<table>
<thead>
<tr>
<th>Course</th>
<th><strong>English 392A – Fall 2009</strong></th>
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<tbody>
<tr>
<td>Course title</td>
<td><strong>Information Design</strong></td>
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<tr>
<td>Meetings</td>
<td>Monday, 5:00-7:50, Flex Lab (Dana Porter 329); change to ECH 1205 TBA</td>
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<tr>
<td>Instructor</td>
<td>Neil Randall</td>
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<tr>
<td>Office and Hours</td>
<td>HH 224, x33397, Mondays 2:00-4:00 and TBA times at CML</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:nrandall@uwaterloo.ca">nrandall@uwaterloo.ca</a> (contact by email highly recommended) or via UWACE</td>
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<tr>
<td>Rationale</td>
<td>English 392A, <em>Information Design</em>, seeks to convey a variety of theories and practices incorporated in the numerous sub-disciplines that fall under this heading. While the number of approaches to such a course is practically innumerable, here we focus on three separate projects/assignments in order for you to demonstrate your understanding of the principles under discussion and their applications. All students in the course will do two assignments: a design journal (three entries) and the design of a simulation boardgame (albeit without an actual physical board or pieces). The first of these projects examines established design principles directly, applying them to existing artifacts. The second draws you into two well-established fields, simulation design and game design, a real-world application of the design, collage, and presentation of information. The final two projects are related to information design in significantly differing ways. Most of you will engage with Professor DiMarco of Computer Science on a project that produces, analyzes, and works with the creation of small pieces of tailored text in the medical communication field. One group, in place of this project, will work with Dr. Collins of the Canadian Centre for Arts and Technology on a project that studies and tests the design of sounds. Together, your assignments introduce you to several threads in the Information Design field(s), with a focus on real-world application.</td>
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<td>Learning Outcomes</td>
<td>At the conclusion of this course, you will:</td>
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<td>• understand and have used a variety of accepted principles of design</td>
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<td>• know the principles of simulation game design</td>
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<td>• have practiced the art of game design and rules creation and presentation</td>
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<td>• have tested a product created for a specific audience</td>
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<td>• understand how to test the design of sound for a specific purpose</td>
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<td>• know how to theorize, create, and analyze small tailorable texts</td>
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<td>• have contributed to the interface of a software tool</td>
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<td>Assignments</td>
<td>A (40%)—Game Design (<em>Pairs</em>). Design of a simulation boardgame, according to the principles in GDR book. The game must be researched for its simulation elements and its game elements, prepared as a boardgame using the Vassal engine (vassalengine.org), and playtested several times prior to presentation and final electronic submission.</td>
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<td>B1 (35%)—Coach Notes Project (<em>Pairs and teams</em>). Most students in the class will work on a multi-part assignment, with Professor Chrisanne DiMarco’s research team, on the composition and analysis of short instances of medical communication. The project also includes assisting with the early stages of the design of a software tool designed to help code the writing. Due various times via Wiki posting.</td>
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<td>B2 (35%)—Sound Design Research Project (<em>Team of 5-6</em>): One team in the class will work with Professor Karen Collins on a multi-part research project on the design of audio information for branding. Due various times via Wiki posting.</td>
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<td>C (25%)—Design Journal (<em>Individual</em>). Four-entry journal assessing designs from a variety of professional fields, based on principles in the Lidwell book. 750 words per entry, due Sept 30, Oct 14, Oct 28, Nov 11, Nov 25. Email attachment or on website – no physical submissions allowed.</td>
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<td><strong>Schedule</strong></td>
<td><strong>Sept 14</strong></td>
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<td>1. Introductions, syllabus, assignment overview.</td>
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<td>2. Visitor: Professor Karen Collins, CRC CCAT – intro to optional Assignment D</td>
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<td>3. Visitor: Professor Chrysan DiMarco, Department of Computer Science – intro to Assignment B.</td>
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<td><strong>Sept 21</strong></td>
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<td>1. Visitors: Representatives from area companies: RIM, ANSYS, Sybase/iAnywhere, Open Text</td>
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<td>2. Discussion: GDR 1-86</td>
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<td>3. Intro to Assignment A. Groups assigned.</td>
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<td><strong>Sept 28</strong></td>
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<td>1. Discussion: GDR Huizinga, Callois, Suits, Costikyan.</td>
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<td>2. Intro to Assignment C.</td>
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<td>3. Lidwell 10, 12, 14, 18, 20, 22, 26, 28, 30</td>
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<td><strong>Oct 5</strong></td>
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<td>1. Class devoted to discussion and workshop re Assignment B.</td>
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<td>(a) Rhetorical</td>
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<td>(b) Teleconference</td>
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<td>(c) Distribute and discuss patient scenarios</td>
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<td>2. <strong>Assignment C, part 1 due</strong></td>
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<td><strong>Oct 12</strong></td>
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<td>No class – Thanksgiving</td>
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<td><strong>Oct 19</strong></td>
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<td>1. Lecture: Principles of Simulation Design</td>
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<td>2. Discussion: GDR 296, 382, 410, 476</td>
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<td>3. Lidwell 34, 38, 44, 46, 50, 52, 58, 64, 68, 70, 80, 82, 86, 88</td>
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<td><strong>Oct 26</strong></td>
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<td>1. Class devoted to Assignment B.</td>
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<td>(a) Present pre-MasterDocument architecture</td>
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<td>(b) Discuss rhetorical dissection of coach notes</td>
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<td>(c) Groupwork: rhetorical analysis of coach notes</td>
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<td>2. <strong>Assignment C, part 2 due</strong></td>
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<td><strong>Nov 2</strong></td>
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<td>1. Discussion: GDR 518, 642, 670, 690, 714</td>
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<td>2. Mandatory work session on games – physical prototypes present and in testing stage</td>
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<td>3. Discussion: Lidwell 90, 92, 106, 112, 122, 128, 134, 146, 152, 166, 168, 192, 208</td>
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<td><strong>Nov 9</strong></td>
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<td>1. Assignment B: Authoring Tool tutorial; groupwork in annotation</td>
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<td>2. Mandatory work session on games</td>
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<td><strong>Nov 16</strong></td>
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<td>1. Assignment B: Groupwork on CoachNote MasterDocument</td>
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<td>2. Work on Authoring tool</td>
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<td>3. Discussion: Game presentation</td>
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<td>4. <strong>Assignment C, part 3 due</strong></td>
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<td><strong>Nov 23</strong></td>
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<td>1. Presentation of finished game prototypes (15 mins each max)</td>
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<td><strong>Nov 30</strong></td>
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<td>1. Inkpot Demo using student-created coach notes</td>
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<td>2. Assignment D presentations</td>
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<td>3. Game review presentations</td>
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Statement on Academic Integrity

**Academic Integrity:** in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.  

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,  
http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm  

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4,  
http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm  

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals,  
http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm  

**Avoiding Academic Offences:** http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html