



# PPPM 610

## VISUAL COMMUNICATION

WINTER 2019

CRN 27673, 4 CREDITS

Instructor: Anne Brown, PhD

[abrown33@uoregon.edu](mailto:abrown33@uoregon.edu)

541-346-2112

Class: Monday/Wednesday 10:00-11:20am

McKenzie 442

[canvas.uoregon.edu](http://canvas.uoregon.edu)

Office Hours: Monday 11:30-1:00, Thursday 2:00 – 3:30pm and by appointment

Sign up at <https://annebrown.youcanbook.me>

107 Hendricks Hall

### 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 foundation in Adobe Illustrator and InDesign and additional skill-building in Microsoft Excel.

### 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 for check out 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.

Additional optional readings are posted on Canvas. These may be helpful resources as you complete assignments and build your design skills.

## WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignments Due
Typography, Color, and Meaning			
M 1/7	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.	
W 1/9	Font, scales, images	<b>Video</b> The History of Typography <b>Video</b> 10 rules to help you rule type  Schwabish, J. (2017). "Better Presentations." <i>Type</i> . p.51-61.	*
M 1/14	<b>No Class:</b> Conveying meaning through color, Illustrator skill-building	<b>Video</b> Beginning Graphic Design: Color	Design proposal (1/14)
W 1/16			Illustrator skill-builder exercise (1/16)
M 1/21	<b>No Class:</b> MLK holiday	<b>Skill-building</b> Illustrator tutorials. See Canvas for required and optional exercises.  Schwabish, J. (2017). "Better Presentations." <i>Color</i> . p.30-50.	Style Guide (1/21)
Layouts, Visual Hierarchy, the Grid			
W 1/23	Composition	Kliever. 2018. The Design School guide to visual hierarchy.	*

M 1/28	Slideshows	Schwabish, J. (2017). "Better Presentations." <i>The Text Slide</i> . p.65-82.  Schwabish, J. (2017). "Better Presentations." <i>The Image Slide</i> . p.117-132.	*
<b>Maps, Symbology, and Communicating Spatial Data</b>			
W 1/30	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>	*Slideshow template
M 2/4	In-class workshop: layers, pen tool, image trace		
<b>Infographics &amp; Icons</b>			
W 2/6	Types of data, data selection, using data to tell a story	<i>Medium</i> . 2017. "How to properly tell a story with data—and common pitfalls to avoid."  <i>Shoup</i> . 1997. "The Pedigree of a Statistic." <i>The ACCESS Almanac</i> .  Stikeleather, J. 2013. "How to Tell a Story with Data." <i>Harvard Business Review</i> .	Maps
M 2/11	Infographics	<i>Medium</i> . 2015. Infographics 101.	*
<b>Charts, Graphs, Figures, and Tables</b>			
W 2/13	Charts, graphs, figures	Schwabish, J. 2017. "Better Presentations." <i>The Data Visualization Slide</i> . p.93-107.  Bales. 2017. "Designing Charts—Principles Every Designer Should Know." <i>Medium</i> .	*Infographic
M 2/18	Tables, significant digits	Shoup, D. 2002. "Roughly Right or Precisely Wrong." <i>ACCESS Magazine</i> 5(2), p.20-25.	*
<b>Communicating Qualitative and Quantitative Data</b>			
W 2/20	Quantitative data: how to write about numbers	Vanderbilt University Assessment Website. "Reporting Quantitative Data."	Table/graph/chart
M 2/25	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."	Quantitative write up

Presentation Design & Skills			
W 2/27	Dashboards	Bakusevych. 2018. "10 rules for better dashboard design." <i>Medium</i> .	*Qualitative write up
M 3/4	Posters		*
Putting it All Together			
W 3/6	In-class workshop		
M 3/11	In-class poster pin-ups (1)		Poster pin-up (or 3/13)
W 3/13	In-class poster pin-ups (2)		Poster pin-up (or 3/11)
T 3/19 @ 10:15am (Finals Week)	Poster Fair		Final poster and dashboard

## GRADING COMPONENTS AND CRITERIA

All assignments should be submitted online via Canvas as a pdf, Word, or Excel file. Many assignments also require you to bring a printed version of your assignment to class. 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 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—a poster and dashboard—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 of its due date.

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

	PPPM610	Due Date	Link with Learning Objective
Class participation	10%		1, 2, 3, 4, 5, 6, 7
Attendance	5%		
Group-work	5%		
Outside image presentations	5%	Varies (*)	5
Design Proposal	5%	1/14	
Style Guide	5%	1/21	1, 5
Slideshow Template	5%	1/30	4, 5
Maps	5%	2/6	3, 4, 5
Infographic	5%	2/13	2, 4, 5
Table/Graph/Chart	5%	2/20	5, 6
Oregon by the Numbers	5%	2/25	1, 2, 4, 6, 7
Qualitative write up	5%	2/27	1, 4, 6, 7
Poster pin-up	5%	3/11 or 3/13	1, 2, 3, 4, 5, 6, 7
Final poster & dashboard	40%	3/19	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 one unexcused absence. Beyond that, you will lose one participation point for every unexcused absence. For example, if you miss two classes, you will earn four attendance participation points; if you miss three classes, you will earn three points.

**In class:** Class consists of many group discussions, 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 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 range from field experts (the head of a Department of Planning, research peers) 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.
- **Avoid passive voice.** Passive voice is often overly-wordy and imprecise. Instead of saying, for example, "the data were analyzed," tell us who analyzed the data: "we analyzed the data." Writing in first or third person is often a personal or professional choice; I generally encourage writing in the first-person.

- **Put your writing on a diet.** Being concise is a skill and you should hone this skill by simplifying word choices and sentence structures. Try putting your work through the [Writer's Diet](#) to see if your writing is “flabby or fit”.
- **Always Proofread.**

## GRADING

### OVERALL AND ASSIGNMENT GRADES:

100	A+	70-74	C+	0-44	F
94-99	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-		

Assignments and overall grades correspond to the following standard of professional work: an A (94-100) 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. Course slides will generally be made available after class, but the slides will not provide the depth of information provided by in-class lecture and activities and are not sufficient to prepare for assignments. Absences will be excused in limited circumstances, such as medical or family emergencies, and require written documentation in order to be excused.

### 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. 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. While we will spend parts of class on the computer, learning new skills and tools, computer use is limited to the programs (InDesign, Illustrator, Excel, Word) and tasks at hand. Checking email and using your computer for non-class related activities is not permitted. These other activities serve as a distraction and could both undermine your understanding of the material, and distract other students in the class.

Be courteous to your fellow classmates and silence all cellphones prior to class and store them out of sight. I reserve the right to ask you to leave class if I find you emailing, texting, or using your computer or other device for non-class related activities.

### RECORDING LECTURES

Oregon law prohibits recording conversations without the explicit consent of all parties involved. Please do not record lectures without the written permission of the instructor and your fellow classmates. Exceptions to this include students who provide documentation of recording that meets learning needs; all students will be informed if lectures and discussion will be recorded.

### INSTRUCTOR AVAILABILITY

I am available during office hours at the times and location listed above. I recommend signing up for 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.

### DOCUMENTED DISABILITY

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the

first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>.

## MANDATORY REPORTING

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 or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO employees, including faculty, staff, and GEs, are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about prohibited discrimination 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:

<https://president.uoregon.edu/content/employee-reporting-responsibilities>.

## 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.

## 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 [researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism).

Students who plagiarize will fail this class and be reported to the central University. If in doubt, cite the work. If you have additional questions about citations and/or plagiarism, you can seek additional help from UO librarians.

## ADDITIONAL STUDENT RESOURCES

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>