



## VIC 3400 – Visual Design for Globalized Media

**Professor: Carlos Suris, Senior Instructor**

**School of Journalism & Mass Communication**

**Journalism Department**

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**Office Hours:**

**Tuesday & Thursday 10:30-12:00**

### [Detailed Syllabus](#)

### [Groups Listing](#)

### [Project Outline](#)

**The required readings are selected chapters and articles which will be available as PowerPoint or PDF files. The videos will be edited and the required excerpts will be viewed in class (all videos will be available for review from the class Dropbox site).**

## Course Outline & Objectives

The course explores the relationship between images and messages in global media. Topics include the role and effects of imagery in news and documentary presentations, ethics of visual messages and the impact of technology on the communication of messages. The use of visual messages in journalism, advertising, public relations and in all media is dissected and analyzed. Plus, how all traditional visual design converges in present day global media.

The course will convey the story of how media provides global audiences with messages through imagery. From the power of still photography to the explosiveness of film the strength of images to convey stories is deeply rooted in our humanity. We will take a look at the meaning of images in globalized media. Visual communication while regionally influenced is global in essence as mankind has from its primitive origins naturally communicated with images. Analysis of the characteristics, basic design and vehicles of presentation will be addressed. Thus, a theoretical approach to how messages are conveyed visually is at the core of the course. The course will also provide students with exposure and basic skills in the application of the presented design concepts and theories into practical web design. Finally, students will produce working web sites that represent in a creative and practical manner the current principles of visual communication as presently practiced in today's global media.

### Grading:

40% Tests

40% Group Projects

20% Attendance/Class Participation

### Student Learning Outcomes & Course Learning Outcomes

#### Global Awareness:

**Global Learning Student Learning Outcome Addressed:**

Students will be able to discuss prevailing world conditions associated with local, global, international, and intercultural issues, trends, and systems.

#### Course Learning Outcome:

Students will demonstrate knowledge of the global language of visual design and visual communication as manifested in present day globalized media.

#### Global Engagement:

**Global Learning Outcome Addressed:**

Students will be able to demonstrate engagement in local, international, intercultural, and global problem solving.

#### Course Learning Outcome:

Students will be able to demonstrate engagement in responding to a global issue presented from different perspectives in visual media design and communication to

**Global Perspective:****Global Learning Student Learning Outcome Addressed:**

Students will be able to detect the distinctive and common qualities between their own perspective and the perspectives of others.

**Course Learning Outcome:**

The course will analyze basic visual design elements in media found in all global media formats and products.

**Students will also:**

1. Develop an understanding of the language of the field of visual communication.
2. Develop an understanding of professional visual ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
3. Understand the concepts and apply the theories in the use and presentations of information through images.
4. Understand the power of symbols and visuals.
5. Recognize quality visual composition (layouts).
6. Appreciate the importance of color and its meaning.
7. Think critically, creatively and independently. Plus, critically evaluate their work and the work of others.
8. Functional knowledge of image manipulation through the use of Adobe Photoshop.
9. Basic knowledge of web design through practical web page creation.

**Academic Honesty**

As FIU students, you are expected to strictly follow the honor code regarding academic honesty. Florida International University outlines your responsibilities as follows:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

**Misconduct includes:** Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

**Plagiarism –** The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Any students who fail to meet these expectations will receive an "F" for the course grade and will be reported to the Chair of the Department, as well as the Dean of the School.



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## *Detailed Syllabus*

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### *Module 1 (weeks 1 & 2)*

#### *Global Visual Language, Visual Cues and Theories*

#### *Class PowerPoints*

#### *Introduction Images & Symbols*

#### *Elements of Design*

#### *Visual Theories*

#### *Suggested Readings*

Evans, Poppy, and Thomas, Mark. "Defining the Language of Design", chapter from: *Exploring the Elements of Design*. Canada. Delmar Cengage Learning, 2008

Lester, Paul M. "Visual Theories" chapter from: *Visual Communication: Images with Messages*. Belmont, CA: Thomson/Wadsworth, 2011.

#### *Color: Cultures & Meanings*

#### *Visual Culture Online (PBS OFF BOOK) video from YouTube*

Associated Video(s): This syllabus cannot be copied without the express consent of the instructor  
Wiener, Barbara, and Laura Gross. *The Elements of Design*. Owatonna, Minn: Learning Zone Express, 2001.

## ***Module 2 (weeks 3 & 4)***

### ***Typography and Informational Graphics***

#### ***Class PowerPoints***

#### ***Informational Graphics***

#### ***Typography***

#### ***Suggested Readings:***

Evans, Poppy, and Thomas, Mark. "Typography in Design" chapter from: *Exploring the Elements of Design*. Canada. Delmar Cengage Learning, 2008

Angelyn, Grant. "Global Typography." *Communication Arts* Aug. 2006: 216

Lester, Paul M. "Informational Graphics" Chapter from: *Visual Communication: Images with Messages*. Belmont, CA: Thomson/Wadsworth, 2011.

Associated Video(s):

Hustwit, Gary, Shelby Siegel, and Luke Geissbuhler. *Helvetica*. London: Swiss Dots Limited, 2007.

#### ***Class Presentations:***

#### ***Typography (PBS OF BOOK) video from YouTube***

#### ***Test 1: study guide(covering modules 1 & 2)***

#### ***Test 1 (covering modules 1 & 2) September 24, 2015***

## ***Module 3(weeks 5 and 6)***

### ***Graphic Design and Web Design***

#### ***Class PowerPoints***

#### ***Graphic/Web Design***

#### ***Graphic/Web Design International Styles***

#### ***Suggested Readings:***

Evans, Poppy, and Thomas, Mark. "Managing Effective Design" chapter from: *Exploring the Elements of Design*. Canada. Delmar Cengage Learning, 2008

Associated Video(s):

O'Hare, Elspeth, and Mike Prince. *Design Solutions*. Princeton, NJ: Films for the Humanities and Sciences, 2004.

SAUL BASS: TITLE CHAMP short documentary

Saul Bass Project

Associated Web Site(s):

David Carson on Design & Discovery (video)

Milton Glasser

Saul Bass

Paul Rand

***Module 4 (weeks 7 & 8)******Comics, Cartoons and Animation******Class PowerPoints******Cartoons and Animation******Manga and Anime******Suggested Readings:***

[Modern animation in the United States from Wikipedia, the free encyclopedia](#)  
[Anime from Wikipedia, the free encyclopedia](#)

***Associated videos:***

Walker, Terrence. *Anime: Concept to Reality*. Tokyo, Japan: Tokyopop, 2003.

Martin, Delpierre H, Jérôme Schmidt, Takehiko Inoue, Naoki Urasawa, Jirō Taniguchi, Yoshihiro Tatsumi, and Kan Takahama. *Un Monde Manga: Manga World*. Princeton, N.J: Films for the Humanities & Sciences, 2008.

Smith, Alvy Ray. *Pixar Short Films Collection. Volume 1*. Burbank, Calif. : Walt Disney Home Entertainment : Distributed by Buena Vista Home Entertainment, 2007.

***Test 2: study guide covering Modules 3 & 4******Test 2 (covering modules 3 and 4) October 22, 2015******Module 5 (weeks 9, 10,11, and 12)******Photography and Cinematography (Motion Pictures)******Class PowerPoints******Photography******Cinematography - Camera Shots******Influential Cinematographers******The Five Elements of Documentaries******Suggested Readings:***

Lipson Lawrence, Randee, Cranton, Patricia. "What You See Depends Upon How You Look: A Photographic Journey of Transformative Learning". *Journal of Transformative Education*, Oct 2009; vol. 7: pp. 312-331

Williams, Rick, and Julianne H. Newton. "[Sharing the Vision: Photography as the Medium of Balance](#)", chapter from: *Visual Communication: Integrating Media, Art and Science*. New York: Lawrence Erlbaum Associates, 2006.

Williams, Rick, and Julianne H. Newton. "[Images That Move and Sound](#)", chapters from: *Visual Communication: Integrating Media, Art and Science*. New York: Lawrence Erlbaum Associates, 2006.

[Citizen Kane Film Techniques](#)

[Concept List from Crafting Images DVD](#)

[Photographic Tip List from Crafting Images DVD](#)

[The Basic Camera Moves \(film\)](#)

***Associated videos:***

Bernanke, Jaime, and Michael Rosenfeld. *The Photographers*. Washington, D.C.: National Geographic Video, 1995.

Diawara, Manthia. *African Film: This Syllabus cannot be copied without the express consent of the instructor*

*Documentary Filmmaking: Tips from the Trenches*. Hamilton, NJ: Films for the Humanities & Sciences, 2010.

*The Language of Photography*. Princeton, NJ: Films for the Humanities & Sciences, 2004.

McKee, Robert, Ken Russell, Raymond Carney, and Orson Welles. *Citizen Kane: A Critical Analysis*. Princeton, NJ: Films for the Humanities & Sciences, 2003. :

Meyer, Muffie, Ellen Hovde, and Ronald Blumer. *American Photography: A Century of Images*. S.I.: PBS DVD Video, 2004.

Pelpola, Charith, and Karan Johar. *Cinema Asia: India*. Hamilton, NJ: Films for the Humanities & Sciences, 2007.

Ratty, Brian. *Digital Photography: Crafting Digital Images*. Lake Grove, Or.: Media West, 2003.

Seidenberg, Steven, and Chris Berry. *Cinema Asia: China*. Hamilton, NJ: Films for the Humanities & Sciences, 2007.

Associated Web Site(s):

[Composition - Setting the Scene:](#)

[Elements of \(video\) Composition – I:](#)

[Elements of \(video\) Composition – II:](#)

[Elements of \(video\) Composition – III:](#)

[World Standards and HDTV - Part I:](#) [World Standards and HDTV - Part II:](#)

## ***Module 6 (weeks 13 & 14)***

### ***Projects***

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### ***Test 3 Study Guide***

***Test 3 (covering module 5) December 10, 2015 - 12:00PM - 2:00PM***



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# Visual Design for Globalized Media|

**HOME**

## Final Group Project Outline

The final project will be the design and construction of a home page of a website that has a clear focus on a specific subject. The page should target a specific audience from a specific country or region. This aspect is foundational to the project as the final web page must reflect design elements that are culturally identifiable. In addition, the page must portray universal or global visual design elements in order to also be able to communicate in a culturally diverse manner. Pages should be designed using Adobe Dreamweaver or similar web design software such as the free design software available from WIX.com. The page must be PC friendly. Plus, the images used must be edited using Photoshop. You will hand in the project on a CD which will include all the files that were used for your finalized website and related files in clearly named folders. The project is due on your assigned date during the last 2 weeks of the class.

In this project you will show proficiency in the following areas:

1. Usage of typography/font to appropriately convey content within a chosen design style. The typography/font used for the title of the website should reflect the overall design of the page which should also directly address the targeted audience
2. A logo must be included and must be part of the overall design of the page. A separate logo must be included in each subpage that matches or is basically a variation of the design of the home page logo and should reflect the subject and communicate to the targeted audience.
3. Using Photoshop, you will include no less than 2 before and after images which you manipulated using different tools (include both before and after image files in your project files that you submit). The final images (the after images) should appear in your home page and subpages. Very important, one of these images must be an original photo taken with a digital camera and then manipulated in Photoshop.
4. There should be an obvious attempt at portraying universal visual cues of design (Unity/Variety, Hierarchy/Dominance, Proportion, Balance, etc.) in the overall design of the page.
5. Final product will show through individual research and analysis, specific global and regional characteristics inherent in viewed web pages from their assigned countries/regions which served to provide their interpretation of how to visually target their international audience on the specific topic.

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