

## INFORMATION DESIGN

COMD3601 - Fall 2023

<b>Course Description</b> Maximum Credits: 3 3 Class Hours	Theory and practice of designing with information. Topics include graphs, charts, pie-charts and diagrams. Through advanced assignments related to information graphics, exhibition design and wayfinding systems, students will synthesize and design complex data sets. Preparation of final work using current design software applications.
<b>Prerequisites</b>	COMD2400 level courses
<b>Instructor</b>	<b>M. Genevieve Hitchings</b> Email: <a href="mailto:mhitchings@citytech.cuny.edu">mhitchings@citytech.cuny.edu</a> Office Hours: Monday 1:30-2:30PM in person (Room P114) and Tuesday 4-5PM online (email for meeting room link)
<b>Class Meeting Time</b>	Monday: 2:30pm – 5:50pm (Room P114)
<b>Teaching/Learning Method</b>	<ul style="list-style-type: none"> <li>• Demonstrations</li> <li>• Lectures</li> <li>• Critiques</li> <li>• Presentations</li> <li>• Everyone must sign-up for OpenLab: <a href="https://openlab.citytech.cuny.edu">https://openlab.citytech.cuny.edu</a></li> </ul>
<b>Class Website</b>	You can access the class website via City Tech's OpenLab: <a href="https://openlab.citytech.cuny.edu/hitchingscomd3601informationdesignfall2022/">https://openlab.citytech.cuny.edu/hitchingscomd3601informationdesignfall2022/</a>
<b>Required Text</b>	Meirelles, Isabel. <i>Design for Information : An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations</i> , Quarto Publishing Group USA, 2013. <i>ProQuest Ebook Central</i> , <a href="https://ebookcentral.proquest.com/lib/citytech-ebooks/detail.action?docID=3399922">https://ebookcentral.proquest.com/lib/citytech-ebooks/detail.action?docID=3399922</a> .
<b>Recommended Texts</b>	<i>Functional Art, The: An introduction to information graphics and visualization (Voices That Matter)</i> by Alberto Cairo   Aug 22, 2012
<b>Attendance (College) and Lateness (Department) Policies</b>	Attendance is taken and is important to success in this class. Both absences and arrival more than 15 minutes after the start of class will be marked. If excessive, the instructor will alert the student that he or she may be in danger of not meeting the course objectives and participation expectations, which could lead to a lower grade.
<b>Academic Integrity Standards</b>	Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York

City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

The COMD BFA and AAS are design studio programs. In-class activities and engagement with other students is a significant portion of the course. Absences in excess of 10% of the total class hours will result in a 10% drop from your grade due to an inability to meet deliverables of participation. This is in addition to other penalties that will be imposed for failure to complete academic requirements. No more than 4 class absences will be tolerated. It is expected that you will be ready to work at the start of each period. Any two 'lates' (15 minutes or more) will be equal to 1 absence.

**Statement** I reserve the right to change the syllabus or grading formula as need be, given the composition and progress of the class. I will notify you about these changes in writing on the website and orally in class as soon as I make them, giving you time to adjust your approach if need be. I reserve the right to take pictures and video of our work in class, although I will not publish images or footage of you publicly. I also reserve the right to keep samples of your work to feature on my professional website, as part of my teaching portfolio, and to illustrate points for future classes.

- Class Policies**
1. If you miss a class or will be missing a class, you must send me an email. Use your City Tech email for all school business.
  2. Keep and backup all the exercises and projects that you have created throughout the semester.
  3. You are expected to keep up with the class blog.
  4. You will be penalized for late work; typically one point for each day you are late.
  5. Missed assignments will earn a zero. No partial credit will be given.
  6. No social media or texting during class. I reserve the right to reject you from class and give you an absence for the day.
  7. Respect your classmates as you would be respected.
  8. No food or drink allowed in the labs.
  9. When you email me, please write the subject line as follows:  
COMD 3505 [Your Name]
  10. You have the option to revisit earlier projects and revise them based on original comments. If you feel you can improve your grade, this is your opportunity.
  11. If you will not be able to present or hand in a project on the scheduled day, it is your responsibility to notify me PRIOR to the due date and request alternate arrangements.
  12. Points will be deducted from your project grade for missed critiques.
  13. Late or missing work due to technological malfunctions such as a failed computer or flash drive will not be excused.

- Required Supplies**
- Sketchbook
  - Tracing Paper
  - Pencils
  - Markers
  - Flash/USB (min 2Gig) Drive
  - External Drive/Cloud access

**Deliverables** **Project 1: Information Graphic**  
Visually tell a story through researched and fact based information using graphic based

charts and graphs. The design in the form of a poster must present a ‘problem’ and then explain or explore the ‘problem’ through quantitative or qualitative information that has been researched and is displayed in a way that clarifies and compares.

**Objective:** to explore various methodologies for displaying information and to develop strategies for designing effectively and communicating to audiences. To imagine new forms of organizing information and to discover how information can be clarified to create more coherent communication.

### Project 2: Visual Diagram

(Diagram, Tutorial, How To, Informational)

is a simplified drawing that shows the appearance, structure, or workings of something complex; a schematic representation.

**Objective:** Select an object or an item that could use explanation. Using design, create a visual diagram or dissection (cutaway) that details:

1. What the object is made up of
2. How it behaves/functions
3. And any additional information that might be relevant to a deeper understanding of it.

### Project 3: Historical Flow Chart

For the final project you will be focusing on information sequencing; explaining a concept through a series of stages: A. B. C., 1. 2. 3., etc. These stages do not have to be presented sequentially but they need to be read and understood within the context of each other. Subject matter could be the same as in *Project 2* and could be designed to accompany that project.

**Objective:** Presenting factual information sequentially (not necessarily linearly) Topic must be:

1. Historical or
2. Time based

### Grading

**40%** -- Project 1 Info Graphic + related assignments and homework  
**20%** -- Project 2 Visual Diagram + related assignments and homework  
**20%** -- Project 3 Historical Flow Chart + related assignments and homework  
**10%** -- Student Designer Presentation  
**10%** -- Participation/Homework

### Course Objectives

INSTRUCTIONAL OBJECTIVES	ASSESSMENT
Create both “live” and static data graphics (bar, pie, & time series charts) using appropriate software graphing tools.	Students will demonstrate competency by creating various data graphic formats within a layout.
Transform statistical information into an understandable visual format using unconventional methods and imagery.	Students will demonstrate competency by synthesizing information and creating data graphics without the use of graphing software tools.
Visually explain a complex process or object clearly and easily.	Students will demonstrate competency by illustrating a process, procedure, or complex object.
Define and explain historical development of data graphics.	Students will display competency through discussions and research.
Create both “live” and static data graphics (bar, pie, & time series charts) using appropriate software graphing tools.	Students will demonstrate competency by creating various data graphic formats within a layout.

**General Education Outcomes**

GENERAL EDUCATION OUTCOME	HOW THE OUTCOME IS COVERED
<b>Thinking Critically</b> The student will demonstrate the ability to evaluate evidence and apply reasoning to make valid inferences.	Evaluate through class critique to determine how well students were able to advance their project concepts by applying evidence and using logic to make decisions.
<b>Oral Communication</b> Speaking: The student will demonstrate the ability to articulate himself using relevant industry-specific language	Evaluate through class discussion and /or written tests if students use appropriate nomenclature to defend creative, critical and technical decisions in project concepts and development.
<b>Social Interaction</b> The student will demonstrate an understanding of professional ethics.	Evaluate through class discussion and written tests if students have developed a sensitivity and awareness of professional ethics.

**Topical Outline –**  
(Outline will be adjusted as semester progresses. Students will be notified.)

Week	Date	Lecture Topic and Lab Work
1	8/28	<b>Introduction</b> Overview of information design · Information Graphics · Science Visualization – explaining complex concepts visually · Storytelling and Data Journalism
	9/4	<b>No Class</b>
2	9/11	<b>Graphs and Charts</b> Displaying visually measured quantities Information vs data
3	9/18	<b>Introduction Project 1: Information Graphic</b> Telling a story visually based on facts. Research Project. Student Weekly Designer Presentations Begin ( <i>sign up for your week</i> )
	9/25	<b>No Class</b>
4	10/02	Project 1
5	10/09	<b>No Class - 10/10 (Tuesday follows a Monday Schedule)</b> Project 1
6	10/16	Project 1
7	10/23	<b>Introduction Project 2: Visual Diagram (Diagram, Cutaway, Tutorial, How To, Informational)</b> Research Project.
8	10/30	Project 2
9	11/6	Project 2
10	11/13	Project 2
11	11/20	<b>Introduction Project 3: Historical Flow Chart (Timeline or Mapping Project)</b> Research Project.
12	11/27	Project 3
13	12/4	Project 3
14	12/11	Project 3

15	12/18	Project 3
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*\*Note: Outline will be adjusted as semester progresses. Students will be notified.*