ASU

ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE ___3/4/2009___

1.　ACADEMIC UNIT:　　Multimedia Writing & Technical Communication

2.　COURSE PROPOSED:　　TWC　411　General Principles of Visual Communication　3
　　　　　　　　　　(prefix)　(number)　(title)　　　　　　　　　　　　　　(semester hours)

3.　CONTACT PERSON:　　Name:　Barbara D'Angelo, Ph.D.　　　Phone:　480-727-1160

　　　　　　　　　　Mail Code:　0180　E-Mail:　bdangelo

4.　ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5.　AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry–L ☒
Mathematical Studies–MA ☐　CS ☐
Humanities, Fine Arts and Design–HU ☐
Social and Behavioral Sciences–SB ☐
Natural Sciences–SQ ☐　SG ☐

Awareness Areas

Global Awareness–G ☐
Historical Awareness–H ☐
Cultural Diversity in the United States–C ☐

6.　DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7.　*In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES:　☒ No　☐ Yes; Please identify courses:　_____

Is this a multisection course?:　☒ No　☐ Yes; Is it governed by a common syllabus?　_____

Barry M. Maid, Ph.D.
Chair/Director　(Print or Type)

Date:　___3/4/2009___

Chair/Director　(Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION,THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--**AS EVIDENCED BY THE FOLLOWING CRITERIA:**			
YES	**NO**		**Identify Documentation Submitted**
✓	☐	**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report*	syllabus

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-1".

C-1

✓	☐	**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence	syllabus

1. Please describe the way(s) in which this criterion is addressed in the course design

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".

C-2

✓	☐	**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	assignments (proposal,

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

ASU - [L] CRITERIA		
✓ ☐	**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed*	syllabus, assignment description

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-4"**.

C-4

TWC411 Principles of Visual Communication

Criterion 1: At least 50% in the course grade should depend on writing, including prepared essays, speeches, or in-class essay examinations.

The entire course grade is based on written assignments and written exams. Substantial written assignments focus on both textual and visual literacies. The course is taught online; therefore, discussion assignments based on readings are written assignments posted to Blackboard's discussion board

Criterion 2: The composition tasks require the gathering, interpretation, and evaluation of evidence.

All written assignments require critical thinking and inquiry to gather, interpret, and evaluate information. The proposal and mid-term poster assignment requires students to research and analyze their proposed topic for successful completion.

Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

The proposal and mid-term poster are substantial assignments requiring the gathering and interpretation of information.

Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

As indicated on the syllabus, assignments are sequenced and structured so that students are required to use information from early assignments to complete later assignments (proposal leads to mid-term poster assignment). Assignments are returned to students in a timely manner so that they have feedback prior to completing succeeding work. The instructor also provides feedback on discussion board posts in a timely manner so that students can improve on later postings. Process outcomes incorporate evaluation criteria related to drafts and incorporating feedback for improvement so that students are encouraged to solicit and use comments to improve their writing.

TWC5/411 Principles of Visual Communication
Spring 2008

Course Overview

In this course you will learn to:

- Become more aware of the multitude of images you encounter on a daily basis
- Develop strategies to better read, analyze, and respond to those images.
- Develop awareness of rhetorical strategies including audience and purpose.
- Broaden your understanding and use of graphic design and color
- Analyze visuals from a wide variety of sources, including photographs, artwork, cartoons, graphic design, informational graphics, film, television, and the web.
- Produce a variety of visuals using image editing and document design software

As an online, 3-credit course it is expected that you will dedicate an equivalent amount of time as you would an in-person 3-credit course. Unlike an in-person course, however, you are completely responsible for planning and scheduling your time so that coursework is understood and exercises assignments are completed on time. All information for the course will be posted to our Blackboard site and you will be expected to use it daily.

Course Requirements

Course assignments will consist of posts to our class discussion board, a document design midterm assignment, a document design final packet, and a final exam. Graduate students will complete a special topics research paper and more extensive document design packet. All assignments (including drafts) are expected to be completed on time.

Course Discussion Board

Discussion board topics generally last for a week and span from Wednesday to the following Tuesday. Reading assignments for the semester have been posted to the weekly schedule. Discussion board topics will be posted each Wednesday and you will be expected to complete the reading and make your initial post to the board by that Saturday. Topics and assignments will vary each week, but you should generally expect to make three posts to the discussion board and -- some weeks -- responses to your classmates' posts. Your discussion board posts should engage with the topic and demonstrate that you have completed and understood the readings. Each of you brings your own knowledge and perspectives to the readings, your discussion of them with each other is an important part of learning so I expect active participation in the discussion

In an online environment, we lose visual cues indicating how others' are responding to our words---there is no eye contact, facial or body expressions to guide us. Consider what you are writing and how someone may react to it before you post it. Contribute, challenge, and be challenged in return. But at all times, you should be polite, thoughtful, and show respect for one another.

Course Readings

<u>Primary texts</u>:
Berger, Arthur Asa. *Seeing is Believing: An Introduction to Visual Communication* . 3rd ed. New York: McGraw-Hill, 2008.

Eiseman, Leatrice. *Color: Messages and Meanings* Glouchester, MA: Hand Books Press, 2006

Williams, Robin. *The Non-Designer's Design Book*. 2nd ed. Berekely, CA: Peachpit P, 2004

Additional required readings have also be assigned throughout the semester and can be accessed by clicking on the "Course Readings" tab (CR).

Technology Requirements

The projects and assignments in this class will require you to use technology in many ways, including:

- Searching for and save images from the Internet that you will upload to our Blackboard discussion board.
- Create and editing images using a graphics editing program, such as Adobe Photoshop, Fireworks or PhotoPlus
- Designing documents using a desktop publishing program, such as Microsoft Publisher or Adobe InDesign

All of these programs are available on any of the ASU campuses and in many libraries (except for PhotoPlus, which is free). Most are also available for 30-day free download or can be purchased at educational pricing through ASU or the company's website (such as Adobe.com). If you are not already familiar with graphics editing or document design programs, take these assignments as opportunities to learn and/or get more practice with such programs. Exploring the help menu of any new program you use is important: I will post links to tutorials and other information you might find useful as well.

Some students in this course will have much more experience with certain programs than other students. Your inexperience with graphics or publishing programs will not

than other students. Your inexperience with graphics or publishing programs will not be a detriment to your success in this course. Having said that, you will not be able to use your inexperience as an excuse not to use these programs to complete your assignments. Designing documents in Word or attempting to edit photographs in Paint will not be acceptable in this course.

Copyright Considerations

The major projects you will complete for this course have the potential to be displayed publicly so we must abide by certain copyright guidelines. but that's okay: visual communication and the technologies we use to design and distribute our work are having tremendous effects on intellectual property (IP) and digital work. We will refer to IP guidelines and your fair use privileges along the way because designers, and technical and professional communicators need to be professionally conversant in intellectual property contexts.

In the meantime, familiarize yourself with sites such as morguefile.com and the Library of Congress (there are others, too) that have images you can use copyright- and royalty-free. In all cases, however, cite the source and credit the artist for the work you use.

Grades

The breakdown of grades is as follows:

Undergraduate Students:

Assignment	% of grade
Discussion Board posts and quizzes	35%
Document design midterm assignment	20%
Document design final packet	30%
Final Exam	15%
Total	100%

Graduate Students:

Assignment	% of grade
Discussion Board posts and quizzes	30%
Document design midterm assignment	15%
Document design final packet	30%
Special topics paper	10%
Final Exam	15%
Total	100%

Academic Integrity

As a student in this course you are expected to complete your own work, do your own writing, and to properly cite work of others. Please refer to the Student Academic Integrity Policy regarding students rights, responsibilities and obligations.

The Writing Center

The Writing Center at the Polytechnic Campus offers assistance to ASU Poly students who are completing writing assignments for their courses. The center offers assistance for any type of writing project

Writing assistance is available at any stage of the writing process: brainstorming, drafting, and revising. Tutors can help students with questions about idea development, paragraph organization, language choice, citations, research, grammar, sentence structure, and more.

Writing tutors work by appointment. Students can call 480-727-1452 to schedule appointments for up to 40 minutes. Online writing conferences are also available upon request through Blackboard.

For more information, please visit http://www.poly.asu.edu/uc/WritingServices.htm

Students with Special Needs

If you have a documented disability that may impact on your ability to carry out assigned course work, I encourage you to contact Disability Student Resources (DRS). Their phone number is (480) 965-1362 (voice) or (480) 965-9000 (TTY). They can also be accessed on the web at http://www.asu.edu/studentaffairs/ed/drc/

MWTC Program Outcomes

All MWTC students are expected to save their work (including drafts) from this course as they will be asked to integrate it into their capstone portfolios at the end of their program careers.

The MWTC outcomes articulate the skills, abilities, and knowledge that students learn in the MWTC Program. In your capstone portfolio you will present examples of your work from the courses you have taken to demonstrate your learning based on these outcomes. In this course, the outcomes that are specifically addressed include:

Rhetorical Knowledge

- Respond appropriately to different rhetorical situations
- Use appropriate technologies to organize, present, and communicate information to address a range of audiences, purposes, and genres

Critical Thinking, Reading, and Writing

- Recognize, understand, and analyze the context within which language, information, and knowledge are produced, managed, organized, and disseminated

Processes

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop research and writing strategies appropriate to the context and situation
- Understand research and writing as an open process that permits writers to use later invention and re-thinking to revise their work

Knowledge of Conventions

- Learn common formats for different genres
- Apply appropriate means of documenting their work
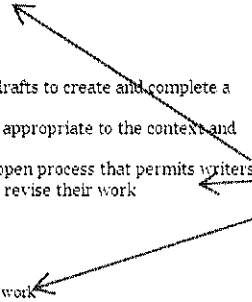
Semester Project

Campaign Proposal - due Tuesday 2/12, uploaded to Digital Drop Box
For the first segment of your semester project, you will submit **a proposal that communicates your public service campaign project idea**.

For your proposal, write a memo of 250-500 words describing your campaign issue and identifying the audience and initial design ideas you have for your midterm poster. Also use this opportunity to identify any ideas you have for your final packet -- document types, audiences, etc. and ask any questions you might have.

Due Tuesday 2/12, uploaded to Digital Drop Box

Mid-term poster design criteria
411posterMidterm_Rubric.pdf (33.231 Kb)
More to follow as we prepare designs.

Semester Project Description

For your semester project you will create a series of visually-driven public service announcements on an issue, cause, or topic that is important to you, for a variety of audiences. A public service announcement (PSA) is generally considered to be a non-commercial advertisement or broadcast for the public good. The main concept of a PSA is to modify public attitudes by raising awareness about specific issues.

For your **midterm assignment**, you will be required to create a PSA in the form of a poster on your chosen topic directed toward a specific audience. For your **final assignment** you will create a PSA packet that includes your original poster as well as 2-3 additional documents addressing the same topic but each geared toward a different audience. You will accompany your poster and packet with a written explanation (2 pages for the poster at midterm, 5-7 pages for the final packet) articulating how the design choices you made in the construction of each PSA document appealed to a specific audience for a specific purpose and utilized the design principles you learned in our class.

The objective of this assignment is to demonstrate social responsibility through visual communication by promoting an issue that will benefit the school or larger community. When brainstorming ideas for your poster and packet you'll want to ask yourself: Where do I see my values reflected in society? What design elements can I use to best advocate issues important to me? What document types are best suited for the information I am presenting? To whom will I be directing my message(s)? In what context? What action do I seek to encourage?

Examples of documents for your final packet can include: a billboard, a flyer, a pamphlet, packaging material (for a CD, t-shirt, mug, etc.), a card and envelope, a 30-second video, a website, etc. If you choose to complete a film or website, you will not be required to complete any additional material for your final packet.

The due dates for your semester project are as follows:

- Public Service Campaign proposal   Week Four

- Overview of poster design   Week Six

- Draft of poster   Week Seven

- Final draft of poster   Week Eight

- Overview of packet   Week Twelve

- Draft of packet   Week Thirteen

- Final draft of packet   Week Fourteen

A great starting point to brainstorm ideas for this assignment would be the website for the **Ad Council (http://www.adcouncil.org)**, which has been a major producer of public service announcements for decades.

You may also find it helpful to look on the websites of organizations you support or do a search for causes you are interested in.

I will post more information about what is expected in your proposal in the next week or so.

OK