



School of Planning, Public Policy and Management



VISUAL COMMUNICATION- PPPM 399

Winter 2019 – Mon Weds 12:00 pm-1:30 pm. – Ford Lecture Hall JSMA

Instructor: Lisa Abia-Smith.
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Office: Jordan Schnitzer Museum of Art
Office Hours: Thurs, 8:30-10:30 am and by appointment

Course Overview

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, and information design. Students will also share their work and learn to take part in design critiques and discussions, as both designers and peers.

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, business cards, 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

Teaching Method

Student-centered teaching is the method used in this class. The instructor's role is to develop the students' capability to understand critical inquiry and share an organized body of knowledge. The instructor will stimulate, guide, and summarize the discussion, always encouraging everybody's participation. The instructor acts as facilitator and occasionally as a devil's advocate.

Assessment

This course is primarily about creating visual artifacts that communicate effectively, but that doesn't mean you need to be an artist to succeed. Assessment will focus upon your efforts and your willingness to engage with your classmates to provide feedback and learn from one another. The more time you spend with the exercises in this course, the more skills you'll develop as a visual communicator. Take the time to explore each exercise, to take risks and to reiterate often. Don't allow your first attempt at any solution to be your only attempt. Learning what doesn't work is an essential process in understanding what does work.

Required Textbook and Materials:

- Visual Communication, Rick Williams
- Readings on Canvas
- Sketchbook- No smaller than 9"x7"

Week #1 Introduction to Visual Literacy

January 7- Overview of Course

Name as Font- In Class Assignment

January 9- Creativity and How We See

Reading due:

<http://www2.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf> (Links to an external site.)[Links to an external site.](#)

<https://www.nga.gov/education/teachers/lessons-activities/elements-of-art.html> (Links to an external site.)[Links to an external site.](#)

Elements Art Sheet Activity in Galleries

IDEO Sheet- In Class

Week #2 Color, Design and Typography

January 14- NO CLASS TODAY- Class canceled

Assignment given and due Sunday, Jan 20: *Image Font (Review description)*

January 16-Studio *Gray Scale*- In class

Reading due: Chapter 11- Visual Communication

Week #3 Iconography, Symbolism, and Analogy

January 21- MLK Jr, Day NO CLASS

January 23- Ford Lecture Hall

Assignment review: Logo Critique

Reading due: Visual Communication, Creative 8 pp 176-179

Gallery Activity: Visual Communication Exercise Upstairs. Enter in sketchbook this week after you complete.

Week #4 Interpreting Visual Images

January 28-Studio *Color Wheel* -In Class

Peer Critique:

Reading due: Visual Communication, Creative 9, pp 197-201

January 30-

Reading due: Chapter 5, Visual Communication

Media Interpretation and Gender

Week #5 Conveying Ideas and Infographics

February 4-Studio- Music and Visual Illustration

Assignment review: *Chris Jordan*: Conveying data exercise (due Feb 11 by midnight)

February 6- Infographics

Chris Jordan

Studio- complete visual representation of song

Week #6 Bias, Gender and Media

February 11-Studio with Graphic Designer Cindy Humphreys

February 13- Portfolio Day- NO CLASS

Turn in your sketchbooks for review and they will be returned on Monday Feb 18

Week #7 Essential Language and Imagery

February 18-Studio

Artist Statement (TED. Talk Activity)

February 20-

Assignment in class: Race or Gender Critique exercise

Week #8 Censorship and Visual Imagery

February 25-Open Studio Graphic design

February 27- Small group critique

George Condo and Kanye West

Week #9 Appropriation, Remix and Intellectual Property

March 4-Studio

Hank Willis Thomas--SA

March 6- Assignment: Remix/Appropriation exercise

Small group critique

Week #10 Theory into Practice

March 11-Studio time for final project

March 13- Visual Communication in Action

Week #11- Finals Week

Due: March 19 by 5 pm via canvas

Assignments

Most assignments can be placed in your sketchbook/Portfolio

- Weekly Participation Exercises In Class 70 points
- Auto Bio Poem 10 points
- My Name as Font 10 points
- Personal Statement and Brand 10 points
- Typography Activity 10 points
- Color Wheel 10 points
- Gray Scale Image 10 points
- Gender/Race Visual Image Critique 15 points
- Organization Logo and collateral critique 25 points
- Qualitative data info graphic 10 points
- Reflection page 10 points
- Critique of another student exercise 10 points

100 points

Final Project: Marketing and visual communication materials for an organization.

Due: March 19 by 5 pm

Identify an organization and create a brand identity which includes the following collateral:

Logos, business cards, packaging, and marketing for an organization

75 points

Course total ___/175 points

Course Policies & Student Responsibilities

- 1. Attendance:** Students are expected to attend all class meetings.
 - Students are expected to arrive punctually and remain for the entire class. Consider class a business meeting where tardiness is unacceptable.
 - Students are entitled to one absence (no need for justification). Further excused absences will be only considered if supported by valid documentation presented in advance. All other unexcused absences will reduce their final grade by half a letter grade for each missed class (if a student earned a B- and he/she missed class two times, his/her final grade will be a C+).
 - If students miss class, they should arrange to get information from a classmate. It is recommended to exchange contact information with at least two classmates. However, the instructor is always available for clarification.
- 2. Class Participation:** Active participation in classroom activities is a course requirement and counts for 10% of the final course grade. Class participation is evaluated daily. Therefore, highly inconsistent participation and preparation for class will impact class participation grades negatively.
 - Quality participation requires professional behavior which will include
 - Punctual attendance, asking pertinent questions and offering relevant comments, taking notes, actively engaging in classroom discussions, and other activities;
 - The classroom is an electronics-free zone. During class and if not asked differently, students are required to stow their cell phones in their bag before they enter the classroom. Students will turn off iPods, iPads and computers because they disrupt class interactions. Failure to do so will impact their participation grade. For class work purposes students might be required to use their computers- this would be established and communicated by the instructor
- 3. Late Assignments:** Assignments marked as late by Canvas will NOT be accepted and will result in a ZERO. NO EXCEPTIONS!
- 4. Course Conduct:** Materials in this course may be controversial and involve contentious discussion. A variety of opinions and ideas are encouraged and appreciated. Participation in this class assumes:
 - The dignity and essential worth of all participants is respected
 - The privacy, property, and freedom of all participants will be respected
 - Bigotry, discrimination, violence, and intimidation will not be tolerated
 - Personal and academic integrity is expected
- 5. Academic Honesty—Avoiding Plagiarism:** All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and will be referred to the Office of the Dean of Student Services.

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. 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. For a more thorough description of the University's policies, and the expectations placed on both students and faculty, go to this page <http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>

- 6. 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 (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu or <http://aec.uoregon.edu/students/index.html>
- 7. College of Design Inclusion Statement:** The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at bias.uoregon.edu/index.html or by phoning 541-346-2037.

Grading

Grade Distribution

- 32 % Journal (8 @ 4% each)
- 10 % Participation
- 18 % Interview Report
- 15 % Analysis: Professional standards
- 25 % Final Presentation

Grading criteria for each assignment will be posted on Canvas.

Grading Scale

A	94-100	B	84-86	C	74-76	D	64-66
A -	90-93	B -	80-83	C -	70-73	D -	60-63
B+	87-89	C+	77-79	D+	67-69	F	Below 59