DES-751-01 Design Writing   Jarrett Fuller
Mondays 3:00–5:50pm, Steuben Hall, Room 405   jfuller6@pratt.edu
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AND A LONG TALE.   37

so that her idea of the tale was something like
this :———"Fury said to
  a mouse, That
    he met
      in the
        house,
      ' Let us
      both go
      to law :
    I will
  prosecute
you.—
    Come, I'll
      take no
        denial ;
          We must
              have a
                trial :
                  For
                really
              this
                morning
                    I've
                nothing
                to do.'
              Said the
            mouse to
            the cur,
              ' Such a
                  trial,
                dear sir,
            With no
              jury or
            judge,
                would be
                wasting
                  our breath.'
                    ' I'll be
                  judge,
                I'll be
              jury,'
            Said
                cunning
          old Fury ;
              ' I'll try
              the whole
                cause,
                  and
              condemn
            you
          to
            death.''

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Graduate Communication Design
School of Design
Spring 2018
MFA in Communications Design

Credits
3.0

Prerequisite courses
DES-710A
DES-720A
DES-730A

Chairperson
Santiago Piedrafita

BULLETIN DESCRIPTION

This studio course will focus on core writing skills and effective methods for researchng, analyzing, evaluation and chronicling design issues. Students will address both critical thinking about design issues and practical considerations through writing and public discourse. This course allows students to develop a voice through writing prior to beginning their thesis project.

DETAILED DESCRIPTION

Through lectures, readings, writing assignments and in-class exercises, students are introduced to the craft of writing as another way to think and learn. Writing will be addressed as a necessary skill in one's professional life, treating writing as an everyday task as well as a tool for critical discourse. Through short and long-form exercises, students will develop critical thinking regarding design issues, practical writing skills related to the design eld, and visual language tools to help frame and generate creative thinking.

The course will, through readings of critical essays, articles and in literary ction, examine the basic components of writing such as voice, style, structure, narrative, research and documentation. The nal project culminates on discovery of a visual form that emerges out of the meaning, feeling and inherent shape of an original text. Text-based communications take place in diverse situations and across different devices. Working at the intersection of technology, culture, design, and language,students will be encouraged to develop rich new modes of engagement between writers and readers.

COURSE GOALS

1. To gain con dence with grammar and use of language
2. To develop personal voice as a writer
3. To use writing to engage lateral thinking and creative problem solving
4. To learn tools such as freewriting, mind and concept mapping, and visual sense making to structure narrative and argument
5. To take advantage of reading as a way to improve writing skills
6. To develop critical thinking regarding design issues
7. To create publication-quality essays and short form writing
8. To gain an understanding of new modes of publication and distribution of the written word
9. To gain an understanding of critical issues in contemporary design through writing.

LEARNING OBJECTIVES

1. Students will be able to demonstrate essential grammar skills
2. Students will be able to identify different styles of writing
3. Students will learn to write in ways that communicate well and connect to a reader
4. Students will be able to see the parallels between the writing and design process
5. Students will be able to create original written content for design projects
6. Students will be able to apply writing tools for creative problem-solving
7. Students will be able to think critically about design issues through writing
8. Students will become familiar with how and where to publish their work

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January 22   *Class introductions, syllabus
                      LECTURE: Writing *is* Design
                      READ: *What writing has to do with design*, *Writing is the new unicorn skill*, *Words as Material*, *What is this thing called graphic design criticism?*
                      ASSIGNMENT: bring in a piece of design that inspired you this week.

January 29   LECTURE: Writing about design / criticism
                      IN CLASS: write design response
                      READ: *Why I Became an Architect*, *Why I Write*, *Sweethearts,* Mary Oliver, William Carlos Williams
                      ASSIGNMENT: Write "Why I am an Designer" essay

February 5   LECTURE: Poetry and the economy of language
                      IN CLASS: Why I'm a designer responses
                      ASSIGNMENT: Essay 1: " Triangulation"proposal
                      READ: *Energy & Rue*

February 12   LECTURE: The Essay
                      ASSIGNMENT: Essay 1 outline
                      READ: *Shitty First Drafts*, *Structure*

February 19   LECTURE: Structure/Diagramming/Outlining
                      READ: *The Braindead Megaphone*, *Lolita*,

February 26   *ESSAY 1 DRAFT DUE*
                      LECTURE: Voice/Tone/Language
                      IN CLASS: Write essay in new voice, editing exercise
                      ASSIGNMENT: Read essay drafts

March 5   ESSAY 1: Workshop Day 1

March 12   *NO CLASS - SPRING BREAK

March 19   ESSAY 1: Workshop Day 2
                      READ: *Everything that Rises,* Joseph Campbell

March 26   *ESSAY 1 DUE*
                      LECTURE: Story/Myth/Hero's Journey
                      IN CLASS: Microfiction project, workshop outlines
                      READ: *The Shape of Words, The Medium is the Massage*, *Electric Information Age, watch video essays*
                      ASSIGNMENT: Begin Essay 2 (Visual Essay)

April 2   LECTURE: The Visual Aspect of Writing
                      IN CLASS: Essay 2 outlines/editing
                      READ: *Death in the Browser Tab, The Miracle in Bilbao, The Rhythm in Everything*

April 9   LECTURE: Types of Design Writing (Profile, interview, journalism, critique)
                      ASSIGNMENT: Essay 2 draft due

April 16   *ESSAY 2 DRAFT 1 DUE*
                      READ: Essay 2 drafts

                      *(*Thesis Pamphlets due April 20th at 5:30)*

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April 23   ESSAY 2: Workshop Day 1

April 30   ESSAY 2: Workshop Day 2

May 7   *ESSAY 2 DUE*
                        Final class wrap up, course evaluations

Syllabus subject to change.
*Please check **jarrettfuller.com/design-writing** for the latest version.*

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GRADING

Each instructor will assign the following percentages to each of these two
categories when determining the final grade:
    75%   Process + Realization
    25%   Professionalism

Individual Course Grades

    A   Excellent without exception
    A-   Excellent
The student displays an exceptional perspective in critique participation,
response to criticism, professional conduct, an advanced understanding of
course material, and is able to achieve remarkable results above and beyond
suggested project parameters. (Numerical Value: A = 4.0; A- = 3.7)

    B+   Above average
    B   Average
    B-   Acceptable
The student displays a positive perspective in critique participation,
response to criticism, professional conduct, a competent understanding of
course material, and is able to achieve above average results while fulfilling
suggested project parameters. (Numerical Value: B+ = 3.3; B = 3.0; B- = 2.7)

    C+   Acceptable
    C   Acceptable (C is the lowest passing grade for graduate students)
In some instances the student displays a positive perspective in critique
participation, response to criticism, professional conduct, an understanding
of course material, and applies it to assigned problems satisfactorily,
meeting basic expectations but not pushing beyond suggested project
parameters. (Numerical Value: C+ = 2.3; C = 2.0)

    F   Failing (any grade of C- or below is a failing grade)
The student has failed to meet the minimum standards for the course.
(Numerical Value: 0.0)

    INC Incomplete
A grade of incomplete may be given if due to extraordinary non-academic
reasons the student finds it impossible to complete all assignments. If a
student wishes to propose an incomplete for a course, they must request such
an accomodation in writing no later than the last scheduled meeting for the
course. Failure to meet this deadline will result in a failing grade for the
course. If granted (requests subject to apporval of both faculty of record for
the course and department), all work must be completed within 8 weeks of the
last class meeting or the INC will convert to a failing grade (F).

    Overall Program Standing
All student's records are reviewed at the end of each semester to determine
whether students who have failed to remain in good standing may continue in
the program. To be in good standing, all graduate students must maintain a
cumulative GPA of at least a 3.0 (equivalent of a B). A graduate student whose
GPA falls below a 3.0 at any time may be subject to dismissal. The specific
conditions under which this policy will be invoked are as set forth by the
dean of each school.

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GRADING GUIDELINES/EXPECTATIONS

- During class critiques and lectures, please put away your laptop and cell phone.
- We will be available to answer your questions over email, as long as our schedules allow it. There may be times when we won't be able to answer your emails for a couple days, so give yourself some time before class to ask questions for feedback. Don't wait till the night, or weekend before. We cannot guarantee we'll be available over the weekends.
- If you'd like us to give you feedback on your project over email, ask specific questions about the project. The more general your questions are, the more general our feedback will be.
- If you miss a class, it's up to you to find out about the homework. Also, each class you miss is one round of feedback, and this will effect your project's end result and ultimately, your projects grade. It's up to you to make up for missing this round of feedback.
- There's only so much feedback we can give you in the time allotted for the class. An "A" grade isn't just you doing everything we tell you to do. We want you to move past our requirements of the project and develop the ability to give yourself rounds of feedback before we even have a chance to look at the project.
- A big part of our class is about iteration and process. We want you to keep track of every step of your process, and keep things well documented. We want to see all of the options you tried instead of just hearing about it. Instead of having a discussion around what an option could possibly look like, it's faster to quickly try it out and see if it works.

Process and realization
- Quality of Research: Are the research methods used by the student effectively chosen and implemented to arrive at successful solutions, and do they cover all aspects of the problem, including historical background and functional concerns?
- Critical thinking: Is the student inquisitive and analytical? Is the student able to develop questions and thoughts about a topic/reading/ work? Does the student build relationships to other topics/readings/work?
- Attention to Detail: Does the work go into depth and address complexity? Is the student's work structured, formatted and logical? Has the student used spell check? Does the student use proper syntax? If a spellcheck has been omitted prior to handing in an assignment, the overall grade is reduced by one 3rd.
- Presentation skills: Can the student deliver a presentation fluidly and within a set time frame?

Can the student keep the audience engaged?
- Motivation: Does the student stay consistently motivated throughout the process?
- Meeting the Objectives of the Assignment: Does the student follow the project assignment in an appropriate manner, and does the solution meet the state objectives?
- Participation in Critiques and Discussions: Does the student actively participate in critiques and discussions on a regular basis?

Professionalism
- Verbal Articulation: Is the student able to critically address the work orally, and respond to ideas discussed in class?
- Written Articulation: When required, does the student document work clearly, concisely, and accurately? Is the student articulate and does the student use correct grammar in writing assignments?
- Overall Attitude: Does the student present a positive demeanor and outlook on his work, and towards the work of the other students and instructor? Was the student reluctant to do the expected work?
- Collaboration: When called upon to work collaboratively with peers, does the student demonstrate collegiality and professional behavior? Does the student contribute equally?
- Class Attendance / Punctuality: Did the student adhere to the stated attendance policy?
- Deadlines / Class Preparation: Were the intermediate and final deadlines met? Did the student arrive to class with work prepared as assigned, on time, and without excuse?

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DIVISIONAL, PROGRAM AND CLASS POLICIES

Academic Integrity Policy
At Pratt, students, faculty, and staff do creative and original work. This is one of our community values. For Pratt to be a space where everyone can freely create, our community must adhere to the highest standards of academic integrity.

Academic integrity at Pratt means using your own and original ideas in creating academic work. It also means that if you use the ideas or influence of others in your work, you must acknowledge them. At Pratt,

• We do our own work,
• We are creative, and
• We give credit where it is due.

Based on our value of academic integrity, Pratt has an Academic Integrity Standing Committee (AISC) that is charged with educating faculty, staff, and students about academic integrity practices. Whenever possible, we strive to resolve alleged infractions at the most local level possible, such as between student and professor, or within a department or school. When necessary, members of this committee will form an Academic Integrity Hearing Board. Such boards may hear cases regarding cheating, plagiarism, and other infractions described below; these infractions can be grounds for citation, sanction, or dismissal.

Academic Integrity Code

When students submit any work for academic credit, they make an implicit claim that the work is wholly their own, completed without the assistance of any unauthorized person. These works include, but are not limited to exams, quizzes, presentations, papers, projects, studio work, and other assignments and assessments. In addition, no student shall prevent another student from making their work. Students may study, collaborate and work together on assignments at the discretion of the instructor.

Examples of infractions include but are not limited to:

1. Plagiarism, defined as using the exact language or a close paraphrase of someone else's ideas without citation.
2. Violations of fair use, including the unauthorized and uncited use of another's artworks, images, designs, etc.
3. The supplying or receiving of completed work including papers, projects, outlines, artworks, designs, prototypes, models, or research for submission by any person other than the author.
4. The unauthorized submission of the same or essentially the same piece of work for credit in two different classes.
5. The unauthorized supplying or receiving of information about the form or content of an examination.
6. The supplying or receiving of partial or complete answers, or suggestions for answers; or the supplying or receiving of assistance in interpretation of questions on any examination from any source not

explicitly authorized. (This includes copying or reading of another student's work or consultation of notes or other sources during an examination.)

For academic support, students are encouraged to seek assistance from the Writing and Tutorial Center, Pratt Libraries, or consult with an academic advisor about other support resources. Refer to the Pratt website for information on Academic Integrity Code Adjudication Procedures (https://www.pratt.edu/the-institute/administration-resources/office-of-the-provost/policies-processes-and-forms/).

General Pratt Attendance Policy

Pratt Institute understands that students' engagement in their program of study is central to their success. While no attendance policy can assure that, regular class attendance is key to this engagement and signals the commitment Pratt students make to participate fully in their education.

Faculty are responsible for including a reasonable attendance policy on the syllabus for each course they teach, consistent with department-specific guidelines, if applicable, and with Institute policy regarding reasonable accommodation of students with documented disabilities. Students are responsible for knowing the attendance policy in each of their classes; for understanding whether a class absence has been excused or not; for obtaining material covered during an absence (note: instructors may request that a student obtain the material from peers); and for determining, in consultation with the instructor and ahead of time if possible, whether make-up work will be permitted.

Consistent attendance is essential for the completion of any course or program. Attending class does not earn students any specific portion of their grade, but is the pre-condition for passing the course, while missing class may seriously harm a student's grade. Grades may be lowered a letter grade for each unexcused absence, at the discretion of the instructor. Even as few as three unexcused absences in some courses (especially those that meet only once per week) may result in an automatic "F" for the course. (Note: Students shall not be penalized for class absences prior to adding a course at the beginning of a semester, though faculty may expect students to make up any missed assignments.)

Pratt Institute respects students' requirements to observe days of cultural significance, including religious holy days, and recognizes that some students might need to miss class to do so. In this, or other similar circumstance, students are responsible for consulting with faculty ahead of time about how and when they can make up work they will miss.

Faculty are encouraged to give consideration to students who have documentation from the Office of Health and Counseling. Reasonable accommodations for students with disabilities will continue to be provided, as appropriate.

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Refer to the Pratt website for information on Atten-
dance. (https://www.pratt.edu/the-institute/adminis-
tration-resources/office-of-the-provost/policies-pro-
cesses-and-forms/)

Students with Disabilities
The instructor will make every effort to accommodate
students with both visible and invisible disabilities.
While it is advisable that students with disabilities
speak to the instructor at the start of the semester
if they feel this condition might make it difficult to
partake in aspects of the course, students should feel
free to discuss issues pertaining to disabilities with
the instructor at any time. Depending on the nature of
the disability, and the extent to which it may require
deviations from standard course policy, documentation
of a specific condition may be required, in compliance
with conditions established by the campus Learning Ac-
cess Center, and in compliance with the Americans with
Disabilities Act. Students who require special accom-
modations for disabilities must obtain clearance from
the Office of Disability Services at the beginning of
the semester. They should contact Elisabeth Sullivan,
Director of the Learning Access Center, 718-636-3711.

Religious Policies
In line with Pratt's Attendance Policy, Pratt Insti-
tute respects students' requirements to observe days
of cultural significance, including religious holy
days, and recognizes that some students might need to
miss class to do so. In this, or other similar circum-
stance, students are responsible for consulting with
faculty ahead of time about how and when they can make
up work they will miss.

Department-specific Attendance Policy
The continued registration of any student is contin-
gent upon regular attendance, the quality of work
produced and proper conduct exhibited. Irregular at-
tendance, neglect of work, and failure to comply with
Institute rules and official notices or conduct not
consistent with general good order are regarded as
sufficient reasons for dismissal.

If a student has any unexcused absences during the se-
mester, upon the discretion of the instructor the stu-
dent's final semester grade may be reduced by one let-
ter grade. If a student has more than three unexcused
absences during the semester, upon the discretion of
the instructor the student may receive a failing grade
(F) for the course. Similarly, repeated tardiness and/
or early departure can be considered, cummulatively,
as equivalent to absenteism; determining ratio for
such calcualtion upon the discretion of the instructor
(number of instances = unexcused absense).

Students are allowed excused absences in certain cir-
cumstances: illness or observance of religious holi-
days. In cases of illness, official documentation prov-
ing the illness must be provided to the instructor (no
later than within a week's time after a missed class
section); in cases of religious holidays, the student
must notify the instructor in writing (at the begin-
ning of the semester; no later than the first week of

classes) when those days will occur.

Any combination of unexcused and excused absences to-
talling four course sessions will automatically deter-
mine failure for the course.

Participation in Graduate MFA Communications Design
and MS Package Design Program Reviews (Mid-Term and
End of Semester) are mandatory. Absence or limited
engagement (late arrival, partial contribution, early
exit, etc.) could see automatic letter grade reduc-
tions and/or potential course failures across any and/
or all semester courses. Extraordinary exemptions are
to be considered for documented emergencies only, in
prior consultation with Faculty of Record, Program Co-
ordinator(s) and Department.