

**San José State University**  
**Department of Design**  
**DSGN 100W, Writing Workshop: Design**  
**Section 7, Spring 2022**

Instructor:	Mara Holt Skov
Email:	mara.skov@sjsu.edu Please email me through our SJSU email rather than Canvas
Office Hours:	Email me for a Zoom appointment anytime
Office Location:	All office hours will be scheduled on Zoom
Class Days/Times:	Tuesday/Thursday 10:30 am to 11:45 pm
Classroom:	In person meetings Boccardo Business Complex room 125 Online meetings on Zoom accessed through Canvas
Prerequisites:	A3 or equivalent second semester composition course with a grade of C- or better, completion of core GE, satisfaction of Writing Skills Test or completion of ENGI00A / LLD100A with a C or better, and upper division standing.

### **Course Description**

DSGN 100W (Writing Workshop: Design) is an upper division writing course that focuses on the types of writing relevant to designers and other visual arts professionals. In it you will develop proficiency in the writing you will find useful in your career. Expect a wide range of writing types and activities including analyzing your own writing, evaluating peer writing, learning how to draft, edit, and organize a text, mastering different writing styles and author's voices that can engage a variety of audiences and using writing to enhance designed layouts for print and digital publication.

### **Course Goals**

From the SJSU General Education Guidelines. Students shall write complete essays that demonstrate college-level (professional) proficiency. Students shall be able to:

- Refine the competencies established in Written Communication IA and IB.
- Express (explain, analyze, develop, and criticize) ideas effectively including ideas encountered in multiple readings and expressed in different forms of discourse.
- Organize and develop essays and documents for professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

## **Course Learning Outcomes (CLO)**

Every course is designed to fulfill specific learning outcomes. When you complete DSGN 100W successfully you should have mastered the following learning outcomes:

CLO1 Write with an understanding of the connection of writing to your creative process, critical thinking and design thinking.

CLO2 Write correctly, clearly and concisely.

CLO3 Develop a concept or thesis and advocate for it with a well-structured, well-reasoned argument.

CLO4 Organize and develop different types of design writing such as descriptions, critiques, reviews, persuasive arguments and professional documents.

CLO5 Proofread, comment and critique the writing of others.

CLO6 Understand and be comfortable with the dynamics of collaborative writing as a part of design thinking.

CLO7 Find and develop your own unique voice.

## **Required Readings and Textbooks**

Good design writers are also avid readers. The more you read great writing, the more your own writing will improve. To that end we will read many different examples of writing from designers to learn how you can write more effectively for the purpose you have in mind. All required readings are found on our Canvas course uploaded as pdfs or links to online sources.

## **Required Materials**

You will need a notebook for taking notes and doing in-class writing, a computer for writing papers and designing posters and slide presentations, access to a large-format printer to print out posters for class pin-ups, workshops and presentations as called for in the assignment briefs. All final assignments including written papers, slide presentations and designed posters will be submitted digitally to Canvas in PDF format.

## **Course Format and Requirements**

Course instruction includes in-class writing, reading discussions, peer review, group work and presentations during class meeting times. Success will be based on your preparation for each class meeting, active participation in our discussions and activities, and the drafts and final assignments that you submit. Expect to spend 3+ hours per week outside of class writing, editing, reading, creating presentations and designing posters. Make space in your schedule now because good writing and thorough editing takes time!

All course materials and communication such as the syllabus, assignment briefs, readings, slide presentations, grading and weekly announcements are accessible on Canvas. All drafts and final versions of assignments should be submitted on Canvas by the due dates listed. Some printing will be required for in-class pin-ups, workshops and presentations. Written assignments and designed posters must fulfill all requirements as stated in the assignment briefs.

At the end of every week, you will receive an announcement for the upcoming week that will include the next week's assignment due dates, readings and activities to prepare and a schedule of our class meeting plans. Please make sure that your Canvas alerts are turned on so you won't miss any important communications about our class.

## **In Person and Online Class Protocols**

As designers, we rarely work alone and we really rely on our partners and teams so we will work this semester on mastering active engagement with others in our in person and our online learning spaces. You are expected to be on time to every class meeting so you won't miss any of our work. When meeting on Zoom you will need to turn your camera on so that we can all feel each other's presence. If you want to use a digital backdrop for Zoom that is just fine – just remember that how you present yourself is also a designed experience so make your Zoom presence reflect you!

Engagement in class activities is a significant factor in your success in this class and in every class in the Design Department and in the profession of design. It also facilitates your intellectual growth, enhances your skills, helps you become a life-long learner and most importantly, it will help you become a successful designer. Please let me know as soon as possible how I can best support any accommodations you might need for our class.

## **Assignments**

Throughout the semester you will be graded on a series of Module-focused writing assignments, in-class writing, daily participation and two small group meetings outside of class. All these add up to a total of 100 points possible for the semester. Due dates and times for each assignment are listed on each assignment brief and scheduled on Canvas. If for some reason you cannot submit an assignment on time, please email me and we can discuss it.

Following is more information about each of our assignment types for the semester:

**Module Assignments and Drafts** (5 for 10 points each = 50 points - 2 per draft, 6 per final) – Each Module will include a multi-week assignment that relates to the larger themes of that Module. In these assignments, you are expected to revise and refine your work based on feedback from your instructor, your peers and on your own expectations for excellent work. Therefore, each draft you submit should show steady progress towards a finished and polished final version.

**Participation** (30 for 1 point each = 30 points total) – Points for participation are based on your consistent participation in the day's presentations, discussions and activities. If you don't prepare adequately for the day's activities or if you miss class or are significantly late to join our meetings, then your participation grade will suffer.

**In-class Writing** (5 for 2 points each = 10 points total) - Five times throughout the semester we will do in-class writing that is intended to be submitted either as hand-written on paper or typed and uploaded to Canvas. In-class writing will help you get comfortable writing quickly in response to a specific topic or prompt.

**Small Group Meetings** (2 for 5 points each = 10 points total) - Two small group meetings will be scheduled with me and up to two other students will give you the chance to give and get feedback on two of your projects throughout the semester.

**OPTIONAL Extra Credit** (5 points) - One extra credit assignment will be offered before the end of the semester to all students who might want or need to improve their course grade.

## Final Examination and Evaluation

We will not have a final examination meeting. Instead your final Visualizing My Mission design will be due at the end of the day on Friday, May 20.

## Grading

Grading is based on a scale of 100 with all assignments totaling up to 100 points possible. Grading will follow the standard SJSU A-F system based on the following points values:

Grade	Points	Percentage
A plus	96 to 100 points	96 to 100%
A	93 to 95 points	93 to 95%
A minus	90 to 92 points	90 to 92%
B plus	86 to 89 points	86 to 89 %
B	83 to 85 points	83 to 85%
B minus	80 to 82 points	80 to 82%
C plus	76 to 79 points	76 to 79%
C	73 to 75 points	73 to 75%
C minus	70 to 72 points	70 to 72%
D plus	66 to 69 points	66 to 69%
D	63 to 65 points	63 to 65%
D minus	60 to 62 points	60 to 62%

## University Policies

Per [University Policy SI 6-9](http://www.sjsu.edu/senate/docs/SI6-9.pdf) (<http://www.sjsu.edu/senate/docs/SI6-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

## Academic Integrity

The University Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. We have ZERO tolerance for academic dishonesty – it doesn't do any good for a student if they don't learn do their own work and it is not fair to others who DO do their own work. You can find the Student Conduct and Ethical Development policy at the following address – <http://www.sjsu.edu/studentconduct/> .

Plagiarism – At SJSU plagiarism is defined as the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;

1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.

For DSGN 100W, this means that you are expected to write all assignments in your own words and give proper credit to ideas that were borrowed from others in footnotes and bibliographies. You are fully accountable for understanding plagiarism policies. To learn more about what plagiarism is and how to avoid it go to <https://www.sjsu.edu/cs100w/policies/plagiarism>.

### Student Writing Resources

You cannot do your best writing all alone, so reach out to the SJSU Writing Center for help. Writing tutors are trained to assist students at all levels and all disciplines to become better writers and they can work with you on specific papers but also on your design portfolio, so take advantage of this valuable student benefit. In addition to online appointments, there are two on campus locations - the MLK Library 2<sup>nd</sup> floor and Clark Hall 126. You will be required to work with a writing tutor on two of your assignments this semester so you develop the practice of having others read your writing before submitting it. To learn more and to schedule an appointment go to <http://www.sjsu.edu/writingcenter/>.

## Weekly Course Schedule

The schedule is subject to change with fair notice (one week) announced in class and on Canvas. Some adaptation might be necessary to adjust to potential online meeting requirements.

Week	Date	Topics, Activities, Readings, Assignments
I	1/27	<p><b>Module I - Learning to Look</b>  <b>Thursday:</b>                      Topic: Introduction to Design Writing and syllabus review                      Breakout room discussion of writing from designer's websites                      Module I Assignment given: Object Lessons</p>

2	<p>2/1</p> <p>2/3</p>	<p><b>Module 1 - Learning to Look</b></p> <p><b>Tuesday:</b>  Topic: Close looking and close writing  Reading: “Orange, Peas and Rose” from Bruno Munari <i>Design as Art</i> (1966)  In-class writing: on Close Looking  Module 1 Assignment due: Object Lessons DRAFT 1 photos, keywords, sentence</p> <p><b>Thursday:</b>  Topic: Writing for print spaces  Reading: Selections from Paola Antonelli <i>Humble Masterpieces</i> (2004)  Presentation: Great examples of design writing about objects</p>
3	<p>2/8</p> <p>2/10</p>	<p><b>Module 1 - Learning to Look</b></p> <p><b>Tuesday:</b>  Topic: Group “pin up” and breakout room feedback on poster drafts  Module 1 Assignment due: Object Lessons DRAFT 2 layout draft, title, subtitle, text  (upload to Canvas and Miro board)</p> <p><b>Thursday:</b>  Topic: Object Lessons poster presentations  Module 1 Assignment due: Object Lessons FINAL  (upload to Canvas and Miro board by the end of the day 2/11)</p>
4	<p>2/15</p> <p>2/17</p>	<p><b>Module 2 - Iterations, Iterations, Iterations</b></p> <p><b>Tuesday:</b>  Topic: The iterative process in design and design writing  In-class writing: on Captions  Assignment given: Module 2 One Image/Three Captions</p> <p><b>Thursday:</b>  Topic: Iterations reading discussion  Reading: Bruno Munari, “Character Building”, “And That’s Not All” (1966)  Module 2 Assignment due: One Image/Three Captions DRAFT 1 image and text</p>
5	<p>2/22</p> <p>2/24</p>	<p><b>Module 2 - Iterations, Iterations, Iterations</b></p> <p><b>Tuesday:</b>  Topic: Making the most out of captions and titles discussion  Presentation: Image captions from advertising</p> <p><b>Thursday:</b>  Topic: One Image/Three Captions poster pin-up and review  Module 2 Assignment due: One Image/Three Captions DRAFT 2 poster design</p>

6	<p>3/1</p> <p>3/3</p>	<p><b>Module 2 - Iterations, Iterations, Iterations</b></p> <p><b>Tuesday:</b> Topic: Keywords, phrases and titles workshop Presentation: Keywords, phrases and titles in Mara’s past book projects</p> <p><b>Thursday:</b> Topic: One Image/Three Captions poster presentations Module 2 Assignment due: One Image/Three Captions FINAL poster design (upload to Canvas and Google Drive by the end of the day 3/4)</p>
7	<p>3/8</p> <p>3/10</p>	<p><b>Module 3: Telling Compelling Design Stories</b></p> <p><b>Tuesday:</b> Topic: What makes a compelling story: Pixar’s Rules for Storytelling In-class writing: on Storytelling Module 3 Assignment given: Past/Present Storyboards</p> <p><b>Thursday:</b> Topic: Listening to Compelling Stories Podcast: Malcolm Gladwell, <i>Revisionist History</i> “Footsoldier of Birmingham” (2017) Module 3 Assignment due: Past/Present Storyboards DRAFT 1 topic intro and steps</p>
8	<p>3/15</p> <p>3/17</p>	<p><b>Module 3: Telling Compelling Design Stories</b></p> <p><b>Tuesday:</b> Topic: Histories of Heath Ceramics Reading: Selections from <i>Heath Ceramics: The Complexity of Simplicity</i> (2008) Website review: Heath Ceramics website Exhibition: <i>Edith Heath: A Life in Clay</i> at the Oakland Museum of California</p> <p><b>Thursday:</b> Topic: Past/Present Storyboards poster pin-up and review Module 3 Assignment due: Past/Present Storyboards DRAFT 2 storyboard design</p>
9	<p>3/22</p> <p>3/24</p>	<p><b>Module 3: Telling Compelling Design Stories</b></p> <p><b>Tuesday:</b> Topic: Small group meetings on Zoom for detailed feedback</p> <p><b>Thursday:</b> Topic: Small group meetings on Zoom for detailed feedback Module 3 Assignment due: Past/Present Storyboards FINAL storyboards (upload to Canvas and Google Drive by the end of the day 3/25)</p>
	<p>3/28 - 4/1</p>	<p><b>Spring Break.</b> <b>No class meeting this week.</b></p>

10	<p>4/5</p> <p>4/7</p>	<p><b>Module 4: Developing a Critical Voice</b>  <b>Tuesday:</b>  Topic: Introduction to Analysis and Critique  In-class writing: on Analysis and Critique  Assignment given: Module 4 Analysis and Critique paper and group presentation</p> <p><b>Thursday:</b>  Topic: Design and Culture Critics reading discussion  Reading: Roland Barthes, selections from <i>Mythologies</i> (1957),  Other critics TBD  Assignment due: Module 4 Analysis and Critique DRAFT analysis paper</p>
11	<p>4/12</p> <p>4/14</p>	<p><b>Module 4: Developing a Critical Voice</b>  <b>Tuesday:</b>  Topic: What Makes a Critical Voice Critical discussion  Reading: TBD and your own examples of good critical design writing</p> <p><b>Thursday:</b>  Topic: Analysis and Critique group work  Assignment due: Module 4 Analysis and Critique DRAFT 2 critique paper</p>
12	<p>4/19</p> <p>4/21</p>	<p><b>Module 4: Developing a Critical Voice</b>  <b>Tuesday:</b>  Topic: Analysis and Critique group presentations (10 people)</p> <p><b>Thursday:</b>  Topic: Analysis and Critique group presentations (10 people)  Assignment due: Module 4 Analysis and Critique FINAL paper</p>
13	<p>4/26</p> <p>4/28</p>	<p><b>Module 5: Missions and Manifestos</b>  <b>Tuesday:</b>  Topic: The Language of Missions  In-class writing: on Missions and Manifestos  Assignment given: Module 5 Visualizing My Mission</p> <p><b>Thursday:</b>  Topic: The language of missions and manifestos discussion - Part I  Reading: Cesar Chavez, "The Delano Proclamation" (1966)  The Black Panther Ten-Point Proclamation (1967)  Kathleen Hanna "The Riot Grrrl Manifesto" (1991)  "TimesUp/Dear Sisters" (2017)</p>

14	<p>5/3</p> <p>5/5</p>	<p><b>Module 5: Missions and Manifestos</b></p> <p><b>Tuesday:</b>  Topic: Portfolio introduction group work  Assignment due: Module 5 Visualizing My Mission DRAFT 1 portfolio intro</p> <p><b>Thursday:</b>  Topic: The language of missions and manifestos discussion - Part 2  Reading: Dieter Rams, “Ten Principles of Good Design” (1970s)  Bruce Mau, Selections from Massive Change (2004)  And your own examples of great design mission statements  Assignment due: Module 5 Visualizing My Mission DRAFT 2 project descriptions</p>
15	<p>5/10</p> <p>5/12</p>	<p><b>Module 5: Missions and Manifestos</b></p> <p><b>Tuesday:</b>  Visualizing My Mission in-progress presentations (10 people)</p> <p><b>Thursday:</b>  Visualizing My Mission in-progress presentations (10 people)</p>
FINAL	5/20	<p><b>Final Visualizing My Mission submitted (Canvas and Google Drive)</b></p> <p>No meeting during the final exam time, just complete the final version of your Mission assignment and upload it to Canvas and Google Drive by the end of the day on Friday, May 20.</p>