



HON 317 **Visual Literacy in a Generation of Visual Surplus : Syllabus**

DH146 : MWF 9:00–9:50 AM

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*This syllabus is subject to change at any time*

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## 1.0 Welcome

It is a pleasure to welcome you to HON 317 Visual Literacy in a Generation of Visible Surplus: Its Theory, Practice and Applications (*prerequisite, acceptance to the honors program, or consent of instructor*). The generation of online social networking, competitive commerce, instantaneous global and local media, and excessive visual diversion is changing the way we filter, access and understand the world around us. This course will explore the histories, theories and strategies of visual literacy and apply them to personal experience as well as professional case studies, including business, social, political and cultural applications. (Offered interterm, as needed.) 3 credits.

**COURSE OUTCOMES:** 1 Students will understand the basic fundamentals of visual literacy; 2 Students will be able to analyze, critique and diagnose case study applications; 3 Students will explore methodology and theory of visual literacy through experience and reflective discussion and assignments; 4 Students will be able to identify strategies used in various applications.

**PROGRAM OUTCOMES:** 1 To provide a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives; 2 To help students develop the ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and the encouragement of active learning with fellow students, faculty, and texts; 3 To help students intentionally apply more integrative and interdisciplinary forms of challenges shaping the world; 4 To help students develop effective communication skills, specifically in the areas of written and oral exposition and analysis.

**COURSE CULTURE** The environment created by this course will be treated with respect and responsibility. This includes your attention, attendance, working and classroom ethics, your contribution, participation and the work you produce. This course welcomes the contributions of all cultural backgrounds, religion, national origin, sexual orientation, gender, marital status, age and physical and mental abilities.

**ACADEMIC INTEGRITY** Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction by the instructor and referral to the university's Academic Integrity Committee, which may impose additional sanctions up to and including expulsion. It is the responsibility of each individual to inform himself or herself of Chapman's Academic Integrity Policy on Chapman's website.

## 2.0 Forest from the trees *Expectations*

Below defines classroom expectations, including being responsible, accountable and respect for your work and your colleagues.

**ATTENDANCE** ***Attendance penalties will be applied to the final total score:***

–5 points will be deducted from your total points for every day there is an unexcused absence  
–2 points will be deducted from your total points for each late arrival to class

**LATE WORK** ***Late work is not accepted and will be graded as zero.*** Projects and seminar are considered late in any **one** of the below scenarios:

- You don't have a process folder
- You arrive late to class the day project is due or your seminar day
- You don't provide *official documentation* of your absence (i.e. doctor's note, etc)

MATERIALS **You will need the following material for this course:**

- Digital camera
- Sturken M and Lisa Cartwright. 2nd ed. 2009. *Practices of Looking: An Introduction to Visual Culture*. Oxford University Press
- Elkins, James. 2000. *How to Use Your Eyes* Routledge, London

## Visual Analysis

**Analysis will not be rescheduled if you miss your day.** A schedule will be provided. Analysis will be evaluated based on the criteria below. Each section is awarded 100 points and will be averaged for a possible total of 100 points for your seminar.

- CRITERIA
- \_\_ Presentation of visual examples in Powerpoint or pdf
  - \_\_ Was the presentation 15-minutes?
  - \_\_ Was the analysis creative, accurate and could they go beyond material that was still relevant?
  - \_\_ How well did the student cover the content covered in their assigned chapter?

## Seminar

**Seminars will not be rescheduled if you miss your day.**

A seminar is less of a presentation and more a discussion. Here are some tips to help you succeed. You are evaluated by the **quality** of student discussion, *not* presentation. You will be required to:

- SEMINAR LEADERS
- Read your assigned section(s) in the required seminar book listed above
  - Lead a 20-minute seminar on your assigned day (schedule is available on blackboard)
  - Facilitate a class discussion with a minimum of (4) questions to ask the class
  - Do not** spend more than 5-minutes presenting major topics. Your colleagues are responsible for the reading and knowing the 'details' of the material in the book.
  - Do** allow 15-minutes for questions and discussion.
  - No Powerpoint.** You may make copies of an outline, visual examples, etc. for the group at your discretion.
  - Provide an MLA formatted summary of your seminar (include your discussion questions)
  - Be creative in engaging the group with inter-activity, showing visual examples and asking specific questions, spontaneous exercises, calling on people (remember, the quality of discussion is how seminars are evaluated and it is your responsibility)
- EVERYONE ELSE
- READ!** You will be responsible for participating in the quality of the discussion, therefore the seminar leader's grade. Remember, you will also require same due diligence in return.
  - Always bring your seminar book. I will be checking for this.

## Seminar evaluation

Seminar will be evaluated based on the criteria below. Each section is awarded 100 points and will be averaged for a possible total of 100 points for your seminar.

- \_\_ How well did the student cover the content covered in their assigned chapter?
- \_\_ Did the student use the full time of 20-minutes?
- \_\_ How well did the student encourage class participation/discussion for 75% of their seminar?
- \_\_ Was the written summary cohesive, well-developed and includes the discussion questions?
- \_\_ Was the discussion creative, unexpected or go beyond material that was still relevant?

## Seminar schedule

- SEPT 9 **Group 1**  
Chapter 1: *Images, Power and Politics* p. 9–46
- SEPT 16 **Student 2**  
Chapter 2: *Viewers make meaning* p. 49–89
- Student 3**  
*Information Anxiety in the Internet Age* p. 1–22 (pdf)
- SEPT 18 **Student 4**  
Chapter 3: *Modernity: Spectatorship, Power and Knowledge* p. 93–136
- SEPT 23 **Student 5**  
Chapter 4: *Realism and Perspective: From Renaissance Painting to Digital Media* p. 141–180
- SEPT 25 **Student 6**  
Chapter 5 : *Visual Technologies, Image Reproduction and the Copy* p. 183–220
- SEPT 30 **Student 7**  
Chapter 6 : *Media and Everyday Life* p. 223–260
- Student 8**  
*Design of Everyday Things* p. 1–33; 81-104 (pdf)
- OCT 7 **Student 9**  
Chapter 7 : *Advertising, Consumer Cultures and Desire* p. 265–304
- OCT 14 **Student 10**  
“Analyzing Television Commercials” (pdf)
- OCT 16 **Student 11**  
Chapter 8 : *Postmodernism, Indie Media and Popular Culture* p. 307–343
- Student 12**  
*Emotional Design* p. 1–30 (pdf)
- OCT 30 **Student 13**  
Chapter 9 : *Scientific Looking, Looking at Science* p. 347–384
- NOV 4 **Student 14**  
“Designing Obama” (pdf)
- NOV 6 **Student 15**  
“Ads, Fads, and Consumer Culture: Political Advertising” pgs 109–124 (pdf)
- NOV 11 **Student 16**  
Chapter 10 : *The Global Flow of Visual Culture* p. 389–426

### 3.0 What's in it for you *Definition of Grades*

- A **Excellent.** "A" is given only for "transcendent" work. "A" work is truly exceptional, work that achieves a very high degree of originality and insight as well as showing intellectual sophistication and complete mastery of the course material. "A" projects are also technically perfect and very well written or spoken.
- A- Work demonstrates that the student is capable of independent, creative, and critical thought, can synthesize their knowledge well, and can produce a finely wrought product. Also, this level of work contains significant insights and ideas deriving from the student's own research and understanding of the course materials.
- B **Very good.** "B" work indicates the student has mastered the material of the course, and demonstrates knowledge of all the facts and information given concerning the object or issue in question. "B" projects will show the student thinking clearly and with rigor about issues and ideas. The student also has the ability to articulate his or her knowledge in a clearly written and verbal form.
- B- Work will indicate, for the former, a higher degree of performance, or, for the latter, a corresponding loss of clarity, insight, sophistication, and/or writing speaking ability.
- C **Adequate.** "C" work demonstrates the student's basic understanding of the material, with some mistakes or gaps in knowledge of relatively minor import. There may be flaws in written ability or expression (e.g. lack of coherence and organization, spelling and word choice issues, and inability to clearly express ideas or opinions) which detract from the student's ability to demonstrate his or her knowledge.
- D **Poor.** "D" work displays some comprehension of the basic course material, but shows major gaps and flaws in the amount and quality of the student's knowledge. "D" papers and exams have serious flaws in factual information or in spoken and written expression.
- F **Failing work.** Shows no knowledge, or that the student cannot pull together the few things he or she does know into any synthetic understanding of the material of the class. "F" work will have serious flaws in writing, grammar, spelling, and structure.

## Your grade guide (for Blackboard)

Students are accountable and responsible to keep track of your grades and status in this class. You will have access to your progress through Blackboard. All assignments are due at the start of class on their due date. It is better to have a colleague turn in your project if you will be late or absent. *Late projects are not accepted.*

SUPPLEMENT MODULE		
450 points possible		
		POINTS EARNED
DISCUSSIONS	Seminar	100 : _____
	Visual Analysis	100 : _____
ASSIGNMENTS	The Semiotic Analysis of Two Blogs	100 : _____
	Collecting Visual Culture—Ethnography Report	100 : _____
	Film Response Paper— <i>Rape of Europa</i>	25 : _____
	Artist Series Paper— <i>Exit Through the Gift Shop</i>	25 : _____
CORE MODULE		
300 points possible		
FINALS	Vocab/Seminar Exam	100 : _____
	Final Photo Essay Paper	100 : _____
	Final Presentation	100 : _____

## Grade Scale

<b>A</b> : 100–95%	<b>A–</b> : 94–90%	
<b>B+</b> : 89–87%	<b>B</b> : 86–83%	<b>B–</b> : 82–80%
<b>C+</b> : 79–77%	<b>C</b> : 76–73%	<b>C–</b> : 72–70%
<b>D+</b> : 69–67%	<b>D</b> : 66–65%	<b>F</b> : < 65%