ENGL 3190—Document Design

Instructor: Dr. Shelley Thomas (email: sthomas@weber.edu)
Office: SS 336
Office Hours: Monday 11:00-12:00
              Tuesday 4:00-5:00 (Davis Campus)
              Wednesday 11:00-12:00
              Thursday 1:30-2:30
              Phone: 626-6814

Required Textbooks and Materials (bring each class period)

• A USB storage device.
• Course Website: http://faculty.weber.edu/sthomas

Course Objectives

This class will teach you a rhetorical approach to document design. Using the rhetorical principles of audience, purpose, and context, we will discuss sample documents, analyze the layout of documents (both professional documents and ones you will create in class), and talk about what makes an effective layout and design. This class will be mostly activity-based, with some lecture and discussion. We will discuss theories and principles, and then let you work them out in your own projects. We will spend considerable time working on computers to give you time to work on your smaller and larger projects.

Every week, you should bring in a short document to class that we can discuss in terms of its design. Be creative; bring in letters, memos, flyers from work, announcements, newsletters, brochures you pick up at the vet’s office, anything that represents visual rhetoric. Start a folder at home and stick in any interesting document you run across, then bring that folder to class; we will analyze these examples in class.

Assignments and Grades

Your grade will be based on the quality of your work on the following course projects as well as on your daily work, class participation, and attendance. All course projects must be completed in order for you to pass the course.

Grade Range
A: 90%-100%   D: 60% - 69.99%
B: 80%-89.99%   E: Below 60%
C: 70%-79.99%
Grades

Scale for grades (%):

\[
\begin{align*}
A+ & = 98 \\
A & = 95 \\
A- & = 90 \\
B+ & = 88 \\
B & = 85 \\
B- & = 80 \\
C+ & = 78 \\
C & = 75 \\
C- & = 70 \\
D+ & = 68 \\
D & = 65 \\
D- & = 60 \\
E & = 58 \text{ (and below)}
\end{align*}
\]

Assignments will be graded based on how well the work would be received at a professional job.

- **A work** has a sophisticated sense of audience, purpose, and context and incorporates a keen awareness of design concepts; contains few or no errors; and makes use of the design software in a way that goes beyond predictable formats.

- **B work** is clearly above average; has a clear sense of audience, purpose, and context and uses design concepts; contains some errors; and demonstrates some willingness to experiment with design software.

- **C work** has a sense of audience, purpose, and context; has an acceptable level of errors; and uses the appropriate formats and templates from the design software.

Work that has no sense of audience, too many errors, or uses inappropriate templates is unacceptable and the grade will reflect that. You are encouraged to meet with me before assignments are due to discuss any concerns you may have about an assignment.

Grade Composition

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly activities</td>
<td>10%</td>
</tr>
<tr>
<td>Brochure</td>
<td>15%</td>
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<tr>
<td>Final Project</td>
<td>55%</td>
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<tr>
<td>Midterm Exam</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
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**Weekly Activities and Participation**

Each week we will apply the theories we learn from the texts. These exercises will help you prepare for your upcoming assignments. In order to benefit from this time, you must be present. I will collect some of these assignments, but rest assured, I will keep track of your participation. You may expect quizzes over the reading assignments.

**Brochure**

*Brochure (10%):* Due week 6. You will design or re-design a tri-fold brochure for a real or fictional client. You may choose to re-design one of the document’s you have brought in. The document must be for a real rhetorical situation so you can analyze the audience, purpose, and context and choose the best design.

*Process Report and Analysis of Brochure (5%):* Due week 6 You will give a description of how the brochure evolved and an analysis of the design decisions and how they suit the audience, purpose, and context.
Final Project
A series of related assignments in which you will design a set of documents (flyers, posters and brochures, or brochure and instructional manual, or newsletter and flyer) for a real client, with whom you will need to communicate at least twice. You will create the design aspects of the project in groups and pair up with people around week 6. These interrelated assignments include the following:

Proposal (10%-collaborative): Due week 9. A formal request to work on the final document design project. Includes a work plan, task breakdown, time schedule, and estimated budget.

Status Report (5%-individual): Due week 11. An individual progress report summarizing the work you have completed, your current status, and your plans to complete the project on time.

IRB Completion (5%) Due week 12. Follow the link on the website and complete the IRB training. Bring the printed completion form to class for credit. This is a pass/fail assignment.

Draft of the Final Project (5%-collaborative): Due week 14.

Final Project (15%-collaborative): Due week 16.

Rhetorical and Process Analysis of Final Project (15%-individual): Due week 16.

Group Projects
The major project for this course is a collaborative project that requires students to work as teams to produce a project proposal and a document set based on the proposed project.

On occasion, problems will arise with team projects. Each team is encouraged to attempt to handle within the team any interpersonal problems and problems with performance; however, if the team cannot satisfactorily resolve the issues in a timely manner, it is the responsibility of each team member to inform me. If any issue escalates to or appears initially to be of a serious nature, students should inform me at once.

Students are expected to report any significant issues (both resolved and unresolved) in periodic progress reports. In an effort to facilitate communication within groups, I will copy each group member on email responses. Please send questions about group project to me and CC your partner; I will “Reply to All.”

Each team member will receive the same grade for each collaborative assignment.

NOTE: My evaluation of your report projects will not be lowered because your team encounters difficulties.

Free Venting Voucher

This voucher is good for one free venting about your project, client, or partner.

By appointment only.
Attendance Policy
Attendance is essential in this class. Your presence and participation are crucial. Please note that you are responsible for material covered in class regardless of your presence or absence. Missing class will hurt your grade.

Late Projects
As in the workplace, most deadlines are based on other demands, requirements, and deadlines and, as such, are frequently inflexible. Our circumstances are not as extreme, but there are penalties for late projects:

- In class work cannot be made up, nor can in class quizzes.
- For each day you submit a major project late, your final grade on that project will be reduced by one letter for each day it is submitted late.
- Submit an email notice of your choice to turn in an assignment late (sthomas@weber.edu) and indicate when you will bring in a hard copy to my office. Your assignment will be considered late until you turn it in to me.

Carefully weigh the consequences of submitting your projects late. Again, as in the workplace, it is best to discuss problems in meeting schedules before the deadlines. I will not accept late papers after one week.

Incompletes
Incompletes are given only in rare and extreme circumstances. University policy states “An ‘Incomplete’ may be given by an instructor only when the student, having satisfactorily completed approximately 80% of the required work, is unable to complete the class work for a legitimate reason (such as illness or accident) and, in the opinion of the instructor, could complete the required work without re-registering for the class” (http://documents.weber.edu/ppm/4-19.htm).

Plagiarism and Unethical Behavior
Plagiarism and unethical behavior is not tolerated.

Plagiarism is a form of academic dishonesty in which a person represents someone else's ideas or written works as if they were his or her own. Whenever you use someone else’s writings, arguments, data, graphics, or designs (either directly quoted or paraphrased) in an assignment submitted for a class, you must clearly cite the appropriate references in a format previously approved by your instructor. You must fully indicate the extent to which any parts of the assignment are not your own work. For instance, it would be plagiarism to credit someone else with the content of only one passage in a paper if in fact other passages from that person were included without giving credit. It is also plagiarism to collaborate on a paper or accept collaboration from another person without specific authorization to do so by your instructor.

Any case may result in the student receiving a failing grade for the course, or a zero on a particular assignment, and further University disciplinary action according to the Student Code, Section IV:D & X:A & B.

Americans with Disabilities Act
Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide materials (including this syllabus) in alternative formats if necessary.
Electronic Devices
During your scheduled class (electronic or otherwise) and during scheduled conferences, ipods, cell phones, and any other electronic device that will distract you from class will be turned off (or to silent notification).

Texting, IMing, emailing during class is rude and disrupts class sessions. Don’t.

Electronic Classroom
I recommend investing in a “click drive” or “thumb drive”; these are USB storage devices that you may purchase at the bookstore. Bring your working USB drive to each class session. Keep one with you to save or access your work. Disk problems, printing problems, computer-related crashes, etc. ARE NOT excuses for late work. Remember to safeguard your work: BACKUP, BACKUP, BACKUP! (This means save your work in several places and keep hard copies.)

Be prepared to work in the EC. If you are unaccustomed to working in group situations, bring in drafts to revise or handwritten copies to type. Lack of preparation for working in the EC will result in an absence (see above). Remember, the computers in the EC are for working. Any inappropriate computer activity will be dealt with according to University policy.