

STORYTELLING

TPA 6930

FALL 2022

CON 219

TH 10:40-1:30

INSTRUCTORS: *Jen Dasher*

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Office Hours: M/W 1:00-3:00

REQUIRED TEXTS:

Design As Storytelling by Ellen Lupton

The Little Prince by Antoine de Saint- Exupery (Children's Book)

COURSE DESCRIPTION: This course explores the fundamental principles and techniques used to craft compelling narratives through visual media. Students will analyze how imagery, composition, color, and design elements work together to convey meaning, emotion, and story. Through practical projects and theoretical study, participants will develop their ability to communicate ideas visually, emphasizing storytelling across various formats such as illustration, photography, film, and digital media. The course aims to cultivate a keen understanding of narrative structure, visual literacy, and the power of imagery to engage and inform audiences, empowering students to create impactful visual stories in diverse professional contexts.

COURSE OBJECTIVES:

1. Collaborative Design Skills: Students will demonstrate the ability to work effectively with stakeholders to translate ideas into functional design solutions.
2. Contextual and Cultural Awareness: Students will analyze and apply cultural, social, and historical context to inform and communicate the meaning of their design work.

3. Iterative Refinement and Problem-Solving: Students will develop the skills to create, test, and refine their designs through an iterative process, ensuring their work is visually coherent and practically effective.

4. Project Management and Resource Planning: Students will learn to manage resources, time, and project constraints to complete design tasks within set schedules and budgets.

5. Evaluation and Feedback Integration: Students will use feedback from reviews and user testing to improve and adapt their designs, fostering ongoing learning and refinement in their practice.

COURSE POLICIES:

ATTENDANCE POLICY: Your success in this course relies on on-time attendance, completion of projects and effective participation in all class periods. No absences will be excused without prior notification unless under emergency circumstances. Absences that will automatically be excused are in alignment with UF policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

ASSIGNMENT POLICY: *All assignments will be turned in on canvas. It is expected that these are uploaded in advance of class so that they are accessible to be projected and reviewed during class. No late submissions will be accepted. Instructor is available to work through best practices in managing multiple projects to successful on-time completion.*

ONLINE COURSE EVALUATION : Students are invited to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: “Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

UNIVERSITY POLICY ON ACADEMIC CONDUCT: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

GETTING HELP:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

GRADING POLICIES:

GRADING SCALE:

<i>A</i>	<i>94-100%</i>	<i>A-</i>	<i>90-93%</i>		
<i>B+</i>	<i>87%-89%</i>	<i>B</i>	<i>83%-86%</i>	<i>B-</i>	<i>80%-82%</i>
<i>C+</i>	<i>77%-79%</i>	<i>C</i>	<i>73%-76%</i>	<i>C-</i>	<i>70%-72%</i>
<i>D</i>	<i>68%-69%</i>				
<i>E</i>	<i>0-67%</i>				

Grading will follow the following pedagogy:

- A grade of “C” is average meaning the student has completed all requirements of the assignment satisfactorily. Students receiving a cumulative grade of “C” are automatically placed on academic probation within the program.
- A grade of “B” is good and indicates a level of commitment to the project that goes above the requirements of the assignment between 1-9%.
- A grade of “A” is excellent and indicates a level of commitment to the project that goes above the requirements of the assignment between 10-20%. It is expected that graduate students are striving to meet this expectation consistently through the course of the semester.

Assignment	Points or percentage
Participation	10%
Experiential Design	30%
Product Design	30%
Spectacle Design	30%

UF GRADING POLICIES:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ASSIGNMENTS:**Project Management:**

This project will require no final submission. Grade is based upon active participation in class conversation, planning of projects for the semester, and periodic self – critique submitted to canvas throughout the semester. Students will apply discussed fundamentals of project management for the designer to the weekly planning of this course. Students will be expected to bring calendar information to class early in the semester and contribute ideas to the layout of their projects for the semester. Students will collectively schedule broad deadlines for projects. Once this calendar has been designed, students will work to further distill personal deadlines

that are in alignment with best practices of project management. Self-critique will be required at the completion of each project with a goal of improving personal planning as each student progresses through the semester.

The Little Prince: A Story told in 3 Ways

The Little Prince will be conceptualized and visually told in 4 variants. Students will be assigned teams of 4 and work with the same group throughout the semester. The foundation for design for each style of storytelling is the design process taught in TPA 6009 Design Studio and as represented in the All-Designer's documents. Students will work in class to modify these processes to accommodate considerations of each mode of . Grades will be based on active participation in design processes, collaboration, and design visualization work.

EXPERIENCE DESIGN

Project Overview:

In this project, students will create a captivating and immersive experience design based on the timeless story of "The Little Prince" by Antoine de Saint-Exupéry. The aim is to bring the magical and philosophical elements of the tale to life through innovative design solutions that engage the senses and emotions of the audience.

Objectives:

1. Understanding Themes: Analyze and interpret the key themes and messages of "The Little Prince," exploring elements of childhood wonder, friendship, and existential reflection.
2. Audience Engagement: Design an experience that engages a diverse audience, fostering a personal connection to the story and its characters.
3. Sensory Integration: Utilize various mediums and technologies to create a multi-sensory environment that captures the essence of the narrative.
4. Creative Collaboration: Work collaboratively to integrate different disciplines, such as visual arts, sound design, and interactive technology, into a cohesive experience.

Deliverables:

1. Concept Proposal:
 - A detailed proposal outlining the vision, target audience, and key elements of the experience.
2. Design Plan:
 - Visual and written documentation of the design, including sketches, storyboards, and layout plans.
3. Prototype Experience:
 - A model that demonstrates the key features and interactions of the experience.
4. Presentation:
 - A final presentation that communicates the design process, rationale, and expected impact of the experience.

Evaluation Criteria:

- Creativity and originality in concept development
- Clarity and coherence of the design plan
- Effectiveness of sensory elements and audience engagement
- Quality of the prototype and overall presentation

PRODUCT DESIGN

Project Overview:

In this project, students will conceptualize and develop a tangible product inspired by the story of *The Little Prince* by Antoine de Saint-Exupéry. The goal is to create a meaningful and innovative product that captures the essence, themes, and whimsical qualities of the story, fostering emotional connection and inspiring curiosity among users.

Objectives:

1. Thematic Exploration: Analyze the core themes of *The Little Prince*—such as innocence, friendship, exploration, and reflection—and incorporate these into the product design.
2. Emotional Engagement: Design a product that evokes the wonder, nostalgia, or philosophical insights of the story.
3. Innovative Application: Apply creative design principles and problem-solving skills to develop a functional, aesthetic, or interactive product.
4. User-Centered Focus: Consider usability, aesthetics, and emotional impact to ensure the product resonates with a diverse audience.

Deliverables:

1. Concept Development:
 - A detailed conceptual overview outlining the product idea, target audience, and how it relates to *The Little Prince*.
2. Design Sketches and Renderings:
 - Visualizations showcasing the product's form, features, and aesthetic qualities.
3. Prototype or Model:
 - A physical or digital prototype demonstrating key aspects of the product's functionality and design.
4. Presentation:
 - A comprehensive presentation explaining the design process, thematic connections, and potential user experience.

Evaluation Criteria:

- Creativity and originality in concept
- Depth of connection to the story's themes
- Functionality and usability of the product

- Visual quality and craftsmanship
- Overall presentation and storytelling of the design

SPECTACLE DESIGN

Project Overview:

In this project, students will conceptualize and design a captivating spectacle show, similar to a Cirque du Soleil touring production, inspired by the beloved story of *The Little Prince* by Antoine de Saint-Exupéry. The focus is on creating an immersive, visually stunning performance that combines choreography, visual effects, costumes, and narrative storytelling to bring the enchanting world of *The Little Prince* to life for live audiences.

Objectives:

1. Narrative Integration: Develop a cohesive show concept that explores and visualizes the themes and messages of *The Little Prince*, such as innocence, exploration, and human connection.
2. Multisensory Experience: Design a performance that uses innovative visual effects, movement, music, and costume design to evoke emotion and wonder.
3. Creative Collaboration: Integrate multiple disciplines—performance, set and costume design, lighting, and technology—to craft a seamless and dynamic spectacle.
4. Audience Engagement: Create an immersive experience that captivates and emotionally moves audiences across diverse age groups.

Deliverables:

1. Show Concept Proposal:
 - A detailed outline describing the show's central themes, narrative arc, visual style, and overall experience.
2. Design Visualizations:
 - Concept sketches and renderings of costumes, set pieces, lighting, and special effects.
3. Performance Sequence Sketches:
 - A storyboard or sequence plan illustrating major acts, choreography, and visual transitions.
4. Comprehensive Show Deck:
 - A presentation that combines all elements—storytelling, visual design, technical features—to convey the full experience.

Evaluation Criteria:

- Creativity and originality of the show concept
- Artistic quality of costume, set, and visual designs
- Cohesion and clarity of narrative and thematic elements
- Innovation in integrating theatrical and digital effects
- Overall impact and audience engagement potential

COURSE SCHEDULE:

Week	Session 1	Session 2
1	Introduction to storytelling in design; course overview	Read Chapter 1: The importance of storytelling in design; discuss examples
2	Read Chapter 2: Elements of compelling stories; Analyze case studies; identify storytelling techniques used	Read the Little Prince, In Class Analysis, Assign design groups
3	Read Chapter 3: Audience engagement; interactive workshop	Create user personas; discussion on tailoring stories
4	Read Chapter 4: Narrative structure and flow, Outline The Little Prince	Design Group Working Day
5	Read Chapter 5: Visual storytelling tools, Explore visual storytelling examples	Design Group Working Day
6	Read Chapter 6: Integrating storytelling into user experience	Design Group Working Day
7	Read Chapter 7: Using storytelling for branding and identity, analyze case studies	Critique: Spectacle Design Project
8	Guest Lecture: The Client in Product Design	Design Group Working Day
9	Read Chapter 8: Emotional connection through stories, journaling exercise: The Little Prince	Design Group Working Day
10	Design Group Working Day	Design Group Working Day
11	Design Group Working Day	Critique: Product Design Project
12	Guest Lecture: Approaches to Experience Design	Design Group Working Day

Week	Session 1	Session 2
13	In- class micro-technologies lab	Design Group Working Day
14	Guest Lecture: Solving Problems in Experience Design	Design Group Working Day
15	Design Group Working Day	Design Critique: Experience Design

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.