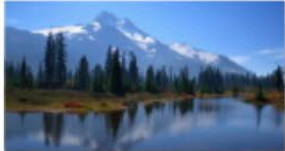




UNIVERSITY OF
OREGON

College of Design

School of Planning, Public Policy and Management



University of Oregon
School of Planning, Public Policy and Management
PPPM 399: Visual Principles
MON/WEDS 12:00 PM-1:20 PM
WINTER 2024

Instructor: Lisa Abia-Smith, MA, Senior Instructor I

Classrooms: (Mon): Education 176 **Classroom (Weds) JSMA**

Phone: 541-346-0966

Email: abia@uoregon.edu

Office hours: Thursdays, 10-11:30am (additional times in-person and virtually by appointment)

COURSE DESCRIPTION

Visual Communication surveys the entire spectrum of visual media including: film, television, photography, advertising, graphics, and art. Students in this course will learn the fundamentals of visual literacy, how to describe and analyze visual media, how to create and utilize effective visuals and how to convey qualitative and quantitative data.

This course introduces students to a practice-based, hands-on approach to visual communication. Students will learn how to convey messages and ideas with targeted audiences in mind. Topics include the elements and principles of design, color theory, typography, symbols, brand identity, logos, data/infographics and information design. Students will also share their work and learn to take part in design critiques and discussions, as both designers and peers.

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Learning Outcomes

1. Understand and apply the concepts found within elements and principles of design
2. Incorporate theories and concepts when discussing visual communication
3. Become a more knowledgeable and critical evaluator of visual messages
4. Create persuasive messages that integrate visual elements and convey an organization's messages and institutional priorities
5. Create a brand identity such as logos, collateral, packaging, and marketing for a nonprofit organization
6. Create simple information visualizations to convey data and qualitative findings
7. Learn to provide constructive criticism, known as "critiques," when evaluating the design work of peers
8. Perform professional habits

Active Class Participation

In this course, students are expected to actively participate in every class session, which entails:

- Coming to class prepared with questions and comments on each assigned reading
- Offering relevant, insightful and thoughtful comments during class discussion
- Contributing a steady flow of comments or questions that advance the class or group discussion during most class meetings, but **not** dominating discussion
- Listening attentively, responding respectfully, and not talking while others are talking
- Ensuring understanding by asking questions (as needed) in class or outside class
- Providing constructive feedback for peers using visual elements rubric

Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, announcements and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. I will use this email address to communicate with you. *You can see weekly reminders on the syllabus but also on Canvas > Modules.*

Technical Requirements

- Adobe Creative Cloud

Student version of Adobe Illustrator, Photoshop or Use of Computers in Lawrence Hall.

<https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=42572>

- Free Design software such as Procreate and Canva

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- Reserve a computer if you wish to work on a platform other than your personal device.

<https://designtech.uoregon.edu/computing-labs/>

- Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

[541-346-4357](tel:541-346-4357) | livehelp.uoregon.edu

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#).

Required Reading

There is one required textbook for this course and all the other readings are scanned and located in our Canvas Modules Readings Folder.

1) Visual Intelligence, Amy Herman **REQUIRED**

2) Lester, Paul Martin, *Visual Communication Images with Messages*, 9th edition, 2020 **RECOMMENDED**

Communicating with Me

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications. I will hybrid office hours. I welcome meetings outside my regular office hours as well. Just email me or call me at 541-346-0966 to set a time. If you experience Internet access challenges, my office phone is a good way to reach me. If you contact me with a question, I will try to respond within one business day. I typically provide feedback on assignments within two weeks.

Assignments and Course Grades

As the university community adjusts to teaching and learning in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you.

The course grade will be based on the following components:

Assignments

- Visual Exercises and Discussion Posts (5 pts each) 60 points (Weekly)
- Color Wheel 10 points Due: January 19

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• Gray Scale	5 points	Due: January 26
• Logo Critique	10 points	Due: February 2
• Typography Activity	5 points	Due: February 14
• Visual Analysis (Midterm)	15 points	Due: February 16
• Gender or Race Visual Image Critique	15 points	Due: March 6
• Final Project: Revision of an Ad	25 points	Due: March 19
○ Or Quantitative Data Infographic		
	150 points	

Course Grade

The course grade will be based on the following components:

1. **Attendance:** Class attendance will be taken as part of the weekly visual design exercises. Students can make up an absence by writing a 3 paragraph summary of the readings or completing the visual design/gallery exercise from that week.

Most lectures will also be streamed through Zoom, but this is NOT a substitution for in-person attendance (i.e., it is *not a hybrid class*) because the class is designed for in-person learning and leans heavily on group discussions. However, given the circumstances around COVID-19, I will make exceptions for individuals with *excused absences* (e.g., have symptoms, etc.). *If you livestream it and it is not an excused absence, it'll count as an unexcused absence.* Recordings of the lecture will also be available through Canvas.

2. **Reading Discussion Posts:** During the term students must post Discussion Board an interesting takeaway or comment from readings for that designated week under the appropriate heading (most due by Friday 11:59pm of that week).
3. **Creative Visual Design Exercises.** There are weekly written and visual design assignments for class and those are 5 points each.
4. **Midterm and Final Projects:** Your Midterm and Final Projects will reflect the content taught this term and provide you with an opportunity to place theory into practice.

Academic misconduct

The [University Student Conduct Code](#) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, I will ask you to certify that your exams/papers are your own work. *Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to*

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support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don't panic. Take a photo to document the error message you're receiving and then email or call me.

General Guidelines for Class Participation

Participate and Contribute: Participation in the PPPM 399 learning community is organized by the following guidelines:

1. Stay engaged: listen deeply and ask with curiosity.
2. Speak what is true for you: Using I statements is helpful.
3. “Read” the discussion: Keep an eye on the ebb and flow of discussion and take responsibility for keeping the discussion moving along, treating all participants considerately, and maintaining a balanced and gracious tone. Invite fellow students who are not participating to engage the topic. Ask them what they think and take a genuine interest in their answers. Be aware of your own forms of participation, checking occasionally to ask whether you are monopolizing the conversation or failing to contribute to it
4. Experience discomfort: Reflections on your own discomfort are rich with new information.
5. Have an appreciative inquiry stance: Assume good intent and be attentive to negative impacts.
6. Expect and accept non-closure: Be open to unexpected outcomes and ambiguity.

Interact Professionally: Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one's own tendencies (e.g. Do I contribute too much? Too little?).

Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

Help Everyone Learn: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Course Workload

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A general rule of thumb for the expected workload for an undergraduate level class is approximately 3-4 hours/week per credit hour. Thus, a four-credit course will require approximately 12-16 hours of effort per week.

Accessible Education

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Email

I will try to respond to all email within 2 days of receiving them. It is, however, becoming increasingly difficult to keep up with the quantity of email that I receive, so I ask that you make sure that you have reviewed Canvas and the syllabus prior to sending a note about course logistics.

Missed Class Policy

If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available, but slides or a zoom lecture will be posted after class on Canvas. See more information under “Attendance”.

My course attendance and engagement policies were built with absences and deadline flexibility that students commonly need in mind. There are, however, times when a student may experience an extraordinary circumstance—an unanticipated and significant crisis—that impacts their attendance. Exceptions to the attendance policy and/or deadlines may be granted in the event of extraordinary circumstances.

Please contact me as soon as you are able to request it—ideally before the class or deadline has passed, or, if your circumstance makes this difficult, then as soon as possible afterwards. This exception will not be offered on an open-ended basis, so if you need to ask for it, please give some consideration to how much time you will realistically need to complete the work.

*To activate this policy, send me an email with "Extraordinary circumstance request" in the subject line, and if you are requesting deadline flexibility, let me know by what updated deadline you will be able to submit your assignment. There **is no need to explain or offer information about the nature of the extraordinary circumstance in your email**—we will trust you only to activate this policy in crisis situation. Please note, too, that detailed feedback on your written work may be delayed or impossible to provide if you're submitting to meet an extended deadline. At the end of term, granting extensions is hard for the teaching team because of UO's tight turnaround on grading. Please be in touch in an emergency and we can discuss your options.*

Incomplete Policy

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Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Plagiarism

No AI generated assignments will be accepted and will be considered plagiarism. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students. I will use TurnItIn for all assignments.

School of PPPM Diversity Statement

(<http://blogs.uoregon.edu/equityandinclusion/files/2011/05/SAP-5Yr-Report-AAA1.pdf>)

PPPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are dedicated to fostering an inclusive, respectful, and supportive environment that ensures fair treatment, access, opportunity, and advancement for all students, faculty, and staff; as well as striving to identify and eliminate barriers that have prevented the full participation of historically underrepresented groups.

Campus Resources

The University of Oregon offers many services to help students successfully resolve problems and reach their professional and personal goals. Some of these services include the UO Career Center, Conflict Resolution Services, Counseling and Testing Center, Crisis Center, Accessible Education Center (formerly Disability Services), Diversity Education and Support, Health Center, LGBT Education and Support Services, Men’s Center, Nontraditional Student Programs, Office of Multicultural Academic Success, Office of the Dean of Students, Teaching and Learning Center, and Women’s Center. Please take advantage of these services if they might be useful to you.

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may email or upload your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. Please note that if you are unable to complete an assignment due to illness, COVID, or other circumstance, you can request an Extraordinary Circumstance Request.

*To activate this policy, send me an email with "Extraordinary circumstance request" in the subject line, and if you are requesting deadline flexibility, let me know by what updated deadline you will be able to submit your assignment. There **is no need to explain or offer information about the nature of the extraordinary circumstance in your email**—we will trust you only to activate this policy in*

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crisis situation. Please note, too, that detailed feedback on your written work may be delayed or impossible to provide if you're submitting to meet an extended deadline. At the end of term, granting extensions is hard for the teaching team because of UO's tight turnaround on grading. Please be in touch in an emergency and we can discuss your options.

Classroom Behavior

Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other's comments.

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Prohibited Discrimination and Harassment Reporting

Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

Accommodation for Religious Observances

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The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

Mental Health and Wellness Statement

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own—there’s help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Academic Disruption

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. ***In the event that the instructor of this course has to quarantine, this course may be taught online during that time.***

Tentative Course Schedule

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Below is a tentative outline of the course sessions with assigned readings. Dates for some topics will inevitably change. Please rely on the class Canvas account for knowing what reading should be done for what class. It will be up to date. **All the readings will be available for download on Canvas unless otherwise noted.**

Week	Date	Topic	Readings	Assignments
1	1/8	Intro to Visual Literacy	<i>Syllabus</i>	<ul style="list-style-type: none"> • Exercise Visual Literacy
	ED 176 1/10 JSMA Class	Visual Cues Visual Analysis	<ul style="list-style-type: none"> • <i>Visual Comm, Insights. Chapter 1, (pp 3-21) Making Sense</i> <i>Visual Intelligence, Amy Herman Intro+ Part 1-2</i> • <i>VC, Chapter 1, Barnes</i> 	<ul style="list-style-type: none"> • <u>In Class Exercises</u> <ol style="list-style-type: none"> 1) Warm Up Horse 2) Gallery Looking: from Barnes, Ch 1, Page 17 and complete in Today's class. (5 points) Complete #2
2	1/15		<i>NO CLASS MLK, Jr Holiday</i>	
	1/17 JSMA Class Today 1/19	Elements of Design: Color Elements of Design: Form and Line	<ul style="list-style-type: none"> • <i>Visual Cues, Lester, Ch 2</i> • <i>Visual Theories, Lester Ch 3,</i> • <i>Design Principles (link on syllabus)</i> • <i>VC, Chapter 2, Barnes</i> 	<ul style="list-style-type: none"> • Color Wheel Exercise JSMA Art Studio (5 pts) • Line Exercise • Reading Response Due

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3	1/22 Class on Zoom today	Symbols and Decoding Visual Imagery	<ul style="list-style-type: none"> • <i>Visual Intelligence, Ch 2, Mastering the Fine Art of Observation, Amy Herman</i> • <i>Visual Intelligence, Ch 3, Why No Two People See Things the Same Way</i> 	<ul style="list-style-type: none"> • Gray Scale Exercise (5 pts) (In Class)
	1/24 LAB DAY 1/26	Typography, fonts, and visual design	<ul style="list-style-type: none"> • <i>Visual Communication, Ch 7 (pp 134-165)</i> 	<ul style="list-style-type: none"> • Typography Exercise (5 pts) • Reading Discussion Post due by midnight (5 pts)
4	1/29 ED 176	Visual Stereotypes	<ul style="list-style-type: none"> • <i>Visual C, Lester, Stereotypes, Ch 5 (pp 90-115)</i> 	<ul style="list-style-type: none"> • Decoding Exercise (5 pts)
4	1/31 JSMA 2/2	Race, Gender and Representation	Visual C, Lester, Persuasion, Chapter 4, (pp 64-90)	<ul style="list-style-type: none"> • Gallery Exercise • Reading Discussion Post Summary Ch 4&5 Due: Friday, Feb 2 (5 points)
5	2/5 ED 176	Typography and Text	<ul style="list-style-type: none"> • Visual C, Insights, Ch 4, Semiotics 	Typography Exercise
	2/7 LAB DAY 2/9	Data and Infographics	<ul style="list-style-type: none"> • <i>Visual C, Lester Ch 9, (pp 196-180)</i> 	<ul style="list-style-type: none"> • Reading Discussion Due by Midnight. (Ch 9) 5 pts • Typography and Data Point Assignments due (5 points each)
6	2/12 ED 176	Visual Design, Brands and Logos	<ul style="list-style-type: none"> • <i>Visual C: Aiello Understanding Images, Chapter 11 pp 234-255 (Brands as Visual Experience)</i> 	<ul style="list-style-type: none"> • Logo Critique

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6	2/14 JSMA 2/16	Visual Analysis	<ul style="list-style-type: none"> • <i>Visual Communication 6 (pp 116-131)</i> • MIDTERM DUE 	<ul style="list-style-type: none"> • Visual analysis gallery exercise (5 pts) • MIDTERM DUE
7	2/19 ED 176	Visual Intelligence and Observation	<ul style="list-style-type: none"> • <i>Visual Intelligence, Herman, Ch 4 and 5</i> 	<ul style="list-style-type: none"> • Reading Discussion Post due by midnight (5 pts)
	2/21 JSMA	Critiquing Visual Media	<ul style="list-style-type: none"> • <i>Visual C, Insights, Journalism Ch 10 (pp 237-266)</i> • <i>Visual Intelligence, Herman Ch 6 and 7</i> 	<ul style="list-style-type: none"> • Visual Media exercise In Class (5 pts)
8	2/26 ED 176	Historical Perspective of Visual Design	<ul style="list-style-type: none"> • <i>Visual C, Insights, Visual Voices: Ch 7 Fantasy (pp 156-186)</i> 	<ul style="list-style-type: none"> • Visual Analysis Due by Midnight
	2/28 JSMA	Cultural Perspective of Visual Design	<ul style="list-style-type: none"> • <i>Visual C, Insights Ch 11 (pp 269-291)</i> 	<ul style="list-style-type: none"> • Visual Exercise In Class (5 pts)
9	3/4 ED 176	Conveying Data	<ul style="list-style-type: none"> • <i>Visual Communication Ch 9(pp 196-227)</i> 	<ul style="list-style-type: none"> • Race Ad/post Critique Due by midnight
	3/6 JSMA 3/8	Messaging and Visual Design	<ul style="list-style-type: none"> • VC, Insights, Visualizing Ethics, Chapter 2 (pp23-46) 	<ul style="list-style-type: none"> • Discussion Post due (5 pts)
10	3/11 ED 176	Visual Design and Culture	<ul style="list-style-type: none"> • Visual C, Insights, Ch 12 (pp 293-316) 	<ul style="list-style-type: none"> • Reading Discussion post due by midnight
	3/13 Lab	Critique	<ul style="list-style-type: none"> • Peer Critique • Work with one peer either in person or remotely and provide 	<ul style="list-style-type: none"> • Peer Critique

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	Any location		constructive feedback on your for the final project.	
Finals	3/19	Final Project Due by 5 pm		Final Project Due

Explanation of Grading System

- C+ and Lower (below 80)
 - **Unacceptable work for professionals or undergraduate/graduate courses**
 - Factual errors or calculation errors
 - Poorly written (misspellings, typos, poor grammar, poor sentence structure)
 - Graphics poor (inaccurate tables, poor titles, no data sources)
- B- (81-83)
 - **Below acceptable standards for professionals**
 - Minor errors of fact or calculation
 - Poorly constructed text, unclear graphics
 - Rushed or lack of attention to overall product
- B (84-87)
 - **Meets minimal professional standards**
 - Factually and technically correct
 - Clear message to readers
 - May lack precision in language and presentation of data
- B+ (88-90)
 - **Solid professional work**
 - Factually and technically correct
 - Excellent tables and graphics
 - Falls short in some areas
- A- (91-93)
 - **High quality professional work**
 - Technically, methodologically, and factually 100% accurate
 - Fall short of highest quality work in organization, flow of text or presentation
 - Clearly conveys elements of design and visual communication to audience
- A (94-99)
 - **Highest quality work**

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- Technically, methodologically, and factually 100% accurate
- Efficient language and graphics presented with emphasis
- Easy to navigate and follow
- Clearly conveys elements of design and visual communication to audience
- Clear about main points and evidence provided to support these points
- All graphics are clear and titled, sources, evidence of revision and visual literacy

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Reading Response Rubric:

KNOWLEDGE/UNDERSTANDING		POINT VALUES			
		2	3	4	5
Knowledge and Understanding of Content	<i>I identify/describe concepts and theories from the readings and films. I demonstrate comprehension of the meaning and significance of concepts and theories from the readings and films.</i>	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
CONNECTIONS: TEXT-TO-TEXT		4	6	8	10
Making connections within and between readings	<i>I describe how readings relate to one another.</i>	Makes text-to-text connections with limited effectiveness	Makes text-to-text connections with some effectiveness	Makes text-to-text connections with considerable effectiveness	Makes text-to-text connections with a high degree of effectiveness; Extends to include original or complex relationships
CONNECTIONS: TEXT-TO-WORLD		2	3	4	5
Application of knowledge to classrooms and/or schools	<i>I demonstrate how readings help further my understanding and reading of classrooms and/or schools.</i>	Makes text-to-world connections with limited effectiveness	Makes text-to-world connections with some effectiveness	Makes text-to-world connections with considerable effectiveness	Makes text-to-world connections with a high degree of effectiveness

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EXPRESSION		2	3	4	5
Organization	<i>My ideas are organized and supported by a logical progression.</i>	Disjointed and poorly organized/sequenced; May be difficult to read	Logical sequence; Connections between sections/ideas may be weak	Logical sequence; Organization is clear	Purposeful organization; May include an explicit introduction; Clear links between sections/ideas is established

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Land Acknowledgement

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the UO, to Oregon, and to the world.

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In following the Indigenous protocol of acknowledging the original people of the land we occupy, we also extend our respect to the nine federally recognized Indigenous Nations of Oregon: the Burns Paiute Tribe, the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians, the Confederated Tribes of the Grand Ronde, the Confederated Tribes of Siletz Indians, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Warm Springs, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Tribe of Indians, and the Klamath Tribes. We express our respect to the many more tribes who have ancestral connections to this territory, as well as to all other displaced Indigenous peoples who call Oregon home.