Print Design Project
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Text: Parker, W., & Wolf, R (1996). *Scene Design and Stage Lighting*.Orlando: Harcourt Brace College Publishers.

<u>**Redesigned Page 1: Table of Contents**</u>
For the redesign of this page, I focused on four aspects of the design – the layout design, the design principle of alignment, typography use and the use of color to add interest. As you can see from the original page, the following areas needed work:

1. **Problem**: Layout Design – The layout seemed completely off to me. There was a lot of wasted white space for no apparent reason. No graphical elements filled the space. It appeared that an arbitrary number was used for the number of spaces between the title of the page. There was no rhyme or reason to the design of this page, nor was there anything pleasant for the eyes of the reader.
   Solution: I tried to establish some consistency here by creating a much neater look for this page – using single spacing to tighten up the page and eliminating much of the wasted white space.
2. **Problem:** Alignment – This was the most obvious problem with this page. Although the page numbers were close to the section titles, the design of the page appeared extremely messy because no consistent alignment had been used.
   Solution: This was a relatively simple fix and one that made a world of a difference. By adding leader lines to this table of contents, readability is enhanced as well as the sense of balance on the page.
3. **Problem**: Typography – In the original page, the only distinction made between different sections of the table of contents was by formatting the font size (although not much was used), the use of bold for chapter titles and by capitalizing all unit titles in block lettering. The result was an uninteresting page without a clear distinction between chapters and sections of the book.
   Solution: My solution to this problem was to add a splash of color by shading "Table of Contents" to separate it from the most important information in black. I utilized bold and underline for chapter titles and capitalized all unit titles to make a clear distinction between all sections. For my fonts, I chose to use a mix of Cambria (a serif font) to add visual appeal to the larger titles and Calibri (a sans serif font) for the smaller chapter sections. I feel that the use of these styles creates a clear distinction between each type of section and facilitate quick glance referencing for the reader.
4. **Problem:** Color – The original page utilized no color. There was nothing interesting to draw readers' eyes to points of interest, such as the title of the page.
   Solution: I did just a few minor things using color. I added a small amount of color at the top of the page on both the title and created two side graphics to add consistency that I will use on

other pages throughout the book. This will serve as a header for a variety of pages in the book. I also added a line to create separation between page title and content of the page.

5. **Re-design from Feedback**: Feedback indicated that I accidentally used both Roman numerals and numbers in my Table of Contents. I fixed this to have the chapters numbered in traditional format.

Redesigned Page 2: Page 22 – Diagram of Stage Directions

For the redesign of this page, I focused on four aspects of the design – overall design (contrast, proximity, and alignment), layout, technical usability and a redesign of the visuals. As you can see from the original page, the following areas needed work:

1. **Problems**: Overall Design (Design Principles) –
    a. Contrast: The original page was black and white, with very sparse use of elements such as type features (bold, italics, etc.) and color within the graphical elements.
    b. Proximity: There are two diagrams on the page depicting two different ways to divide a stage based on relative importance. The original text labeled using numbers and a corresponding caption to label the diagrams.   Neither of the diagrams were near the text that referred to them, nor were they particularly close to the caption.
    c. Alignment: The original page text was right justified, the diagrams centered under the text and the caption left aligned. There seemed no particular vision for alignment on this page.

    Solutions:
    a.   Contrast: On this page, I used color for the diagrams, highlighting important information, colored circles for the numbering and color-coding the relative importance (using shades of one color for most important staging areas). I also included the use of bold in both the captions as well as in the text to designate which sections were referring to which diagrams.
    b. Proximity: Rather than designing the page with all text at the top of the page, I created two columns so that the text and corresponding diagrams would be close to one another. I also created two captions, one for each diagram, and placed them at the bottom of the diagram.
    c. Alignment: To solve the alignment problem, I decided that creating columns would solve not only the proximity issues, but also the alignment problems. I decided to right-justify all text in one column and left-align text the captions with their corresponding graphics.

2. **Problem**: Layout – the original page utilized no clear layout technique, except the use of one small column for an enormous caption and three rows for text and images.
    Solution: I decided to create two distinct, equal columns – one for text and the other for graphical elements. This allowed the graphics to be closer to the referring text and made reading both much clearer, rather than the reader skipping the graphics located at the bottom of the page (as it was previously designed). I decided that the two columns would be independent of each other (rows won't match) so that readers would read graphics as they read corresponding text.

3. **Problem**: Technical Usability – the graphical elements were placed within one "Figure."
   Solution: I decided to split the "Figure" into two separate "Figures – a and b" and place the captions for each directly under them.
4. **Problem**: Visuals – The visuals (two diagrams) on this page were completely black and white, labeled only by numbers which corresponded with a key in the caption.
   Solution: For this redesign, I created two completely revised graphics using numbers, text and color to create clear separation between the areas of the stage. I also added a border surrounding the graphic and the caption to separate the diagrams from the rest of the page.
5. **Re-design from Feedback**: I received feedback that the graphics were a bit too large; so I resized them. After doing this, I realized that there was an abundance of "white space" (too much); so I added randomly generated text to show the addition of text from another page.

Redesigned Page 3: Page 31 – Instructional Page Including Vocabulary, Section Title

For the redesign of this page, I focused on three aspects of the design – clarity, cognitive learning aids, repetition. As you can see from the original page, the following areas needed work:

1. **Problem**: Clarity – The main question I had about the clarity of this page was the odd use of italic type. It appeared that italics were used inconsistently – sometimes to highlight important vocabulary, other times to highlight example words.
   Solution: I decided to utilize a bold/underline type for important vocabulary and italics for the definition or best description of that word. This added to the clarity of the page because the reader's eye would not be drawn to words only to question, "Why is this word being highlighted?"
2. **Problem**: Cognitive Learning Aid – Although a list was used and indented to discuss the major factors of visual form, a specific hierarchy was discussed, yet this was not transferred to the list.
   Solution: This was an easy fix. I simply added numbers to the list to assist the reader in remembering and realizing that the elements were listed in order of importance.
3. **Problem/Solution**: Repetition – These are elements that I have included in the redesign of other pages such as a graphical element, chapter title/page number consistently placed, use of color for main headings and the inclusion of the chapter and book titles on every page of the text.
4. **Re-design from Feedback:** I corrected some of the heavy use of italics. I noted the amount of use in the original version, but had one instance of unneeded italics.

Redesigned Page 4: Page 31 – Instructional Page Including Unneeded Content, Possible Graphical Representation

In addition to elements that I added for all instructional pages, I focused on three aspects of the design – content, visuals and organization. As you can see from the original page, the following areas needed work:

1. **Problem**: In a chapter that discusses sound design, the author included a section regarding audio communication. This type of communication occurs backstage and plays no part in the overall design of the sound for the production.

Solution: I omitted the "Headset Suggestions" box and, if I were redesigning the textbook, I would omit the section regarding "Audio Communications" altogether. This section would be included in another part of the book.

2. **Problem**: In discussing the ways in which sound could contribute to the theatrical production, the author simply lists the ways (designating action words in italics). This, to me, seemed like an opportunity to add a graphic in order to facilitate learning for the reader.
   Solution: I added a graphic that displayed in a concept map the ways in which sound design could add value to a theatrical production. This graphical representation assists the learner in conceptualizing how sound design can be used in theatre.

3. **Problem**: Organization – as I mentioned above, the addition of the "Audio Communication" section in this chapter of the book made no sense. Audio communication add no value to the production of the theatrical performance, it only serves to facilitate backstage work. The audience never realizes the backstage communications.
   Solution: I completely omitted a section that seemed completely illogical to the design of this page. I really did not fit in with the subject matter being discussed. With that omission, I created a graphical depiction of a more appropriate concept on the page.

Redesigned Page 5: Page 347 – Instructional Page Including Elaborate Concept Map
In addition to elements that I added for all instructional pages, I focused on three aspects of the design – visuals, cognitive learning aids and technical quality. As you can see from the original page, the following areas needed work:

1. **Problems**: Visuals and Technical Quality – The problems with the visual in the original were extensive and not only were addressed in the visuals following the design principals, but also in its technical quality. It was completely black and white, with no contrasting colors or lines to differentiate between the various components. It also was extremely hard to read and use as a learner. Seeing all of the components of the sound system surrounding the patch panel made it hard to visualize a sound system as a process: input, processing and output.
   Solutions: I did a complete redesign of the sound system diagram in which I added a tremendous amount of color to help the learner differentiate and categorize the different components of the sound system. I also restructured the diagram to show the process of a sound system in order to assist the learner in the visualization of it.

2. **Problem**: Cognitive Learning Aids – Again, the author's use of italics was quite confusing, especially when terms were being defined in this section.
   Solution: I eliminated the indiscriminate use of italic type and used my format for key term defining from previous pages. I feel that this method will serve as a cue for the learner that this information is most important, as well as defining a word (even though the definition is not necessarily nearby).

3. **Re-design from Feedback**: Classmate feedback indicated that the arrows in the concept map were fuzzy and confusing. For my redesign, I eliminated the use of multiple arrows and opted for one large arrow to show the progression from "Input" to "Output."