EXPANDED COURSE DESCRIPTION
YORK/SHERIDAN DESIGN
School of the Arts, Media, Performance and Design
Design Department
FA / YSDN 4005 3.0 SECTION S
BOOK DESIGN
FALL 2019 / WINTER 2020

Last Modified Date: 01/13/2020

COURSE CALENDAR DESCRIPTION

Offers an advanced level practicum course that explores the structuring of bound, print-oriented, multiple page documents. The history, anatomy, and structural dynamics of the book are examined and the contemporary private and commercial press/publishing process of the printed book is investigated.
Prerequisite: Third- or fourth-year standing in the BDes program or permission of the Department of Design.
Note: For students not in the BDes program, compulsory and voluntary supplementary fees apply. Integrated with GS/MDES 5405 3.0.

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>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beatty, Reg</td>
<td>Sec. S / STDO / W</td>
<td><a href="mailto:rbeatty@ryerson.ca">rbeatty@ryerson.ca</a></td>
<td></td>
</tr>
</tbody>
</table>

SPECIAL FEATURES

York University / Sheridan College Program in Design
Book Design
FA/YSDN 4005 3.0 Winter Term 2020
Course Instructor: Reg Beatty
Office hours: By appointment
Email: reg.beatty@sheridancollege.ca
Section S Tuesday 1:30 pm – 5:30 pm J 218
1 Special Features
Optional free elective practicum course. Offers an advanced level practicum course that explores the structuring of bound, print-oriented, multiple-page documents. The history, anatomy, and structural dynamics of the book are examined and the contemporary private and commercial press/publishing process of the printed book are investigated. Using skills developed in studies courses (research, critical thinking and effective writing) and accumulated practicum skills typography, layout, visualization and sense-making) students engage in a semester-long process of creating a book from research done in an area of personal interest. The course is rooted in advanced typography and examines complex text-image relationships. The
course involves lectures and demonstrations, hands-on exercises, group and individual critiques that all build toward a final bound book.

Prerequisite: third or fourth year standing in the BDes program or permission of the Department of Design.


2 Topics and Concepts

Recommended Reading and Resources

Robert Bringhurst. The Elements of Typographic Style. Hartley and Marks
Gerard Unger. While You’re Reading. Mark Batty Publisher, 2007
Peter Mendelsund. What We See When We Read: A Phenomenology; with Illustrations, Vintage, 2014

Other resources will be introduced over the course of the class.

Weekly Schedule

Week One (Jan 7)
Introduction “The world of the book”
Course/class details
Anatomy and terms in Book Design
Term Project defined and requirements given:
Research started and the preparation of a Proposal (200–250 words)

Week Two (Jan 14)
Term Project Proposal due for submission
Students to bring a book for “show and tell”
Structure of the book
Rhetorics of the book
Grids and pacing of information
Tools and materials
Case Study assigned
“Hello Book” prototype demonstrated and exercise given
Week Three (Jan 21)

Case Study due
Exploration of resources
Multi-section book prototype demonstration
Discussion of Term Project proposals

Blog exercise assigned
Week Four (Jan 28)

“Hello Book” exercise due for presentation and submission
Development of the manuscript discussed

Overview of Project to be posted on Blog
Week Five (Feb 4)

Experimental Book possibilities discussed/demonstrated and exercise given

Mini Class Presentations
Week Six (Feb 11)
Enclosure prototypes demonstrated (slipcase/clamshell/etc.)
Prelims and endmatter requirements
Cover/case discussed

Winter Reading week Feb 15 until Feb 21
Week Seven (Feb 25)

Experimental Book exercise due for presentation and submission
Individual discussion of Term projects

Field Trip or “Book-A-Thon”

Term Project Status Report due for submission
Last day to drop without receiving a grade—March 13
Week Nine (March 10)
Class review of prototypes and comps

Week Ten (March 17)
...continuing class reviews of prototypes/comps
Individual issues discussed

Week Eleven (March 24)
Individual critiques and outstanding problems resolved

Week Twelve (March 31)
Term Project due (dates for picking up work will be announced)

Blog Project due
3 Learning Outcomes with Examples
• The history, anatomy and structure of the book form
• Organizing and prioritizing information for extended print documents
• Micro and macro views of book structure
• Structuring the page
• Editorial style and typesetting
• Thumbnails and storyboards as a planning tool
• Master pages, style sheets and grids
• Production considerations
• Binding

knowledge
On successful completion of the course, students will have demonstrated their knowledge of:
• The anatomy of the book
• Industry terminology
• Typographic structure in a complex, multi-page document
• Binding methods
• Procedures for design proposals

skills
On successful completion of the course, students will have demonstrated their skill in:
• Written, oral and visual communication
• Analytical and creative thinking
• Using the design process to solve complex communication problems
• Organizing and creating hierarchies of information
• Achieving professional standards in the presentation of comps and prototypes

attitudes
Successful students will have demonstrated:
• Professional work ethic and respect for schedules and due dates
• Engagement in class activities and critiques
• Respect for intellectual property

Term Project
A short proposal (200 to 250 words) will be submitted at the beginning of the course for the instructor’s review and approval. This should include as much information as possible about what the student would like to accomplish with the project and what kinds of resources they will be drawing from. Students can submit more than one idea. No idea will be refused outright but the instructor will try to help the student shape a project that is both challenging and doable within the time frame of the course.

Case Study
Students will pick a book to analyse. The case study will be prepared as a short document with a combination of point form, commentary, and supportive photography. It will be done in three parts:
1. An Inventory of materials and measurements. 2. The Structure of the book; how it is organized, and how the reader navigates through the contents. 3. The book’s hoped-for Influence; what it is trying to do or say, and who it is trying to appeal to. This influence should be connected with book’s materials and organization. Basic rhetorical devices to persuade the reader should be considered (logos: the book’s use of logic to convince; ethos: using reputation to convince; pathos: appealing to emotion).

“Hello Book” Exercise
The “Hello Book” is (like the “Hello World” of computing) a first go at organizing 16 pages of material. This can be predominantly image, text, or some mixture of the two. You have to introduce, take on some trajectory (move forward in some manner), then bring the book to a conclusion of sorts. It’s the old beginning, middle, and end sequential structure over 16 pages. How do you want the reader to move through your book (story)? For such a short piece you are not required to include frontmatter or endmatter. A title might help (especially in a book with little context except images). The cover doesn’t necessarily have to have the title but there should be something to draw you in and an indication of the front of the book. Choose all your elements (colours, materials, proportions, type, and images) to support the book’s concept.

Experimental Book
The word “experimental” refers to any aspect of the traditional codex that you chose to modify, extend, deconstruct, etc. This is a wide spectrum from small modifications (e.g. cut outs, folding parts) to somewhat more involved changes (e.g. unusual shapes and materials) to radical experiments (e.g. book as sculpture).

Blog
Each student will create a blog as a diary of their work in the class and repository for their inspirations, research and process work. Any platform is acceptable as long as “commenting” can be enabled—this will allow students to pose questions and get feedback from the class. These blogs will be gathered into an aggregated space so we can see the whole class together (and also monitor any new postings).

Demonstrations: A number of book and box construction techniques will be shown so students can prepare their own prototypes.

4 Graded Assessment
The grading for the course breaks down as follows:
When grading individual projects and assignments, you will be graded on four aspects of the work.
breadth and depth of investigation
The originality of the concepts and ideas and their relevance to the problem; lateral thinking abilities; analysis of project requirements; understanding of the problem and its parameters, goals and objectives.
effectiveness of communication
Understanding of the problem and its parameters, originality of conception, appropriateness of solution, demonstrated control of all visual elements.
visual quality
Typographic refinement, appropriateness of visual language created for the project, ability to translate ideas into technically refined forms.
presentation
Neatness, organization and technical ability demonstrated in construction, mounting and assembly of all physical materials used in projects.
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

Term Project
Project 50%
Class Participation 10%
Total: 60%

Assigned Exercises
Case Study 5%
“Hello Book” 10%
Experimental Book 10%
Blog 10%
Attendance/Participation 5%
Total: 40%

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.

final course grade
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

All courses taken at York and Sheridan, including failures, are included in 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

the last date to drop

without receiving a grade for a fall term course is November 8, 2019.

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 Website • Access/Disability
• Ethics Review Process for Research Involving Human Participants
• Religious Observance Accommodation
• Student Code of Conduct

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.

excellent work

Thorough knowledge of concepts and techniques together with a high degree of skill and/or some elements of originality

very good work

Thorough knowledge of concepts and techniques together with a fairly high degree of skill in the use of those concepts/techniques

good work

Good level of knowledge of concepts and techniques together with considerable skill

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

fairly competent work

Acceptable level of knowledge of concepts and techniques together with some skill

passing work

Slightly better than minimal knowledge of required concepts and techniques together with limited skill

poor work

Representing a lack of effort or minimum knowledge of concepts and techniques, despite completion of required exercises

very poor work

inadequate work

A+
A
B+
B
C+
C
D+
D
E  
F  
90–100%  
80–89%  
75–79%  
70–74%  
65–69%  
60–64%  
55–59%  
50–54%  
31–49%  
0–30%  
https://currentstudents.yorku.ca/  
https://myacademicrecord.students.yorku.ca/  
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.  
https://registrar.yorku.ca/enrol/dates/fw19  
• “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
Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University