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.

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Course credit exclusion: FA/YSDN 4001A 3.0. 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>
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<tbody>
<tr>
<td>Beatty, Reg</td>
<td>Sec. G / STDO / F</td>
<td><a href="mailto:rbeatty@ryerson.ca">rbeatty@ryerson.ca</a></td>
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SPECIAL FEATURES

Technical requirements for taking the course:
The class will be held via video conferencing (lectures, discussions, and presentations.) Students will need a computer with webcam and microphone, and/or a smart device with these features, as well as a stable higher-speed internet connection.

Location:
Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.

Organization of the course:
The class meets for 4 hours. This time is divided up into three parts. The first part is a video conference lecture/discussion with the whole class. The second part is for asynchronous research for the Knowledge Base (see below) and one-on-one video chats. The third part is a return to the video conference with the whole class for demonstrations/presentations.

Sheridan remote learning resources:
TOPICS AND CONCEPTS

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 prototyping demonstrations, a variety of focused assignments, and group and individual critiques that all build toward a final book.

Recommended Reading

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

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

Week One (Sept 11)
The World of the Book
Scroll assigned
Term Project Proposal started (200–250 words)

Week Two (Sept 18)
Anatomy of the Book
Term Project Proposal due for submission

Week Three (Sept 25)
The Codex
Chapbook assigned
Scroll due for presentation

Week Four (Oct 2)
Development of the Codex

Week Five (Oct 9)
Experimental Forms
Experimental Book assigned
Chapbook due for presentation

Fall Reading week Oct 10 until Oct 16

Week Six (Oct 23)
Enclosures

Week Seven (Oct 30)
Case Studies
Case Study assigned
Experimental Book due for presentation

Week Eight (Nov 6)
Book Futures

Last day to drop without receiving a grade—Nov 6

Week Nine (Nov 13)
Crits
Case Study due for presentation

Week Ten (Nov 20)
LIST OF LEARNING OUTCOMES AND EXAMPLES OF

- 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

Projects and Assignments

Term Project (50%)
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.

**Knowledge Base (15%)**

*This constitutes the class participation portion of the course*

This is a private social network (book.endmatter.ca) that has been set up for the class to share their research and design work in a collaborative environment. It allows for extensive commenting. Research Groups will be set up to explore topics like: history of the book, small/independent/private presses, book designers, typography for books, materials and process, artists’ books, etc. Students will build a repository of information related to book design and share their enthusiasms as they work towards their own projects.

**Scroll (10%)**

This historically important structure is under explored. Students will choose either a vertical or horizontal format (at least 1 metre in length) and balance text and image across the “pageless” qualities of this elongated form. Either digital or physical versions will be accepted.

**Chapbook (10%)**

This 16-page structure is an introduction to the properties of the codex. Students will work with the challenge of effectively sequencing pages and spreads. Particular attention should be paid to coordinating all the elements into a ‘whole’ design. Either digital or physical versions will be accepted.

**Experimental Book (10%)**

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). Either digital or physical versions will be accepted.

**Case Study (5%)**

This is a focused look at a topic of the student’s choosing. It will involve a short entry (a few paragraphs) with supporting images posted to the Knowledge Base and presented in class.

*Demonstrations: A number of book and box construction techniques will be shown if students want to work on their own prototypes.*

**GRADED ASSESSMENT**

The grading for the course breaks down as follows:

- 50% Term Project
- 15% Knowledge Base
- 10% Scroll
- 10% Chapbook
- 10% Experimental Book
5% Case Study

*Note: The Knowledge Base constitutes the class participation portion of the course

GRADING CRITERIA
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 all project 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.

ATTENDANCE AND LATENESS
Regular and punctual attendance is required professional behaviour in professional design practice and therefore attendance for synchronous portions of each class and for critiques will be documented as part of the participation grade for the course. In the case where a student is not able to attend a synchronous class due to technical issues or other circumstances they are responsible for informing the instructor and staying on track with the required course work.

Four or more absences during the term without proper documentation can seriously impact a student’s final grade. Valid reasons for absences and lack of participation in the course including illness, compassionate grounds, etc., may be considered by the instructor but will require supporting documentation (e.g. a doctor’s letter or official accommodations).

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 discussions, critiques and presentations
• absence at appropriate lectures/presentations

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KNOWLEDGE BASE WEBSITE:
book.endmatter.ca

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

https://currentstudents.yorku.ca/
https://myacademicrecord.students.yorku.ca/

ADDITIONAL INFORMATION

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/index.htm
- “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.

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