

Writing and Designing Digital Documents

Ascender

Open Counter

Bar

Closed Counter

X-height

Loop

Serif

Link

Terminal

Baseline

Gradient to Transparent Overlay

Background: C 01% M 03% Y 56% K 00% | C 56% M 61% Y 93% K 61%

Font: Perpetua Roman Bold 24pt

Developing Digital Documents

Fall 2018

University of Alabama at Birmingham

Instructor Information

- Dr. Jeffrey A. Bacha
- Email: jbacha@uab.edu
- Office: HB 217
- Office hours: M/W/F 11:30 - 12:30 or by appointment

Important Dates

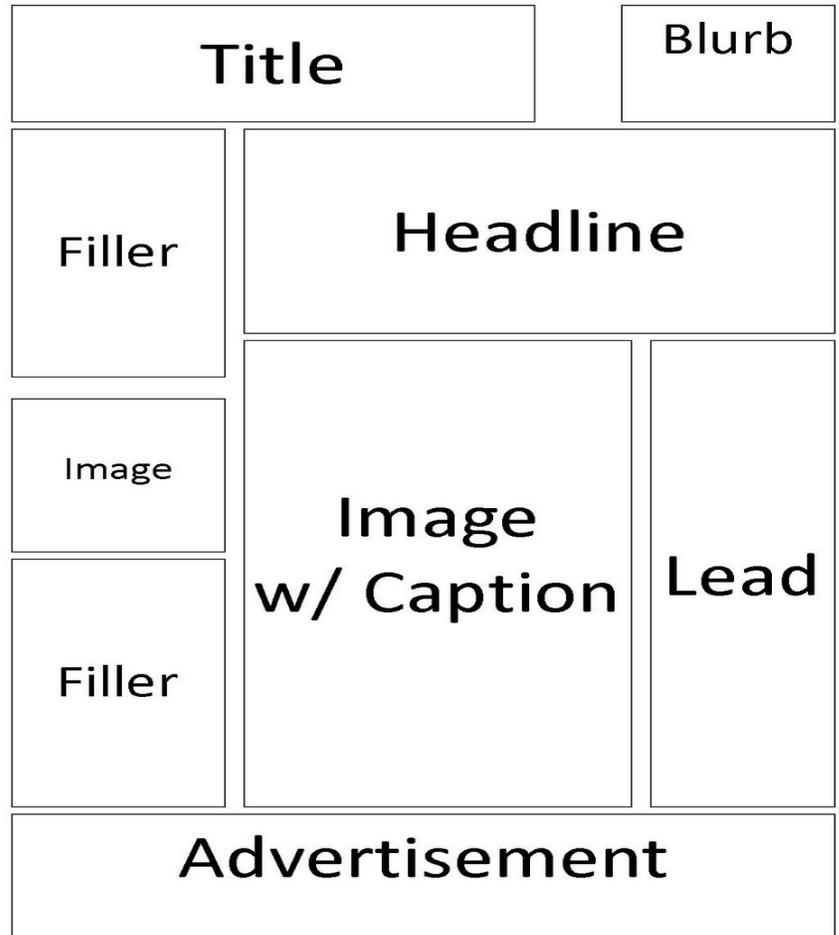
- **September 3** is the Labor Day holiday.
- **September 4** is the last day you can add/drop a course.
- **October 19** is the last day you can withdraw from the course.
- **November 19 - November 25** is our Thanksgiving holiday break.

Announcements

- Make sure to pick up your course textbooks from the book store; the first reading assignment will be due on the second day of class.
- Make sure you can access the course Canvas site.

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EH 340: Developing Digital Documents is designed to help students sharpen their rhetorical abilities to write and design interactive documents.

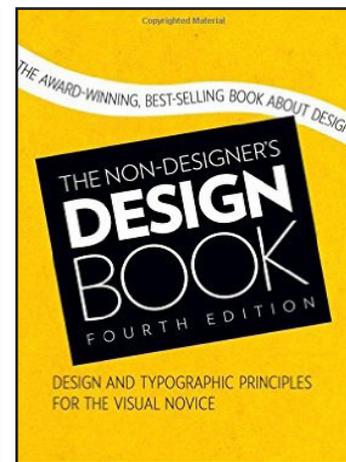
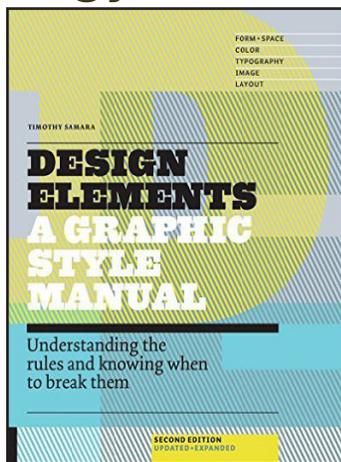
English 340 Course Overview

This course is designed to help students develop the ability to write and design documents using computer aided publishing technologies. In this course, students are given the opportunity to improve their critical thinking skills as they relate to planning, writing, and revising the content and design of dynamic documents. Students will also explore a number of industry standard content management and publication tools used by working professional and technical communicators. Specifically, students will learn: the rules of document design and how to break those rules; how to integrate content into large scale documents; and strategies necessary to anticipate the needs and expectations of their audience. No prior experience with any type of technology is required for this course.

Required Textbooks, Technology, and Other Materials

By the second day of class, students should have:

- *Design Elements: A Graphic Style Manual* 2nd Edition by Timothy Samara (ISBN: 978-1-59253-927-7)
- *The Non-Designer's Design Book* 4th Edition by Robin Williams (ISBN: 978-0-13-396615-2)
- An 8 Gigabyte USB thumb drive
- A pencil with eraser and a ruler (to make sketches)
- A sketchbook to save your homework
- Two editing pens (something other than black ink)
- A box of colored pencils or crayons
- Access to Canvas
- Access to an @uab email address
- A printed copy of this syllabus
- A section of time devoted to a computer Lab (HB 231 on M/W/F 3-5 or the DMC)



The course textbooks are available at Barnes & Noble or Snoozy's.

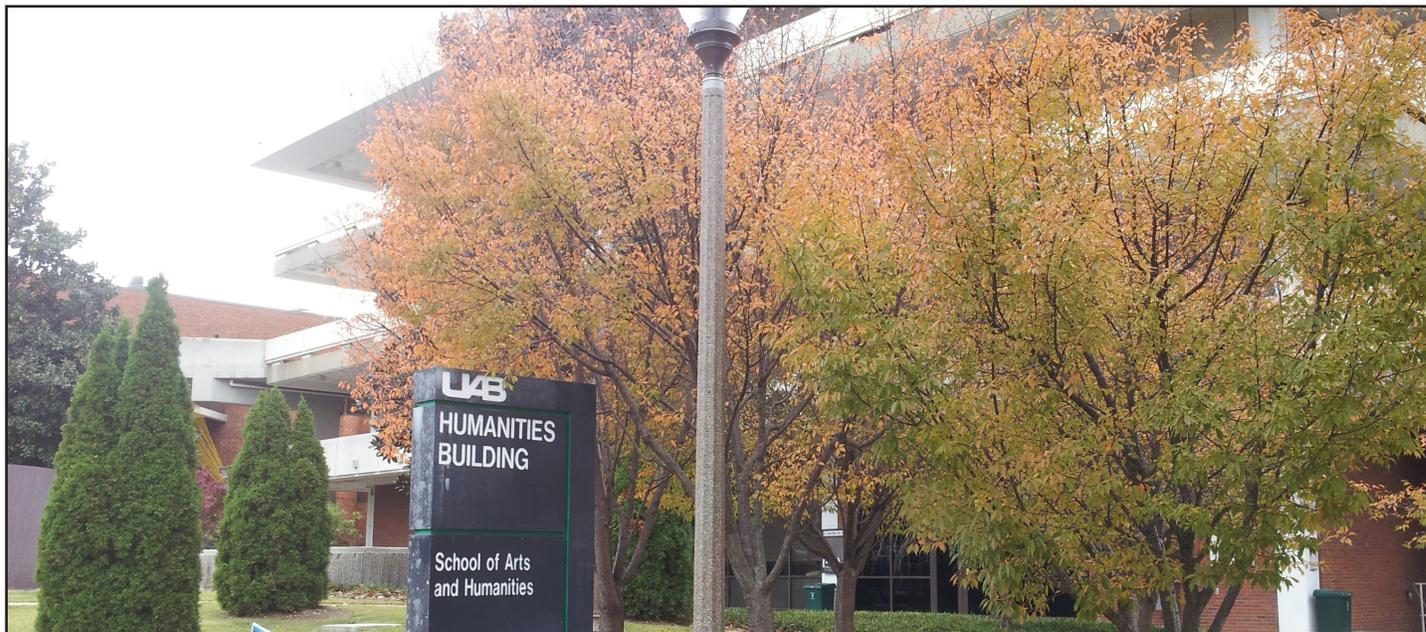
Expected Outcomes and Student Responsibilities

English 340 is dedicated to helping students develop the ability to write and design documents using electronic publishing technologies. Students will receive instruction in writing, graphics, and publishing software and will write, design, produce, and critique a number of publications.

Although no prior knowledge of any specific technology is required for this course, to be successful, students will quickly need to develop a willingness to learn how to control the production of "texts" in a variety of different technology dependent contexts. Even though the instructor will provide the students with a lot of in-class activities, students are expected to complete a number of activities outside of class in preparation for those applied learning sessions. In addition, because all of the assignments in this course have multiple

components that build on each other over the duration of the semester, students will need to develop some strong and effective project management skills. Specifically, students will need to:

- Improve their management of electronic tools that are often used in the workplace
- Learn what computers can do design and publishing and how to make them do it
- Improve their understanding of how technology impacts their future as a writer/designer at work
- Begin designing a professional portfolio you can develop and use for career placement
- Practice document design - Students begin with the four principles of design and extend their practice to typography, use of style sheets, page layout, and finally, full document design



My office is located in the Humanities Building room 217.

Policies Concerning Attendance and Communication

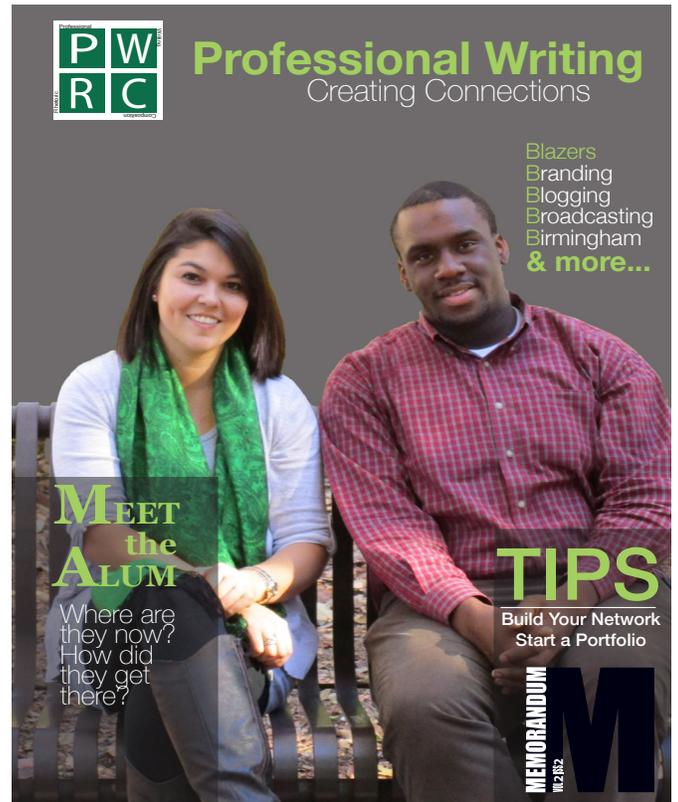
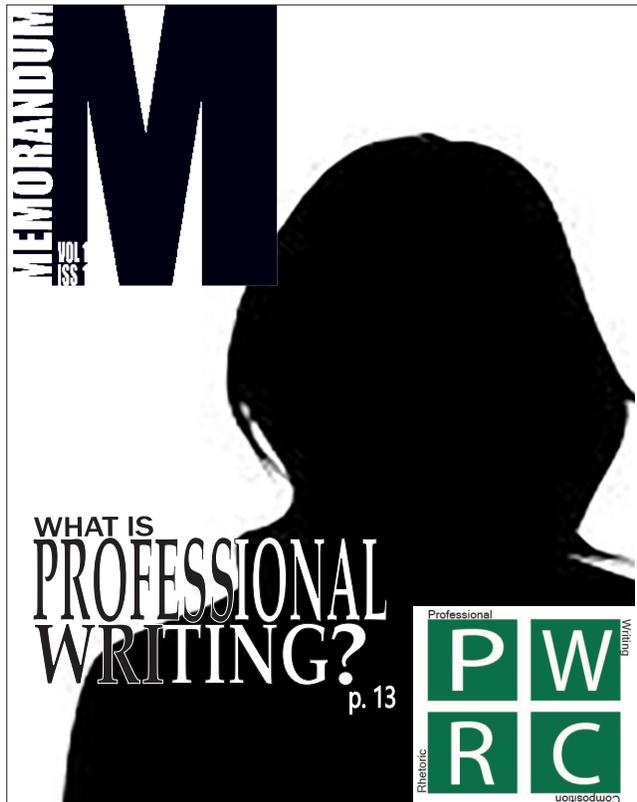
Office Hours – Throughout the semester I will be holding regular office hours in HB 217 (M/W/F 11:30-12:30). You do not need an appointment to visit during my office hours. However, please send me an email if you are unable to see me during my regularly scheduled office hours so we can set up a different time to meet.

Attendance – All absences can hurt your grade indirectly: you might miss a deadline and you might not learn how to prepare a particular document. In this class, you have a cushion of 5 absences for which your course grade will only be affected indirectly. But, absences begin to hurt your grade directly when they become excessive. Your final grade will be reduced by **30 points** (about one letter grade) for each unexcused absence over five. Nine absences or more result in an F for the class. If you come to class after I have taken attendance you will be counted “late” (two “lates” equal one absence). It is your responsibility to remind me to change your absence to a “late.” Absences are “excused” only in cases of jury duty, military duty, or official UAB business (and only when documented).

Email Communication – All students are required to obtain and use their UAB email address that was automatically assigned to them as UAB students. All official correspondence will be sent ONLY to the @uab.edu address. All students are responsible for ensuring that the correct email address is listed in Canvas by the beginning of Week 1. It is your responsibility to make sure a valid email address is provided. Failure on your part to do so can result in you missing important information that could affect your grade. (*Please note: I respond to emails between 8am and 5pm and will usually respond to your emails within one business day. However, it may take up to two business days to respond and I do not respond to work related emails over the weekend.*)

Drop/Add – This course follows UAB policy concerning drop/add and will adhere to the university date of Sept. 4, 2018 being the last date to drop/add a course. Students registering late (after the first class meeting and until Sept. 4, 2018) will be able to make up all class items that have been missed. The last day to withdraw from this course with a grade of “W” is Oct. 19, 2018.

MEMORANDUM: UAB's Professional Writing & Rhetoric and Composition Magazine



Published in late Fall and early Spring, MEMORANDUM is a completely student generated and student focused publication. Written, designed, and published by students taking classes in the Professional Writing Program at UAB, each issue of MEMORANDUM is packed with articles that explore the field of professional writing and what it means to be a professional writing student. Back issues of the publication can be found online at <http://issuu.com/uabpwrc> and at <https://uabmemorandum.wordpress.com/>.

University Policies and Student Support Systems

Academic Misconduct – UAB faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current UAB Student Catalog. Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct (link: <https://www.uab.edu/students/one-stop/policies/academic-honor-code>).

Because this is a writing course, the most relevant type of academic dishonesty is plagiarism. We will discuss plagiarism—its definition, penalties, and how to avoid unintentional plagiarism—regularly throughout the semester. Plagiarism is defined as “using the words or thoughts of another person without proper citation; specifically, it is submitting as one’s own work any portion of a book, magazine, journal, handout, original creation, speech, lecture, oral communication, paper or examination written by someone else.” This policy includes both traditional material and electronically mediated material such as that found on websites. Penalties for plagiarism may include failure on an individual assignment, automatic failure of the course, and even dismissal from the university. The penalty depends upon the severity of the infraction.

The University Writing Center – The University Writing Center, located in Sterne Library 175, offers free writing help to all UAB students. In one-on-one sessions, consultants provide feedback at any stage of the writing process and help students learn effective writing processes and strategies. During sessions, you may get help with understanding assignments, developing and organizing your ideas, using and citing sources, finding and correcting sentence-level errors, revising, and much more. The Writing Center is for all levels of writers; all writers need help! To make an appointment or get more information, please see the UWC website at www.uab.edu/writingcenter. For daily news, like the UWC on Facebook (UABWritingCenter) and follow the UWC on Twitter (UABWritingCntr).

Faculty Evaluation – At the end of each term, students will be requested to fill out a printed and an online Course Evaluation. These evaluations are completely anonymous. Your participation in this activity will be appreciated.

Early Alert System (EAS) – The EAS is designed to help students be more successful academically at UAB. If you receive an e-mail with EAS in the title, please open it, read it, and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and that students are aware of the resources available that will assist them in successfully completing their degree program.

Non-Harassment and Non-Discrimination (Title IX) – The University of Alabama at Birmingham is committed to providing an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual discrimination, harassment, misconduct, or assault we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit <http://www.uab.edu/titleix> for UAB’s Title IX Policy and UAB’s Equal Opportunity and Anti-Harassment Policy.

Reasonable Accommodations – UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with Disability Support Services, please contact me to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted Disability Support Services, please call 934-4205 or visit <http://www.uab.edu/dss>.

Weather or Other Emergencies – During any actual emergency or severe weather situation, www.uab.edu/emergency will be the official source of UAB information. In addition, the UAB Emergency Management Team will use B-ALERT, the university’s emergency notification system, to communicate through voice calls, SMS text messages, and e-mails to the entire campus all at the same time. B-ALERT also integrates with Facebook and Twitter. To register for B-ALERT or update your existing information in the system, go to www.uab.edu/balart. All registration is connected to your BlazerID.

HB 231 Open Lab Hours

This semester, HB 231 will be available to you from 3pm to 5pm on M/W/F. To access the room, you will first need to stop by the English Department’s main office in HB 215.

Spring Reading Schedule: Developing Digital Documents

All readings listed below are due on the day they are listed and this schedule is subject to change.

Part I: Creating a Personal Brand

Week One (8/27-8/31)

M: Introductions & Desktop Publishing Handout
W: Read CH1 - CH3 (NDDDB)
F: Read CH4 - CH6 (NDDDB)

Week Two (9/3-9/7)

M: No Class
W: Read CH9 - CH11 (NDDDB) and Illustrator Tutorial
F: Read CH12 (NDDDB) and Sketchbook Due

Week Three (9/10-9/14)

M: Read pgs. 117-120 (NDDDB)
W: Work Day
F: Sketchbook Due and InDesign Workshop

Week Four (9/17-9/21)

M: Read pgs. 6-24 (DE)
W: Work Day
F: Project One Due and watch "Helvetica"

Part II: Professional Document Design

Week Five (9/24-9/28)

M: Finish "Helvetica" and "Evocative Typography"
W: Read CH7 - CH8 (NDDDB)
F: Read pgs. 26-57 (DE)

Week Six (10/1-10/5)

M: Read pgs. 58-85 (DE)
W: InDesign Workshop
F: Sketchbook Due

Week Seven (10/8-10/12)

M: Read pgs. 128-145 (DE)
W: Read pgs. 146-169 (DE)
F: Read pgs. 170-185 (DE)

Week Eight (10/15-10/19)

M: Work Day
W: Work Day
F: Project Two Due

Part III: Building a Digital, Print Ready Publication

Week Nine (10/22-10/26)

M: Read pgs. 86-111 (DE)
W: Read pgs. 112-127 (DE)
F: Read pgs. 186-203

Week Ten (10/29-11/2)

M: Read pgs. 204-231 (DE) and InDesign Tutorial
W: Topic Proposal Due
F: Read pgs. 232-245 (DE)

Week Eleven (11/5-11/9)

M: Sketchbook Due and Research Day
W: Read pgs. 246-263 (DE)
F: Read pgs. 264-273 (DE)

Week Twelve (11/12-11/16)

M: Read pgs. 272-287 (DE) and InDesign Tutorial
W: Read pgs. 288-295 (DE)
F: Read pgs. 296-311 (DE)

Week Thirteen (11/19-11/23)

M/W/F: Fall Break

Week Fourteen (11/26-11/30)

M: Work Day
W: Text Due for Peer Review
F: Work Day

Week Fifteen (12/3-12/7)

M: Designs Due for Peer Review
W: Work Day
F: Final Projects Due

NDDB = *The Non-Designer's Design Book*

DE = *Design Elements: A Graphic Style Manual*



The Digital Media Commons (HHB 334)

The Digital Media Commons (HHB 344) provides students and faculty with access to the latest technology for enhanced learning. Technology enables students and faculty to incorporate digital media into instruction, create documentary films, produce and record compelling oral histories, and explore the boundaries of their imaginations.

- Fully Loaded, Multimedia Mac Stations
- 9 Dual Stations
- 11 Individual Stations
- First of its kind at UAB and in Alabama

<https://www.uab.edu/cas/digitalmedia/>

Course Projects Grade Breakdown and Grading Scale

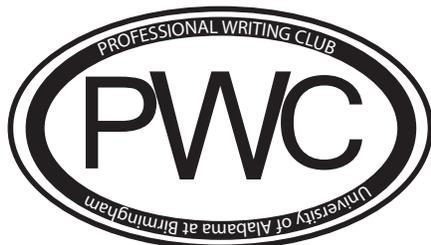
Project	Points	Weight
Personal Branding	90 points	30%
Professional Document Design	90 points	30%
Crafting a Public Zine	120 points	40%
Total	300 points	100%

Participation, Grades, and Late Work Policies

In the workplace, Professional and Technical Communicators do much more than just produce text. Most Professional and Technical Communicators are also experienced document designers who create, edit, or evaluate the effectiveness of publically available publications. As such, to achieve success in this course, students must display the ability to succeed in their future workplaces by developing a variety of informative and visually effective print and electronic documents.

Participation – Although I will be showing the occasional PowerPoint presentation to offer some additional context to our course readings, this is a discussion-based and not a lecture-based course. When we meet, I expect the members of this course to drive the conversation by asking questions that should lead the class into discussions about the assigned readings. There is a lot of reading in this course; occasionally, some of the material will not be completely covered in discussion. Nevertheless, you are still responsible for that content.

Incomplete Grade Policy – Missing any part of the Course Schedule may prevent completion of the course. If circumstances prevent the student from completing the course by the end of the term, the student should complete a request for an Incomplete Grade. (*Note: A grade of Incomplete is not automatically assigned to students.*)



The Professional Writing Club at UAB's mission is to equip students interested in Professional Writing with knowledge and experience to prepare them for the workforce, to allow students interested in Professional Writing the opportunity to network with each other, and to connect with professionals in the field by participating in industry-focused workshops.

Grading – All major projects in the course will be comprised of several components, each of which will be worth a percentage of the student's final grade (further details about each assignment will be provided as we get closer to each project's initial due dates). Grades are not rounded. This means a grade of 79.99% is 79.99% (C), 89.99% is 89.99% (B), etc. This applies to all grades including the final overall grade. All grades will be posted in the student's individual Gradebook in Canvas and students are expected to review their grades at least once a week. The Course Instructor does not use email to communicate scores on assignments or make comments about the graded assignments.

It is the student's responsibility to review scores and comments on graded assignments as instructed above. Students are expected to complete all of the assignments by the given deadlines. If an assignment is mistakenly submitted and the student wants to re-submit it, the student must email the Course Instructor asking that the assignment be deleted BEFORE it is graded and BEFORE the deadline for the assignment. Both of these criteria must be met.

Late Work – The instructor will stick closely to the course calendar. It is important that you keep up. When possible, you may certainly complete assignments early, but you must complete them on time. Much of what you do for this class quickly leads to another assignment. Thus, the majority of missed class assignments cannot be made up. I do not grade work that is turned in after the initial due date. I do not make exceptions for computer catastrophes or email glitches, so save your work often and do not wait until the last minute to turn in your work. Being absent does not relieve students from the responsibilities of this course. If a serious and unavoidable problem arises you should contact your instructor by email prior to the deadline to determine whether or not an extension for the work will or will not be granted. Late work will rarely, if ever, be accepted without prior approval.

Note: Not having access to a computer, computer problems, computer crashes, loss of Internet and/or loss of electricity are not acceptable excuses for late work, incomplete work, or a request for an assignment deadline extension. Students are expected to have a back-up plan in case any of these occur.



*A collaborative space
to provoke thought*

Lister Hill Library
4th Floor
M-F 7AM-6PM
theedgeofchaos.org



BA Concentration in Professional Writing:

The UAB English Department offers an undergraduate concentration within the English major in Professional Writing. The concentration is designed for English majors who are interested in non-fiction writing for corporate and public life. English majors who complete the concentration might pursue a variety of career options that require advanced writing skills, in areas such as technical writing, publishing, teaching, editing, and business.

MA Concentration in Rhetoric and Composition:

Ideal for students who wish to pursue careers as teachers of writing or as professional writers or editors, the concentration in rhetoric and composition focuses attention on the art and craft of teaching, on the many roles of writing in business and industry, and on the history and practices of public discourse itself—from political rhetoric and the rhetoric of advertising to the complex uses of language and imagery in contemporary magazine and internet publications.

Visit us online: <https://www.uab.edu/cas/english/professional-writing>

Project One: Developing a Personal Branding

The First Major Project for this course is the Personal Branding Project. The goal of this project is to get you to create a unique and individualized document that you can eventually use, or alter and use, when you start searching for an internship while in college or start searching for a job once you graduate.

Assignment

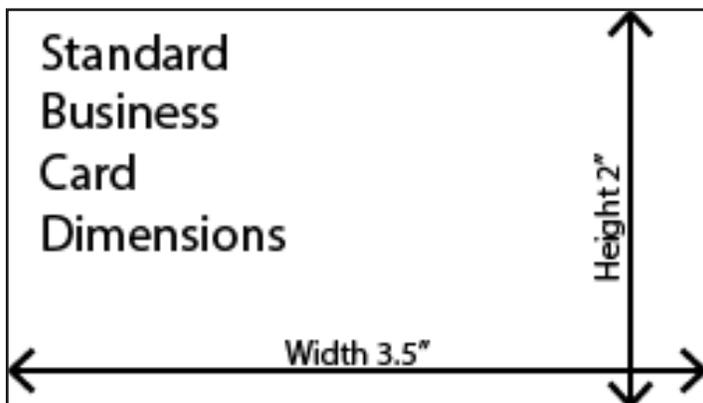
The main challenge of this assignment is that you are not allowed to use any colors, images, or pre-formatted templates in your original documents (*any documents using any of those elements will be given a 0*). This project is worth 30% of your overall course grade. During this project you will produce the following documents:

- A business card (Standard sized business cards are 3 1/2 inches by 2 inches - or 2 inches by 3 1/2 inches)
- A rhetorical analysis of your own work

Deliverables

All of the documents you create for this project should look professional and be designed to function together. For this project, you will be required to produce numerous drafts of your documents in the form of sketches. At the end of the project, you will also produce a printed version of your documents. Listed below are the specific requirements for each stage of the project.

Sketchbook (20 points, Due Sept. 7 & Sept. 14) – The first activity you will need to complete during this project is the creation of four preliminary design sketches. First, you will submit preliminary sketches for three different business card designs (due September 7). Second, based on the feedback you receive, you will sketch out a revision of one of your preliminary business card design sketches (due September 14). All of your sketches should have a professional look and feel to them and should be designed as if you planned to eventually use it in a professional portfolio. All of your sketches should be included in your sketchbook. (*Note: Make sure your sketches are the correct size, include notes regarding font sizes, include notes regarding font weights, and include alignment markers.*)



Business Cards (30 points, Due Sept. 21) – The next step in this assignment is to convert your revised business card sketch into an Illustrator file (this must be done in Illustrator). Make sure to save your work as a project file and export your final business card design as a tiff file. Then, using the InDesign Master Page Template you will create during an in-class workshop, fill page one of an InDesign file with 10 copies of your business card and print your work. (Make sure to save both the Illustrator file and the InDesign file to your USB flash drive in a folder labeled “Personal Branding.”)

Rhetorical Analysis (40 points, Due Sept. 21) – The last document you need to create for this project is a rhetorical analysis. To complete this portion of the assignment, craft an 800 to 1000-word essay explaining and defending your design choices for the Personal Branding Project. Make sure to include labeled images of your business card in your analysis and make sure to use the design principles covered in the assigned readings to back up your claims. (Save your rhetorical analysis on your USB flash drive in the folder labeled “Personal Branding.”)

Submitting Your Work

Your documents must be submitted on a USB drive and must be printed following the directions below. Any files submitted in the wrong format, any missing files, or any missing documents will result in a 0 for that part of the assignment.

First, make sure the following files are saved on your USB drive in a folder labeled “Personal Branding”:

- The Illustrator project file you used to create your business card
- The tiff file version of your business card
- The InDesign File, saved in IDML format, used to create the 10 business cards
- The file used to prepare your rhetorical analysis

Second, in an envelope addressed to the instructor make sure to include:

- A printout of your ten businesses cards
- A printout of your rhetorical analysis

Grading

As I look over your documents, I will ask myself:

- How effectively has the document creator used Fonts and Typography?
- How effectively has the document creator used Contrast, Alignment, and Proximity?
- How effectively has the document creator used negative space?
- Are the document design templates set to the appropriate guidelines and ready for publication?

Project Two: Professional Letterhead Design

The Second Major Project for this course is the Professional Letterhead Design Project. For this project, you will be creating a document Working Professional and Technical Communicators design on a regular basis. The goal of this project is to get you to create your own unique page design by developing a multi-page letterhead for the University Writing Center (UWC).

Assignment

The director of the UWC is currently developing a series of handouts for UAB students and needs a template she can plug content into so that each handout “looks” the same. Obviously, this project has a real audience and the Director of the UWC will select one of your designs to be published. Like the first project, the main challenge of this assignment is that you are not allowed to use any pre-formatted templates in your original documents. This project is worth 30% of your overall course grade.

Note: Although this will have no impact on your grade for the project, the Director of the UWC will review three designs, chosen by the class, and will select one to be used as the organizations’s “official” handout template.

Deliverables

During this project sequence, you will be required to produce numerous drafts of your documents in the form of sketches and printed drafts. Although you must use color in your document designs, you must also use UAB’s official colors (<https://www.uab.edu/brand/home/downloads/colors>) and the images provide by the client in your designs . Listed below are the specific requirements for each stage of the project.

Sketchbook (10 points, Due Oct.5) – Your first activity for this project is to do some brainstorming and produce preliminary mock-ups. In other words, you will be producing sketches that can hopefully be converted into two Master Page Templates in InDesign. Specifically, I want you to sketch out a design idea for the first page of the handouts and a design that can be used on each additional page. Make sure your sketches are sized correctly (using the .25 inch margin rule), incorporate color, include notes on font sizes, include notes on font weights, and include alignment markers. Your preliminary design ideas are due on October 5.

Font Book (20 points, Due Oct. 19) – The second activity you will need to complete for this project is the development of a font book so the client knows what fonts work best with your letterhead’s design. To accomplish this task, select one font for all major headings, one font for all subheadings, one font for all third level headings, and one font for all body paragraphs. Once you have picked your fonts, write a

200-word paragraph for each font explain why it works within the design you have created (this should be a persuasive argument). In your descriptions, make sure to include everything you should know about fonts at this point in the semester: Size, Structure, Weight, Character Count, etc. Your font book will be submitted with your final designs.

Templates and PDF (60 points, Due Oct. 19) – To finish the project, revise your preliminary designs by converting your work into an InDesign project file. In this file, you should have two usable master pages and, at least, two content pages containing your font book. In addition, make sure to load your selected fonts into the paragraph style menu, label them appropriately, and use those styles in the document (all text in this document, even text used on the master pages, needs to be attached to a paragraph style). Once completed, make sure to save your work as an IDML project file on your USB drive in a folder named “340 Letterhead” and export your work as a “High Quality Print” PDF. (Note: Any project file that does not use the paragraph style menu will be penalized 20 points. Any project file not containing two usable master page design templates will be penalized 20 points.)

Submitting your Work

To submit your work, you will need to bring a printed copy of your font book to class and provide your instructor with the USB drive were you saved all of your project files and final PDF.

Grading

As I look over your documents, I will ask myself:

- How effectively has the document creator used Fonts and Typography?
- How effectively has the document creator used Contrast, Repetition, Alignment, and Proximity to help readers scan the included information in 40 seconds or less?
- How effectively has the document creator used negative space and graphic accents?
- How effectively has the document creator used color?
- How effectively has the document creator used images?



UNIVERSITY
WRITING CENTER
College of Arts and Sciences
www.uab.edu/writingcenter



The University Writing Center (UWC), Mervyn H. Sterne Library Room 175, is open to students and faculty at all levels for individual writing consultations and instructional workshops. To make an appointment: <http://www.uab.edu/writingcenter/>

UABWritingCenter

@UABWritingCtr

Project Three: Crafting a Public Zine

Rather than a traditional final, your final project for this course includes one last design challenge. This project is intended to closely mimic the work completed at a small publishing house. It provides students with the opportunity to expand and sharpen their writing, document design, and editorial skills by producing a small, booklet-style publication. Once you have completed the assignment sequence, you will have a print-ready PDF of your work that you can take to any copier/printer to mass produce your work. In other words, the document you are tasked with creating is intended for a public audience of your choice.

Assignment

During this project sequence, you will produce a 12-page, booklet-style zine. The zine's content is up to you to determine. However, it must contain original work and any images you use must either be created by you or have a Creative Commons (CC) license that allows you to use it (you must, however, follow the CC guidelines for attributing sources found at: <https://creativecommons.org/use-remix/>). Although you will print a black-and-white copy of your zine, you must incorporate color into your designs. This is part of the challenge associated with the assignment, because the colors you select must "look good" when printed in grayscale. This is an individual assignment and is worth 40% of your final, overall course grade.

Document Specifications

This is an individual assignment. Meaning, each student will be solely responsible for writing their own content and designing the document used to deliver that content.

Each Zine must include the following:

- A full bleed, full color cover page that incorporates both text and images
- An inner cover with copywriter information, (CC License), and author bio
- A correct, automatically populated index page with a brief statement that contextualizes the publication's content
- Eight paginated content pages the blends together both text and images
- A full bleed, full color back cover that incorporates both text and images

The InDesign File you use to build the zine must follow the following parameters:

- You must use paragraph styles and all text in your publication must be attached to a paragraph style
- You must use character styles and all in-text formatting (italics, bold, etc.) must be done with the character styles you develop
- You must create master page templates and each page of the zine must be attached to a page template
- The content you add should be imported as one large group of text and split up, or threaded, across multiple, linked textboxes on your content pages

The activities you will need to complete in order to successfully navigate this project and to receive full credit on the assignment are detailed below.

Deliverables

Topic Proposal (5 points, Due Oct. 31) – To get started on the project, each student is required to prepare and deliver a 60-second "pitch" to the rest of the class on October 31 (this is a timed activity and I will cut you off after 60-seconds). This is an informal proposal, but your goal is to prove to the rest of the class that there is an audience for the publication you want to develop and the content you want to write will appeal to that audience. After your "pitch," the rest of the class will discuss your idea and eventually vote. You must get a majority decision to continue with the project. If you do not, you will need to revise and "re-pitch" your ideas to the class on November 2.

Sketchbook (20 points, Due Nov. 5) – Like the other projects you completed this semester, you will start your design work by producing a number of preliminary mock-ups inside the sketchbook you have been using this semester. In total, you will produce six sketches: a cover page sketch; an inner cover sketch; an index page sketch; a left content page sketch; a right content page sketch; a back-cover sketch. All of sketches must have a professional look and feel to them, must include color, must be sized correctly (half letter, or 5.5 inches wide by 8.5 inches tall), must include Bleed (red) and margin (green) guides to accommodate for grip and creep (remember the .25 inches rule), must include notes on fonts, and must include actual measurements. In addition, make sure to include a printout of the fonts and the images you are planning to use. (I will be providing an example.)

Support and Tutorials

At this point in the semester, most of our class sessions will include some form of in-class tutorial designed to help you complete the assignment. Although I will be posting the tutorials as videos inside Canvas, I would strongly recommend not missing any of these class sessions. In addition, I am here to help. If you get stuck on this project, set up a time to meet with me during my office hours.

Part Three Continued

Peer Review (30 points, Due Nov. 28 & Dec. 3) – You will participate in two rounds of peer review. On November 28, you will bring a printed copy of the text you plan to include in your publication to class and will critique the work of other students. On December 3, you will need to print and bring a fully paginated, completely designed, and correctly formatted draft of your publication to class for a design critique. Peer Review is not an optionally activity. I will not accept any documents that have not had both their content and designs peer reviewed by members of this class.

Final Files/Documents (65 points, Due Dec. 7) – To finish the project, revise both your content and your Zine’s design according to the feedback you received during Peer Review. You will submit printed copies and the digital files used to build the publication. A grading rubric for the assignment will be provided.

Submitting Your Work

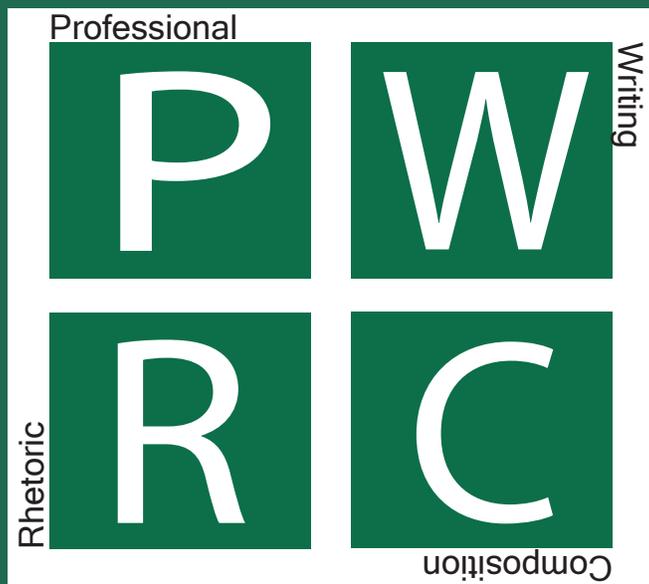
To submit your work, bring two printed copies of your publication and provide your instructor with the USB drive were you saved all of your project files and final PDF (make sure to include all images, the InDesign file, PostScript file, a word document containing all of your content, and final PDF). USB drives will be available for pickup on Wednesday, December 12

Grading

As I look over your documents, I will ask myself:

- How well has the document creator used InDesign to build their publication?
- Do the documents have a business like appearance, yet not look like a template?
- Are the documents free of grammar, spelling, or mechanical errors?
- How effectively has the document creator used Fonts and Typography?
- How effectively has the document creator used Contrast, Repetition, Alignment, and Proximity?
- How effectively has the document creator used negative space, images, and graphic accents?
- How effectively has the document creator used color?

Project Three Calendar	
Deliverable	Due Date
Topic Proposal	October 31
Sketchbook	November 5
Draft of Text	November 28
Draft of Design	December 3
Final Documents/Files	December 7



2019 SPRING COURSE OFFERINGS

EH 315: Introduction to Professional Writing

In this course, students will explore professional writing as a discipline and learn how to compose professional documents. Successful professional writing begins with effective composing processes, including invention, revision, audience analysis, research, document design, usability testing, and editing. The professional documents that students produce in this class will vary from teacher to teacher but may include instructions, proposals, memos, slide presentations, blogs, brochures, newsletters, hypertext documents, and web pages.

EH 304: Editing in Professional Contexts

Theory and practice of editorial/rhetorical concerns throughout writing process, particularly as related to professional contexts. Writing is a significant component of this course.

EH 404: Technical Writing

Theory and practice of editorial/rhetorical concerns throughout writing process, particularly as related to professional contexts. Writing is a significant component of this course.

EH 404: Visual Rhetoric

Theory and practice of editorial/rhetorical concerns throughout writing process, particularly as related to professional contexts. Writing is a significant component of this course.

