english 326: writing in the design professions
fall 2012
tr: 11:30-12:45 p.m.
professor andrew mara

Table Of Contents:

Purpose of the Course:

English 326 is a three-credit writing course that provides intensive practice creating professional genres needed to write for professional contexts and audiences in design fields. The objectives of this course are to help you learn to respond to a variety of workplace writing tasks by designing appropriate documents and presentations, individually and in teams. While it isn't possible to duplicate the motivations for work (money, survival) in class, I will do my best to put you in authentic professional writing situations, so that we will all be responsible for creating a professional environment in this classroom. The goal is to provide activities, assignments, and opportunities that will develop the skills and habits you will need to write and function professionally as a design professional and for you to maintain your focus and buy-in to elevate the classroom into a professional workspace.

Texts:

Wysocki, Anne & Lynch, Dennis. *Compose/Design/Advocate*. 2nd ed. Longman, 2012.

Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook*. New York: Norton, 2011.

Course Outcomes:

Students will meet the following outcomes through analyzing professional documents and producing researched communication in a variety of modes and genres:

- **Gen Ed Outcome 1**: Students will learn to communicate effectively in various genres for different audiences, purposes, and situations.

- **Gen Ed Outcome 6**: Integrate knowledge and ideas in a coherent and meaningful manner.

- Manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on-time and within the constraints of the project.

- Develop professionalism exhibited in such qualities as self-direction, cooperation, civility, reliability, and care in editing and presenting the final product.

- Master the discourse and generic conventions of writing as a design professional.

Assignments and Grading:

UNIT 1: Five weeks	Job Packet	• memo report on informational interview (50 pts) & printed business thank-you (25 pts) • research report (75 pts) • letter of application (75 pts) • resume (75 pts)
UNIT 2: Five weeks	Writing about design (Portfolio)	• 4 drafts—one polished (125 pts) • Extended, research draft of a short essay (75 pts) • design philosophy/artists statement (50 pts)
UNIT 3: Six weeks	Project in your discipline	• packet proposal (50 pts) • under100 solution (100 pts) • RFQ online portfolio (250 points)

The assignments above are designed to help you meet course and general education communication (C) outcomes by requiring that you undertake research and employ that research in the practice of professional and workplace communication tasks (written, oral, and visual). Specifically, you will meet General Education Outcome 1, by demonstrating your ability to communicate effectively in a variety of contexts and genres, writing sixteen documents in twelve different genres for various audiences. You will meet General Education Outcome 6 by producing twelve documents that identify the extent of information needed to complete a task and synthesizing that into documented, professional texts.

All projects will be graded on a point scale—910-1000= A; 810-909= B; 700-809=C; 600-699=D; below 599=F. Keep track of your points and you will know how you are doing in the class. Grading:

C- to C+—You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable.

B- to B+—You did what the assignment asked of you at a high quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design.

A- to A—You did what the assignment asked for at a high quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed above for a B; but it also demonstrates that the author took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style.

D to D+—You did what the assignment asked for at a poor quality level. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic.

F—Don't go here. I usually reserve the F for people who don't show up or don't do the work. If you give an assignment an honest try, I doubt you would receive an F. If you feel you put in your best effort and still received an F, you might consider dropping from the class.

Format for written assignments:

Out-of-class assignments, major and minor, must be typed and must show attention to the needs of your audience (that means the form and format will vary, but they must be appropriate, and usually within the conventional norms for the type of document you're designing). Major projects must be professionally presented—that means how they look, how they are arranged, and how they are laid out, count. I require that you always submit a pdf-finished and openly-accessibe online copy turned in by the deadline. In addition, have a copy in your computer file **and** have a copy backed up electronically. This is for your own protection in case of lost projects—these projects require much time and effort. Backing up your work is an important professional skill—start developing it now.

Attendance:

One of the outcomes of this course is to develop professionalism; part of professionalism is being where you say you will be, on time. I plan my class based on the assumption that you will each be here, prepared for class. If you can't be here regularly because of another commitment, you'll need to take another section of this course that meets at a more convenient time for you. As at a job, much of what we do in class is collaborative in nature, so absences hurt those people counting on you, as well as hurt your ability to complete your work. I will excuse one sick day and one personal day each semester. After these two absences, there are no more excused days in the semester, and each absence results in a loss of 35 points. This policy meets the guidelines of English department's attendance policy, which also adds that students cannot pass courses in which they have missed more than 25% of the class meetings (that would be 8 classes and includes the final exam period). Absences for official university business must be cleared in advance with appropriate documentation, but are excused.

Due dates:

Because I advocate a process approach to designing rhetorically appropriate documents, I expect you to rethink and revise documents throughout the semester. Therefore, I can be flexible on the due dates for the three major assignments. The projects are large, though, and I don't want you to be scrambling to complete all of them during finals week, so I've included some due dates on the assignment sheets to help you plan your time. However, because the small assignments are designed to help us (you and me) evaluate your progress on the major assignments, I'll want them by the due dates on the assignment sheets. To receive credit for quizzes or peer review, documents must be ready in class on the day they are due. Please turn in major projects in class or during office hours, and not into my mailbox, or under my door, or anyplace else where they might be misplaced.

All work is due on the last regular day of class. No work or revision will be accepted after that time except under extraordinary circumstances.

Revision:

Any formal written assignment you do in this class may be revised; in fact, I encourage revision. But if you choose to revise an assignment, you must turn your revision in with a one-page memo describing for me the changes you made and explaining why you feel those changes **significantly** improve your document. A good revision memo will cite your texts or online sources to support your reasons for the changes you've made.

Special Needs:

If you have any disabilities or special needs, or need special accommodations in this course, please share with me your concerns or requests, with appropriate documentation, as soon as possible.

Academic honesty:

Academic Dishonesty/Plagiarism: Work submitted for this course must adhere to the Code of Academic Responsibility and Conduct as cited in the *Handbook of Student Policies:* "The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This code will serve as the guideline for cases where cheating, plagiarism, or other academic improprieties have occurred. . . . Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case" (65). See also: http://www.ndsu.nodak.edu/policy/335.htm.

Academic Honesty Defined: The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at **www.ndsu.edu/academichonesty**.

English Department Policy on Plagiarism. Instructors in the English department try to distinguish between inadvertent and deliberate plagiarism. Initial instances of inadvertent plagiarism will be pointed out and revision will be expected; deliberate plagiarism may result in zero for an assignment, possible F for the course. See the English department guidelines for more details:
http://www.ndsu.edu/ndsu/english/view.php?ArtID=165

Code of Student Behavior: All interactions in this course will be civil and show respect for others. Student conduct at NDSU is governed by the Code of Student Behavior:
http://www.ndsu.edu/ndsu/vpsa/code/

CALENDAR: WRITING IN THE DESIGN PROFESSIONS, ENGLISH 326

Date:	Activities	What you need to bring or have prepared:
T, Week 1	Introductions Intellectual goals	(Tour through Syllabus) Starting with google docs and gmail
R, Week 1	Syllabus Introduce job packet Rhetorical process	*Compose/Design/Advocate*, Chapter 1 (1-31) Have gmail account and google docs activated
T, Week 2	Design Plan Discuss texts you brought to class	*C/D/A*, Chapters 2 & 3 (32-88)
R, Week 2	Interview questions Practice interviews, cold calls	*C/D/A*, Chapter 16 (185-236) and the handout
T, Week 3	Research Memo genre Writing reports Differences between primary and secondary research/data collection in professional setting	*C/D/A*, Chapter 4 (89-132)
R, Week 3	Resumes Generate resume info Research report	*C/D/A*, Chapter 5 (133-184)
T, Week 4	Cover letters Personal ads Using a hook	*C/D/A*, Chapter 7 (234-282)
R, Week 4	Thank you letters Generic conventions of letters vs. memos	
T, Week 5	Resumes—Peer review **Quiz:** discuss your resume using appropriate design terms from reading (Open book) Cover letters	A completed **draft** of your resume is due today; bring two copies. A completed **draft** of your cover letter is due today.
R, Week 5	Informational interview Peer review research report	A completed **draft** of your research report in memo form is due today. Thank you note due today (bring signed note in an addressed, stamped, unsealed envelope)
T, Week 6	Introduce Unit 2	Your completed job packet is due today: informational interview, resume, cover letter, research report, and cover letter quiz.
H, Week 6		
T, Week 7	• Discussing assignments • Practicing vocabulary • Poetry about art	
H, Week 7	Artist's statements and design philosophies	*C/D/A*, Chapter 9 (313-332) Please bring computer to class Find two examples of artist statements or design philosophies by artists/designer you admire and bring to class
T, Week 8	Writing about your own work	**Bring first two reflections to class** Bring an example of your own design work Pdf on BlackBoard (read)

H, Week 8	Writing essays	Bring your zero draft Documentation
T, Week 9 H, Week 9		**Screen A Straight Clear Vision** Working on your Drafts
T, Week 10 H, Week 10	Writing Conferences Writing Conferences	**Bring all four reflections to your conference**
T, Week 11 H, Week 11	Introduce final project possibilities Brainstorm ideas for final projects Planning your project, writing your proposal and timeline	
T, Week 12 H, Week 12	More on proposal writing Research in design studies Research in design studies Using the web, library Locating, evaluating, documenting sources	Reading for your own project. Please bring a laptop if you have one **Unit 2 documents due (researched essay, four short essays, and design philosophy)** Please bring a laptop if you have one
T, Week 13 H, Week 13	 **Developing a professional portfolio**	Please bring a laptop if you have one Work on your project and bib. **Proposal due (via e-mail by 5 p.m.)** Work on your project and bib.
T, Week 14 H, Week 14	Writing progress reports Writing summaries of sources Summarizing and synthesizing sources	Bring one source that you have located for your project. Bring three sources that you've located for your project.
T, Week 15 H, Week 15	The portfolio letter Revising work for the portfolio Assembling your portfolio Portfolio design	**Progress report for final project is due with annotated bib** Bring this semester's projects to class
T, Week 16 H, Week 16	Presenting final projects Presenting final projects	 Writing portfolio due
Final Exam	Monday, 10:00 a.m.	Paperwork, SROIs, etc

UNIT 1: JOB PACKET

Your finished job packet will consist of four items:

- a 250-500 word memo report on an informational interview conducted with a practicing professional in a field you are interested in entering.
- a research report describing your investigation of a potential employer, or educational institution, etc. (750-1000 words in memo form). The report demonstrates the research you've done into this company and helps describe the rhetorical situation for your letter of application and resume.
- a cover letter (200-250 word) in response to a specific job or graduate school application).
- a resume or vitae (preferably 1 page, in response to a specific job or graduate school application).

Because this is being submitted as a packet, you will probably also want to take care with professional presentation and organization of the packet of materials. Looks count.

JOB PACKET ASSIGNMENT #1: MEMO REPORT ON AN INFORMATIONAL INTERVIEW

Length and genre: 250-500 word report in memo form, a printed thank-you letter
Due dates: Thank you letter: **September 20**; Memo report: **September 25**

Assignment: Your first assignment for this unit is to undertake an informational interview with a practicing professional in a field of work you are interested in entering. (And after the interview, you'll write a follow-up thank-you letter that I will mail for you.) To complete this assignment, you will need to identify a professional, call that person, and request an interview. You may work with the Career Center to identify an appropriate person, but you must contact, interview, and thank that person yourself. I strongly encourage you to interview someone you do not know, and I discourage you from interviewing family members, which defeats the purpose of the project. Begin working on this immediately.

Purpose: This assignment serves several purposes:

- it requires you to make a potential contact in the community.

- it gives you experience in a very important business situation—the interview.

- it gives you practice organizing interview information into a report (another important job skill).

- it gives you an opportunity to begin working with the Career Center.

- it provides you with important information about the field you hope to enter.

- it gives you experience writing a letter and a memo (learning the differences between these types of business correspondence).

Audience: The audience for your thank-you letter is the person you interviewed. Make sure you know the person's preferred tiled, correctly spelled first and last name, and business address. The audience for the memo assignment is me, doc. You are summarizing the highlights of a 20-minute interview and drawing some conclusions about the field you are hoping to enter.

Planning and Drafting:

1. Set up an interview with someone in your field immediately. Read information on informational interviews and do any background research on your interviewee or his/her place of employment. (BlackBoard contains info on interviews; handouts from class for writing and designing a memo.)

2. Plan questions and practice interviewing before you actually conduct your interview (feel free to use and modify questions from book).

3. Take notes during your interview; it's just respectful. You might even want to tape the interview. But remember you're really having a conversation.

4. Using memo format, write up a report on your interview. Work to include the language and ideas we have been using to discuss the job search process. This report should include:

   - the basics—your career interests, who you interviewed, their place of employment, the date and time of the interview.

   - how the interview went, in general, what you asked and what your respondent said—but a summary of important info, not a transcription of the interview. Leave out chit-chat—just the highlights.

   - what you learned from this interview.

   - what you wish you learned.

Criteria: For specific criteria, see the grading rubric. But generally, I will be looking for:
1. care using a memo format.

2. attractive, readable page design (single-spaced, block paragraphs, headers, bulleted lists).

3. clear, well organized prose that employs forecasting, transitions, clear relationships between sentences.

4. appropriate level of diction, consistent point of view, careful word choice.

5. careful editing and correct grammar.

For the thank you letter, I will be looking for a well-developed letter of at least a half-page, typed or handwritten, as appropriate, with care to letter format. (And then all of the above.)

MEMO REPORT OF INFORMATIONAL INTERVIEW:

Grading Criteria	4	3	2	1
Reflects careful research into and thought about what you wanted to know about this person, company, and/or career: ▪ the basics—your career interests, who you interviewed, their place of employment, the date and time of the interview ▪ how the interview went, in general, what you asked and what your respondent said—a summary ▪ what you learned from this interview ▪ what you wish you learned				
Follows generic conventions for memos: • Header information • Header punctuation • Single-spaced, block paragraphs • Initialed at name				
Organized to help the reader through the information: • professional design • professional presentation • consistent choices (fonts, spacing, capitalization, etc.) in keeping with *Non Designers* info				
• helps reader understand more about you and your projected career interests • clearly organized, forecasts, employs transitions • carefully written, care with word choice, appropriate diction and consistent point-of-view • meets assignment requirements in terms of length and development, interview subject, etc.				
▪ shows adequate attention to proofing, editing ▪ shows attention to relation among all items in the packet				

JOB PACKET ASSIGNMENT #2: A RESEARCH REPORT IN MEMO FORM

Length and genre: 750-1000 word report in memo form
Due date: A complete draft (at least 750 words) is due in class on **September 18**. Final job packet is due in class on **September 25**

Assignment: Your second assignment for this unit is to write a research report describing your investigation of a potential employer or a graduate school. You'll need to determine where you would realistically be interested in applying. Some hints:
1. decide where you are applying (and for what),

2. glean all the information about the audience you can from the help-wanted ad, internet source, college catalogue, or internship application, etc. Then,

3. call the place you are applying and ask for information, and

4. if your informational interview was at the same place of employment, feel free to use that information as appropriate in this report.

The more you know about your target business the more successful your report will be, but moreover, the more successful your job packet will be. START VERY EARLY (NO EXCUSES FOR DELAY ON THEIR END).

Research Report, con.

Purpose: This report will serve two purposes:

1. it informs me about the company and, in best circumstances, the individual, to whom you are addressing your resume and letter of application. It will make me aware of the audience you're responding to with your other documents, and help me to understand some of the rhetorical choices you've made.

2. it helps you collect and organize as much information as possible about the company to which you are choosing to apply, making you better able to write a strong letter of application, and far better able to interview. (Be sure to save this information in a file for future applications or interviews.)

Audience: The report should be presented in memo form, addressed to me.

Planning and drafting: As you begin writing, remember the things we've been discussing in class. Although you do not need to limit your research to these topics, at the very minimum, you'll want to learn and report on:

1. Name, title (correct spelling) of a person to whom you are applying.
2. History of the organization.
3. Background or history of the community.
4. Competition for the position you seek.
5. Size of organization, position to others in field, potential for growth (new products, services).
6. Line of products or services, number of plants, stores, outlets, and employees.
7. Organizational structure, promotional path, age and background of top management, typical career path in your field.
8. There will probably be other information of interest to you—feel free to incorporate that, just make sure you organize this information in some logical way (don't simply respond to these categories).

Evaluation Criteria: Report

- shows care to using memo format.
- is attractive, readable page design (single-spaced, block paragraphs, headers, bulleted lists).
- is clear, well organized prose that employs forecasting, transitions, clear relationships between sentences.
- demonstrates appropriate level of diction, consistent point of view, careful word choice.
- employs careful editing and correct grammar.

REPORT:

Grading Criteria	4	3	2	1
Reflects careful research into and thought about the information necessary to know about the audience for the resume and letter of application (or explains why this info was not included): • name, title (correct spelling) of a person to whom you are applying • history of the organization • background or history of the community • competition for the position you seek • size of organization, position to others in field, potential for growth (new products, services) • line of products or services, number of plants, stores, outlets, and employees • organizational structure, promotional path, age and background of top management, typical career path in your field				
Follows generic conventions for memos: • header information, punctuation • single-spaced, block paragraphs • initialed at name				
Organized to help the reader through the information: • professional design • professional presentation • consistent choices (fonts, spacing, capitalization) in keeping with *Non Designers* info				
• helps reader understand the rhetorical choices you've made in resume, letter • clearly organized, forecasts, employs transitions • carefully written, care with word choice, appropriate diction and consistent point-of-view				
▪ shows adequate attention to proofing, editing ▪ shows attention to relation among all items in the packet				

JOB PACKET ASSIGNMENT #3: LETTER OF APPLICATION

Length and genre: 1-page letter of application in business letter form, or a multi-page letter of application for a graduate school

Due date: A complete draft (at least 250 words) is due in class on **September 18**. Final job packet is due in class on **September 25**.

Assignment: Your third assignment for this unit is to write a letter of application. Because the specifics of your audience and purpose will determine many things—like length and format—you'll need to decide those issues on your own. But there are two criteria you need to keep in mind so that your document will fit this assignment.

- The letter needs to be between one and three pages in length. (A cover letter for job application will usually be a full page, but a letter of application to a graduate school should be longer.) Please do not choose to fulfill this assignment with a letter that is longer than three pages or one that is less than three-quarters of a page long without talking to me first.

- Even if the actual application or help-wanted notice to which you are responding asks for additional information: application form, resume, vitae, etc. this assignment is concerned only with the letter that would accompany (or "cover") everything else. You are writing a business letter.

Purpose: A good letter of application is both informative and persuasive. It must deliver important information about its writer in a way that persuades its reader to respond positively. A positive response, in this case, would be an invitation to interview, the offer of employment, or the fellowship or a place in graduate program. In class we'll be approaching this assignment as a logical argument—that is, the information you will include is support for your argument that you ought to be hired. Professional jobs demand that you demonstrate professional level thinking and writing skills; the place to do that is in a cover letter.

Audience: You'll determine your audience by deciding where you would realistically be interested in applying. While you do not actually have to mail off the letter of application (and the accompanying materials), you will probably find the assignment easier and more interesting if you choose something related to your field. Though most students apply for a job, you could choose a graduate school, a fellowship program, an internship program, etc.) Some hints to determine your audience:
1. decide where you are applying (and for what)
2. glean all the information about the audience you can from the help-wanted ad, college catalogue, or internship application, etc. If the information seems too thin,
3. call the place you are applying and ask for information
The more you know about your audience the more likely you are to be able to write a successful letter of application. We'll work together in class to complete an audience analysis to get you started.

Planning and Drafting: As you begin writing, remember the things we've been discussing in class (not in this order!):
- address the letter to a specific person whose name is correctly spelled.
- be sure to say specifically (mirroring the wording of the ad or grad program) what you are applying for: If the ad wants a CAD specialist, say that and not computer design specialist.
- use specific examples to describe your qualifications, and tie those to the specific requirements of the job or program to which you are applying.
- try to separate yourself from all the other applicants (with excellent thinking and writing skills).
- show what you know about the company or program—and why this makes you interested.
- refer to your resume, vitae, or other enclosed materials.
- ask for an interview or request follow up.

Evaluation Criteria: Letter
1. reflects rhetorical choices based on careful thought to audience, purpose, and situation.
2. employs the "reader-centered" readability guidelines we've been discussing .
3. shows attention to visual choices that help make the document readable and aesthetically pleasing.
4. fits the assignment guidelines.

LETTER OF APPLICATION:

Grading Criteria	4	3	2	1
Reflects rhetorical choices based on careful thought to audience, purpose, and situation: • makes use of research to show knowledge of company • shows clear understanding of job requirements • demonstrates clearly how writer's skills meet job requirements				
Shows attention to visual choices that help make the document readable and aesthetically pleasing: • chunked information • left justified • adequate white space • professional design • consistent choices (fonts, spacing, capitalization, etc.)				
Employs "reader-centered" readability guidelines: • consistent 1st person point-of-view • professional language: clear, concise, repeatedly revised to sound intelligent and professional • makes argument that writer can do much for company				
Employs generic conventions of a business letter: • addressed to a person unless memo explains why this is impossible • uses correct header info, in correct order (or professional looking letterhead) • uses title for addressee • punctuated correctly • signed correctly				
Meets assignment requirements: • fills a page and is no more than three pages • refers to a specific job or job category • closes with offer to interview or meet, with contact info • is professionally presented				
▪ shows adequate attention to proofing, editing ▪ shows attention to relation among all items in the packet				

JOB PACKET ASSIGNMENT #4: RESUME

Length and genre: 1-2 page resume.
Due date: A complete draft (at least 1 full page) is due in class on **September 18**. Final job packet is due in class on **September 25**.

Assignment: Your final assignment for this unit is to write a resume that, together with your cover letter, will present you to a potential employer in the best possible way. There are two criteria you need to keep in mind so that your document will fit this assignment.
• The resume needs to be not more than two (and preferably one) page(s) in length. Please do not choose to fulfill this assignment with a resume that is longer than two pages or one that is less than a full page long without talking to me first.

• Even if the actual application or help-wanted notice you are responding to does not ask for a resume (or even asks that you not send one), this assignment requires you to design a resume. You don't have to send it out!

Purpose: A good resume supports and is supported by your letter of application—and like the cover letter, is both informative and persuasive. It must deliver important information about its writer in a way that persuades its reader to respond positively—that's right, with a job offer or an invitation to interview.

Audience: You know this company well now—think of what will hook them!

Planning and Drafting: As you write, remember the things we've been discussing in class:
1. consider the connections between the job description and your skills—how can you tie them together (check out the worksheet again).

2. how will you chunk information? Look at examples from the text and in this packet.

3. how will you incorporate visual design? The sample resume in the non-designers book is pretty good—generally, you are looking for clean, easy to read, and attractive.

Evaluation Criteria Resume:
1. reflects rhetorical choices based on careful thought to audience, purpose, and situation.

2. employs the "reader-centered" readability guidelines we've been discussing.

3. shows attention to visual choices that help make the document readable and aesthetically pleasing. (Basically demonstrates that you have read and understood the Williams book.)

4. fits the assignment guidelines.

RESUME:

Grading Criteria	4	3	2	1
Reflects rhetorical choices based on careful thought to audience, purpose, and situation				
Shows attention to visual choices that help make the document readable and aesthetically pleasing: • professional design (contrast, repetition, alignment, proximity) • consistent choices (fonts, spacing, capitalization, etc.)				
Employs "reader-centered" readability guidelines: • consistent 3rd person point-of-view • lists in parallel form • active verbs in parallel tense • professional language, clear, concise, repeatedly revised to sound intelligent and professional				
• fills a page and is no more than two pages • reflects professional presentation				
• shows adequate attention to proofing, editing • shows attention to relation among all items in the packet				

Unit 2: Writing About Design

We'll be working with Kris Kerzman at the Arts Partnership to define places where the public interfaces with art in the Fargo-Moorhead community. You'll collect your own thought, images, and interviews with local artists and community members to find where the F-M community connects with local art, and where it might do so better. Of course, this will take a lot of work to define what you mean by things like "art" and "interfaces." To do this, we will have Kris come into class and work with us to develop some reflections on art in the area, and you will work on defining art--both as something you practice, and as something that is informed by the theory that you have encountered in your classes. These shorter essays will be considered for publication in ARTSpulse, either whole or in part, and along with any multimedia you produce. Once you have explored these areas in your shorter work, we will extend one of these essays to a larger essay that defines where art could happen in a better/more sustainable/more artful way, and will define the problem for your final under100 solution.

This unit is worth 225 points; our goal is to practice writing about design and the genres writers typically employ when writing about design. Your portfolio will include:

1. drafts of four short essays on design (2 on design in the community, 2 on your own design work, and 1 on design generally).
2. a researched essay of 5-6 pages (may use one of the drafts as a starting point)
3. a design philosophy or artist statement

Assignments and Grading:

Four short essays	1-2 pages, developing/revising ideas from class and short assignments	• 25 points each: 100 points (not major assignments, no revision)
Researched short essay	5-6 page essay w/ research	• 75 points
Design philosophy	1 page, designed to include in a portfolio with your work	• 50 points

Revision:

Any formal written assignment you do in this class may be revised; in fact, I encourage revision. But if you choose to revise an assignment, you must turn your revision in with a one-page memo describing for me the changes you made and explaining why you feel those changes **significantly** improve your document. A good revision memo will cite your texts or online sources to support your reasons for the changes you've made.

Format:

Appropriate for genre with attention to both visual and verbal elements. Varies with each document.

Writing about Design Assignment 1: Four short essays

Length: 2 full pages minimum
Due Date: Drafts of at least 2, **October 2;** Drafts of 4, **October 23**. Finished essays:
                 November 6.

Time: Drafts will take 1-2 hours each for very complete drafts (but we'll start in class).
                 You'll choose one to revise and one to expand. That will take longer, depending
                 on your own writing revision style. I would probably take me 2 hours to revise
                 well, and 4 hours to expand a pretty strong essay.

Assignment: Draft five short essays, using the directions (modified to suit your own writing style) from
                 chapter 4. "Writing Essays" pdf posted on BlackBoard. This was the reading required for
                 today's class.

Topics: Choose any combination from among these topics:
                 • Defining a community art interface (required)
                 • Defining access.
                 • Essays describing and analyzing your own work (no more than 1)
                 • Essays about art/architecture/landscape/design history in our community (no more
                   than two)
                 • Essays about artwork by an artist, architect, LA, or designer in your field or who has
                   influence you or your work (no more than 2)
                 • Essays applying a theory or philosophy to a work, whether yours or someone else's
                   (no more than 2)
Timeline: **October 2:** Two drafts needed in class. These may be rough, but do need to be
                 complete. You will choose one to expand with research or application of theory.
                 October 18: All four drafts needed in your conference. You will choose one to carefully
                 revise. **November 6** Portfolio due. It will contain 4 drafts, 1 polished essay, and one
                 polished extended essay (see researched essay assignment). It will contain one
                 additional assignment (the design philosophy/artist statement).

Evaluation: On drafts and the back of the polished essays.

Writing about Design Assignment 2: Researched essay

Length:	5-6 full pages minimum + sources
Due Date:	Draft **October 23**. Finished portfolio: **November 6**.
Time:	Drafts will take 5-6 hours for a very complete draft (if you extend a topic we start in class and work diligently in class).

Assignment: Draft a researched essay, using the directions (modified to suit your own writing style) from chapter 8. "Writing a Research Paper" pdf posted on BlackBoard.

Topic: Your essay should define an access to service problem in design terms. In order to do this you'll need to do a few things:
- You'll need to define service
- You'll need to define access.
- You'll then need to document these things by researching these things both academically (using a theoretical lens) and locally (using local contacts)
- Finally, this will have to point towards

Timeline: **October 18:** All four drafts needed in class. You will choose one to carefully revise.
November 1: Portfolio due. It will contain 4 drafts, 1 polished essay, and one polished extended essay (see researched essay assignment). It will contain an additional design philosophy/artist statement
.
Evaluation: On drafts and final (same as for essay assignment).

Writing about Design Assignment 3: Design Philosophy or artist statement

Length: No more than 1 page
Due Date: Draft: On your conference date Revision: **November 6** with other assignments
Time: Short, but detailed. A good statement and design solution could take 4-6 focused hours.

Assignment:

This assignment asks you to develop a succinct philosophy or statement describing your approach to design, your design and artistic influences, your beliefs about good design and its importance, and even your attitudes toward customers/clients and their needs (where applicable). The philosophy or artist statement you produce should combine text and graphics or image that support each other in an integrated way. Your goal is to produce something that would offer a person who would potentially interact with you or your art/design a notion of the overarching philosophy that leads to your design solutions generally. Moreover, you will want to carefully integrate images of your own work, images of work that shaped your perspective, etc. into a one-page flyer that would augment your portfolio of job packet. (So think about those design choices and motifs that shape and hold together the work in your job packet, as well.)

Rationale: This assignment will:
- provide an additional example of your design work and writing for a professional portfolio
- sell a potential employer or client on the notion that your philosophy (and skills) respond to their firm philosophy or their needs
- provide a context for your work, a tool for helping those interacting with your work interpret it effectively and with more depth.
- offer you practice willing and designing a short piece that visually reinforces the philosophy your text claims.
- Help you make the case in your RFQ

Planning and Drafting:
1. Think about your influences: historical, contemporary art/design, theoretical, or philosophical. Be able to outline and explain those influences and what you drew form them.
2. Read (or review) 109-142 in the *Non-Designers Design Book*. This may offer some ideas about putting together a package of materials.
3. Think about images you like and would want to use—find images (your own, or the credited work of others) that exemplify your design ideals.
4. After deciding what typically goes into a design philosophy or artist statement, begin drafting. Although this is a short piece of writing, it will probably require many drafts. Word choice is very important in short documents; careful structuring of ideas is also important.
5. Think about titles, about pull quotes, watermarks, layering images. Make sure that your design of this document exemplifies your own philosophy.
6. You might want to work by hand on paper before you begin working with the computer.
7. Get some peer feed back on text and visual layout of the elements.
8. Revise.

Grading Criteria:
- Integrates visual and verbal choices effectively.
- Shows attention to CRAP.
- Demonstrates the ability to write about design influences in a sophisticated way.
- Exemplifies strong understanding of organizing content in a short document.
- Employs careful word choice and syntactic variety and complexity.
- Is carefully edited.

UNIT 3: DESIGNING, PROPOSING, AND MANAGING A PROJECT

Unit 3 contains three major components:
*   an RFQ packet proposal.

*   an 100under Solution Summary

*   an online portfolio

UNIT 3: Six weeks	Project in your discipline	• Project short proposal (50 pts) • 100under Solution Summary (100 pts) • **RFQ online portfolio** (250 pts)

ASSIGNMENT #1: RFQ PACKET PROPOSAL
Length: 1-2 pages, single-spaced + a grading rubric
Due Date: via e-mail, November 13th, 5 p.m.

Assignment: This assignment asks you to propose what you will do for RFQ portion of this class. This proposal should be at least 1-2 single-spaced pages, and should demonstrate that you have thought carefully about how you are going to respond to the RFQ, what you need to work on to respond to this RFQ, and how you will undertake this work. When we meet in conference to discuss your proposal, I will return it with comments for revision, or sign it and accept it. It then is a contract for the work you will do.

The Packet You Are Proposing: I'm expecting a packet that will include at least three related components: A problem definition essay, a 100under solution, and a set of accompanying professional documents to help you make the case that you are knowledgeable and capable of understanding and helping solve the problem you outline. This proposal is where you tell me what you will do; but moreover, you are writing an argument, arguing that what you propose fits the assignment and is also of a scope that can be completed in the next 6 weeks. The RFQ packet itself should be something that is the equivalent of 20 written pages in three or more genres. Otherwise, it should address the rhetorical requirements of the RFQ.

Basic Structure for this Proposal:
Proposal. (What you will do.) This portion describes the sort of project you will undertake, what shape it will take, what your product(s) will be. What genres will you include, and how long will each of them be? How long will it be, what resources will be used? If you are working with a group, help me see why this project benefits from a group undertaking it.

Keep in mind that you must have a component:

*   for reading/research (a reading list at the end of the proposal, in either APA or the documentation style of your discipline format, with the number of pages you'll read). Your reading list should contain a variety of sorts of research: background info, examples of the thing or genre you hope to produce, and perhaps advice about how to produce work in that genre.

*   for writing (how many pages will you write? In what genre? What will this work look like? Can I expect to see drafts?)

*   for a visual component (will you include table, graph, care with page design, photos, etc?)

Objectives. (What are your goals for the project?) What are your own goals for this assignment? How do those goals fit with your overall goals as a student or an employee? Why do you wish to explore this topic? What do you expect to learn about your discipline and the writing you will need to do in that discipline by undertaking this research? If you are working with a group, what are both your individual objects and the goals for the group?

Methods. (How you will do it.) Generally, what will you do to meet these objectives? What are the questions driving your research and how will you answer them? Show me that you can accomplish this work with in the framework of the semester.

Timeline. (When you will do it.) Include calendar for completion of the assignment—this is where you tell me when I should be expecting the work, when you will be coming to meet with me to discuss your

work (if you should want to). Be sure to include the due dates for your progress report, this proposal, and the final project. Show me you have considered how to plan a large project.

General Suggestions:

* You'll want a single-spaced document that employs headers, bulleted lists, numbered pages, and a visually pleasing over-all design that carefully organizes all this various info for your reader (me).

* As long as you can convince me you are undertaking a project that's of interest to you, helps you grow in understanding the communication tasks and will help you respond to the RFQ design problem you set up in your essay, I'll O.K. it. Be sure to think about it enough to figure out something interesting to you, to work with a group you like and trust, if you choose to do that, and to think carefully about how you should be evaluated.

* Be creative; choose something of interest to you and related to professional development in your discipline or workplace. I expect you to propose a project that would require about 20-30 hours of individual work, spread out over the next six weeks.

RFQ PACKET PROPOSAL

Grading Criteria	4	3	2	1
Content: • focuses on a central project and how it will be completed • employs carefully constructed, convincing arguments • demonstrates strong preliminary research • develops a clear plan for undertaking the project • includes a developed reading list				
Shows attention to visual choices that make the document readable and aesthetically pleasing: • professional design • consistent design choices (fonts, spacing, capitalization, etc.) • materials reflect understanding of professional presentation				
Employs "reader-centered" readability guidelines: • consistent point-of-view (controlled shifts) • lists in parallel form, active verbs in parallel tense • language, clear, concise, repeatedly revised to sound intelligent and professional • design helps readers make way through complex info easily				
Shows adequate attention to: • proofing, editing • spell checking • sources carefully documented				

ASSIGNMENT #2: 100UNDER SOLUTION SUMMARY

Length: 2 pages minimum
Due Date: November 29th (classtime), 2012

Assignment and Audience: Your audience members for this assignment are the DLYGAD judges. The assignment is to propose a solution for the access issue you defined in your problem definition essay.

Purpose: Therefore, this assignment will serve several purposes:

* it will give you practice creating proposals that solve problems you identify.

* it provides you with the opportunity to convince member of the NDSU design community that you are a problem solver (a useful skill in the world of business).

* it gives you the opportunity to connect with your community and link your skills to local problems.

Planning and Drafting: You'll want to review the pdf chapter on proposal. In addition:

1. you'll need to organize this assignment carefully. Remember that a generic structure helps provide you with a pattern for organizing your proposal, but you still must forecast the topics you'll cover, chunk information, employ headers and strong transitions between paragraphs, etc.

2. remember (if applicable) that in sections detailing processes, you should draw a firm line between what you would do and what others MIGHT do.

3. keep in mind that you are not being graded on what you have or have not done—if you have yet to do significant work, that's OK—but show me that you know how to use a proposal as a tool for keeping your

work focused—and show me you've done significant thinking and planning, enough to write a detailed background section describing the problem you're tackling, first actions, etc.

4. give yourself enough time to design **this** document so that it is not only narratively sound and fits genre conventions, but is also visually pleasing.

Evaluation Criteria: Proposal:
- employs generic structure for a proposal, including: current situation, description of the, background describing the central issues in the problem, sections detailing the deliverables and the work plan, and costs/benefits.

- is designed to help the reader make her way through complex information as easily as possible.

- integrates the visual and verbal components effectively.

- shows care for written language appropriate to the intended audience.

100UNDER PROPOSAL

Grading Criteria	4	3	2	1
Content: • focuses on a central project and how it will be completed • employs carefully constructed, convincing arguments • demonstrates strong research • develops a clear plan for undertaking the project • specifies **deliverables** • **details costs/benefits**				
Shows attention to visual choices that make the document readable and aesthetically pleasing: • professional design • consistent design choices (fonts, spacing, capitalization, etc.) • materials reflect understanding of professional presentation				
Employs "reader-centered" readability guidelines: • consistent point-of-view (controlled shifts) • lists in parallel form, active verbs in parallel tense • language, clear, concise, repeatedly revised to sound intelligent and professional • design helps readers make way through complex info easily				
Shows adequate attention to: • proofing, editing • spell checking • sources carefully documented				

ASSIGNMENT #3: PROJECT PACKET

Length and genre: Detailed in your Proposal
Due Date: December 10, 2012

Assignment: Your assignment is to develop and carry out a project of your own choosing. It may be individual or collaborative and must in some way engage professional communication in your discipline, your job, your volunteer work, or your life as a citizen. There are a few things to keep in mind: The project:

- should squarely address the RFQ.

- needs to have been preceded by a proposal that I accepted.

- should be revised several times to fit your audience.

Purpose: This project will serve several purposes:
- it gives you a chance to design and propose a major project.
- it allows you the opportunity to create a set of documents that you can use in your professional portfolio. This is something you should be able to take with you on a job interview.
- it provides you with an opportunity to pace and direct your own work—basically, to develop project management skills.

Your project must have the following components:
- The essay defining the access issue (3-4+ss pages)
- The formal proposal (3-4+ss pages).
- A visual/physical/technological component.

- A set of documents that show you are qualified to undertake/lead/participate in the project you are proposing (2-3+ss pages).

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