



Course Outline

Course title:	Enhanced Ebook Design	Day + time	Wednesdays, 8:30 to 11:20 am
Course mnemonic	COMD 415	Start date	September 4th 2014
Section number	F001	Term end date	December 13th 2014
Credits	3	Location	SB 392
Hours per week	3	Instructor	Celeste Martin
Prerequisites	DESN 320 or DESN 321	Fax	604-844-3801
Office number	329	Email	mmartin@ecuad.ca
Office telephone	604-630.4558	Office hours	Wednesdays 12:30 to 1:30 pm

Website catalogue description | www.ecuad.ca

First generation ebooks mapped old patterns onto new technologies, giving new form to traditional “pages” with electronic readers. Second generation technology, the tablet platform, allows for a rethinking of content presentation from the ground up. Full use of a tablet for “book” publication requires reconsidering the nature of a book itself. It might include video, animations, kinetic typography, hyperlinks, social networking. This project-based course will explore issues in designing for this exciting new medium. Emphasis will be on prototype creation, though visiting professionals will present and discuss current workflows and practices.

Course Content (for this specific offering of the course)

This course will look at the history, current practices and future challenges in ebook design and workflows. The course will include a series of assignments, readings, lectures, demos and tutorials, and guest presentations from Vancouver based companies representatives and designers working in the field. In the first project, students will produce case studies to research contemporary practice in enhanced ebooks in a variety of genres; they will be encouraged to develop a critical vocabulary in ebook interface design, critique and place ebooks within a wider social/virtual context. In the second project, students develop a proof-of-concept video prototype for an enhanced ebook with the goal of facilitating user participation; they are encouraged to develop a critical attitude in their understanding of ebooks as spaces for action and interpretation. The final project asks student to produce a sample book chapter in a platform of their choice; they research different ebook development platforms available for tablets and explore their production workflows.

Course learning outcomes

Upon completion of the course, students should be able to:

- Solve communication problems by practicing a comprehensive design process that includes research, analysis, concept development, formal explorations and synthesis of concepts in visual form;
- Demonstrate a comprehensive understanding of the issues involved in designing for this new media;
- Show competence in digital literacy, understanding specific issues and challenges in shaping communication models for this emerging technology.
- Respond to collaboration, contexts and communication needs in shaping design decisions;
- Develop complex projects iteratively, from conception to completion;

- Use skills, tools and technologies appropriate to each project, and present work effectively in visual and verbal form;
- Manage time efficiently and work effectively in teams or individually, as required;
- Assess their own and others work realistically, contribute to discussions and respond constructively to feedback;
- Work with honesty and integrity.

Resource materials

The library has 20 new iPads available for one-week loans. As well, there may be other iPads available where students can upload new applications. Readings will be provided online. Students are expected to have access to a computer and to archive material as needed.

Evaluation criteria

Attendance/Participation/Professionalism	10 %
Project 1	20 %
Project 2 (group project)	30 %
Project 3	40 %
Total	100 %

Evaluation criteria definitions

Grade	Grade Requirements/Description
A+ 95 – 100% Outstanding A 90 – 94% Distinguished	Work is conceived with a high level of originality and creativity, yet supported clearly and plausibly with research from a variety of sources and from different perspectives. Presentation of the process work is professional, clear and interesting, leading a viewer logically from a concise design brief to final outcome, with appropriate depiction of idea development. Typography and layout have been considered carefully, imaginatively, yet it is easy to understand the concepts explored and follow the reasoning behind the design. Presentation design does not eclipse nor mask content. Oral presentations are well-delivered, engaging and to the point.
A- 85 – 89% Excellent B+ 80 – 84% Very Good	Work is conceived with originality and creativity, yet supported with research from a variety of sources and from different perspectives. Presentation of the process work is very good, but is fairly straightforward. Viewer is able to easily understand design brief and its relation to final outcome, but some steps may be hard to follow, or are not as well supported as others. Typography and layout have been considered and it is easy to understand the concepts explored and follow the reasoning behind the design, but process presentation may not be as interesting as content. Oral presentations are professional and thorough.
B 75 – 79% Commendable B- 70 – 74% Good	Work is conceived with some originality and creativity. Research from a variety of sources and from a few perspectives is given, but not as thorough as it might have been. Viewer is able to understand design brief and its relation to final outcome with some difficulty. Many design steps are hard to follow, or are not as well supported as others. Typography and layout have been considered to some extent, but harder to follow the development of ideas. Presentation of the process work is good, but is straightforward. Oral presentations are satisfactory.

<p>C+ 65 – 69% Competent C 60 – 64% Satisfactory</p>	<p>Work is conceived with adequate originality and creativity, but clearly more ideas and solutions should have been explored and considered. Research from a few sources and from one or two perspectives is given, but not as thorough nor as scholarly as it might have been. Many references are to web sites. Viewer is able to understand design brief and its relation to final outcome with some difficulty. Many design steps are hard to follow, or are not as well supported as others. Typography and layout have been considered to some extent, but harder to follow the development of ideas. Process presentation adequate, but is not well considered, uninteresting. It may appear rushed.</p>
<p>C- 55 – 59% Pass D 50 – 54% Marginal Pass</p>	<p>Work is conceived with no real originality or creativity. Only one or two ideas and solutions seem to have been explored and considered. Research is poor overall—most design decisions seem to be arbitrary and intuitive without reasons given. Viewer is not able to understand design brief and its relation to final outcome without verbal explanation. Large gaps in design steps. Typography and layout are poor. Process presentation poor, uninteresting. It may simply be presented as a scrapbook/sketchbook. It may appear rushed. Oral presentations seem unrehearsed and lack focus.</p>
<p>F 0 – 49% Fail</p>	<p>Work done quickly or at the last minute. Professor not shown progress of ideas each week. Little to no research.</p> <p>Other reasons for an F grade include:</p> <ul style="list-style-type: none"> • Projects that depart significantly from briefs. • ideas comes from another designer without proper documentation. • Sub-claims and evidence are irrelevant to stated thesis. • Ideas are unclear or disorganized. • Project is off-topic, in part or in whole. • Ideas are difficult, even impossible, to understand. • Serious and persistent errors in grammar, usage, punctuation, and/or spelling. • Citations are incomplete or absent. • Design work is plagiarized, in whole or in part, or student collusion has occurred.

General Policies

- Students must maintain an appropriate standard of conduct. They must demonstrate respect for all persons on the campus, and display mature conduct. All students must abide by the University's Student Conduct Policies and the University's Harassment Policies (see Emily's A to Z). Failure by students to maintain appropriate standards of conduct may result in the initiation of disciplinary action by the University. Instructors are responsible for managing the classroom. Students whose behaviour is disruptive, challenging or intimidating will be addressed and may be excused from class. If the behaviour continues, disciplinary measures (see Emily's A to Z) will be employed.
- The instructor may modify the material or schedule specified in this outline. Any changes will be announced in class.
- Late assignments or projects may be penalized as specified in the course outline.
- It is plagiarism to present someone else's work or ideas as one's own. Plagiarism may result in failure of an assignment, of the course, and, if repeated, expulsion from the university. Assistance with the

ethical practices of attribution and documentation is available from the Writing Centre or online at www.ecuad.ca/wc

- A student must provide a doctor's note to Student Services for any illness which causes the student to miss assignments, tests, projects, exams, etcetera, or for absences of more than two classes. At the discretion of the instructor, the student may complete the work for a prorated grade.
- Students must demonstrate that they understand and practice the safe use of tools and other equipment, materials, and processes used in their course projects. They must conduct themselves in a responsible manner that does not endanger themselves or others, and must adhere to area procedures regarding authorized operation of equipment, handling of materials, and use of space.
- Students with special needs or disabilities that might affect their experience or performance in class are advised to inform their instructor and contact the Disabilities Services Coordinator, located in the Counselling Centre on the second floor of the North Building, for assistance.
- Professional counselling and therapy is available at no charge to students who have concerns of a personal nature. Information shared is held in strict confidence. To make an appointment, call 604-630-4555 or email counselling@ecuad.ca or come in to the Counselling Centre.
- The Writing Centre is a service that Emily Carr provides to all students, staff, and faculty from every program area who would like to improve their reading, writing, critical thinking, and research skills. This is a free, voluntary, and confidential service. Writing Centre instructors can help you at every stage of your writing, from developing ideas to final revision. This applies to any kind of writing, from a three line artist's statement to a twenty page academic paper. Please sign up for a ½ hour appointment on the door (room 435 SB). Telephone: 604-629-4511; Coordinator: Karolle Wall.
- Email is an official means of communication with Emily Carr students by faculty, administration and other service providers on campus. Email routing will be confined to the university's internal communication network, and delivered to an officially assigned and verifiable University Email Address. All users are bound by the provisions of Emily Carr Policy 415: Code of Conduct for Appropriate Use of Information Technology Facilities and Services (outlined on the Emily Carr website and in Emily's A to Z). Instructors will outline and detail the expected extent and parameters of email use in the course in the first class, and clarify the timeframe for checking and responding to emails.
- Emails will be answered in a timely manner, usually within 48 hours after receiving the email. Emails will not, however, be answered on weekends or the day before an assignment is due if the email relates to the assignment.

Syllabus/Course schedule**Important Dates:**

October 13, Monday - Thanksgiving Day: University closed – classes rescheduled to Thursday, Nov 27

October 20 -24, Monday – Friday – FNDD Assessment week FNDD classes still running as usual

October 31, Friday – FNDD Mid-term grades due

November 11, Tuesday – Remembrance Day: University closed – classes rescheduled to Friday, Nov 28

November 26, Wednesday – Last day of regularly scheduled studio & academic classes

November 27, Thursday – Classes rescheduled from Monday, Oct 13

November 28, Friday – Classes rescheduled from Tuesday, Nov 11 (Last day of rescheduled classes)

December 1 – 5, Monday to Friday – Foundation Critique week

Class	Date	Topic	Assignment
1	Sept 10	Course Introduction Intro Project 01: Ebook Forms: Case Studies	Readings: 1. "E-Books are Not Books," by Mark Carden 2. "19 The Electronic Book" in <i>The Oxford Companion to the Book</i> Oxford Reference.
2	Sept 17	Lecture: A History of Electronic Books Project 01: research plan review & work session Readings discussion.	
3	Sept 24	Project 01: work session	
4	Oct 01	Project 01 Due Individual presentations & discussion	Readings: 3. <i>Breaking the Page: Transforming Books and the Reading Experience</i> by Peter Meyers. 4. "The Virtual Codex: From Page Space to E-space" by Johanna Drucker.
5	Oct 08	Intro Project 02: Ebooks for Participation Lecture: Participatory Ebooks, modes and examples Project 02: work session: proposal development	
6	Oct 15	Research review roundtable (10 mi per group) Demo: Prototyping Options - Kathleen Jacques	

7	Oct 22	Project 02: work session Tutorial: EPUB & iBooks author Review presentation guidelines Intro Project 03: Ebook Frameworks	
8	Oct 29	Project 02 Due Group presentations & critique	<u>Suggested Reading:</u> “Performative Materiality and Theoretical Approaches to Interface” by Johanna Drucker. <u>Required Readings:</u> 2 research papers/articles related to final project theme
9	Nov 05	Final project proposals guidelines Discussion: ebook production options Tutorial: Adobe DPS Project 03: work session	
10	Nov 12	Discussion: typography for ebooks Project 03: present design briefs for project 03	
11	Nov 19	Project 03: work session Presentations to class, mini-critique	
12	Nov 26	Project 3 Due Final presentations to class, final due	
13	Dec 03	Assessment Week: Individual meetings as required.	
14	Dec 10	No classes	