

# IP&T 655—Instructional Print Design

## IP&T 655 Course Infrastructure

### General Objectives:

To prepare students with the

- understanding (of instructional design philosophy)
- skills (in artistic design & layout aesthetics), and
- background knowledge (of print technology; best understood in a historical context)

to create or direct the production of world-class instructional materials in the format of print.

### Assignments & Activities

This lists the activities and assignments that we will pursue during this course. To find out when they are scheduled (due) please view the section “Course Calendar” below.

#### Reading & Discussion & Discussion Groups

This class has a lot of readings. They are mostly short, but they lay a philosophical foundation for other work. Usually these are followed the next class period by a discussion.

To check for understanding, after most readings you will be asked to go online and enter your thoughts about that particular reading. This is intended to get you started with the live discussion that will follow, but this is also how I check to see if you’ve read the assignment. Make your comments meaningful, and please read the comments of others. When you have read someone else’s comment, leave a short note or acknowledgement (“Thanks!”) as these may count as “tie breakers” on grades.

Reading outside of the textbook will be provided in either print form or on the Blackboard course as Acrobat files (.pdf’s). Here are a list of readings and which strand they fall into:

#### Strand 1: Instructional Design

Rowland  
Shedroff  
Pine

#### Strand 2: Artistic Design Skills

Williams (textbook)  
Berryman (textbook)  
Lockard

#### Strand 3: Print Technology

Handouts, etc.

#### Practice & Examples

Because most graduate students in this course may or may not have had any art classes, these practice exercises are intended to build simple skills that anyone can master (you do not need to be able to draw to do them). They also build “judgment” in the area of layout aesthetics. This is a very valuable skill, necessary to good print design.

Each student will be asked to present to the class three instructional print items to the class, and discuss what makes them good (or bad) layout. A short discussion will ensue to sharpen your skills (and those of everyone else). You will need to sign up for a date to do these.

Here are a list of practice and example assignments, and the strands in which they fall (note that most of them are in the area of Artistic Design Skills):

#### Strand 1: Instructional Design

Present three examples of instructional print design  
5 Layout application sketches (one at a time)

- Final Project
- Strand 2: Artistic Design Skills
  - 100 Thumbnail sketches
  - 10 Rough sketches
  - Analyses of 5 rough sketches
  - Analyses of 5 print layouts
  - 5 Layout application sketches (one at a time)
  - Moods of Type
  - Present three examples of instructional print design
- Strand 3: Print Technology
  - Final Project

#### Book Talks

There are a handful of books I wish everyone could read. For those overachievers (or for extra credit) you may read one of these books and then report on them to the class. The intent here is that you provide the rest of the class the experience of reading the book, and help them understand the “jist” of it’s content. You should sign up for these at the beginning of the semester if possible.

##### Strand 1: Instructional/Information Design

- Tufte, E. (1990).
- Jones C. (1990).

##### Strand 2: Artistic Design Skills

- Siebert, L. (1992)
- McCloud, S. (1993)

##### Strand 3: Print Technology

- Sidles, C.J. (1998)
- Berryman, G. (1990)

#### Lectures

There are some things that are simply best explained. But at least I warn you about these up front! Usually this involves a handout that will help explain the concept in detail, that you can then take with you.

There aren’t many lectures (most of the talk in class will be discussion) but here are the subjects on which I will lecture:

##### Strand 1: Instructional Design

- Theming

##### Strand 2: Artistic Design Skills

- Color

##### Strand 3: Print Technology

- History/Types of Print Technology
- Typography
- Comparison of Print Genre
- Comparison of Media Types

#### Field Trips

To learn to work with printers you need to understand print technology. I know of no better way to do this than visit places that do actual printing. We are very fortunate in that the Crandall Historical Print Museum of Provo can, for a very nominal fee, demonstrate Gutenberg’s press among many other historical printing press marvels. The BYU Print shop is a superb example of a large, modern printing factory, and you will see things there that you would not otherwise get to see in many smaller facilities. We are lucky to have two such resources within reach. After you have seen them, I think you’ll agree they are the highlight of the course.

## Final Exam: Capstone Project

The capstone project is to design and “spec out” an instructional print product such as an instructional handout, poster, booklet, brochure, etc. The design will include thumbnail and rough sketches, content, final sketch of the layout, printing specifications (such as proposed print technology, paper, ink, folding, die-cuts, etc.) but will not include an actual, produced product (though it may include a prototype). The completed project will be everything needed to actually produce the product short of actual production.

This project will be performed in teams (or if the class is small enough, a single team). It will be graded by a panel of experts, as well as a cross-grading score where participants will determine the amount of effort expended by each other.

This project is intended to use all three strands.

## Texts

This course uses a number of texts. What follows are bibliographic references of those texts. Downloaded texts are provided as Adobe Acrobat files (pdf) for you to download from the Blackboard site for this course. Books for Book Talks will be available on reserve at HBLL or from the instructor.

### Textbooks

**Williams**, Robin (2004). *The Non-Designer's Design Book* (2nd ed.). Berkeley, California: Peach Pit Press.

### Downloaded Texts

**Shedroff**, N. (1994). *Information Interaction Design: A Unified Field Theory of Design* [Online]. Available: <http://www.nathan.com/thoughts/unified/> [2003, September].

**Wixted**, E. (1999). Making the parts a whole. *Adobe Magazine* [Online]. Available: <http://www.adobe.com/products/adbemag/archive/pdfs/99auhtew.pdf> [2003, September].

**Rowland**, G. (1993). Designing and instructional design. *Educational Technology Research and Development*, 41(1) 79–91.

**Lockard**, W.K. (1982). *Design Drawing* (rev. ed.). New York: Van Nostrand Reinhold Company. pp. 1–14. (BYU HBLL Library: QUARTO NA2705 .L62 1982).

**Pine**, B.J. & **Gilmore**, J.H. (1999). *The Experience Economy: Work is Theater & Every Business is a Stage* (Summary booklet). Willowbrook, Illinois: Audio-Tech Business Book Summaries. pp. 4-7.

### Book Talks

**Berryman**, Gregg (1990). *Notes on Design* (3rd ed.). Boston: CrispLearning.

**Siebert**, L. & **Ballard**, L. (1992). *Making a Good Layout*. Cincinnati, Ohio: North Light Books. (BYU HBLL Library: Z246 .S56 1992).

**McCloud**, S. (1993). *Understanding Comics*. Northampton, Massachusetts: Kitchen Sink Press. (BYU HBLL Library: PN 6710 .M335 1993).

**Tufte**, E. (1990) *Envisioning Information*. Cheshire, Connecticut: Graphics Press. (BYU HBLL Library: P93.5 .T84 1990).

**Sidles**, C.J. (1998). *Great Production by Design*. Cincinnati, Ohio: North Light Books. (BYU HBLL Library: Z246 .S54 1998)

**Jones**, J.C. (1992). *Design methods*. New York: Van Nostrand Reinhold. Pp. 1 – 86 (BYU HBLL Library: TA174 .J66 1992).

## Course Methodology

For die-hard instructional designer types who would like to understand the logic of the course (or who at least want to see if I, as an instructional designer, am thinking about these things) here is a broad view of the course

methodology. For details about the assignments, please see the section “Assignments & Activities.” To find out when they are scheduled (due) please view the section “Course Calendar” above.

**Strand 1: Instructional Design**

Learning Type:

Understanding

Instructional Methods

Reading & discussion

Lectures

Book Talks

**Strand 2: Artistic Design Skills**

Learning Type:

Understanding & skills

Instructional Methods

Practice

Reading & discussion

Book Talks

**Strand 3: Print Technology**

Instructional Methods

Demonstrations (Field trips)

Lectures

Book Talk

## **Course Calendar (Fall 2003)**

### **Tuesday, September 2—Getting Started & Welcome**

In Class

Lecture: Go over Syllabus (this document)

Lecture: Describe three strands

Instructional Design

Artistic Design Skills

Print Technology

Example of Instructional Print Design

Have student sign up for date

Read in class: Rowland (download)

Discuss: Rowland (download)

For Next Week

Bb Discussion Group: Your thoughts on Rowland

Read Shedroff.

Bb Discussion Group: Your thoughts on Shedroff.

Reading (textbook): Berryman, page 1 – 9, 32

### **Tuesday, September 9—The Design Process & History/Types of Print**

In Class

Examples of Instructional Print Design: Linda, Corrie

Discussion Shedroff (download)

Discussion (textbook): Berryman, pages 1 – 9, 32.

Lecture: History/Types of Print Technology  
Show Off: Introduce skill assignments; 100 thumbnail sketches

For 2 Weeks

Read Berryman (textbook), pages 1 – 9, 32  
Read Lockard (download)  
Bb Discussion Group: Your thoughts on Berryman, pages 1 – 9, 32 & Lockard  
Read Berryman (textbook), page 33  
Draw 100 Thumbnail Sketches

## Tuesday, September 16—History & Technology of Print

In Class

Field Trip: Crandall Historical Printing Museum, 275 East Center, Provo, Utah 84606.  
Please plan to meet at the museum at 5:15

For Next Week

Read Berryman (textbook), pages 1 – 9, 32  
Read Lockard (download)  
Bb Discussion Group: Your thoughts on Berryman, pages 1 – 9, 32 & Lockard  
Read Berryman (textbook), page 33  
Draw 100 Thumbnail Sketches

## Tuesday, September 23—The Importance of Visual Art & the Sketch

In Class

Examples of Instructional Print Design: Jason & Clint  
Show Off: 100 thumbnail sketches  
Discuss: Berryman (textbook), pages 1 – 9, 32 – 33

For Next Week

Read Williams (textbook), chapter 1  
Read Lockard (download)  
Bb Discussion Group: Your thoughts on Williams, chapter 1 & Lockard  
Draw 10 rough sketches

## Tuesday, September 30—Design Principles II

In Class

Examples of Instructional Print Design: Su Ling & Alexander  
Show Off: 10 rough sketches  
Discuss: Williams (textbook), chapter 1  
Discuss: Lockard (download)

For Next Week

Read Williams (textbook), chapters 2 – 5  
Read Wixted (download)  
Bb Discussion Group: Your thoughts on Williams, chapter 2 – 5 & Wixted  
Write analysis of 5 rough sketches

## Tuesday, October 7—Learning Layout I

In Class

Examples of Instructional Print Design: Linda & Corrie  
Show Off: Analysis of 5 rough sketches

Discuss: Williams (textbook), chapters 2 – 5

Discuss: Wixted (download)

For Next Week

Write analysis of 5 real layouts

Read Williams (textbook), chapters 6 & 7

Bb Discussion Group: Your thoughts on Williams, chapters 6 & 7

## Tuesday, October 14—Learning Layout II

In Class

Examples of Instructional Print Design: Jason & Alexander

Show Off: Analysis of 5 real layouts

Discuss: Williams (textbook), chapters 6 & 7

Book Talk: Siebert & Ballard

For Next Week

Read Berryman (textbook), pages 10 – 12, 14 – 19

Read McCloud (download)

Bb Discussion Group: Your thoughts on McCloud & Berryman, pages 10 – 12, 14 – 19

Layout 3 test questions

## Tuesday, October 21—Understanding Symbolic Language

In Class

Examples of Instructional Print Design: Jason & Corrie

Discuss: Berryman (textbook), pages 10 – 12, 14 – 19

Discuss: McCloud (download)

Show Off: Laying out 3 questions

Book Talk: Tufte, *Envisioning Information*

For Next Week

No assignments

## Tuesday, October 28—BYU Print Services

In Class

Field Trip: BYU Print Services, University Press Building (by the MTC)

Please plan to meet in the lobby by 5:10

For Next Week

No assignments

## Tuesday, November 4—Typography I

In Class

Examples of Instructional Print Design: Clint & Su Ling

Book Talk: Sidles, *Great Production by Design*

Lecture: Intro to typography

Final Project: Intro to the Project

For Next Week

Read Williams (textbook), chapters 8 – 10

Read Berryman (textbook), pages 22 – 31

Bb Discussion Group: Your thoughts on Williams, chapters 8 – 10 & Berryman, pages 22 – 31

Complete “Moods & Personalities of Type” assignment

## Tuesday, November 11—Typography II

### In Class

Examples of Instructional Print Design: Clint & Linda

Show Off: Moods & Personalities of Type

Discuss: Williams (textbook), chapters 8 – 10

Discuss: Berryman (textbook), pages 22 – 31

### For Next Week

Read Berryman (textbook), pages 34 – 35

Read Fraser (download)

Bb Discussion Group: Your thoughts on Berryman, pages 34 – 35 & Fraser

Meet/work on Final Project

## Tuesday, November 18—Color

### In Class

Examples of Instructional Print Design: Alexander & Su Ling

Discuss: Berryman (textbook), pages 34 – 35

Discuss: Fraser (download)

Final Project: Time to organize

### For 2 Weeks

Read Pine & Gilmore (download)

Bb Discussion Groups: Your thoughts on Pine & Gilmore

Meet/work on Final Project

## Tuesday, November 25—No Class, Virtual Friday

## Tuesday, December 2—Theming & Experience Design

### In Class

Examples of Instructional Print Design: Todd

Discuss: Pine & Gilmore (download)

Lecture: Theming

Final Project: Work time

### For Next Week

Meet/work on Final Project

## Tuesday, December 9—Comparison of Media

### In Class

Example of Instructional Print Design: Todd

Lecture: Media types

Lecture: Print genre

Final Project: Work time

### For Next Week

Finish Final Project

## Wednesday, December 17, 8:00–10:00—Final Exam

### In Class

Panel review and discussion of Final Project