

PPPM

Department of Planning, Public Policy and Management



UNIVERSITY
OF OREGON

PPPM 610: Visual Communications Winter 2024

Instructor: Tapan Dhar, PhD

Email: ddhar@uoregon.edu

Course day and time: Monday and Wednesday, 2:00-3:20 pm

Classroom: 445 MCK

Office hours: Thursday, 11:00am-12:00pm at 109 Hendricks Halls

COURSE DESCRIPTION:

The modern workplace represents people working cross-generationally and cross-culturally, with diverse individuals of different learning styles, abilities, and backgrounds. This reality assures the benefit of multiple perspectives. At the same time, it presents significant challenges in effectively conveying ideas to such a varied workforce. Incorporating visual communication is essential to make our communications more efficient, concise, memorable, and engaged while complementing to traditional text-based communication.

As planners, policy makers, administrators, and managers, communicating ideas and visions effectively to a wide variety of audiences is a crucial aspect of their roles. The course encompasses a diverse perspective concerning the use of signs, icons, diagrams, and visual symbols to convey ideas and elucidate intricate concepts. Topics covered include graphic design, data presentation, typography, and creative illustration and their applications in professional presentation and communication to engage stakeholders and foster participation. This course provides a strong foundation in Adobe Illustrator and InDesign.

COURSE OBJECTIVES:

After completing this course, students should possess the ability to

- to learn the fundamentals of visual composition, comprehending its various elements and practical applications
- to articulate complex ideas and findings effectively through visuals, addressing a diverse audience



- to create better tables, graphs, diagrams, and figures that clearly communicate ideas and findings
- to offer constructive feedback on the work of others, fostering collaborative learning and gaining insights from diverse perspectives in visual communication.

COURSE MATERIALS

There is no textbook required for this course. However, many chapters of the following books are included. All these readings and other chapters/articles will be available on Canvas. Also, two online tutorials are highly beneficial for acquiring fundamental skills in Adobe Illustrator and InDesign.

Books/chapters:

1. Eriksson, Y., & Göthlund, A. (2023). *Foundations of Visual Communication: How Visuals Appear in Daily Life*. New York: Taylor & Francis
2. Schwabish, J. (2021). *Better data visualizations: A guide for scholars, researchers, and wonks*. New York: Columbia University Press.
3. Schwabish, J. (2016). *Better presentations: A guide for scholars, researchers, and wonks*. New York: Columbia University Press.
4. Lupton, E. (2017). *Design is storytelling*. New York: Cooper Hewitt.

Online tutorials:

1. Adobe Illustrator for Beginners (by Envato Tuts+)
<https://www.youtube.com/watch?v=Ib8UBwu3yGA>
2. InDesign for Beginners (by Envato Tuts+)
https://www.youtube.com/watch?v=RXRT3dHu6_o

COURSE MODALITY:

This is an in-person lab-based course, which means that, unlike asynchronous online/ASYNCR WEB courses, we will meet during scheduled times in 445 MCK. Classes usually include a mixture of lectures, discussions, activities, and most importantly lab work. To ensure the success and enjoyment of this course, your active participation and preparedness are of utmost importance. The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>.) The class syllabus, announcements, readings and other materials will be posted on the Canvas site. Additionally, all assignments will be submitted on the Canvas site.

COURSE POLICIES

How will I communicate with you?

Our class will communicate through our Canvas site. Announcements and emails are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications. When I need to get in touch with individual



students, I do so through email. When giving feedback on assignments, I do so in Canvas, and turnaround time for feedback is generally one week.

How can you communicate with me?

If your question (or comment) is

- *a practical, yes/no* one about an assignment, reading, or other component of our class, please post your question on the Discussion thread titled “Class Questions and Answers,” which I respond to daily, and where your peers can also pose questions and share answers.
- *about a technical challenge* with Canvas or another technology, please contact the UO Service Portal.
- *about course content or activities, about something personal, time sensitive, or something else* that doesn’t feel like it fits above, please reach out to me by email or by attending office hours!

Please mention PPM 610: [write your subject] in the subject line when you email me. I respond to emails/questions regularly. If you don’t hear back from me within 48 hours, I encourage you to re-send the email.

Why should you communicate with me?

I enjoy talking with students about our course material! Are you 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! Please also be in touch to tell me how you are doing in the course. If you are having trouble with some aspect of it, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.

During 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 student’s post-graduation goals, might identify more supportive methods to study for a future exam or to begin a project, or any number of other topics. Some students have never been to an instructor’s office hours—if that is you, please change that this term by attending! Feel free to come with a peer if that is useful for you. Regardless of the format, I look forward to connecting!



COURSE CONTENTS AND SCHEDULE (SUBJECT TO CHANGE)

Week	Date	Description	Readings, class/lab activities, and assignments	Due
W1	Jan 08	Introduction	Lab: Installation of AI and InDesign Optional readings: Seniuk, I. and Bolotova, S. (2023) Visual Communication: 6 Practices for Engaging and Inspiring Audiences https://www.trinetix.com/insights/visual-communication-practices-for-inspiring-audiences	
Section A: All about visual composition and skills in graphic presentation				
W1	Jan 10	Visual Communication: An Overview	Eriksson, Y., & Göthlund, A. (2023). <i>Foundations of Visual Communication: How Visuals Appear in Daily Life</i> . (Chapter 2: Visual Communication in Practice, pp.22-43) Schwabish, J. (2016). <i>Better presentations: A guide for scholars, researchers, and wonks</i> . Columbia University Press. (Introduction, pp 1-7) Lab: AI interface and Online tutorial 1 (Working on Assignment 4.1)	R1
W2	Jan 15	No Class: Martin Luther King, Jr. Day		
	Jan 17	Lab work/skill building [class attendance is optional]	Lab: Continue working on Assignment 4.1 and to be familiar with AI pen, shape, and color tools. Draw the little icons instructed in the last class and the M logo (or create a new). Follow the online tutorial 1	
W3	Jan 22	Visual composition: fundamental elements	Giggster (2022) Composition & The Elements of Visual Design. https://giggster.com/guide/composition/composition-the-elements-of-visual-design/ Lab: Finding the golden section of your visual composition (non-graded) and Feedback session	R2 Lab 4.1
	Jan 24	Presenting complex ideas I: theories, methods, and outcomes	Christina Wodtke (2017) Five Models for Making Sense of Complex Systems, Medium (https://cwodtke.medium.com/five-models-for-making-sense-of-complex-systems-134be897b6b3#.84emzqh4t) Christina Wodtke (2017) A Visual Vocabulary for Concept Models, Medium https://cwodtke.medium.com/a-visual-vocabulary-for-concept-models-f771b2b2e9 Lab: Developing conceptual diagrams (based on your previous work, such as theses and term papers)	R3
W4	Jan 29	Presenting complex ideas II: theories, methods, and outcomes	Lab: Continue working and feedback session	Lab 4.2
Section B: Data visualizations				
W4	Jan 31	Data presentation and better communication-I (e.g., Tables and charts)	Schwabish, J. (2021). <i>Better data visualizations: A guide for scholars, researchers, and wonks</i> . Columbia University Press. (Chapter 2: Five Guidelines for better Data Visualizations, pp 29-52) Donald Shoup (2002) Roughly Right or Precisely Wrong, ACCESS Magazine 5:2 pp.20-25 Optional readings: Urban Institute (2023) Data Visualization Style Guide. https://urbaninstitute.github.io/graphics-styleguide/	R4



			Lab: Working on better data presentation and communication (Tables, charts, etc.)	
W5	Feb 5	Data presentation and better communication-II	Schwabish, J. (2021). <i>Better data visualizations: A guide for scholars, researchers, and wonks</i> . Columbia University Press. (Chapter 10 Qualitative, pp 311-325) Lupton, E. (2017). <i>Design is storytelling</i> (Narrative Arc, pp. 22-33) Lab: Continue working on data communication (Tables, charts, etc. or qualitative data if applicable)	R5 Lab 4.3
	Feb 7	Data presentation and better communication-III (Qualitative data and others)	Schwabish, J. (2021). <i>Better data visualizations: A guide for scholars, researchers, and wonks</i> . Columbia University Press. (Chapter 11 Tables, pp 327-344) Ryan Bales (2017) Designing Charts—Principles Every Designer Should Know, <i>Medium</i> . https://uxdesign.cc/designing-charts-principles-every-designer-should-know-5bd3969a0150 Lab: Prepare table/chart to make your presentation better	R6
W6	Feb 12	Data presentation and better communication-IV	Feedback on data visualization	Lab 4.4
	Feb 14	Communicating spatial information and maps	Tyner, J. A. (2014). <i>Principles of map design</i> . Guilford Publications. (ecopy is available at UO library): Ch 1: Introduction 7-12 Ch 2: Planning and composition, pp18-41 Lab: Integrating maps, spatial info and other data (use of layer)	R7
Section C: Details and consistency in visual communications				
W7	Feb 19	Infographics, icons, texts, and other details - I	Schwabish, J. (2016). <i>Better presentations: A guide for scholars, researchers, and wonks</i> . Columbia University Press. (Type, pp 51-61) Lab: Prepare/recreate 3 to 5 icons/infographics/diagrams for your own project (use of color, shapes, texts, and lines)	R8
	Feb 21	Infographics, icons, texts, and other details - II	Optional readings: Schwabish, J. (2016). <i>Better presentations: A guide for scholars, researchers, and wonks</i> . Columbia University Press. (Color, pp 29-50) Lab: Continue working and feedback session Interface of InDesign (Online tutorial 2)	Lab 4.5
Section D: Putting it all together				
W8	Feb 26	InDesign workshop-I (Brochure design)	Lab: InDesign Workshop Design a Brochure (a 3-fold-A4 paper) to invite people to the poster fair	
	Feb 28	InDesign workshop-II	Lab: Feedback on draft Brochures and work together to finalize one!	Lab 4.6
W9	Mar 4	Poster layout design and composition	Carpenter, R., and Morin, C (2019). Academic Research Posters: Thinking Like a Designer, In Fallon, B. and Lindsay S. (eds) <i>Multimodal Composing: Strategies for Twenty-First-Century Writing Consultations</i> . Utah State University Press: 68-80 Optional readings:	R9 Final Brochure due (collective work)



			Bruce, S. (2019) Less Is More: Academic Poster Design That Works Lab: Working on poster: poster theme, layout, and references	
	Mar 6	Lab work/skill building workshop [class attendance is optional]	Lab: Working on poster	
W10	Mar 11	Lab work/skill building workshop	Lab Working on poster and feedback	Lab 4.7
	Mar 13	Review and conclusion	Poster review	
	TBD	Poster Fair		

ACKNOWLEDGMENT: I acknowledge that this course builds on the course syllabus materials prepared by Prof. Anne Brown, PPPM, UO.

ASSIGNMENTS

1. Class attendance and participation: 20 points

i) Attendance (10 points)

Students are required to participate in different forms of class and lab activities. A signup sheet will be used to record attendance for each class. Students may miss up to two classes this term, regardless of any reason (excused/unexcused), even though not all classes requires your attendance. This means we do not have “excused” or “unexcused” absences. Please stay home and use one of your three absences if you are sick. We know our UO community will still be navigating COVID-19, and some students will need to use some of their two absences to isolate and rest if they get COVID. I made my absence policy with this in mind, so please use your absences with care so they're there for you if you need them. Please let me know if issues arise that will cause you a prolonged absence from the class. You will earn three points of this grade by participating in Course Student Experience Survey (one point for the midway survey and two points for the last one).

In-class work is central to meeting our learning objectives. Your active participation in discussion, labs, and other forms of class activities is highly required. Because of this, students who miss six or more (regular/mandatory) classes may fail the course.

ii) Participating in feedback session (10 points)

During this term, you are required to provide feedback on the works of your peers and gain insights from various perspectives in visual communication. This assignment will take place in class, and you have the opportunity to earn up to 10 points.

2. Reflections on readings: 10 points



Students must submit concise reflections (limited to 100 words) on assigned readings as indicated in the class schedule (R1, R2, etc.). These reflections should not merely summarize or abstract the assigned materials but instead offer analytical insights. What you like and what you don't and why. Ensure submissions are made one day prior to the relevant class. While participation in all reading assignments is encouraged, skipping up to two will not affect your grades. In case of illness or family emergencies, if you need to post your reflection later, please contact me before the class.

3. Brochure/Leaflet design (InDesign assignment): 15 points

This task comprises two components: an individual segment (worth up to 10 points) and a group segment (worth up to 5 points). For the individual part, each student designs a 3-fold brochure (leaflet) aimed at inviting individuals to the poster fair. Your brochure should encompass: i) a theme and a brief description of the poster fair, ii) details about participants and their poster titles, and iii) information about the venue and timing of the poster fair. Please use figures, infographics, photos, and other visuals.

A key objective of this assignment is to enhance your skills in InDesign. The draft of the brochure is due on February 28. Ultimately, the best one will be selected based on collective feedback from the class. In the second part, everyone will collaborate to finalize and improve the chosen design, considering the feedback received. See Canvas for detailed information and instruction. The final version of the brochure, both digital and a printed copy, is due on March 4 at 11:59 pm.

4. Lab work and submission (workshop and skill building): 30 points

Code	Lab activities and assignments	Points	Due
4.1	Be familiar with the fundamental AI tools (pen, color, shape, and others). i) Draw the little icons instructed in the Tutorial-1 (also see a file on Canvas for the icons) and ii) prepare the "M" logo (or create a similar new logo as you wish). Use color as you prefer.	5	Jan 22, 2:00pm
4.2	Prepare diagrams (theoretical, methodological, or findings)	5	Jan 29, 2:00 pm
4.3	Data visualization 1: Preparing tables, charts, or diagrams (at least two)	3	Feb 05, 2:00 pm
4.4	Data visualization 2: Preparing tables, charts, or diagrams (at least two)	3	Feb 12, 2:00 pm
4.5	Prepare/recreate 3-5 infographics or diagrams for your own project	5	Feb 21, 2:00 pm
4.6	Prepare a draft brochure to invite people to the poster fair (individual work) (InDesign)	3	Feb 28, 2:00pm
4.7	Work on the draft poster (print it on a A3 paper)	6	Mar 11, 2:00 pm

Note: submit a soft copy on Canvas and print a color copy if applicable, ** subject to change

6. Prepare an academic/research poster: 25 points

Each student should prepare and print an A1 poster (594 x 841 mm) based on his/her past thesis/term papers (e.g., undergraduate theses or similar major projects). This is the final assignment of this course. This poster should focus more on the tools, concepts (related to



data presentation, composition and layout, infographics and symbols, color, and others) and the use of visual communication effectively. The objective of the poster is to convey your ideas and findings better and engage a wide range of audience. A soft copy and professionally printed copy of the poster both are due on March 15, 2:00pm* (subject to change). Finally, you will participate in the poster fair (time and venue will be provided later) to get the full credit of this assignment. See the assignment details and rubrics on Canvas.

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, don't hesitate to get in touch with me about an extension. Extensions should be requested prior to the due date. Late policy will not apply to reflection on readings (assignment 2) and providing in-class feedback (assignment 3).

GRADING

Students earn points by completing assignments and participating in classes. The total points earned at the end of this term will determine a student's letter grade. No weighting or curving will be involved in how the final grade is computed. The default canvas grading scheme of the University of Oregon will be used to calculate letter grades (see below).

Default Canvas Grading Scheme			
Letter Grade	Range		
A	100% to 94%	C	< 77% to 74%
A-	< 94% to 90%	C-	< 74% to 70%
B+	< 90% to 87%	D+	< 70% to 67%
B	< 87% to 84%	D	< 67% to 64%
B-	< 84% to 80%	D-	< 64% to 61%
C+	< 80% to 77%	F	< 61% to 0%

TECHNICAL REQUIREMENTS

Canvas is the place to go for course information and engagement outside of class time. To access our course Canvas site, log into canvas.uoregon.edu using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](#).

CLASSROOM BEHAVIORS

All members of the class (both students and instructor) can expect to: *Participate and Contribute*: All students are expected to participate by sharing ideas and



contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and in small groups as well as submitting questions prior to class or engaging with Discussion posts. We will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.

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: Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Guidelines for using Canvas Discussion:

- Use subject lines that clearly communicate the content of your post
- Write concisely, and be aware that humor or sarcasm doesn't always translate in writing.
- Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
- Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
- Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).

Contribute and interact often!

GENERATIVE ARTIFICIAL INTELLIGENCE USE

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you've completed for previous courses or are developing for other courses this term also should not be submitted for this course. In accordance with UO policy, if I believe you've handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!



UNIVERSITY POLICIES:

Access and Accommodations

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability (<https://aec.uoregon.edu/content/what-disability>) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Accommodations for Religious Observances

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

Your Wellbeing

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](#) helps 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 or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs



Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

Respect for Diversity

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the [Home Department] at [contact information]. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

Academic Integrity

The [University Student Conduct Code](#) defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without "the express written permission of the instructor(s)." Academic misconduct is prohibited at UO. I will report all suspected misconduct to the Office of Student Conduct and Community Standards. If the Office finds a student has committed misconduct, consequences can include of the relevant assignment or exam, or of the course.

While unauthorized help and use of sources without citation is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might work with others so that you can clearly act with academic integrity. All assignments will use [insert citation method], and you can find support in using [citation method] at the [UO Libraries' Citation Guides research guide](#).



If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I view student questions about academic integrity as a desire to act with integrity, so I welcome your questions.

Student Experience Surveys

The midway and end-of-term Student Experience Surveys will be conducted in class on Oct 25 (subject to change). These happen during week five, then week 10. These are important opportunities to provide feedback about your learning experiences. I value this feedback and am continually improving the course with students' responses in mind. The key parts of the survey are the open-ended questions where you share concrete, actionable feedback and about the teaching practices that stand out to you. Thank you for your thoughtful reflections!

Reporting Obligations

I am an assisting employee. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO's How to Get Support webpage](#).

I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#)."

Academic Disruption due to Campus Emergency

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.

Inclement Weather

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.