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.

**INSTRUCTOR(S)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hobart, Elizabeth</td>
<td>Sec. A / STDO / F</td>
<td><a href="mailto:zab@yorku.ca">zab@yorku.ca</a></td>
<td>416 203 0111</td>
</tr>
</tbody>
</table>

**SPECIAL FEATURES**

1
Section A York  
course director Zab Hobart  
Monday | 4:30–8:30pm | ykdb4031  
zab@yorku.ca Office hours by appointment  
Section B York  
course director Zab Hobart  
Wednesday | 12:30–4:30pm | ykdb4028  
zab@yorku.ca  
Office hours by appointment  
Section G Sheridan  
course director Angela Iarocci  
Tuesday | 1:30–5:30pm | j218  
angela.iarocci@sheridancollege.ca  
Office hours by appointment  
Section H Sheridan  
course director Claire Ironside  
Friday | 9am–1pm | j218  
claire.ironside@sheridancollege.ca  
Office hours by appointment  
Information Narratives and Sequences  
FA/YSDN 3008 (3.0)
Fall 2019

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.

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 for iPad/tablet, web 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

2
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 digital formats.
The printed pamphlet is a double-sided, folded, full colour publication including text and information graphics developed from your research. The digital component draws 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 print and digital components are related to each other but you should consider how to best leverage 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 be suitable for different visualization approaches. 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
40% phase 2 Schematic Design & Development
30% phase 3 Final 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.

3

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 not possible, 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 within YSDN, including failures, are included in the grade point average calculations. To calculate your grade point average please visit: https://ampd.yorku.ca/current-students/academic-resources/gpa-calculator

5 Additional Information

/\ ...................................................
last date to drop a Fall term (F) course without receiving a grade
November 8, 2019

/\ ...................................................
accredited 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/CourseInformationForStudentsAugust2012-.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/fw18

- Manage my Academic record http://myacademicrecord.students.yorku.ca/
- “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 B104, 905-845-9430 x8196
  www.sheridancollege.ca/life-at-sheridan/student-services/accessible-learning-services
- Counselling Services: Trafalgar Campus, Room B104, 905-845-9430 x2557
  www.sheridancollege.ca/life-at-sheridan/student-services/counselling-services
- Health Services: Trafalgar Campus, Room B129, 905-845-9430 x2550
  www.sheridancollege.ca/life-at-sheridan/student-services/health
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 statistics and selected agencies
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/
6
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.un.org/millenniumgoals/
global/national statistics and other information
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/
Internet and information networks
http://world-information.org/wio/infostructure
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
https://www.commarts.com/columns/
mapping-power
John Emerson, Visualizing Information
for Advocacy (pdf) https://
www.opensocietyfoundations.org/
reports/visualizing-informationadvocacy-
introduction-informationdesign
Journalism in the Age of Data Video
series on data visualization as a
storytelling medium
http://datajournalism.stanford.edu/
You are expected to seek out additional
resources as needed.

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