

Lesson Plan 5.2: Integrating Technical Writing with Visual Design & Logic

Opening

Who has been to IKEA and purchased something that had to be assembled and when you got it home, the directions had no text—just images? How did you feel?

Objective

PO D2 Given a sample image, the student will successfully edit images by identifying issues of accuracy, consistency, logic, and sequence.

Pre-Assessment

Are there any graphic designers here? If so, have you been asked to create an image that you know misrepresents the data. How did you know? Or, did you?

Learning Tasks		Instructor Activities		Student Activities	Media	Time
D2-1	Define the terms accuracy, consistency, logic, and sequence.	1.1	Question: Of the four main illustration types we discussed in the last lesson, can you name how you would assess them for accuracy?	Listen and respond.	PowerPoint presentation listing lesson objectives.	15
		1.2	Discuss: Accuracy, consistency, logic, and sequence.			
D2-2	Identify non-essential and decorative elements.	2.1	Distribute A-Tabular handout.	Using handouts in groups, students develop a list of formatting that is decorative (no meaning) and formatting that is design (conveys meaning). Groups present findings to class.	Handout: A-Tabular illustration that is heavily formatted and confusing.	15
		2.2	Question: Why is this document so difficult to read?			
		2.3	Distinguish aesthetics (decoration) from logic (design).			

Learning Tasks	Instructor Activities	Student Activities	Media	Time
D2-3 Identify perspective, size, and scale inconsistencies.	3.1 Distribute B-Structural handout. 3.2 Question: Can you distinguish between abstract and representation? 3.3 Question: What are the dangers of abstraction?	Using handout, in groups students identify how the abstraction confuses rather than enhances understanding. Groups present findings to class.	Handout: B-Structural illustration that shows skews perspective.	15
D2-4 Check data representation.	4.1 Distribute C-Graphic handout. 4.2 Question: Do you know what a logical fallacy is? 4.2.1 Example: <i>Cutting people is a crime. Surgeons cut people. Therefore, surgeons are criminals.</i> 4.3 Question: Can you identify the X and Y axis in this graph?	Using handout, in groups students will recreate the graph as text and identify the logical fallacy implied by the graph. Groups present findings to class.	Handout: C-Graphic illustration that presents a false assumption.	15
D2-5 Check sequence of images.	5.1 Distribute five D-Representational handouts to each group. 5.2 Question: What's the first image you see in an IKEA instruction manual? 5.3 Discuss sequence: macro to micro, larger to smaller, general to specific.	Using handout, in groups students choose the best sequence of images according to criteria provided in discussion. Groups present findings to class.	Handouts: Five D-Representational illustrations with several misplaced images.	15
			Total:	90 min.

Post-Assessment Summarize points of accuracy, consistency, logic, and sequence.	5
Closure <ul style="list-style-type: none"> ▪ “You now know how to identify the four different types of illustrations and you have tools to check them for errors.” ▪ Reference the following course component (goal): PO D3 - Integrating text and images. 	5
Total:	10 min.