

Design Under Pressure

Evaluate two public messages, then design for different readers.

12.P.AC.3 "Text Design: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the scenario and inspect the two actual print mockups. In each mockup, circle one occurrence of the date and one of the hours. Box one east-entrance instruction. In each panel, mark the feature you notice first and be ready to explain how placement, contrast, wording or a diagram affects a particular reader.

One Cooling Room, Two Reading Situations

- ① Classroom simulation: this event, city, address and information number are invented. On Saturday, July 20, the public library at 40 Oak Street opens a free cooling room from noon to 9 p.m. Everyone may use it. The east entrance is step-free; the west entrance is closed for repairs. The city information line is 212-555-0148. No bus service or medical treatment is promised.
- ② Mockup A is a mobile-style city bulletin for residents planning a visit. Mockup B is a door poster for people who have already arrived at the closed west entrance. Both are printed prototypes, not functioning webpages. Their diagrams are actually supplied. The poster diagram shows entrance relationships, not a scale map or an outdoor route. Evaluate what each genre makes easy or difficult to find.
- ③ Text design includes selecting and arranging content, using headings and contrast, and coordinating words with graphics. Different audiences may need different priorities. A planning bulletin can present hours and contact details; a sign at a closed entrance may need an immediate direction first. In your redesigns, retain accurate facts and make your own choices. Explain likely effects with evidence; do not assume that every reader notices features in the same order.

A · City mobile bulletin - classroom prototype

Free cooling room open July 20

SATURDAY · JULY 20

OPEN
NOON

CLOSE
9 P.M.

Saturday, noon to 9 p.m. Library, 40 Oak Street. Everyone welcome. Use the step-free east entrance; west entrance closed for repairs. Information: 212-555-0148.

FREE · EVERYONE WELCOME

Plan your visit. Printed prototype; no live links.

B · Poster at the west door - classroom prototype

Use the east entrance

LIBRARY ENTRANCES

WEST
CLOSED

LIBRARY
40 Oak St.

EAST
ENTRY

West entrance closed for repairs. Free cooling room: Saturday, July 20, noon to 9 p.m. Library, 40 Oak Street. Everyone welcome. Information: 212-555-0148.

EAST ENTRANCE: STEP-FREE

Entrance relationship only, not a scale map or outdoor route.

2 ANSWER WITH EVIDENCE

Use the media and background

1 Compare the first information emphasized by A and B. Explain why each priority may suit its reading situation.

2 How do A's labeled schedule boxes and B's entrance diagram support meaning beyond the body text? Cite a feature of each.

- 3** Identify one limitation of B for someone who has not reached the library. Explain what extra information would help that reader.

- 4** Evaluate one design choice you would change for a specific audience. Explain a benefit AND a possible tradeoff; there is no single required answer.

3 YOUR TURN

Your own words

In the first canvas, create a mobile-bulletin mockup for residents planning a visit. In the second, create a door poster for people at the closed west entrance. In both designs, retain the supplied date, hours, address, free access for everyone, step-free east entry, west-entrance closure and information number. Give each a purposeful heading and an actual drawn graphic with labels. Vary emphasis for the audience; do not merely describe your graphics. On the lines, explain your contrasting choices in two sentences.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Read the scenario and inspect the two actual print mockups. In each mockup, circle one occurrence of the date and one of the hours. Box one east-entrance instruction. In each panel, mark the feature you notice first and be ready to explain how placement, contrast, wording or a diagram affects a particular reader. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare the first information emphasized by A and B. Explain why each priority may suit its reading situation.	A emphasizes that the room is open and shows date/hours for people planning. B emphasizes the east entrance for people already facing a closed door. These priorities address availability versus immediate entry.
2	How do A's labeled schedule boxes and B's entrance diagram support meaning beyond the body text? Cite a feature of each.	A visually groups OPEN and CLOSE times in separate labeled boxes, making the range easy to scan. B contrasts WEST CLOSED with EAST ENTRY and labels the east entrance step-free, connecting the written direction to a visible relationship.
3	Identify one limitation of B for someone who has not reached the library. Explain what extra information would help that reader.	The diagram is not a street map or an outdoor route, so it cannot explain how to reach the library or walk around the building. The street address helps identify the destination, but a verified route or map would be needed for navigation.
4	Evaluate one design choice you would change for a specific audience. Explain a benefit AND a possible tradeoff; there is no single required answer.	Example: enlarge B's entrance instruction for people reading at a distance; this may reduce space for hours or the information number. Accept supported alternatives that preserve essential accurate information.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative composition guide: First canvas headline: "Free cooling room: July 20." Group "Noon to 9 p.m." with the date. Write "Library, 40 Oak Street. Everyone welcome. Use the step-free east entrance; west entrance closed for repairs. Information: 212-555-0148." Draw a schedule graphic with clearly labeled opening and closing times, using contrast to make availability easy to scan.

Second canvas headline: "USE EAST ENTRANCE." Write "West entrance closed for repairs. Free cooling room, Saturday, July 20, noon to 9 p.m. Library, 40 Oak Street. Everyone welcome. Information: 212-555-0148." Draw a labeled library block with WEST CLOSED and EAST ENTRY, identifying the east entrance as step-free. Label it as an entrance diagram, not an outdoor route.

Explanation: The bulletin puts availability first for someone deciding when and where to visit, with grouped schedule boxes for quick scanning. The poster puts the entrance change first for someone already at the wrong door, and its labeled diagram reinforces that immediate distinction.

Students must create actual visual/written designs in two genres, using the full-width canvases. Assess hierarchy, grouping, contrast, audience and purpose, not artistic polish or a forced notice order. More than one supported design is valid. Preserve supplied date, noon-9 p.m. hours, 40 Oak Street, free/everyone access, step-free east entrance and information number. Do not invent bus arrivals, medical services, a functioning QR code or an unverified outdoor route. The printed examples are source mockups; students may improve them. All public-service details are explicitly fictional practice material.