

SCOM/JOUR 4500: VISUAL COMM

SPRING 2019

TR X AM-X AM

Rhana Gittens, Instructor

Office # XXXX

Office Hours: TR Xp-Xp or by appointment

Course Description

The purpose of this course is to introduce students to visual communication theories and analysis. Students will explore the role visuals (images, performances, art, spaces, etc) play in our society and how they contribute to communication in multiple mediums, including but not limited to museums, newspapers, magazines, advertisements, blogs, social media, and public spaces.

Course Objectives

To understand visual communication theories

To identify the purpose, ideology, biases, and stereotypes within visual images

Define key terms and concepts related to the study of visual communication

Critically assess and evaluate visual communication messages

Understand the influence of visual on society and society's influence on individuals

Identify and choose images for specific communication objectives and strategic goals

Course Requirements & Grading

REQUIRED MATERIALS

Textbook

You need the **edition 5, 6, or 7** of the book listed below.

Paul Martin Lester. 2017. *Visual Communication: Images with Messages (7th ed)*.

ISBN: 978-1133308645

The Kindle version of this book is available on Amazon for \$35. The paper version is available on Amazon for \$100 (New). If you purchase used make sure you are purchasing **edition 5, 6, or 7**.

Other articles will be assigned to accompany the text book.

Technology

Students must bring a laptop to class daily.

Access to

High Museum of Art (free 2nd Sunday noon-5pm) or appx \$14.50 other days

ASSIGNMENTS:

Blog Project (7 x 100 points each):

Each student will create a blog using Wix (highly recommended) or other online web hosting site. By the end of the semester you will have completed 6 blog posts visually analyzing communication about a contemporary issue, current event, or media topic of your choice.

The full project includes the following items:

1. Creation of Blog and Explanation of topic
2. Blog 1 – Representative Image Analysis
3. Blog 2 – Art Exhibit Visual Analysis
4. Blog 3 – Newspaper / Advertisement Visual Analysis
5. Blog 4 – Magazine / Cartoon / Comic Book Visual Analysis
6. Blog 5 – Moving Images Visual Analysis
7. Blog 6 - My Eyes Visual and Text Publication

Two – Three posted blogs will be presented at the beginning of class each day for student feedback and discussion. These will be randomly chosen at the start of class. All students should be prepared to present and describe their blog post highlights in 2 minutes, leaving 3 minutes for class and discussion .

Full Blog requirements and evaluation criteria are available separately on iCollege.

Late Blog Posts: Links to new Blog posts are due in iCollege by 11:59pm on the due date specified in the syllabus calendar, with a 24 hour grace period. After the grace period late blog posts are subject to a 15 point grade reduction.

Class Participation/ Class Blog (200 points total):

This course is designed as a discussion course, not a lecture course. Therefore, all students will be expected to come to class each day prepared to engage in active discussion of the reading material.

Class Blog – While each individual student will be creating a blog focused on specific topic, we will also have a Class Blog focused on a specific topic chosen by the professor. Students will be broken into teams to complete in class activities and assignments that contribute to the Class Blog. Attendance and in-class Participation in the Class Blog contributes to your total participation grade.

Concept Quizzes (4 x 25 points):

There will be 4 concept quizzes posted on iCollege throughout the semester. These will test reading and understanding of course materials.

ATTENDANCE:

Attendance is expected and required. Documented proof of an excused absence is necessary. Excused absences include military service, jury duty, and documented illnesses. Since participation is a major portion of your grade, you must be in attendance to maintain a strong participation score. Unexcused absences can result in a decrease on your participation score).

GRADES

The focus in this class is on providing you with a number of different opportunities to demonstrate your media acumen. All individual grades will be given in terms of points toward your final grade, in the following manner:

Blog Posts (7x100)	700 points
Class Participation / Class Blog	200 points
Concept Quizzes (4x25)	<u>100 points</u>
Total:	1000 points

To calculate your final grade, take your total points and divide by 10. Grades will be given on the following scale:

A+ 96.50 & above	A 92.5 - 96.49	A- 89.5 - 92.49
B+ 86.5 - 89.49	B 82.5 - 86.49	B- 79.5 - 82.49
C+ 76.5 - 79.49	C 71.5 - 76.49	C- 69.5 - 71.49
D 59.5-69.49	F 59.49 & below	

For the grades ending in .95, I will round up if and only if the student's **final grade** is above X.95. So, for example, I will round 89.95 up to a 90, but I will not round 89.94 up at all. If you have any questions about your grade at any time, just ask me.

Tentative Calendar

DATE	Topic	Reading
T 1/15	Introduction & Syllabus	
R 1/17	Class Discussion*	
T 1/22	Visual Communication <i>Class Blog and Topic*</i>	Chapter 1
R 1/24	Visual Cues	Chapter 2
SUN 1/27	<i>BP1: Link to blog and Welcome Blog Post</i>	
T 1/29	SNOW DAY / NO CLASS	
R 1/31	Visual Theories	Chapter 3
SUN 2/3	<i>Concept Quiz 1</i>	
T 2/5	Visual Stereotypes	Chapter 5
R 2/7	Visual Stereotypes – <i>Class Blog Activity*</i>	Chapter 5
SUN 2/10	<i>BP2: Representative Image Analysis</i>	
T 2/12	Visual Persuasion	Chapter 4
R 2/14	Visual Persuasion – <i>Class Blog Activity*</i>	Chapter 4
T 2/19	Visual Analysis	Chapter 6
R 2/21	Visual Analysis – <i>Class Blog Activity*</i>	Chapter 6
SUN 2/24	<i>BP3: Art Museum Visual Analysis</i>	
T 2/26	Typography	Chapter 7
R 2/28	Graphic Design	Chapter 8
SUN 3/3	<i>Concept Quiz 2</i>	
T 3/5	Data Visualizations	Chapter 9
R 3/7	<i>Class Blog Activity*</i>	Chapter 10
FRI 3/8	<i>BP4: Newspaper Images Visual Analysis</i>	
T 3/12	Cartoons	Chapter 10
R 3/14	Cartoons – <i>Class Blog Activity*</i>	Chapter 10

DATE	Topic	Reading
3/18-3/24	SPRING BREAK	
T 3/26	Photography	Chapter 11
R 3/28	Photography – <i>Class Blog Activity*</i>	Chapter 11
<i>SUN 3/31</i>	<i>BP5: Magazine/Cartoon Images Visual Analysis</i>	
T 4/2	Motion Pictures	Chapter 12
R 4/4	Television	Chapter 13
<i>SUN 4/7</i>	<i>Concept Quiz 3</i>	
T 4/9	Television – <i>Class Blog Activity*</i>	Chapter 13
R 4/11	Computers	Chapter 14
<i>SUN 4/14</i>	<i>BP6: Moving Images Visual Analysis</i>	
T 4/16	The Web	Chapter 15
R 4/18	The Web – <i>Class Blog Activity*</i>	Chapter 15
T 4/23	The More You Know	Chapter 16
R 4/25	The More You Know – <i>Class Blog Activity*</i>	Chapter 16
<i>SUN 4/28</i>	<i>Concept Quiz 4</i>	
<i>SUN 5/5</i>	<i>BP7: My Eyes Visual and Text Publication</i>	

GEORGIA STATE UNIVERSITY POLICIES

Drops, Adds, and Withdraws

	Full Semester
Classes Begin	Monday, Jan 14
Late Registration Ends	Friday, Jan 18
Tuition & Fees Due	Tuesday, Jan 22 at 5pm
Last Day to Withdraw	March 5
Classes End	May 7

Withdrawals

<http://registrar.gsu.edu/registration/withdrawals/>

Incomplete Grades

The grade of “I” (Incomplete) may be given to a student who for nonacademic reasons beyond his or her control is unable to meet the full requirements of a course. In order to qualify for an “I,” a student must: a) have completed most of the major assignments of the course (generally all but one) and b) be passing the course (aside from the assignments not completed) in the judgment of the instructor. When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an “I” for the course, it is the student’s responsibility to inform the instructor in person or in writing of the reason. The grade of “I” is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing an “I” are established by the instructor.

Disability Services

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan, and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

POLICY ON ACADEMIC HONESTY REPRINTED FROM THE GEORGIA STATE UNIVERSITY STUDENT HANDBOOK

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The University's policy on academic honesty is published in the Faculty Affairs Handbook and the Student Handbook, On Campus, which is available to all members of the University community. The policy represents a core value of the University and all members of the University community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community, including students, faculty, and staff, are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the Office of the Dean of Students, and the Office of the Provost. In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University's Counseling Center.

2. Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone

else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or with assistance from Georgia State University Student, another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

POLICY ON ACADEMIC DISHONESTY – SPEECH

The faculty in Speech and the Department of Communication take academic dishonesty in all its forms very seriously. Academic dishonesty includes, but is not necessarily limited to plagiarism, cheating, unauthorized collaborations, falsification, and multiple submissions. Both taking and providing information may be acts of academic dishonesty. You can find information about these forms of dishonesty in the University Policy.

There are some forms of dishonesty that are especially relevant to the Speech classroom. We are including some examples of these forms; they are not meant to be exhaustive, but are things to which Speech students should be especially attentive. Speech students are often required to give speeches as part of their course grade. Students should therefore be aware of the fact that giving a speech originally crafted by another person as if it was their own is an act of academic dishonesty. Any representation of another person's work as your own is an act of academic dishonesty. For example, Speech students often produce Power Point or other technologically based materials to assist in presentations. Students must be aware that all images available on the web are not necessarily in the public domain, and that they can only use images that are public. Images, like other forms of text, may be subject to copyright, and students should make sure that any images, like any other forms of text, are appropriate and available for use by the public under fair use policies. Speech students must make good faith efforts to ensure that the information they present—in either written or oral ways—is true and accurate. It may make a speech or a paper more interesting if you invent examples or sources, but doing so is dishonest. Sometimes, instructors will assign work to small groups in the Speech classroom. Failing to do your fair share of the work in such contexts is an act of academic dishonesty, especially if the grade is based on the work product of the entire group. Any time you allow other students to do your work for you—whether in an individual or a group context, you are being dishonest.

Lying to an instructor in order to improve a grade—whether the lie concerns the mythical death of a family member, a dog's consumption of homework, or any other bending of the truth in order to avoid the consequences of failing to do the work of a course, any such misrepresentation is an act of academic dishonesty.

Above all, students should be aware that failing to report cheating in any of its forms is an act of academic dishonesty as well. If you knowingly allow another student to cheat, you are implicated in that cheating. It is not the instructor's responsibility to "catch" students; it is everyone's responsibility to maintain an atmosphere of honesty and trust in the classroom. Academic honesty is a commitment to the values of responsibility and respect; allowing others to abrogate those values makes you guilty as well. These examples are intended to provide students with a way to think about the responsibilities of engaging in the discipline of Speech Communication. Academic dishonesty is not limited to the straightforward examples of cheating on tests or essays. You should think through your actions and behaviors in and outside of the classroom to make sure those actions are in compliance with the highest standards of integrity and honesty. When in doubt, ask your instructor.