

Scenario building + Publication Design- Townsend- final project 202

I. Introduction

One of the ways of understanding the context that you are designing for is to look at the activity that the design artifact is moderating. You have already done some preliminary ideation in the game project about this by scenario building and in the IM II project with the panoramas (leading to understanding activities in the spaces that you documented). While this assignment deals with books and publication formats, writing and typography (as well as other things), we are going to look at prospective ways of how the writing and design has a relationship to a user in context.

II. Theme: publication design prototypes

Design a series of prototypes that have one of these general themes: **work, war, urban life, the depression, or race.** Choose one only.

III. Define writing and context

Design three publication prototypes: (how you create the scenario and implement it in your design decisions is essential- later in the brief) base your choice from the list below. Each section should consist of a minimum of 4 pages (2 two page spreads). Each one of these ideas suggests a relationship between people in a particular context or a kind of activity. Some like the "instructional" category are goal oriented. Anecdotal suggests an intimate relationship between the person telling the story about their experiences and the listener- first person. Authoritative suggests definitive knowledge that one can use to make decisions on and evaluate. Multiple perspective is almost the opposite of this: it's argumentative, dialectical.

Choose 3 of 4
* 1 Anecdotal: an example would be your interviews- an excerpted interview from an audio transcript. Appealing to empathy. See <http://www.studsterkel.org/>

These are examples of reader activities/contexts: for example- an audio history, radio presentation, exhibition panel in a museum as part of an educational exhibit, or a written compilation (such as the book "The Good War").

and
Instructional: a "how to" kind of book or manual, or website.

Reader activity/context: learning software on your own time, learning a recipe, trying to change your sparkplugs (or your tire on an expressway).

or
Authoritative source: (encyclopedia, peer reviewed journal article, the role that Wikipedia plays).

Reader activity/context: a term-paper, a convincing argument in a public debate or presentation. Appealing to analytical thinking.

or
Multiple perspective (combine more than one viewpoint in a given text)

Reader activity/context: certain blogs, main-text and margin supplements that can sometimes be found in science textbooks (and hence the classroom), etc.

IV. Process

1. Choose a theme from above. Research texts that fall into three of the four categories above. Start with "anecdotal" and the Chicago History Museum website with the Studs Terkel interviews: each theme is derived from his interviews and books. Through additional research define two other topics and excerpt text from your research sources.

2. Define the environment that the reading activity would take place in.

3. Create a short scenario for the reading activity for each example: one paragraph, based on scenario building in the game project.

4. From this, develop a series of constraints and ideas for the design of the section spreads: create a written addendum "brief" that defines specific content, editing, typographic ideas and hierarchy, visual flow and editing of visual information. All imagery may be found.

5. Think of how the context and the activity changes the structure and form of the page. Define ways to deal with imagery that reinforce the activity and experience that the reading activity entails.

Monday - choose a theme from list

preferred found imagery

6. Excerpt text from your sources for each section- pretend that the text would continue on additional spreads. You are allowed to edit text, develop pulled quotes, reorder information to create subheads, captions, etc.

7. Develop imagery-

Look at page flow

Look at order and relationship to writing as a progression

Look at sequence

Look at large comprehensive images vs small detail oriented images

What is the role that the images play? For example, images that help narrate instructions need to be clear and informative, perhaps high contrast. Imagery that evokes subjective memory (such as in the anecdotal prototype) might be highly connotative such as snapshots from a family album.

Look at cropping.

Look at silhouetting versus framed imagery

Look at adjusting contrast and color

Discussion

Think of building a hierarchy of information and then evaluate the hierarchy based on the scenario of use that you have created for it. How much complexity? Does the page need a way to quickly pull out key sections? How does that suggest image selection and treatment? How do image treatments change on the instructional section? Are they high contrast and diagrammatic? Or is the reading experience highly reflective? Does the image treatment in anecdotal become a narrative based on snapshots, newspaper reportage of the time, straight images, collaged suggesting memory, etc.?

For example:

Anecdotal: An excerpt from "The Good War:" interview of sailor who contracted cancer after a bomb test.

<http://www.studsterkel.org/>

Instructional: 1950's civil defense instructions.

Authoritative: A history text on atomic bomb testing.

Multiple perspective: A current blog about contemporary atomic bomb testing. Or the proposed exhibition at the Air and Space Museum in D.C. that portrayed the Hiroshima bombing as an ambivalent act (i.e. not justified as necessary to winning the war in the Pacific).

Final:

Each prototype consists 2 two page spreads and should be thought of as a "snapshot" of a larger book. Create three prototypes. They do not need to be thought of as being bound in one book. The page size and grid can vary from one prototype to another. How you create the scenario and implement it in your design decisions is essential.

Two page spread is 11x17 (12x18 full bleed printer if you want to use bleeds). You may adjust the proportions down from 11x17, but minimally. All spreads to be in designer spreads, mounted on superblack presentation boards. 2 inch margins all around. Color is open, but develop it consciously throughout the project.

Dates

3-31- intro to final project: final on package/game

4-5- theme chosen, reading context chosen, tentative texts chosen 1:30 pm. Deskcrits, input on scenarios and briefs

4-7- scenarios written: turn in (graded) 1:30- write briefs, begin edits and layouts: deskcrits

4-9- Tania Allen as substitute: deskcrits on layouts, image direction, visual edits, page format, type choice, and grid (at least a column grid).

4-12- small group crits: print out all bw at 100% (graded).

4-14- revisions

4-16- full in progress crit- use brief and scenario as guide to criterion for evaluation (graded)

4-19- work in class: lecture on final portfolio prep- final turn in, projects for internship etc.

4-21- reading given: work in class small group crits.

4-23- reading discussion: interaction, brand, service- discuss fall semester

4-26- deskcrits

4-28- tbd

4-30- final- turn in CD's final projects