

FOCUS	READING ASSIGNMENTS	WRITING ASSIGNMENTS
<p>Sept. 21 - 27</p> <p>GROUP WORK: Practicing Document Design Basics</p>	<p>n D2L:</p> <ul style="list-style-type: none"> • Harrington, Ethics and Graphic Design" • Assignment Sheet #4: Group Redesign Project • WSU Flower Flier <p>In Textbooks:</p> <ul style="list-style-type: none"> • Robin Williams, <i>The Non-Designer's Design Book</i>, chapters 1-6 	<ol style="list-style-type: none"> 1. Writing Workshop #3: Respond to a peer's draft no later than <i>midnight Wednesday, Sept. 23. Worth up to 5 points.</i> 2. Teacher Draft: Work with Writing Workshop group members via email or in person on Assignment #4; choose one group member to submit your redesigned flier and memo by <i>midnight Sunday, Sept. 27</i> in the Assignment Folder. <i>Worth up to 10 points.</i>

FIRST this week you will read at least one peer's extended technical definition and provide suggestions for improvement *by midnight Wednesday (9/23)*. Specifically, you might comment on:

- **Format:** *Was MEMO format used correctly with a title and four headings? Was the SUBJECT specific? Did the writer divide content into short (4-6 sentence) readable paragraphs that were single spaced with blank lines in between?*
- **Image:** *Was a helpful image integrated to show readers the device, object, medicine, process, etc. defined?*
- **Content:** *Did the writer include a correct sentence definition that included term, class and defining characteristics? Did he or she assume expand upon this definition using 2-3 of the strategies provided in chapter 11?*
- **Citation:** *Were MLA in-text citations provided after a source was used? At the end of the document, did the writer include full biographical information in a MLA Works Cited list?*
- **Sentences:** *Was sentence grammar consistent (parallel)? Was word choice exact? Was writing concise (not wordy) and concrete (specific)?*

SECOND, you will work with your writing workshop group members to complete Assignment #4. This requires:

- establishing connection with group members either through email (access under Classlist under Course Resources) or by swapping phone numbers in a previous Writing Workshop.
- creating a plan and timeline to complete Assignment 4 *by midnight Sunday (9/27)*
- reading Williams' first six chapters, which I'm confident you will find engaging and relevant.
- understanding Harrington's thesis about the implications of unethical design as discussed and demonstrated in her article.
- viewing and critiquing the original [WSU flower flier](#).
- brainstorming specific strategies to improve content (writing; page structure and design; use of graphics and or emphatic devices) to better reach the intended audience.
- finalizing a redesigned WSU flier and MEMO explaining changes (both detailed on the assignment sheet).

Consider: Fliers are often posted on crowded bulletin board and viewed from a distance. How will you draw intended readers (WSU students and faculty, presumably, though also perhaps the general public)? Your memo should explain all revision choices given your purpose and audience with specific reference to William's four principles of **proximity**; **repetition**; **contrast**; and **alignment**.

Submit: Please select one group member to turn in your Assignment #4 documents to [Assignments](#) by *midnight Sunday, Sept. 27*. Follow the directions written there about recording group members' names.