final Projects Due 12.12