EXPANDED COURSE DESCRIPTION
YORK/SHERIDAN DESIGN
School of the Arts, Media, Performance and Design
Design Department
FA / YSDN 3008 3.0 SECTION G
INFORMATION NARRATIVES AND SEQUENCES
FALL 2017 / WINTER 2018

Last Modified Date: 09/25/2017

COURSE CALENDAR DESCRIPTION

Building on the basic principles of visual organization and hierarchy introduced in Information Design 1, students will apply relevant modes of visualization to various types of content (statistics, time, text, imagery) to explain a given topic. Prerequisite: FA/YSDN 2008 3.00 or permission of the Department of Design. Note: For students not in the BDes program, compulsory and voluntary supplementary fees apply.

Section Responsible Faculty: FA
Section Responsible Unit: YSDS

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tbody>
<tr>
<td>Gabriele, Maria</td>
<td>Sec. G / PRAC / F</td>
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SPECIAL FEATURES

1
Section A York
course director Zab Hobart
Monday | 4:30–8:30pm | ykdb4028
zab@yorku.ca
Section B York
course director Gary Leroux
Tuesday | 12:30–4:30pm | ykdb4034
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Section G Sheridan
course director Maria Gabriele
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Section H Sheridan
course director Sharis Shahmiryan
Thursday | 9am–1pm | j218
sshahmiryan@gmail.com
Information Narratives and Sequences
FA/YSDN 3008 (3.0)
Fall 2017
1 Special Features
Completion of Information Design Concepts and Methodologies FA/YSDN 2008 (3.0) is required or permission of the Department of Design. An understanding and competence with Adobe Illustrator and Adobe Photoshop is a necessary prerequisite for this course. Familiarity of Adobe InDesign will be an asset. Further development of InDesign skills will be covered in this course.

2 Topics and Concepts
A further and extended investigation into the relevant theories and methodologies which allow the designer to prioritize, simplify, and creatively visualize a wide range of complex textual and visual information.

3 Learning Outcomes with Examples
Successful students will have demonstrated their abilities to:
1. Understand and apply the design process, including vertical and lateral thinking, in the representation for statistical, explanatory and relational information
2. Strength of research and analytical skills to gain an understanding of the content to be communicated.
3. Achieve both depth and breadth in research of topic
4. Visualize concepts with clarity and economy
5. Explore a wide range of information visualization techniques
6. Ability to present information in static (print) and dynamic applications (dps for iPad or other digital formats)

Examples
Information Design for Advocacy
The following is an excerpt from an article by designer John Emerson:
Information design helps us navigate and interpret the world around us and the flow of data from an increasingly digital world. The examples in this article take this idea one step further by organizing information into visuals that facilitate tactics for challenging power through disruption, persuasion, the creation of incentives, sharing information, sowing the seeds for legal remedy or prosecution, strengthening individuals and communities, or building capacity and awareness. Graphic design as an advocacy tool doesn’t just interpret or help us navigate the world, it seeks to actively intervene in it, to take sides and make change in the world. By illustrating power dynamics, envisioning a better world and bringing people together, it helps create it. And so we create the maps that help us get to where we truly want to go.
— John Emerson Mapping Power, Communication Arts, May/June 2009
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Drawing on John Emerson’s words as inspiration, this project provides the opportunity to explore information design as a vehicle for positive action and education in addressing social, political and cultural issues. You are asked to research a current issue and to write and visualize original content that will be presented in both
print and iPad formats.
The printed pamphlet is a double-sided, folded, full colour publication including text and information graphics developed from your research. The iPad publication uses digital publishing drawing on the same content as the printed pamphlet. For both formats you are expected to use information design principles to inform and engage a selected audience with a vested interest in the topic or issue. All content should be presented clearly, accurately and in a visually compelling manner. Keep in mind that the pamphlet and digital publications are related to each other but you should consider how to best use the unique characteristics of each format. Think about the experience you are creating for the intended viewer/reader.
Visually, you can use similar design elements and visualizations (colour palette, typography, etc.) to connect the two pieces. Through your research you will collect various types of content that may lend themselves to different approaches for visualization. You will continue to develop your knowledge and skills from Information Design Concepts and Methodologies where you were introduced to various forms of representation for statistical, explanatory and relational information. It is expected that you will explore a wide range of information visualization techniques as part of your design process and that the final design will effectively communicate the depth and breadth of your research.

4 Graded Assessment
The grading for the course breaks down as follows.
20% phase 1 Research & Presentation
35% phase 2 Pamphlet Design
35% phase 3 Digital Publication Design
10% Participation & development
When grading individual projects and assignments, you will be graded on four distinct aspects of the work.
concept & ideas originality and relevance to the problem (lateral thinking abilities), analysis of project requirements, understanding of the project and its parameters, goals & objectives.
refinement of the concept ability to take the original idea(s) and develop/improve and apply them (vertical thinking abilities), critical evaluation of ideas & solutions.
skills technical abilities (understanding & execution) as demonstrated throughout the project from early sketches to finished state, translation of ideas to visually & technically refined forms.
presentation the ability to communicate visually, verbally and in written form the systematic and logical direction your synthesis of the design process has taken and the final visual resolution of the project or exercise Each project will be graded as to originality, creativity, technical execution & presentation. Your final grade will be a reflection of your course project grades, participation – which includes weekly work habits, design development, and presentations.
All students are expected to complete the course work by the specified due date. All work must be complete and ready for presentation/submission at the beginning of the class in which it is due. Work not submitted at the beginning of class will be counted as late. All course work is to be submitted directly to the course instructor during scheduled course hours. In the rare event that this is impossible, contact your instructor directly to make arrangements.

Course grades and continuing in the course will be significantly affected by:
- frequent lateness and absence
- coming to class unprepared to participate in studio work, critique and presentation
- absence at appropriate lectures

Program grading system:
- A+ 90–100% rare and exceptional work
  Thorough knowledge of concepts and techniques and exceptional skill and/or great originality in the use of those concepts / techniques in satisfying the requirements of an assignment/course.
- A 80–89% excellent work
  Thorough knowledge of concepts and techniques together with a high degree of skill and/or some elements of originality
- B+ 75–79% very good work
  Thorough knowledge of concepts and techniques together with a fairly high degree of skill in the use of those concepts/techniques
- B 70–74% good work
  Good level of knowledge of concepts and techniques together with considerable skill
- C+ 65–69% competent work
  Acceptable level of knowledge of concepts and techniques together with considerable skill representing the student’s competence to continue and the department’s wish to have the student continue
- C 60–64% fairly competent work
  Acceptable level of knowledge of concepts and techniques together with some skill
- D+ 55–59% passing work
  Slightly better than minimal knowledge of required concepts and techniques together with limited skill
- D 50–54% poor work
  Representing a lack of effort or minimum knowledge of concepts and techniques, despite completion of required exercises
- E 31–49% very poor work
- F 0–30% inadequate work

All courses taken at York, including failures are included in the grade point
average calculations. To calculate your grade point average please visit: http://www.yorku.ca/finearts/sas/gpa.htm

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5 Additional Information

last date to drop a fall term (f) course without receiving a grade
November 10, 2017

academic policies / information
The Senate Academic Standards, Curriculum and Pedagogy (ASCP) provides a Student Information Sheet that includes:
• York’s Academic Honesty Policy and Procedures / Academic Integrity Web site
• Access/Disability
• Ethics Review Process for Research Involving Human Participants
• Religious Observance Accommodation
• Student Code of Conduct
http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust20121.pdf

additional information | york university
• Academic Accommodation for Students with Disabilities
• Alternate Exam and Test Scheduling
• Grading Scheme and Feedback Policy
The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.
• Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more.
http://registrar.yorku.ca/enrol/dates/fw16
• “20% rule”
No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.
• Final course grades may be adjusted to conform to Program or Faculty grades
distribution profiles.
additional information | sheridan college
Accessible Learning Services: Trafalgar Campus, Room b103, 905-845-9430
x2530
• counselling services
www.sheridancollege.ca/life-at-sheridan/student-services/counselling-services.aspx
• health services
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Research Resources
Newspapers, news services and current affairs magazines are excellent resources
for finding information on current issues and events both locally and globally. Here
are a few to start with:
cbc www.cbc.ca
The Toronto Star www.thestar.com
The Globe and Mail www.theglobeandmail.com
The National Post www.nationalpost.com
The Washington Post www.washingtonpost.com
The Guardian (uk) www.theguardian.com
The Economist http://www.economist.com/
seed magazine http://www.seedmagazine.com
wired magazine http://www.wired.com/
Slate magazine www.slate.com
National Geographic
http://ngm.nationalgeographic.com/ (also
check out the iPad edition)
good magazine https://www.good.is/infographics
Society of News Design (snd)
http://www.snd.org/bodd/
and
http://www.snd.org/competitions/print/worlds-best-designed/
The United Nations (un) Established in 1945 after World War II, the United
Nations is an international body with 192 member countries. The mandate of the
un is to preserve peace through international cooperation as well as take on other
issues that threaten the safety and well-being of citizens around the world.
There are more than 30 affiliated organizations that together create the un
System.
The UN System groups address challenges such as human rights, protection of the environment, fighting disease and the reduction of poverty. They are also involved in setting standards for safe air travel, efficient telecommunications, fighting drug trafficking and terrorism. The UN also leads campaigns and programs related to immigration, security, food and public health.

United Nations agencies and commissions
http://www.unsystem.org/

UN International Observances and International Years

UN statistics and selected agencies
United Nations Statistics Division
http://unstats.un.org/unsd/default.htm

UN data
http://data.un.org/

World Health Organization (WHO)
http://www.who.int/en/

WHO Global Health Atlas
http://apps.who.int/globalatlas/

World Food Programme (WFP)
http://www.wfp.org/

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Food and Agriculture Organization (FAO)
http://www.fao.org/

FAO database
http://faostat.fao.org/site/569/default.aspx#ancor

United Nations Environment Programme (UNEP) http://www.unep.org/

United Nations Children’s Fund (UNICEF)
http://www.unicef.org/

United Nations Educational, Scientific and Cultural Organization (UNESCO)
http://www.unesco.org

UNESCO Institute for Statistics
http://www.uis.unesco.org/

Millenium Development Goals
http://www.snd.org/bodd/

and
Global Issues
http://www.globalissues.org/issue
World Resources Institute
http://www.wri.org
The World Bank
http://www.worldbank.org/
GeoHive Global Statistics
http://www.geohive.com/
Infoplease - World Statistics
https://www.infoplease.com/world/world-statistics
Worldometers
http://www.worldometers.info/
Statistics Canada
http://www.statcan.gc.ca/eng/start
The Story of Stuff - about consumption
http://www.storyofstuff.org/
us Government statistics
http://www.data.gov/
additional resources
Center for Urban Pedagogy (cup)
http://www.makingpolicypublic.net/
John Emerson, Mapping Power, Communication Arts, May/June 2009
http://www.commarts.com/columns/mapping-power.html
John Emerson, Visualizing Information for Advocacy (pdf)
Journalism in the Age of Data Video series on data visualization as a storytelling medium
http://datajournalism.stanford.edu/
Seek out additional resources as needed.
Phase 1
Research & Presentation
(duration 4 weeks, weight of mark: 20%)
Please discuss your chosen topic with the instructor before beginning your research

Overview
Information design requires strong research and analytical skills to gain an understanding of the content to be communicated. Best design practice involves various forms of research depending on the requirements of the project. Good research helps you devise effective visualizations that communicate with conviction. It is important that you are organized and document your research thoroughly. Look beyond internet searches to find books, articles and visual materials that will inform all aspects of the project.

At the end of the first phase of the project you will submit an organized compilation of your research as a pdf or in hard copy. This document will be a collection of the material you have gathered up to this point.

Part of your research will include exploration of information visualization forms and concepts. You will find information in the form of statistics, chronological events or processes, diagrams and maps. You must consider how the differences between these forms influence the visual presentation of information to achieve clarity and enable better understanding.

Upon completion of the research document, you will prepare a presentation outlining the sequence of information you are proposing for Phase 2 (pamphlet design). This narrative structure will help you focus on the most salient research findings and conclusions.

Consider what are you advocating for and to whom? Begin information design visualizations you devised from your research such as explanatory diagrams, tables, charts, maps or other. The presentations will be no more than five minutes, followed by class discussion and critique.

Submission Requirements
The research document is to be 8 1/2” x 11” compiled as a pdf and will include the following

1. Topic description and position statement briefly describe your topic and identify key issues. In the position statement you will propose action(s) to address those issues (See attached outline at the end of the project brief).
2. An appendix of all your documentation, text, infographics and images. The appendix should be well organized into sections/categories so readers can understand your research process and sources. Include a table of contents and any necessary notations/ captions to ease navigation through the document. You do
not have to include 300 page reports. Be selective and include abstracts of longer
documents or excerpts. You can include your own notes.
3. An annotated bibliography of the sources you have found — books, magazines,
web sites. Include sources for text, images and data and a brief explanation about
the value of it for your topic. Various citation formats (mla, Chicago) will be
discussed.
4. A PDF of your proposed sequencing strategy for Phase 2.

phase 1 | key dates
Week 1
Project briefing and topic selection
Week 2
due Topic description and position
statement
Week 4
due Final research document and
presentation of proposed sequence of
information
Evaluation
Research document 10%
Narrative form of information 10%
• Scope and extent of research, range of
sources
• Range, depth, authenticity and
reliability of data and content
gathered
• Clarity and quality of writing of topic
description and position statement
• Organization and formatting of
appendix
• Proper formatting of bibliography
• Presentation
• Content is comprehensive, well edited
and executed
• Verbal presentation is articulate and
demonstrates knowledge of the topic
• Effective use of visual content to
communicate key points
• Effective use of time allotted

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Topic Description and Position Statement
1. Topic Description
In two or three paragraphs, describe your topic. What are the related key subtopics/issue? Also define and describe your target audience.

2. Position Statement
The position statement will clearly communicate what your are advocating. Be specific and direct as a well written statement will help to direct your research.
The statement should be organized as follows:

- headline
  Young adults and how they can better manage their money
- summary statement
  Who needs to do what so that what can happen?
  Young adults new to handling personal finances need to be informed about relevant financial issues so that they can save money and plan for a healthy financial future.
- the issue
  Overview of evidence to support the statement including facts, statistics, personal evidence, expert authority and so on.
- action needed
  What specific actions, behaviour or policy changes are you suggesting based on your research?
- the advocate
  Who might be a likely advocate (client)? Write a paragraph about them (for the above example it could be the Ontario Student Assistance Program).

Reference: University of Central Florida, University Writing Centre, notes on Constructing an Argument (see link on course Wiki)
due Week 2

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Phase 2
Pamphlet Design
(duration 4 weeks, weight of mark: 35%)
Overview
For this phase, you will design a double-sided, folded, printed pamphlet in colour. This format continues to be relevant for conveying information to a broad range of people who may benefit from the information. Content development should be guided by the position statement and research from Phase 1.
Examples from the Center of Urban Pedagogy (cup) (www.makingpolicypublic.net) can be used as a guide for dimensions and folding pattern. You may alter the size and sequence/folding if the information you are communicating calls for it.
The cup examples are 8 x 11 in. when folded and 32 x 22 in. when completely unfolded and comprise 16 panels (8 front, 8 back). For your pamphlet the minimum size is 5.5 x 9 in. (folded), 21.75 x 18 in. (unfolded). The sequential aspect of the design is very important as you are creating an experience for the reader to navigate through the content. Experiment with the hierarchy and organization of the narrative structure in order to establish flow, unity and emphasis within the layouts. Type selection and colour are important aspects to consider.

For Phase 2 you should continue your visual research and explore a wide range of information visualization forms and layout concepts based on statistical, chronological, relational and geographic content. Colours, typography, typesetting and visual approach need to be refined at this stage. Your layouts should comprise roughly 70% visual information and 30% text. The pamphlet should be considered a comprehensive composition that reveals itself panel by panel. There is a reciprocal relationship between the content and the design and you may find yourself working back and forth between them. All elements in the composition should work together to address the complexity of your topic.

Submission Requirements
1. Full-scale, colour print of the doublesided, folded pamphlet. It should be one piece, ideally printed on both sides. If necessary, you can also print each side separately.
2. Submit a pdf version of your final submission following the standard naming convention: ysdn3008_TERMProject_15_lastname.pdf
3. Submit a “How it opens” pdf
4. Process work leading up to the final pamphlet design. Include additional research, sketches, preliminary and refined concepts, final layouts. Save as a pdf, on 3 x 11 x 17 in. pages only.

phase 2 | key dates
Week 4
Project briefing and design phase
Week 8
due Final submission and class critique

Evaluation
• Scope and extent of design exploration and formal investigation as documented in process work.
• Establishment of a consistent point of view and clear communication of the position statement; consideration of target audience in the design concept.
• Originality of concept for sequencing, narrative and flow of information.
• Evidence of strategic application of information design principles and appropriateness of quantity and visualization methods/forms for chosen content.
• Quality of information graphics; visual hierarchy, composition, use of colour, type, typography, line and imagery.
• Quality of written content (flow, grammar/spelling, sentence structure and clarity) and final execution.

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Phase 3
Digital Publication Design
(duration 4 weeks, weight of mark: 35%)

Overview
Based on the pamphlet you completed in Phase 2, you will design a digital publication for the iPad. You should consider the tablet’s proportions, usability and navigation as well as how the interactive aspects available within your chosen software impact on the narrative structure. You can take advantage of a range of assets such as images, video, links and scrollable text. Avoid making radical changes to the content from the pamphlet. This phase is about translating a print publication into a digital format so there should be a connection between the two pieces. The intention is to create a fully realized crossplatform experience, meaning both publications are comprehensive and consistent in content, design and execution.

Submission Requirements
1. final digital publication including the equivalent of the amount of content in the printed pamphlet. This should be a working application or prototype that can be viewed on an iPad. Please also submit a pdf with each screen for grading and comments.
   note: Please put your name in the application or prototype title and include the title in the body of the message when you send the sharing invitation. Use the following standard naming convention: ysdn3008_TermProject_15_lastname
2. video of publication in use Create a screen recording of the digital
publication, application or prototype and submit the file or you can post it to YouTube or Vimeo. Name the video using the following naming convention: ysdn3008_TermProject_15_lastname
You can find instructions on using QuickTime for recording your screen at http://support.apple.com/.

3. process work leading up to the final digital publication design. Include all sketches, storyboards, visual and content research, preliminary designs and concepts. Also include a one or two page reflection that compares and contrasts the printed pamphlet and the digital publication. Also comment on your process and the project outcomes.

phase 3 | key dates
Week 8
Initial concepts/planning
Week 9
Refined concepts and schematic digital mockup
Week 10
In-class critique; at least 60% completed
Week 12
due Final submission and class critique

Evaluation
• Range and depth of design of the digital publication as informed by the Phase 2 pamphlet design.
• Effective use of sequencing and narrative structure of digital publication.
• Originality of concept for sequencing, narrative and flow of information.
• Strategic application of information design principles and appropriateness of visualization methods and forms for chosen content.
• Quality of information graphics; visual hierarchy, composition, use of colour, type, typography, line and imagery.
• Quality of written content (flow, grammar/spelling, sentence
structure and clarity) and final execution.

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University