

	TUE	THU
wk_1		1.04 Course Intro / Assign Wk1 Info Readings Lecture: Storytelling with Infographics Assign Initial Figure Concepts Bring two infographics to class on 1/11
wk_2	1.09 Quiz: Wk1 Info Readings Critique: Initial Figure Concepts Data Viz Software Demo	1.11 8:30am Lecture: Data Graphics 1 9:30am Groups meet with subject experts Bring Infographics to Class and Pin-Up
wk_3	1.16 Housing: Diagram Critique 1 Show at least 3 different visuals *Full class critique	1.18 Immigration: Diagram Critique 1 Show at least 3 different visuals *Full class critique
wk_4	1.23 Housing: Diagram Critique 2 Show at least 3 different visuals Assign Week 4 Readings [In-Class Workday for Immigration]	1.25 Immigration: Diagram Critique 2 Show at least 3 different visuals [In-Class Workday for Housing]
wk_5	1.30 Housing Progress Meeting w/KC Quiz Wk4 Info Readings Immigration meets w/ subject experts (may be outside Art Building)	2.01 Immigration Progress Meeting w/KC Lecture: Data Graphics 2 Housing meets w/ subject experts (may be outside Art Building)
wk_6	2.06 Housing Critique 1 1st Draft of Vehicle (3 variations) *Full class critique	2.08 Immigration Critique 1 1st Draft of Vehicle (3 variations) *Full class critique
wk_7	2.13 Housing progress meeting w/KC Slide Lecture as needed [In-Class Workday for Immigration]	2.15 Immigration progress meeting w/KC Slide Lecture as needed [In-Class Workday for Housing]
wk_8	2.20 Housing Critique 2 2nd Draft of Vehicle (3 variations) *Full class critique	2.22 Immigration Critique 2 2nd Draft of Vehicle (3 variations) *Full class critique
wk_9	2.27 Housing Critique 3 3rd Draft of Vehicle (3 variations) [In-Class Workday for Immigration]	3.01 Immigration Critique 3 3rd Draft of Vehicle (3 variations) [In-Class Workday for Housing]
wk_10	3.06 Workday	3.08 Workday

All work due at start of assigned final exam time: 10:30am-12:20pm Tue Mar 13
 No exceptions. Schedule Spring Break travel accordingly.

Course Goals

The purpose of this class is to help students develop the skills necessary to research, analyze and present both quantitative and qualitative information in ways that promote greater understanding of a subject. Specifically, students will:

- 1 Research and assemble a comprehensive set of data/information
- 2 Transform the research into useful data graphics/information visualizations
- 3 Organize data graphics, information visualizations and text into an appropriate vehicle
- 4 Discuss, analyze and evaluate effective and ineffective information design

Expectations

Be in class every day, on time, prepared with your work. Chronic lateness or insufficient preparation is seen as a lack of interest and lack of respect for myself and your colleagues.

Take notes by hand; do not use your laptop or phone during critiques. Taking notes by hand improves recall and long-term comprehension: www.psychologicalscience.org/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html See also: www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html

You are expected to remain in class for the entire studio session. If you must miss class (or leave early/arrive late), please notify me via e-mail as soon as possible. **You are responsible for all assignments and information covered in all classes, regardless of your attendance record.**

Grading

Grading is based on:

- 1 The quality of the final projects—both visual and conceptual;
- 2 The design process—the extent of exploration and variation completed over the quarter;
- 3 Class participation—engagement and communication with others during critiques.

3.8–4.0 is given to a student who has exhibited the highest possible performance in all aspects of the course—final projects, the design process and participation are excellent. This student independently seeks out additional information on design and is highly committed/passionate about their work.

3.4–3.7 is given to a student who exhibits superior performance in all aspects of the course—the final projects, design process, and participation are uniformly of high quality. This student has a thorough understanding of all concepts presented, and is motivated to improve and succeed.

2.9–3.3 is given to a student who has good performance in most aspects of the course. This student follows a thorough design process, has good design work, and consistent participation that reflects a clear understanding of almost all concepts being presented.

2.5–2.8 is given to a student who has fair performance in the course. The final work is adequate, with a design process that reflects the minimum effort needed to complete assignments. Participation and motivation are moderate.

0–2.4 is given to a student with poor performance in the course. Projects are incorrectly prepared, incomplete or missing. This student does not understand the majority of concepts presented and rarely participates in class. This student is not prepared for subsequent courses in design.

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Point-Level Grading Rubric

TOTAL POSSIBLE PTS: 192 points

After calculation of all point totals, I will apply a grading curve.

100 pts = Grade for Quality of Final Project Overall

[25 pts for 4 categories: content, visual design, use of medium + uniqueness]

10 pts = Grade for Initial Figure Concepts

10 pts = Grade for Diagram Critique #1

10 pts = Grade for Diagram Critique #2

10 pts = Grade for Vehicle Critique #1

10 pts = Grade for Vehicle Critique #2

10 pts = Grade for Vehicle Critique #3

10 pts = Quiz on Week 1 Readings

10 pts = Quiz on Week 4 Readings

10 pts = Average of your class attendance (each day = one pt; late/early leave = minus .5 pts)

2 pts = Bringing in two required infographics on Thu 1/11 (1 point each)

up to +5 points if you have been actively engaged during critique—

i.e., providing helpful critical feedback to people within and outside your subject group (this is subjective judgement on my part, you can ask me at any time how you are doing)

up to -5 points if you have been particularly disengaged during critique—

i.e., taking excessively long classroom breaks, whispering with others, on your phone/laptop, etc. (this is subjective judgement on my part, you can ask me at any time how you are doing)

Plagiarism

Plagiarism is defined as using in your own work the creations, ideas, words, inventions, or work of someone else without formally acknowledging them through the use of quotation marks, footnotes, bibliography, or other reference. Please check with me if you have questions about what constitutes plagiarism. This guide may also be helpful:

<https://depts.washington.edu/pswrite/plag.html>.

Instances of plagiarism will be referred to the Vice Provost/Special Asst. to the President for Student Relations and may lead to disciplinary action.

Access and Accommodations

UW Disability Resources for Students (<http://depts.washington.edu/uwdrs>) offers resources and coordinates reasonable accommodations for students with disabilities.

If you have already established accommodations with DRS, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but is not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu.

When you contact the DRS office, their staff will work to establish reasonable accommodations for you through an interactive process between myself, you, and their office.

Suggested Reading

www.amazon.com/gp/registry/wishlist/29BCRSQJKZF2A/

PRACTICAL READING

- albertocairo.com *The Truthful Art* by Alberto Cairo, 2016*
The Functional Art, by Alberto Cairo, 2012*
- www.edwardtufte.com *Envisioning Information* by Edward Tufte, 1990*
The Visual Display of Quantitative Information by Edward Tufte, 1983*
- Good Charts* by Scott Berinato, 2016
Data Design: Visualising Quantities, Locations, Connections by Per Mollerup, 2015
Information Anxiety 2 by Richard Saul Wurman, 2001 (see also *Information Anxiety*, 1989)
Information Design Handbook by Jennifer Visocky O'Grady, 2008
The Design of Everyday Things by Donald Norman, 2002
Interactive Visualization: Insight through Inquiry, Bill Ferster, 2012
- Eager Eyes (eagereyes.org), the blog of Robert Kosara
See also his UW Talk: <https://vimeo.com/209294413>

VIEWING PLEASURE + INSPIRATION

- The Best American Infographic Series (see: www.hmhco.com/at-home/featured-shops/popular-series/best-american-series/ba-infographics)
- www.gestalten.com *Data Flow* (2008) and *Data Flow 2* (2010), both edited by Robert Klanten
Designing News (2013) by Francesco Franchi
Visual Storytelling (2011) edited by Robert Klanten
Around the World: The Atlas for Today (2013) edited by Andrew Losowsky
A Map of the World (2013) edited by Antonis Antoniou
Mind the Map (2015) edited by Antonis Antoniou
- www.taschen.com *Information Graphics* edited by Sandra Rendgen, 2012*
Understanding the World edited by Sandra Rendgen, 2014
- www.davidmccandless.com *Information is Beautiful*—a.k.a. *The Visual Miscellaneum*, David McCandless, 2009
see also www.informationisbeautifulawards.com

After-Hours Access to the Art Building

For after-hours access to the Art Building, please bring your Husky Card to the Art Advising Office (RM 104, Open M-F, 9am-4pm). Student cards will be swiped, and you will receive an access sticker for your Husky Card. Access is instant after swiping. Access will be removed at the end of the year.

Violence Awareness/Prevention

- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling (www.washington.edu/counseling) and/or safety resources (<http://www.washington.edu/safety>).
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk @206-685-WALK (9255) or the shuttle/NightRide program: <https://facilities.uw.edu/services/tags/Shuttles>.
- Stay connected in an emergency with UW Alert by registering your mobile number at www.washington.edu/alert to receive instant notification of campus emergencies via text/voice messaging. For more information, visit the SafeCampus website at www.washington.edu/safecampus.
- Proper student conduct is important for maintaining a healthy environment at UW. Please familiarize yourself with the UW Student Code of Conduct: <http://app.leg.wa.gov/WAC/default.aspx?cite=478-120>

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ASSIGNED TOPICS

For the course project (which will last the duration of the entire Winter quarter), you will create an infographic narrative on one of two assigned topics: 1) affordable housing in Seattle/King County, or 2) immigration in the United States.

Students with last names A-K (Faith Kim) are assigned to the affordable housing topic.

Students with last names K (Julie Kim)–Y are assigned to the immigration topic.

If you want to switch topics, please find another student in the class to switch with you.

Once you've found someone, please email me to tell me about the switch (please cc the other person you are switching with to confirm the switch).

MILLENNIAL AUDIENCE

The goal of your narrative is to inform and activate citizens who are normally non-voters—specifically, the Millennial generation (adults ages 18–26 in 2016). The Millennial generation comprises ~31% of the voting-eligible population. In the 2016 presidential election, less than half of all Millennials voted (~46%).

Based on research surveys, Millennials do not vote because:

- They do not feel informed enough to vote. They say that they are confused about the candidates/issues, and do not have a trustworthy source of information.
- They do not see how government policies affect their daily lives.
- They are mobile and not attached to the local community where they currently live.
- They do not trust the government or either political party.

In research surveys, Millennials said that they would like to receive political information:

- In a welcome kit to a new city where they have recently moved.
- At recreational and cultural events that they attend.
- Via smartphones—61% said they get the majority of their political news on Facebook.
- Directly from officials; they want to have access to policy makers on FB and Twitter
- In ways that allow them to share and comment/discuss with peers/others

DELIVERABLES / VEHICLE

Based on this research, the vehicle for your infographic narrative may be either:

1) a printed communication using one 19x25" press sheet—for example, a double-sided poster, a large self-mailer or a multi-page brochure. This communication would be distributed in a welcome kit, or at an event/venue of your choice.

—or—

2) an online article (can be multi-part) published on Medium.com, told primarily through information graphics (minimal running text). For example:

medium.com/matter/what-s-it-really-like-to-be-18-in-america-right-now-96758cb6cafa
medium.com/matter/holy-crop-1d18af85973a (is text heavy)
medium.com/infographics/infographic-top-brands-of-2016-report-9fb05944308c

CONSIDERATIONS

You may use any and all kinds of information graphics, including:

- data visualizations (bar charts, graphics, area/pie charts, scatterplots, etc.)
- illustrations and conceptual diagrams (venn diagrams, flowcharts, etc.)
- if online, these information graphics can be made into animated gifs

If you choose to design a printed communication, are there ways that the reader can still comment and discuss with others (perhaps via a proposed challenge, hashtag, etc.)

The ideal length of a Medium.com story is estimated to be 1,000–1,600 words, or a seven-minute read. The ideal headline is estimated to be six words/60 characters.

www.pewresearch.org/fact-tank/2016/05/16/millennials-match-baby-boomers-as-largest-generation-in-u-s-electorate-but-will-they-vote

knightfoundation.org/reports/why-millennials-dont-vote-mayor

www.whovotesformayor.org

www.americanpressinstitute.org/publications/reports/survey-research/millennials-news

help.medium.com/hc/en-us/articles/115002870328-Publisher-s-Guide-to-Medium

medium.freecodecamp.org/how-to-write-medium-stories-people-will-actually-read-92e58a27c8d8

blog.bufferapp.com/the-ideal-length-of-everything-online-according-to-science

It can be time consuming to gather and make sense of data. Human experts save time, if you schedule/plan in advance (and can get their attention).

Consider e-mailing or meeting with UW research librarians in your subject area to help you find data.

www.lib.washington.edu/suzzallo/research/research/#Get%20Help

Housing Subject Experts

UW Affiliate Instructor Al Levine
<http://urbdp.be.uw.edu/people/al-levine/>
al.levine@live.com

Research Director James Young
<http://realestate.washington.edu/about/people/staff/james-young/>
jyoung4@uw.edu

Immigration Subject Experts

Professor Jacob Vigdor
evans.uw.edu/profile/vigdor
jvigdor@uw.edu

Research Coordinator Anne Althausen
evans.uw.edu/profile/althausen
aka17@uw.edu

See also:

<http://www.washington.edu/news/uw-experts-on-immigration/>

PART 1: INITIAL RESEARCH

Begin by researching your assigned topic. Both topics are intentionally large so that students can select a specific subtopic to communicate. For example:

Affordable Housing in Seattle/King County

- Rising Rents and Home Prices—Why It Costs So Much to Live in Seattle
- What is the City of Seattle Doing to Make Housing More Affordable?
- Who Pays for Affordable Housing (What is the Seattle Housing Levy)?
- Gentrification in Seattle: Who is Being Displaced and Where Do They Go?
- Homelessness in Seattle: Who Are the Homeless? What is Being Done to Help Them?
- Regulating Airbnb in Seattle

See this Pinterest board for a collection of existing infographics on affordable housing in Seattle/King County: www.pinterest.com/karencheng5245/seattle_housing/
Please join the board and upload at least one new infographic.

Immigration in the US

- I Want to Stay: How International Students Can Become Legal Working Citizens
- Understanding the US H1B Visa System
- Immigration to Seattle
- Legal and Illegal immigrants—Who They Are and Where They Work
- Proposed Changes to US Immigration Laws
- Understanding DACA / The Future of DACA

See this Pinterest board for a collection of existing infographics on US immigration: www.pinterest.com/karencheng5245/immigration_infographics
Please join the board and upload at least one new immigration infographic.

PART 2: INITIAL FIGURE CONCEPTS

Once you have determined your subtopic, you'll need to make the key figures/infographics that will “anchor” your narrative. Look for either:

- 1) a complex process that you can explain/visualize with a diagram/information graphic, or
- 2) a large set of data that you can visualize to show patterns/trends

For example, you could make:

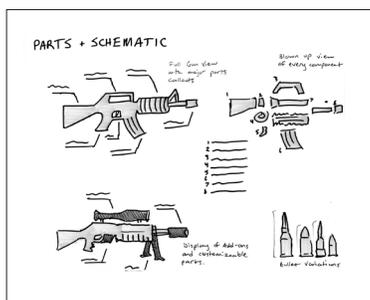
A map that shows the size and location of tent cities in Seattle over time

A flowchart that visualizes the process of applying for an H1B Visa

On Tue Jan 16, prepare to share at least three different ideas for your key figures/infographics. Each figure should be described on a single sheet of paper (letter or tabloid) that contains the following information:

- Diagram Title
- Hand-sketch of the diagram you plan to make, or a scan/visual of an existing illustration that you are planning to re-draw/improve.
- Source of the data/information
- If numerical, sample of the actual data. For example, if the data is within a multi-page report, extract the tables you plan to use. If the data is a spreadsheet, extract a sample that shows all the variables in the table. Indicate the total number of records (200 entries, etc.)
- One sentence describing the conceptual insight provided by the diagram. What does the visualization tell you—and about whom? Why is the data/information important or interesting to others? Who would be most interested in the data, and why?

You will pin your ideas to the wall for your classmates to respond to. The goal of this critique is to determine which figures are worthwhile to design during the first half of the quarter.



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PART 3: INFO/DATA GRAPHIC DEVELOPMENT

After our initial figure critique, you're ready to fully design the diagrams that you previously roughed out/sketched. Your goal is to help the viewer understand something—gain insight—by looking at your data/information visualization. Prepare three different visualizations for critique on Tu/Thu 1/17–19.

You can create any kind of info/data graphic that you think is appropriate, including:

Tables	Area Charts / Pie Charts
Scatter Plots	Bar Charts
3-D/Volume Charts	Line Graphs
Isotype Charts	Timelines
Flowcharts	Radial Diagrams
Visual Taxonomies	Maps/ Illustrative Diagrams

Each visualization should be printed in full color on one sheet of 11x17" paper. Do not use letter size paper—it is too small to see during critique—but tiling is acceptable. Each visual should include:

- A descriptive working title for the visualization (i.e., "How to Get a H1B Visa")
- One or two sentences that describe the insight made visible by the data visualization/ infographic. For example, "High-income families eat significantly more fruits and vegetables than low-income families, due to both economic and social factors."
- All axes and data should be directly labelled or identified with a key or legend.
- The visualization should be clear to others with MINIMAL explanation from you. I will give each student one minute to explain each visualization (3 minutes total). The class will then provide critique—students should comment on what is working well (and why) and offer suggestions and rationale for improvement.

Note: We will have a second critique with new sets of data/information the following week, during 1/30-2/1.

Please avoid superficial/trivial diagrams. When students make very simple bar and pie charts during this time period, they typically have to backtrack later. Backtracking is a waste of time! Instead of refining an initial visualization, students have to discard their early (low-quality) work and start over, looking for more and/or better data.

It can be very stressful to fall behind—to know that you are still looking for data while others are finalizing their stories. Please recognize that like many design activities, creating good infographics takes a lot of time. You need time for both the initial research as well as time for the trial and error process of visualization.