



Course title and number VIST 201: Writing for Design
 Term Spring 2016
 Meeting times and location Section 900: 9:25-10:55T
 Section 902: 9:25-10:55R
 Room ARCC 307

Course Description and Prerequisites

Writing as a design tool; emphasis on expanding the focus of the design studio beyond drawing and modeling; formal written analysis of works of art and architecture; writing and the design process, from concept development to final presentations.

Introduction

Designers often fail to appreciate writing as a tool for design, and as such, tend to view the activity as a time-consuming barrier to their creative endeavors. Like design, writing is an art that demands clear conception, reflective analysis and thoughtful conclusions.

Frequently, I am confronted with the notion “I’m a visual learner” referring to the desire to be shown how something is to be done rather than being directed to a written reference. Unfortunately, watching someone perform a task loses much in the process because visual images, as important as they are, lack the preciseness and specificity that language frequently provides. Writing is much more than a tool to augment visual communication; it is an essential element to the development of what we create. We need words to develop our ideas; to sharpen our vision and to communicate the intricacies of our visual messages.

The purpose of this course is to assist you in becoming better visual thinkers by exploring the important relationship between words and images.

Learning Outcomes or Course Objectives

1. Demonstrate the role of writing in a variety of communication scenarios useful in visualization.
2. Discover, analyze and utilize historical and contemporary precedents.
3. Recognize the interconnection between visualization, drawing, writing and professional development.
4. Develop the ability to effectively write about your creative process and design solutions.
5. Practice team strategies in the development of group projects.
6. Employ writing skills in the analysis of creative works.
7. Develop professional work habits, including those necessary for effective collaboration and cooperation with other students.
8. Demonstrate the use of grids, color, use of text and images in the creation of a portfolio.
9. Utilize social media to improve written and visual communication skills.
10. Generate an artist statement consistent with your body of work.

Core Curriculum Learning Objectives

	1	2	3	4	5	6	8	9	10
Critical Thinking	✓	✓		✓		✓	✓	✓	✓
Communication	✓	✓	✓	✓		✓	✓	✓	
Teamwork					✓			✓	
Empirical and Quantitative Skills									
Personal Responsibility				✓		✓			✓
Social Responsibility		✓							

Weave Learning Objectives

	1	2	3	4	5	6	8	9	10
To Stimulate Visual Thinking	✓	✓		✓		✓	✓	✓	✓
To Nurture Design Skills	✓	✓	✓	✓			✓	✓	✓
To Enhance a Multidisciplinary Focus		✓	✓						
To Encourage Collaborative Behavior					✓			✓	
To Strengthen Ethical Behavior				✓					
To Improve Personal Responsibility				✓		✓			✓

Instructor Information

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 Office hours MW: 10:00-12:00
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Textbook and/or Resource Material

No text is required for this course. Reading materials will be available on-line or as handouts.

Grading Policies

A grading rubric is part of each assignment which identifies the writing/visual communication elements to be graded and the weights/points available for each. Rubrics vary for each project because different forms/styles of writing are emphasized. In general, however, project grades will be based upon the following:

- Completion:** completing the assignment and personal goals
- Creativity:** innovation and creative insight expressed within the project's context
- Quality:** style and writing techniques which enhance the communication of the assignment

Project 1,3,4	15%
Project 2	35%
Project 5,6,7,8,12	25%
Project 9,10,11,13	20%
Performance Evaluation	<u>5%</u>
	100%

All grades will be based on 100 points and assigned grades based on the following metric:

A	90 – 100
B	80 – 90
C	70 – 80
D	60 – 70
F	59 and below

Assignments are due at the beginning of class on the day indicated. Five points will be deducted for late assignments for each day or portion of a day an assignment is late.

The performance evaluation grade includes participation in class discussions and lectures, project reviews, attitude and overall development or improvement. This is not a bonus grade - it is a grade each student *earns (or not)*.

Attendance Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully.

Unexcused absences: The second unexcused absence and each subsequent absence will result in a **2-point deduction from the final course grade**. Excused absences: Both unexcused and excused absences have an impact on your ability to learn. Students with excused absences should contact the instructor concerning completion of the writing project. Documentation is required for any unexcused absence. Time extensions for unexcused absences will generally be provided only for the time/days missed.

University rules related to excused and unexcused absences are located on-line at <http://student-rules.tamu.edu>.

Course Topics, Calendar of Activities, Major Assignment Dates

Week	Topic	Lecture/Discussion	Course Objectives
1	Course Introduction	The Grid Layout	1,2,3,4,6
2	Project 1: Resume Issued	The Resume	1,3,4,6
3	Project 2: Portfolio Layout Issued Project 1: Preliminary Resume Due	The Portfolio	2,3,4,6
4	Project 3: Artist's statement Issued Project 2: Preliminary Portfolio Layout Due	The Artist's Statement	1,3,4,6,10
5	Project 4: Concept Statement Issued Project 3: Preliminary Artist's Statement Due Project 1: Final Resume Due	The Concept Statement	1,3,4,6
6	Project 5: The Cover Letter Issued Project 4: Preliminary Concept Statement's Due Project 2: Final Portfolio Layout Due	The Cover Letter	1,3,4,6
7	Project 6: Mind Mapping Issued Project 5: Preliminary Cover Letter Due Project 3: Final Artist's Statement Due	Mind Mapping	1,3,4,6
8	Project 7: The Narrative Issued Project 6: Preliminary Mind Mapping Due Project 1,2,3,4: Final Resume, Artists's Statement, Portfolio, Design Statements Due	The Narrative	1,3,4,6
9	Project 8: Poster Project Issued Project 7: Preliminary Narrative Due Project 5: Final Cover Letter Due	The Poster	2,3,4
10	Project 9: Character Sketch Issued Project 8: Preliminary Poster Project Reviewed Project 6: Final Mind Map Due	The Character Sketch	1,3,4,6
11	Project 10: Character Design Issued Project 9: Preliminary Character Sketch Due Project 7: Final Poster Project Due	Character Design	3,4,6
12	Project 11: Compare/Contrast Writing Issued Project 10: Preliminary Character Design Reviewed Project 8: Final Poster Due	Compare/Cont rast Writing	3,4,7

13	Project 12: On-line Portfolio Issued Project 11: Preliminary Compare/Contrast Writing Due Project 9: Final Character Sketch Due	On-line Portfolio	1,3,5,7,9
14	Project 13: Round-Robin Critique Issued Project 11,12: Final Compare/Contrast writing, On-line Portfolio Due Project 13: Round-Robin Critique Due	Round-Robin Critique	1,4,5,6,7

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Academic Integrity

Copyright: The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, lab problems, in-class materials, review sheets and additional problem sets and the contents of the class Web site. Because these materials are copyrighted, you do not have the right to copy the handouts, unless you are expressly granted permission. You have permission to make printouts of the on-line class notes and the class web site strictly for your use in this class.

Plagiarism In this course, we want to encourage collaboration and the free interchange of ideas among students and in particular the discussion of reading and writing assignments and review questions approaches to solving them, etc. However, we do not allow plagiarism, which, as commonly defined, consists of passing off as one's own the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one form of scholastic dishonesty. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section on Scholastic Dishonesty.

For additional information please visit: <http://www.tamu.edu/aggiehonor>

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Statement of Responsibility

"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)"

The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.