



# PPPM 610

VISUAL COMMUNICATIONS

WINTER 2022

CRN 24744, 4 CREDITS

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541-346-2112

Class: Monday & Wednesday / 12:00-1:20pm  
canvas.uoregon.edu

Office Hours: Wednesday 9:30-11:30am and by appointment  
Sign up at <https://annebrown.youcanbook.me>

## COURSE OVERVIEW

As planners, policy makers, administrators, and managers, communicating ideas and visions effectively to a wide variety of audiences is a key part of practice. In both the public and private sector, graphic presentation and visual communication products have become increasingly important to engage stakeholders, advocate for positions, and encourage participation. Clear writing, effective presentations, and exchanging constructive feedback are likewise critical in the professional world. This course aims to develop skills including: graphic representation of ideas, written and verbal presentation, design software knowledge, and supportive critique of others' work. This course provides a strong foundation in Adobe Illustrator and InDesign.

## LEARNING OUTCOMES

At the end of the course, students will be able to employ design principles to communicate ideas in a clear, succinct, and engaging manner. Specifically, students will be able to:

1. Select font and color schemes to effectively convey tone and meaning for a project
2. Communicate ideas through original infographics
3. Present spatial information tailored to appropriate contexts
4. Develop layouts for effective documents and presentations
5. Supportively critique others' work to enhance collaboration
6. Create tables, graphs, and figures that clearly communicate ideas and findings
7. Communicate effectively about both qualitative and quantitative data through a combination of written and visual materials

## INCLUSION STATEMENT

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

The College of Design promotes the strengths of our multicultural community through the Equity and Inclusion Committee. For more information about the Equity and Inclusion Committee and other student resources, please see

<https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/>

## COURSE MATERIALS

You do not need to purchase any textbooks for this course; all reading materials are posted on Canvas, available at the Design Library located in Lawrence Hall, or available free as an e-book through the UO Library. You should read or watch all required materials prior to the start of class.

The primary book referenced throughout this course is: Schwabish, Jonathan. 2017. *Better presentations: a guide for scholars, researchers, and wonks*. Columbia University Press. This book is available as an e-book for free through the UO Library website.

## WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignments Due
Typography, Color, and Meaning			
M 1/3 (Week 1)	Course Overview, Giving constructive feedback, Basic InDesign & Illustrator tools	<b>Video</b> The Best Graphic Design in the World 2017  Schwabish, J. (2017). "Better Presentations." <i>Introduction</i> . p.1-6.  Urban Institute. (2020) "Applying Racial Equity Awareness in Data Visualization."	
W 1/5 (Week 1)	Font, scales, images	<b>Video</b> The History of Typography <b>Video</b> 10 rules to help you rule type  Canva. 2020. "How to Use Fonts Effectively."  Schwabish, J. (2017). "Better Presentations." <i>Type</i> . p.51-61.	*
M 1/10 (Week 2)	Conveying meaning through color	<b>Video</b> Beginning Graphic Design: Color	Design proposal *

		Schwabish, J. (2017). "Better Presentations." <i>Color</i> . p.30-50.	
W 1/12 (Week 2)	Illustrator skill-builder lab		
Layouts, Visual Hierarchy, the Grid			
M 1/17 (Week 3) <b>NO CLASS</b> Dr. Martin Luther King Jr. Day			Style Guide
W 1/19	Composition	Kliever. 2018. <i>The Design School guide to visual hierarchy</i> .	*
Maps, Symbology, and Communicating Spatial Data			
M 1/24 (Week 4)	Communicating spatial information	Tyner, J. A. 2010. "Principles of Map Design." <ul style="list-style-type: none"> <li>• Ch. 1 Introduction. p.7-12.</li> <li>• Ch. 2 Planning and Composition. p.18-41</li> <li>• Ch. 3 Text Material and Typography. p.43-48</li> <li>• Ch. 5 Scale. p.73-78</li> <li>• Ch. 8 Basics of Symbolization. p.131-144</li> </ul>	*
W 1/26 (Week 4)	In-class Maps workshop: layers, pen tool, image trace		(Lab) Spatial information – due Th 1/27 12:00pm
Infographics & Icons			
M 1/31 (Week 5)	Types of data, data selection, using data to tell a story	<p><i>Medium</i>. 2017. "How to properly tell a story with data—and common pitfalls to avoid."</p> <p>Shoup. 1997. "The Pedigree of a Statistic." <i>The ACCESS Almanac</i>.</p> <p>Stikeleather, J. 2013. "How to Tell a Story with Data." <i>Harvard Business Review</i>.</p>	Maps
W 2/2 (Week 5)	Infographics & Icons	<p><i>Medium</i>. 2015. Infographics 101.</p> <p>(Optional) <b>Video</b> What Makes an Effective Infographic?</p>	* (Lab) Infographic – due Th 2/3 12:00pm
Charts, Graphs, Figures, and Tables			
M 2/7 (Week 6)	Charts, graphs, and tables	<p>Schwabish, J. 2017. "Better Presentations." <i>The Data Visualization Slide</i>. p.93-107.</p> <p>Bales. 2017. "Designing Charts—Principles Every Designer Should Know." <i>Medium</i>.</p>	* Infographic  (Lab) Charts, graphs, tables – due Tu 2/8 12:00pm

		Shoup, D. 2002. "Roughly Right or Precisely Wrong." <i>ACCESS Magazine</i> 5(2), p.20-25.	
W 2/9 (Week 6)	Visualizing Data: In Class workshop		*
Communicating Qualitative and Quantitative Data			
M 2/14 (Week 7)	Quantitative data: how to write about numbers	Pen & the Pad. 2018. "How to Write a Quantitative Analysis Report."	Table/graph/chart
W 2/16 (Week 7)	Qualitative data: writing about and visualizing qualitative data	<b>Video</b> Educational Foundations and Research, University of North Dakota. 2014. "Writing Tip #3: Writing Qualitative Findings Paragraphs."  (Optional) Saldana et al. 2011. "Fundamentals of Qualitative Research." <i>Ch. 5 Writing and Presenting Qualitative Research</i> . Oxford University Press. p. 139-164.  (Optional) Quirkos. 2016. "10 tips for sharing and communicating qualitative research with the public."	Oregon by the Numbers (Quantitative write up)
Designing Online			
M 2/21 (Week 8)	Dashboards	Bakusevych. 2018. "10 rules for better dashboard design." <i>Medium</i> .	* Qualitative write up
W 2/23 (Week 8)	Websites & Data Visualization Online	Abrosimova, Nadiya. (2020). Accessibility checklist to design products that people will love...and use. UX COLLECTIVE.	
Posters			
M 2/28 (Week 9)	Posters	(Optional) <b>Video</b> American Journal Experts. "Making a better research poster."	*
Putting it All Together			
W 3/2 (Week 9)	In-class workshop		
M 3/7 (Week 10)	In-class poster presentations (1)		Poster presentation (or 3/9)
M 3/9 (Week 10)	In-class poster presentations (2)		Poster presentation (or 3/7)
F 3/18 10:15am-12:00pm	Final poster fair Location TBD		Final poster due to Canvas *and printed* by 10:15am

## GRADING COMPONENTS AND CRITERIA

All assignments should be submitted online via Canvas as a pdf. If you have technical issues submitting your assignment, take a screen-shot of your computer screen showing the error and

email me immediately with both the screenshot and assignment attached. Submitting times and formats are described in detail in each assignment description.

## ASSIGNMENTS

This course is broken down into weekly labs and assignments to build your design and technical skills throughout the quarter and provide you with frequent feedback from both your peers and the instructor. Weekly assignments build into a final product (poster) at the end of the quarter. You are expected to revise your weekly assignments based on peer and instructor feedback in order to create a professional final product. You will receive instructor feedback on weekly assignments within 48 hours after its due date.

Assignment due submission times vary:

- **Outside images:** due 10:00am on the due date.
- **Individual Assignments:** due 12:00pm on the due date.
- **Labs/Skill building:** due 12:00pm the day after class; you will have class time to work on lab assignments.

Full assignment descriptions are posted on Canvas and will also be discussed in class.

	PPPM610	Due Date	Link with Learning Objective
<b>Class participation</b>	<b>10%</b>		1, 2, 3, 4, 5, 6, 7
Attendance	5%		
Group-work	5%		
<b>Outside image presentations</b>	<b>5%</b>	Varies (*)	5
<b>Labs / Skill Building</b>	<b>20%</b>		
Illustrator Skill Builder	5%	1/12	
Spatial Information	5%	1/27	3, 4, 5
Infographics	5%	2/3	2, 4, 5
Charts, Graphs, Tables	5%	2/8	5, 6
<b>Individual Assignments</b>	<b>65%</b>		
Design Proposal	5%	1/10	
Style Guide	5%	1/17	1, 5
Maps	5%	1/31	3, 4, 5
Infographic	5%	2/7	2, 4, 5
Table/Graph/Chart	5%	2/14	5, 6
Oregon by the Numbers	5%	2/16	1, 2, 4, 6, 7
Qualitative write up	5%	2/21	1, 4, 6, 7
Poster pin-up	5%	3/7 or 3/9	1, 2, 3, 4, 5, 6, 7
Final poster	25%	3/18	1, 2, 3, 4, 6, 7
	100%		

## CLASS PARTICIPATION

**Attendance:** You are expected to attend every class, and 5 percentage points of your overall grade reflect class attendance. You are permitted two unexcused absences. Beyond that, you will lose one participation point for every unexcused absence. For example, if you miss three classes, you will earn four attendance participation points; if you miss four classes, you will earn three points. Please communicate with me if you have family or personal issues arise related to COVID-19; I am happy to work with you to adapt the course to meet your needs should such issues arise.

**In class:** Class consists of many group discussions and activities, including constructively critiquing others' work and reflecting on your own. Being a strong group member requires 1) preparing for class by completing assignments, 2) contributing actively in the discussion, 3) listening and providing courteous and constructive feedback to other group members' work, and 4) reflecting on your ideas work and the ideas of others. As you work in groups, I will circulate between breakout rooms to observe your contributions. Your contribution to group work in class will make up the remaining five points for class participation.

## EXPECTATIONS FOR ASSIGNMENTS

All assignments are expected to be presented in professional formats and free of grammatical or spelling errors.

A few general guidelines for assignments:

- **Consider your audience.** Audiences in planning range from field experts (the head of a Department of Planning) to the general public, with little background knowledge of the issue at hand. Keep in mind who you are writing or designing for and choose both your wording and content appropriately.
- **Reference Sources.** Any quote or data you use (for tables, charts, graphs, etc.) must be attributed to the original source. Quotes (two or more consecutive words) should be in quotation marks and cited with the author and page number (where applicable). Either footnotes or in-text citations are acceptable. You may use any form of citation style (MLA, Chicago, APA, etc.) so long as you are consistent. Data citations should be provided under tables, graphs, or figures.
- **Always Proofread.**

## GRADING

### OVERALL AND ASSIGNMENT GRADES:

94+	A	65-69	C
90-93	A-	60-64	C-
85-89	B+	55-59	D+
80-84	B	50-54	D
75-79	B-	45-49	D-
70-74	C+	0-44	F

Assignments and overall grades correspond to the following standard of professional work: an A (94+) represent the highest quality professional work; an A- (90-93) constitutes very good professional work; B+ (85-89) good professional work; B (80-84) adequate professional work that generally meets professional standards; B- (75-79) minimally acceptable quality work that generally falls below standards set for professionals; C+ and lower (0-74) represents work generally unacceptable for professionals.

Assignment details and rubrics are posted on Canvas.

Note that I do not round assignment grades. A grade of 87.5 remains a B. However, I do round final grades at 0.5. For example, a final grade of 89.5 would be rounded to an A-.

### LATE OR MISSED WORK POLICY

Late assignments will immediately be docked 10% and be docked an additional 10% for each calendar day that they are late. In exceptional cases, such as medical or personal emergencies, please contact me about an extension. Outside image assignments cannot be submitted late for credit.

### COURSE INCOMPLETE POLICY

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. Per 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.”

## COURSE POLICIES

### ATTENDANCE AND ABSENCE

Students are expected to attend all classes and attendance and participation are reflected in your course grade. If you miss a class, please arrange to get notes from a classmate. Classes will not be recorded as a relatively small share of class time will be devoted to lecture. All lecture slides, however, will be posted on Canvas the night before class. If you miss a class, please read the readings assigned for the day, review course slides, and make up any assigned lab or other work per the course schedule.

### CLASS CONDUCT

In order to create a classroom in which all students are comfortable expressing their perspectives and opinions, I ask that students approach the readings and others' contributions with an open mind and a willingness to question one's own assumptions and biases. It is important that we create an atmosphere of debate and discussion, but you should be respectful of others at all times. When disagreeing with someone or something that has been said, it is important to focus on the content and not the person delivering that content. As both a student and a professional you should recognize that your language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, and political views. Language or action that is abusive or discriminatory will not be tolerated and is against the University Student Code of Conduct policies.

### USE OF COMPUTERS AND CELLPHONES IN CLASS

This course is, by design, computer-centered. Computer use should be limited to the programs (InDesign, Illustrator, Microsoft Office) and tasks at hand. Please avoid checking email, surfing the internet, or using your computer for non-class related activities. These other activities serve as a distraction and could both undermine your understanding of the material, and distract other students in the class.

### COURSE COMMUNICATION

While our classes will be in person, Canvas will still be an important part of our course, and the place to go for course information and engagement outside of class time.

I will use Canvas announcements frequently to communicate with the entire class; when I need to get in touch with individual students, I do so via email. Please ensure that you are signed up to receive course announcements via email or text so that you do not miss important course-related communication. Check and adjust your settings under Account > Notifications.

I will also use Canvas to communicate if there are any COVID-related course interruptions.

Log into [canvas.uoregon.edu](https://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 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)



## INSTRUCTOR AVAILABILITY

I am available during student office hours at the times and locations listed above. I recommend signing up for student office hours at <https://annebrown.youcanbook.me> in advance so that you do not have to wait. I do my best to be responsive to email, but I encourage you to rely on your colleagues first for questions about course assignments and administrative details rather than waiting for an email response. I generally try to respond to emails within 48 hours of receipt. If you have not heard from me within 48 hours, please email me again.

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## WHY SHOULD YOU REACH OUT TO ME?

Talking with students is always a pleasure—confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Having troubling with some aspect of the course? I would like to strategize with you and will do everything I can to help you succeed.

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## STUDENT OFFICE HOURS

I will host student office hours via either Zoom or in person in Hendricks 247C. My student office hours this quarter are listed at the top of this syllabus. Please email me if you would like to set up a time to meet outside of my regularly scheduled student office hours; alternatively, you may call my office phone at 541-346-2112.

During student office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a students' post-graduation goals, might identify more supportive methods for assignments or strategies for group projects, or any number of other topics. Feel free to come with another peer or project group member as well if that is useful for you.

## COURSE COVID PROTOCOLS

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.

## KEEPING OUR CLASS SAFE

As the university community continues to balance learning and health during the COVID-19 pandemic, it is essential that each of us exercises care by doing symptom self-checks, and by not attending class when ill, or when you or someone you live with must quarantine. We will also be establishing a class seating chart. Each student will be assigned a permanent seat for the duration of the quarter to aid contact tracing if/when necessary.

Please review [university exposure scenarios and guidance for students and employees](#). When in doubt, stay home!

## COVID CONTAINMENT PLAN

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves **prevention, containment, and support**. Here is information critical to how the UO is responding to COVID-19.

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### PREVENTION

To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:

- Must comply with [vaccination policy](#)
- Must [wear face coverings](#) in all indoor spaces on UO campus
- Complete weekly [testing](#) if not fully vaccinated or exempted
- [Wash hands](#) frequently and practice social distancing when possible
- Complete daily [self-checks](#)
- Stay home/do not come to campus if feeling [symptomatic](#)
- Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.

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### CONTAINMENT

If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status.

Specifically:

**Vaccinated/asymptomatic students:** Quarantine not required, but daily self-monitoring before coming on campus advised; sign up for testing 3-5 days after notification through [MAP](#)

**Unvaccinated or partially vaccinated students:** 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through [MAP](#), if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.

**Symptomatic students:** stay home (do not come to class/campus), complete the online [case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provider to arrange for immediate COVID-19 testing.

Students identified as close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

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### SUPPORT

The following resources are available to you as a student.

- [University Health Services](#) or call (541) 346-2770

- [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- [MAP Covid-19 Testing](#)
- [Corona Corps](#) or call (541) 346-2292
- [Academic Advising](#) or call (541) 346-3211
- [Dean of Students](#) or call (541)-346-3216

## GOOD CLASSROOM CITIZENSHIP

- Wear your mask and make sure it fits you well
- Stay home if you're sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.

## ACCESSIBILITY

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu). The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

## ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

## PROHIBITED DISCRIMINATION AND HARASSMENT REPORTING

The instructor of this class, as a Student Directed-Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in

imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

### **Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the [Employee Responsibilities section](#) of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](https://investigations.uoregon.edu/employee-responsibilities).

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

## **ADDITIONAL STUDENT RESOURCES**

[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.

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](https://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).

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 is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Your safety and well being impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

Academic Learning Services	541-346-3226
Accessible Education Center	541-346-1155
International Students and Scholars	541-346-3206
LGBT Education & Support Services Program	<a href="http://lgbt.uoregon.edu/">http://lgbt.uoregon.edu/</a>
Office of Multicultural Affairs	541-346-3479
Office of Student Life	541-346-3216
SAFE Hotline for Survivor and Victim Support	541-346-SAFE
Veteran Support	<a href="https://dos.uoregon.edu/veterans">https://dos.uoregon.edu/veterans</a>