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Print Design Criterion Document

The five pages that I choose to redesign were the table of contents, the title page, a chapter beginning page, a flow chart (family tree) page pertaining to the story, and one page is from the middle of a chapter. The book that I chose was, A Wrinkle in Time by Madeleine L'Engle. This is a popular novel that is read in today's classrooms. The reason why this book was chosen was due to its lack of a consistent and cohesive design. For a children's book, the pictures and text are very boring. I originally purchased this book when I was in middle school, but the book has not changed in years, despite the fact that it is a popular children's novel. The purpose of this redesign is to change the appearance of the book in hopes that with alterations, children will be more motivated to read the book.

The following are the list of the different design criterion that I referenced when completing my redesign:

BIAS AND OR/CULTURE: This is a fiction book written about a fantasy world. The novel does not exhibit any type of bias. The book is purely a work of fiction. It is not an opinion book and it does not try to push an opinion on someone else. The images and text that were used in the redesign are also free of bias. The constellation graphic and the clock are both relevant to the story in the book. The text was not changed.

CLARITY: Reformatting and placing objects on the page that differ in color from the font helps the learner focus on the story while still having visual cues. The text and the author's story are still very clear but now there are interesting graphics to help intrigue the reader. Also, the flow chart and table of contents were changed so that the reader could clearly understand the navigational tools.

COGNITIVE LEARNING AIDS: One of my page redesigns is a flow chart that helps the reader conceptualize the different characters in the book. The flow chart helps to show how the characters are connected in this story, as well as, the stories that follow this book. The original document utilized a very small and hard to read font. The new flow chart uses the same fonts as the rest of the redesigned pages. Also, the flow chart is limited to only the characters that are in this novel. When originally choosing the flow chart, I was going to keep all the text, but I thought that changing the design so that it reflects only the characters in this book might help the young readers understand the genealogy better.

COLOR: Prior to making changes to this book's design, the entire book was void of any color. The text and graphics used were all black and white. The only color used in this book was displayed on the cover. I thought that by bringing color inside the cover, readers might be more interested in the book. At the same time, I chose dark colors because of the book's content. The book is about space, time, science-fiction, travel, and

fantasy. The book also has a dark side and a menacing character with bright red eyes. This character is the basis for the use of red font.

CONTENT: The content in this book is relevant to NCSCOS. The Wrinkle in Time is an Accelerated Reader book. Students read the book and takes tests on the information in their classrooms. By enhancing the design and keeping the content the same, the book is still relevant but the content design is enhanced and up-to-date. Also, the content might be more appealing to today's student with the redesigned pages that include graphics.

DESIGN PRINCIPLES:

- ❖ **Contrast:** Originally, this novel did not have much contrast between the headings and the rest of the text. By integrating graphics onto the pages and changing the headings (font, color, size), the redesign is successful in presenting pages with definite contrast.
- ❖ **Repetition:** The repetition used in this redesign is the following: the stars and clock image used on the title page and the table of contents. That same clock is also used on the chapter beginning page. Aside from the graphics, I used the same fonts and colors for all major headings and subheadings (chapter titles).
- ❖ **Alignment:** This document had good alignment prior to redesign. But, I did look at alignment when redesigning the table of contents, the title page, and the flow chart. All of these redesigns are aimed at aligning text appropriately with surrounding graphics or text.
- ❖ **Proximity:** For this redesign, I made sure that related items stayed grouped together for proximity purposes.

LAYOUT DESIGN: The layout was important because I wanted to show how page numbers, chapter titles, chapter beginning images, and fonts should be repeated throughout the book. The layout is a result of trying to use images that were relevant and symbolism with the red color and the font chosen for chapter titles. Also, by making the clock a little transparent on the title page and the table of contents page, I was able to show the constellations in the background better. At the same time, one peer reviewer said that the constellations and clock helped to make the page look like wrinkled paper. This was not an effect that I planned but I was happy to see that my layout was efficient in tying into the title: wrinkled paper = A Wrinkle in Time.

LEGIBILITY FOR USE: Every font was sized for easy reading and understanding. If the font did not seem clear, I made sure to go back and change it to ensure clarity.

MOTIVATION: With the use of graphics and differing font styles and colors, the book is more appealing to the reader. One of my peer reviewers mentioned that with my redesign, the graphics were relevant and they motivated her to want to go back and reread the book.

NAVIGATIONAL HELPS: The table of contents was changed completely. The change of font was to intrigue the reader because it was similar to a creepy or scary font. This book has that type of feel in certain chapters; so I thought it would be interesting to use

that font. The table of contents is helpful because it allows the reader to know that chapter headings are going to be in red throughout the book. So, if they lose their place they can easily find the chapters. Also, the flow chart helps the reader remember the relationships of the main characters.

ORGANIZATION, SCOPE, PACING AND SEQUENCE: All the headings and subheadings have similar font characteristics such as: font color, font size, and type of font used. The same can be said for the page numbers and the flow chart.

REALISM AND ACCURACY: In the original text, the author used illustrations to show some of her main points. So, on the chapter page, I chose to change those images. I found graphics that were similar in color to the rest of my graphics to contiguity purposes. I also found an image of a tesseract. When this document was originally published, no one had drawn a tesseract. Finding this graphic help make the text accurate and more real for students.

TECHNICAL QUALITY AND USABILITY: The quality was changed so that it was easier to read. By changing certain fonts the book became easier to navigate as well.

TYPOGRAPHY: This was extremely important to my redesign because my book did not have many graphics in it prior to the redesign. Therefore, I had a lot of text to deal with. I chose to change heading and subheadings (chapter titles) so that they differed greatly from the other surrounding text. At the same time, I used font styles and sizes that made it easy for the reader to read.

VISUALS: This book did not have any graphics prior to the redesign. The pictures that I did pick were relevant to the book and the design. I made sure that the visuals used did not seem out of place or annoying to the reader. I tried to find relevant and small graphics that blended with the text.