

## ART 213-01

# Creating Information Graphics

Eastern Connecticut State University  
Department of Art & Art History | Digital Art & Design

Creating Information Graphics | ART213 - 01 | Spring 2022 | M, W 12-2:45 pm | FAIC 327  
Soojin Kim | Office: FAIC 318 | Hours: M, W 2:45-4pm, R 1:30-4pm |

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### Course Description

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From research to rendering, students will learn how to interpret and visualize information to create graphics such as charts, maps, guides, instruction tables, and illustrated diagrams. The student will use the principles and processes of design to represent very complicated data into a visually well-organized graphic design.

**Primary Software Used: Adobe Illustrator, After Effects**

**Levels: Undergraduate**

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### Overview

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This course will offer students knowledge and practice to engage visuals in representation and improve comprehension of information. Through the lecture, studio, and critique, students will design a series of projects developed from a rough schematic level to the final presentation. The learning objectives will be attained through a series of assignments. Students will be able to provide conceptual development and creative solutions to visual communication problems. Peer discussions and in-class critiques are an essential part of learning in this course.

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### Objectives

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- Define problems, research, conceptualize and develop graphic styles
  - Understand the design process from research and concept through execution
  - Learn design history, perceptual psychology, and information design
  - Develop the ability to effectively communicate design concepts visually as well as verbally
  - Use of symbols, colors, and text. legality issues related to using information.
  - Use appropriate digital technology as related to the design process
  - Apply technical, aesthetic and conceptual understanding of infographics in the evaluation of one's own work and the work of others

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## Learning Outcomes

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**Technical Competency** - demonstrate knowledge of traditional and contemporary visual art media, methods, materials, and processes

**Communication Competency** - communicate ideas about the visual arts through oral, visual, and written expression

**Contextual Analysis** - understand and critique diverse contemporary and historical perspectives in visual art

**Conceptual Analysis** - demonstrate an understanding of how the elements of design and aesthetics are used to transform ideas into expression

**Professional Practice** - demonstrate knowledge of professional, ethical, and collaborative behaviors in a variety of visual art career environments

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## Materials

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- Blackboard access \*
  - An external drive for backup (Plus Additional online storage for backup of files: Student account Z-drive, One Drive and Share Point, or Google Drive)
  - Sketchbook (preferred with grid)

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## Recommended Reading

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Lankow, Jason, Ritchie, Josh, Crooks, Ross, and Column Five. **Infographics: The Power of Visual Storytelling**. 2012. Web.

McCandless, David. **Information is Beautiful**. First ed. 2009.

Steele, Julie, and Iliinsky, Noah P. N. **Beautiful Visualization : [looking at Data through the Eyes of Experts]**. First ed. 2010. Theory in Practice (Sebastopol, Calif.). Web.

Cairo, Alberto. **The Truthful Art: Data, Charts, and Maps for Communication**. 2016. Web.

Andrews, R J. **Info We Trust: How to Inspire the World with Data**. Wiley, 2019.

Meirelles, Isabel. **Design for Information : An Introduction to the Histories, Theories, and Best Practices behind Effective Information Visualizations**. Beverly, Massachusetts: Rockport Publishers, 2013

<https://www.prdaily.com/10-free-tools-for-creating-infographics-images-and-more/>

<https://makeawebsitehub.com/best-infographics/>

<https://www.dailyinfographic.com/>

<https://visually.ly/>

<http://history.infowetrust.com/>

<https://www.edrawsoft.com/infographics/popular-infographic-charts.html>

<https://informationisbeautiful.net/>

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## Revisions To Syllabus

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The information contained in this syllabus is subject to revision at the discretion of the instructor. Students will be notified of any changes that will be made.

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## Grading

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Your grade is based on **Course Assignments (70%), in-class exercises, participation, presentations (20%), and attendance (10%). Course Assignments include Assignments: 40, and Project:60** Readings(If there are) are due before the beginning of class for the date assigned so that you are familiar with the topics and prepared for discussion. Assignments are due at the beginning of class unless otherwise notified by the instructor. **Late submissions will be dropped up to 5 points out of 100 per day.**

In professional practice, graphic designers solve client problems that often have tight time requirements. You will be given as much time as possible to work during the studio, but discussion and critiques will consume a significant amount of the time. One-thirds of the work for this class is expected to be accomplished outside of class. **Use the Webb 410 General Computer Lab and FAIC 330/327 Open Lab, 313 Digital Resource Room** (available with instructor permission for classwork only), online help, and textbooks(if applicable)—including associated websites—as reference tools to complete work and to practice techniques.

The primary objective of the course is to provide creative solutions to design problems, not to learn design software from the beginning. You should have basic skills in design software and use it as a design tool with certain proficiency. Evaluation of Individual works is based on a **creative problem-solving approach, use of elements/principles, craftsmanship/professionalism, and improvement/growth.**

**A 100–95 90% | B 89 85 80% | C 79 75 70% | D 69 65 60% | F 59% or below** (A grade of C, 75% is the minimum grade which counts toward your major.)

**A.** Superior execution; maximum originality; excellent concentration and initiative; cooperative with peers; excellent judgment; superior attitude and dedication; highly imaginative, original, and experimental; very consistent in work ethic; a significant improvement

**B.** Strong execution and originality; adequate concentration and initiative; cooperative with peers; good attitude, dedication, and judgment; imaginative and experimental; consistent in work ethic; noticeable improvement.

**C.** Average execution, concentration, organization, and attitude; some imagination and originality; lacks some consistency in work ethic; some improvement.

**D.** Poor execution and improvement; limited originality; little concentration and organization; poor judgment; evades responsibility and cooperation; lacks work ethic, concentration, organization

**F.** Fails to execute to minimum standards, insignificant improvement; no originality; minimum concentration and organization; evades responsibility and cooperation; no work ethic.

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## Attendance Policy

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You are required to attend each class in its entirety. More than 2 absences, 2 late arrivals or early departures will affect your grade negatively unless you have a doctor's note. Attendance will be taken at any moment in class. It is your responsibility to see me during class if you arrive after attendance is taken. Email me ahead of time if you cannot attend class, if you will be late for class, and if you need to leave early for class. This does not constitute an excused absence, it is a professional best practice.

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## Class Rules

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No food or drink in the Computer Lab. Smart-phones: no cell calls and no earbuds during lectures or demonstrations. Do not use the Internet for anything other than related class subjects. Use break time instead.

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**Department of Art & Art  
History Policy on  
Returning Artwork and  
Other Assignments**

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Assignments will be returned during scheduled class time, instructor's office hours, or by special arrangement with the instructor. The instructor will hold assignments for six weeks following the end of class. Assignments not picked up during this period will become the property of the university and may be discarded.

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**Assistance at the Writing  
Center**

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The Eastern Writing Center, located in the ASC and staffed by trained peer tutors, is available to help all students with their writing. The Writing Center supports the liberal-arts mission of Eastern by helping students with their writing from any class, at any stage, from brainstorming and drafting to revision to proofreading and editing. We help students do their own work and do it more comfortably and confidently. Any student can and should use the Writing Center. The process of talking with readers about writing and getting feedback on student writing is something all writers do and can benefit from. Students can either drop into the Center or make an appointment by going to the "Useful Links" column on the Current Students webpage and selecting

"GradesFirst" <http://www.easternct.edu/index/current-students/>.

Students are asked to bring copies of any assignment sheets to the Writing Center, so tutors know what is expected of the assignment.

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**Assistance with Academic  
Advising and Subject  
Tutoring at the Academic  
Service Center**

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Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers Peer Academic Coaching (PAC) assistance with study techniques, time management, "Eastern in 4" planning and understanding learning styles. For further information about our services, please call 465-4625 or check the ASC website at

<https://www.easternct.edu/academic-services/index.html>

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**Office of Access Ability  
Services (OAS)**

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Eastern Connecticut State University is committed to following the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability (or think you may have a disability) and require adaptations or accommodations, or assistance evacuating a building in the case of an emergency, please contact the Office of AccessAbility Services (OAS) at 860-465-0189 to discuss your request further. Any student registered with the OAS should contact the instructor as soon as possible for assistance with classroom accommodations. Please note that accommodations are not retroactive, and must be communicated through a Letter of Accommodation which is drafted by the OAS. The link to the OAS website is:

<http://www1.easternct.edu/accessability/>

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**Cheating, Plagiarism, and Personal Misconduct**

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Students are responsible for familiarizing themselves with the University's numerous policies and procedures contained in the University Catalog and Student Handbook. The Code of Conduct policies and the Policy on Academic Misconduct are of special significance, since cheating, plagiarism, and personal misconduct are strictly prohibited and carry severe penalties. Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the student handbook.

<https://www.easternct.edu/student-affairs/studenthandbook.html>

All violations will be handled under the procedures established in this policy.

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**Student Sexual Misconduct Policy**

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Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services, and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experiences harassment or assault, resources are available with the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT). Alleged violations can be reported to the Title IX Coordinator in the Office of Equity and Diversity at 860-465-5791. Reports to law enforcement can be made to Eastern Connecticut State University Police Department at 860-465-5310. To receive support and advocacy, please contact the Coordinator of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT) at 860-465-4314. You may also visit the SAIV-RT website at

<https://www.easternct.edu/.../sexualassaultpolicyandprocedures.html>

for more information including a list of confidential resources.

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**Student Crisis Statement**

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Any student who is facing challenges (i.e. mental health, securing food/housing) and believes this may affect their performance in the course is urged to contact the Dean of Students at 860-465-5244 for support. Students experiencing an immediate threat to their safety or wellbeing should contact 24-hour emergency services by dialing 911 or the Eastern's University Police Department: 860-465-5310.

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**Final Examination Statement**

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University policy states that "No examination shall be given during the final week of scheduled classes of a full semester course." Faculty must receive prior approval from the Vice-President of Academic Affairs in order to schedule an examination during the final week of classes. Faculty may, with approval from the Vice-President of Academic Affairs in consultation with the Academic Dean and Registrar, hold a single exam session for all sections of the same course. Students will be notified of the exam date, time, and place on the course syllabus.

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**Department Spring Art Events**

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## Course Outline

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<b>WEEK 1</b> 1/19, W		<b>COURSE INTRODUCTION - SYLLABUS REVIEW</b> <b>LECTURE - TERMINOLOGY</b> <b>EXERCISE 1 - MAKE DATA ENGAGING WITH INFOGRAPHICS</b> <b>Overview &amp; Specifications</b> Study contents in the following link and create two different types of chart in the letter size artboard. Submit it as a jpeg image.  <a href="https://helpx.adobe.com/illustrator/how-to/digital-infographics.html">https://helpx.adobe.com/illustrator/how-to/digital-infographics.html</a> <a href="https://youtu.be/os18mOBdIOs">https://youtu.be/os18mOBdIOs</a>
<b>WEEK 2</b> 1/24, M		<b>LECTURE - BRIEF HISTORY OF INFOGRAPHICS</b> <b>ASSIGNMENT1 - TIMELINE</b> <b>Overview &amp; Specifications</b> In many situations, it's best to sort events based on when they occurred and to present them in order from oldest to most recent. This is known as <i>chronological order</i> . This assignment will let you be familiar with organizing information in sequence using a timeline. <ul style="list-style-type: none"><li>● Research and find a subject for this assignment. Examples of Chronological order can be<ul style="list-style-type: none"><li>○ <b>History:</b> Recounting events in the order they occurred</li><li>○ <b>Instructional Guides:</b> Leading you through a process step by step</li><li>○ <b>Planning a Project:</b> Working with a timeline one day at a time</li></ul></li><li>● Gather visual ideas and create a mood board.</li><li>● Generate 3 different idea sketches of timeline infographics. Scan your sketches.</li><li>● Create a design process document(Letter size multi page) and include all your research(Information, web link,...), mood board, and sketches.</li><li>● Include a color and typography concept to finalize the design concept to your design process document.</li></ul>
<b>WEEK 2</b> 1/26, W		<b>LECTURE - OBJECTIVES &amp; ELEMENTS OF VISUALIZATION</b> <b>ASSIGNMENT 1- TIMELINE</b> <ul style="list-style-type: none"><li>● Design infographics(30X24) and finalize the design process document by including the final design.</li><li>● Submit infographics(JPEG) and design process document(PDF)</li></ul>
<b>WEEK 3</b> 1/31, M	Assignment <b>1</b> Due	<b>LECTURE - INFOGRAPHIC FORMATS</b> <b>EXERCISE 2 - ANIMATE AN INFOGRAPHIC</b> <a href="https://helpx.adobe.com/after-effects/how-to/animated-infographic.html">https://helpx.adobe.com/after-effects/how-to/animated-infographic.html</a> Export the outcome into a GIF file and submit.

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## ASSIGNMENT 2 - RELATIONSHIP CHART

### Overview & Specifications

Character relationships are central to a story. Find your novel, film, animation or graphic novel and analyze characters and their relationship in the story. Make an infographic that introduces your choice of a story using a network graph system with nodes and links. Also, the characters should be illustrated in your own style.

- Analyze the characters and their relationship in your choice of story or story based contents.
- Gather visual ideas and create a Mood Board.
- Generate 3 different idea sketches of infographics. Scan your sketches.
- Create a design process document and include all your research, mood board, and sketches.

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### WEEK 3

2/2, W

## ASSIGNMENT 2 - RELATIONSHIP CHART

### PEER DISCUSSION

- Include a color and typography concept into the design process document to finalize the design concept.
- Develop illustrations.

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### WEEK 4

2/7, M

## ASSIGNMENT 2 - RELATIONSHIP CHART

- Design infographics(30X24) and update process documents by including the final design.

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### WEEK 4

2/9, W

## ASSIGNMENT 2 - RELATIONSHIP CHART

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- Submit infographics and Design Brief.

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### WEEK 5

2/14, M

Assignment

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Due

## LECTURE - SPECTRUM OF INFOGRAPHICS

## ASSIGNMENT 3 - MAPPING INFORMATION

### Overview & Specifications

Whether it's a town map or a country map, create a map for travelers with a specific theme. You must include the title of a map, legend, and a minimum of 10 specific locations with their icons.

- Define the scope of area and theme for your map. Create a design brief based on the lecture.
- Research the site and gather meaningful information for this project.
- Gather visual ideas and create a Mood Board.

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### WEEK 5

2/16, W

## ASSIGNMENT 3 - MAPPING INFORMATION

### PEER DISCUSSION

- Generate 3 different idea sketches of infographics. Scan your sketches.
- Create a design process document and include all your research, mood board, and sketches and design brief.
- Include a color and typography concept to finalize the design concept.
- Design infographics(30X24).

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### WEEK 6

## ASSIGNMENT 3 - MAPPING INFORMATION

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2/23, W		<ul style="list-style-type: none"> <li>Finalize the design process document by including the final design.</li> <li>Submit infographics and Design Process.</li> </ul>
<b>WEEK 7</b>	Assignment	<b>ASSIGNMENT 3 - MAPPING INFORMATION</b>
2/28, M	<b>3</b> Due	<b>STUDIO</b>
<b>WEEK 7</b>		<b>LECTURE - DATA AND VISUALIZATION</b>
3/1, W		<b>PROJECT 1 - DATA TO DYNAMIC INFOGRAPHICS</b> <b>Overview &amp; Specifications</b> <p>You will choose one article from the Nature magazine. Visit <a href="https://www.nature.com/nature/research">https://www.nature.com/nature/research</a> or visit the library. Choose an article with quantitative data. Consider the importance of data in the current environment, social, political context. Visualize your tabled data into infographic charts and execute infographics including title, supplementary text, and the source of data.</p> <ul style="list-style-type: none"> <li>Choose a few articles from online or library search of Nature magazine.</li> <li>Examine quantitative data to convert into a graphical representation from the article. (Your infographics has to include at least one chart from the written or tabled quantitative data)</li> <li>Finalize the choice of the article(Save the original article as pdf file).</li> </ul>
<b>WEEK 8</b>		<b>PROJECT 1 - DATA TO DYNAMIC INFOGRAPHICS</b>
3/6, M		<ul style="list-style-type: none"> <li>Collect Infographic resources and create a mood board.</li> <li>Start to write a Design Process including Design Brief and your research.</li> </ul>
<b>WEEK 8</b>		<b>PROJECT 1 - DATA TO DYNAMIC INFOGRAPHICS</b>
3/8, W		<ul style="list-style-type: none"> <li>Generate 3 different composition sketches of infographics. Scan your sketches and include them in your Design Process.</li> </ul>
<b>WEEK 9</b>		<b>PROJECT 1 - DATA TO DYNAMIC INFOGRAPHICS</b>
3/21, M		<b>PEER DISCUSSION</b> <ul style="list-style-type: none"> <li>Finalize layout sketch based on the peer discussion.</li> <li>Include final sketch, color, and typography concept to your Design Process.</li> <li>Execute the design(30X24)</li> </ul>
<b>WEEK 9</b>		<b>PROJECT 1 - DATA TO DYNAMIC INFOGRAPHICS</b>
3/23, W		<ul style="list-style-type: none"> <li>Complete the design process.</li> <li>Make a motion plan and perform a relevant study on After effects if needed.</li> </ul>
<b>WEEK 10</b>		<b>PROJECT 1 - DATA TO DYNAMIC INFOGRAPHICS</b>
3/28, M		<b>CRIT</b> <ul style="list-style-type: none"> <li>Work on the motion design of HD resolution infographics.</li> </ul>
<b>WEEK 10</b>		<b>PROJECT 1 - DATA TO DYNAMIC INFOGRAPHICS</b>

3/30, W		<ul style="list-style-type: none"> <li>• Finish dynamic infographic design and export it to GIF format.</li> <li>• Finalize Design Process(PDF) and submit it along with static(PDF) and dynamic infographics(GIF).</li> </ul>
<b>WEEK 11</b>	Project	<b>PROJECT 2 - EDITORIAL</b>
4/4, M	<u>1</u> Due	<b>Overview &amp; Specifications</b> <p>This project is to create web editorial infographics related to food &amp; health issues. Choose the main newspaper article and collect supplementary bibliographies and data. Make sure your infographic employs a strong narrative approach.</p> <ul style="list-style-type: none"> <li>• Choose the main newspaper article. Read several different articles on the same topic, but choose the one that appeals to you the most.</li> <li>• Analyze the article by completing the given worksheet.</li> <li>• Include a worksheet to your Design Brief.</li> </ul>
<b>WEEK 11</b>		<b>PROJECT 2 - EDITORIAL</b>
4/6, W		<ul style="list-style-type: none"> <li>• Collect Supporting Articles and Data.</li> <li>• Collect Infographic resources and create a mood board.</li> <li>• Generate 3 different composition sketches of infographics. Scan your sketches.</li> <li>• Include all your research, mood board, and sketches to your Design Process.</li> </ul>
<b>WEEK 12</b>		<b>PROJECT 2 - EDITORIAL</b>
4/11, M		<ul style="list-style-type: none"> <li>• Finalize layout sketch based on the peer discussion. Fix position of a chart and illustration components to include.</li> <li>• Include final sketch, color, and typography concept to your Design Process.</li> </ul>
<b>WEEK 12</b>		<b>PROJECT 2 - EDITORIAL</b>
4/13, W		<b>PEER DISCUSSION</b> <ul style="list-style-type: none"> <li>• Work with fine details.</li> </ul>
<b>WEEK 13</b>		<b>PROJECT 2 - EDITORIAL</b>
4/18, M		<ul style="list-style-type: none"> <li>• Work with fine details.</li> </ul>
<b>WEEK 13</b>		<b>PROJECT 2 - EDITORIAL</b>
4/20, W		<ul style="list-style-type: none"> <li>• Work with fine details.</li> <li>• Create a motion plan emphasizing data element from your editorial</li> </ul>
<b>WEEK 14</b>		<b>PROJECT 2 - EDITORIAL</b>
4/25, M		<b>CRIT</b>
<b>WEEK 14</b>		<b>PROJECT 2 - EDITORIAL</b>
4/27, W		<ul style="list-style-type: none"> <li>• Final revision on design</li> </ul>
<b>WEEK 15</b>		<b>PROJECT 2 - EDITORIAL</b>
5/2, M		<ul style="list-style-type: none"> <li>• Final revision on design, Update Design Process.</li> </ul>

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<b>WEEK 15</b>	Project	<b>PROJECT 2 - EDITORIAL</b>
5/4, W	2	<ul style="list-style-type: none"><li>• Making presentation summarizing Design Process for Project 1 &amp; 2</li><li>• Submit Infographic Design, Design Process, and Motion graphics</li></ul>
	<b>Due</b>	

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<b>FINAL</b>	<b>FINAL PRESENTATION ON PROJECT 1 &amp; 2</b>
<b>EXAM</b>	

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