General Information

Professor Information

Instructor: Prof. Elio L. Arteaga  
Office: BBC/AC2, Conference Rm. (by appt.)  
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Phone: (305) 237-1672  
Office Hours: By Appointment  
Website: https://tinyurl.com/elio-arteaga/

Course Description and Purpose

VIC 3400 - Visual Design for Globalized Media explores the relationship between images and messages in global media, the primary role that visual design plays in globalized media presentations, the ethics of visual messages and the impact of visual communication technology on messages. The use of visual messages in journalism, advertising, public relations and in all media is dissected and analyzed, as well as how traditional visual design converges in present-day global media.

The course conveys 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 from a global perspective. Visual communication while regionally influenced is global in essence as mankind has from its primitive roots naturally communicated with images. Analysis of the characteristics, basic design and vehicles of presentation will be addressed. This theoretical approach to how messages are conveyed visually is at the core of the course.

The course also provides 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.
This is a discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

<table>
<thead>
<tr>
<th>Global Awareness: Students will be able to discuss prevailing world conditions associated with local, global, international, and intercultural issues, trends, and systems.</th>
<th>Course Learning Outcome: Students will demonstrate knowledge of the global language of visual design and visual communication as manifested in present day globalized media.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Engagement: Students will be able to demonstrate engagement in local, international, intercultural, and global problem solving.</td>
<td>Course Learning Outcome: Students will be able to demonstrate willingness in responding to a global issue presented from different perspectives in visual media design and communication to targeted audiences from various parts of the world.</td>
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<tr>
<td>Global Perspective: Students will be able to detect the distinctive and common qualities between their own perspective and the perspectives of others.</td>
<td>Course Learning Outcome: Students will analyze basic visual design elements in media found in all global media formats and products. Plus, analyze distinct manifestations of design elements found at the local culture level.</td>
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FIU Global Learning
[https://goglobal.fiu.edu/](https://goglobal.fiu.edu/)

**Course Objectives**

Students will be able to:

- Analyze the importance of images in global mass communication.
- Identify visual design principles used in advertising.
- Examine the significance and meanings of colors in globalized media messages.
- Apply metaphors and symbols in globalized media messages.
- Explain the effect of pictorial stereotypes on society.
- Identify the benefits of new media to globalized mass communications.
- Explain the history of typography and its importance to globalized mass communication.
- Evaluate informational graphics used to present complex information in an understandable visual format.
- Analyze the characteristics of various visual media.
- Apply visual storytelling techniques to a sequence of action, events and moods within a fictional narrative.

**Important Information**
Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

### Technical Requirements and Skills

Students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

### Accessibility and Accomodation

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

For additional assistance please contact [FIU's Disability Resource Center](#).

### Academic Misconduct Statement

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.

Academic 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.

**Please Note:** Please use the Module Discussions or Inbox Messages to collaborate with classmates. Do not start or join a clandestine offline WhatsApp group for the purpose of offering others money to do your work, or accepting money from others to do their work for them. All it takes is one whistleblower with a sense of honesty and fairness to let me know. The group administrator is clearly labeled as such in the WhatsApp Group. I don't even have to join the group myself, but rather I can pass on the login information to an anonymous person at FIU Online or the Dean of Students Office to enter the room, observe who's doing what and hold the group administrator, as well as those participating in unethical behaviors responsible. Don't risk your futures!!! Don't engage in such behaviors. You’ve been warned!!!

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.
If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Materials

Title: LinkedInLearning.fiu.edu

Pursuant to the 2016 Florida Statute 1004.085 on Textbook and Materials Affordability, your instructor has elected to use Open Educational Resources (OERs) that are freely available to you. Florida International University provides its students free access to LinkedIn Learning (formerly Lynda.com), the leading online training service provider for hundreds of software titles and industry training practices. To create a new LinkedIn Learning account, please visit LinkedInLearning.fiu.edu. All instructional materials used in this course will come from this, and other, free sources. Therefore, no expensive textbook is required for this course.
This is an online course, which means ALL of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

**Students are expected to:**

- **Review the how to get started information** located in the course content.
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum.
- **Interact** online with instructor/s and peers and keep up with all assignments.
- **Review** and follow the course calendar.
- **Log in** to the course 3 times per week.
- **Respond** to discussion board postings by deadlines in syllabus.
- **Respond** to emails/messages within 24 hours.
- **Submit** assignments by the corresponding deadline.

**The instructor will:**

- **Log in** to the course 3 times per week.
- Grade discussion boards, Mondays to Wednesdays.
- Respond to emails/messages within **24 hours**.
- Grade assignments, Wednesdays to Fridays.

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**Course Detail**

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**Discussions**

Participation in the discussion forums is REQUIRED and designed to foster learning enthusiasm and increased motivation, which compels students to think deeply and to learn. Students’ participation in discussions requires active and engaged learning. Discussion forums are for discussing lecture notes, assigned readings, presentations, assignment instructions and questions about the exams. In addition, **FIRST DRAFTS** of all assignments will be posted to provide opportunities for improving your work before turning in for a grade.

Participation in the discussion forums is worth 12 percent of the final grade. One original post, indicating (a) what was reinforced from prior learning, (b) what was newly learned, and (c) what you’re still unclear about, as well as two replies to classmates, trying to clear up their unclear points are required for full credit (1 point each week), but more postings are encouraged. **Module discussions are graded as “all or nothing” points. In other words, no partial credit is awarded for work that does not satisfy ALL requirements.**

The discussions will be graded for quality content of your contributions. Examples of quality posts include:

- providing additional information to the discussion;
- elaborating on previous comments from others;
- presenting explanations of concepts or methods to help fellow students,
- presenting reasons for or against a topic in a persuasive fashion,
- sharing your own personal experiences that relate to the topic, and
- providing a URL and explanation for an area you researched on the Internet.
Projects

A series of projects will be assigned to put into practice the concepts learned in class. Six assignments (totaling 40 percent of the final grade) will focus in on concepts and practices applied to the fields of advertising, journalism and PR. All assignments are visual in nature requiring students to incorporate the main theme of the course—that our verbally-literate society is fast-becoming visually literate, often preferring visuals that engage the senses, emotions and intellect, rather than intimidatingly long blocks of text.

Tests

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Four tests (together worth 48 percent of the final grade) shall consist of questions derived from the assigned chapters in the textbook. Students must read the assigned chapters and play the Kahoot Module Games to be adequately prepared for the tests. The Kahoot Module Games are for practice only and shall not be graded.

Important information regarding quizzes:

- All tests have a time limit; therefore all questions must be answered and submitted before the time expires. When the time has run out, the test is submitted automatically with whatever answers have been filled in so far and will automatically receive a grade of zero.
- Be aware of the availability window on quizzes/exams.
  - For example: If your test is available from midnight - 11:55 pm and you have 1 hour to complete the exam; you would need to start your test BEFORE 10:55 pm in order for you to have the full hour. If you start at 11:20 then you will only have 35 minutes to complete your exam.
- If multiple attempts are allowed on your test there shall be a 30 minute time delay between attempts.
<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Weights</th>
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<tbody>
<tr>
<td><strong>Assignment 1</strong> - Visual Design Principles Analysis. <em>Global Learning Outcome:</em> Global Awareness</td>
<td>5%</td>
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<td><strong>Assignment 2</strong> - Typographic Visual Antonyms. <em>Global Learning Outcome:</em> Global Engagement</td>
<td>6%</td>
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<td><strong>Assignment 3</strong> - Visual Metaphor Print Ad. <em>Global Learning Outcome:</em> Global Engagement</td>
<td>8%</td>
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<td><strong>Assignment 4</strong> - Visual Blog Journal Website. <em>Global Learning Outcome:</em> Global Perspective</td>
<td>8%</td>
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<td><strong>Assignment 5</strong> - Infographics Analysis. <em>Global Learning Outcome:</em> Global Awareness</td>
<td>5%</td>
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<tr>
<td><strong>Assignment 6</strong> - Visual Storyboard Narrative. <em>Global Learning Outcome:</em> Global Perspective</td>
<td>8%</td>
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<tr>
<td><strong>Test 1</strong> (Modules 1 &amp; 2). <em>Global Learning Outcome:</em> Global Awareness</td>
<td>12%</td>
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<tr>
<td><strong>Test 2</strong> (Modules 3, 4, 5 &amp; 6). <em>Global Learning Outcome:</em> Global Engagement</td>
<td>12%</td>
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<tr>
<td><strong>Test 3</strong> (Modules 7 &amp; 8). <em>Global Learning Outcome:</em> Global Engagement</td>
<td>12%</td>
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<tr>
<td><strong>Test 4</strong> (Modules 9, 10, 11 &amp; 12). <em>Global Learning Outcome:</em> Global Perspective</td>
<td>12%</td>
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<tr>
<td>Discussion Participation <em>(Points are awarded on an &quot;all or nothing&quot; basis)</em>.</td>
<td>12%</td>
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<tr>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
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<tr>
<td>A</td>
<td>92 - 100</td>
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<td>80 - 81</td>
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<td>A-</td>
<td>90 - 91</td>
<td>C</td>
<td>70 - 79</td>
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<td>B+</td>
<td>87 - 89</td>
<td>D</td>
<td>60 - 69</td>
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<tr>
<td>B</td>
<td>82 - 86</td>
<td>F</td>
<td>0 - 59</td>
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Grading

Do not copy without the express written consent of the instructor.
Incompletes are given only for medical and other University-approved reasons, and only if the student is passing the course. Should you be granted an incomplete, we will develop a signed agreement as to when and how the incomplete will be cleared.

Course Calendar

<table>
<thead>
<tr>
<th>Important Dates for Summer 2020</th>
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<tbody>
<tr>
<td>Monday, May 11th, 2020</td>
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<tr>
<td>Monday, May 18th, 2020</td>
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<td>Friday, May 22nd, 2020</td>
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<td>Monday, May 25th, 2020</td>
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<td>Monday, June 8th, 2020</td>
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<td>Friday, July 3rd, 2020</td>
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<td>Friday, July 31st, 2020</td>
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<td>Wednesday, August 5th, 2020</td>
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<td>Thursday, August 6th, 2020</td>
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Mon., May 11th thru Sun., May 17th, 2020

Learning Objectives:

- Analyze the importance of images in global mass communication by:
  - Discussing how visuals enhance messages in various globalized media.
- Identify visual design principles used in advertising by:
  - Writing an essay describing their application in globalized media messages.
  - Discussing how chosen design principles reinforce advertising concepts.

Tasks:

- Review and fully familiarize yourself with the course and site. Please print and read the course syllabus and course calendar.

  ***Tests are available from 12:00 AM to 11:55 PM on the days assigned.
  ***Assignments are due before 11:55 PM on the date listed.

- View the LinkedIn Learning playlist: Graphic Design Foundations: Layout and Composition with Sean Adams. Explains the elements, principles, and tools students need to create successful compositions for globalized audiences. Author Sean Adams explains the elements of layout (from shapes to space), how to use principles such as scale and hierarchy, and teaches how tools like grids, proportions, and color can lead to more compelling layouts.
- Read Lecture Notes, “The Importance of the Visual.”
- Begin Assignment 1 - Design Principles Analysis (worth 5 points)
  - REQUIRED first draft due in Module 1 Discussions Sun., May 17th,
  - final revision due in assignment drop box Sun., May 24th;
  - not accepted after Sun., May 31st.
- Participate in Module 1 Discussion (worth 1 point), due Sun., May 17th.
- Play Kahoot Module 1 Game to prepare for Test 1 in two weeks.
Learning Objectives:

- Analyze the importance of images in global mass communication by:
  - Discussing how visuals enhance messages in various globalized media.
- Identify visual design principles used in advertising by:
  - Writing an essay describing their application in globalized media messages.
  - Discussing how chosen design principles reinforce advertising concepts.
- Explain the history of typography and its importance to globalized mass communication by:
  - Examining the works of three renowned graphic designers in a discussion.

Tasks:

- View the LinkedIn Learning playlist: Graphic Design Foundations: Typography with Ina Saltz. Explains good typographic practices, so that students can develop an ‘eye’ for type and understand how to effectively use it. Author Ina Saltz explains type classifications, how type is measured, sized, and organized, and how spacing and alignment affect a design for globalized media.
- Read AIGA Journal Article linked to “When Words and Images Collide” by Mark Walston.
- Visit Link, “Clean Up Your Mess,” to learn practical tools and gain inspiration for your own design projects.
- **Complete Assignment 1 - Design Principles Analysis (worth 5 points)**
  - REQUIRED first draft due in Module 1 Discussions Sun., May 17th,
  - final revision due in assignment drop box Sun., May 24th,
  - not accepted after Sun., May 31st.
- **Participate in Module 2 Discussion (worth 1 point), due Sun., May 24th.**
- Play Kahoot Module 2 Game to prepare for Test 1 next week.
Mon., May 25th thru Sun., May 31st, 2020

**Learning Objectives:**

- Analyze the importance of images in global mass communication by:
  - Successfully answering multiple-choice and essay questions on a test.
- Identify visual design principles used in advertising by:
  - Successfully answering multiple-choice and essay questions on a test.
- Explain the history of typography and its importance to globalized mass communication by:
  - Successfully answering multiple-choice and essay questions on a test.

**Tasks:**

- Review Kahoot Module 1 & 2 Games again to prepare for Test 1 this week.

  **Complete Test 1: Modules 1 & 2. Worth 12 pts.**  
  Due Sun., May 31st.
Mon., May 25th thru Sun., 31st, 2020

Learning Objectives:

- Explain the history of typography and its importance to globalized mass communication by:
  - Examining the works of three renowned graphic designers in a discussion.
  - Creating a typographic design that unifies the verbal and visual message.
- Analyze the importance of images in mass communication by:
  - Examining how visuals enhance messages in various media in a discussion.

Tasks:

- View the LinkedIn Learning playlist: Learning Graphic Design: Set Perfect Text with John McWade. 
  Demonstrates choosing appropriate typefaces and styling—without using the automatic settings on which many designers rely—by specifying indents, sizing, spacing, line length, punctuation, and explaining the main differences between type for screen versus print.
- View PowerPoint Lesson, “History of Typography.”
- Begin Assignment 2 - Typographic Antonyms (worth 6 points).
  - REQUIRED first draft due in Module 3 Discussions Sun., May 31st.
  - final revision due in assignment drop box Sun., June 7th;
  - not accepted after Sun., June 14th.
- Participate in Module 3 Discussion (worth 1 point), due Sun., May 31st.
- Play Kahoot Module 3 Game to prepare for Test in four weeks.
Learning Objectives:

- Apply metaphors and symbols in media messages by:
  - Designing an ad that compares the semiotic meanings of literal and figurative concepts.
  - Examining visual metaphors in a discussion.
- Explain the history of typography and its importance to globalized mass communication by:
  - Examining the works of three renowned graphic designers in a discussion.
  - Creating a typographic design that unifies the verbal and visual message.

Tasks:

- View the LinkedIn Learning playlist: Graphic Design Foundations: Color with Mary Jane Begin. *Learning how to use color, to create more effective and engaging globalized designs. Illustrator, professor, and author Mary Jane Begin explains how color intertwines with brand identity, how it affects the mood of a piece and directs viewers’ attention, how it can connect images and how it can create space between elements.*
- View PowerPoint Lesson, “Visual Metaphors and Semiotics.”
- Visit link PhotoshopNews.com to learn about the ethics of Photoshop manipulations.
- **Complete Assignment 2 - Typographic Antonyms (worth 6 points).**
  - REQUIRED first draft due in Module 3 Discussions Sun., May 31st,
  - final revision due in assignment drop box Sun., June 7th,
  - not accepted after Sun., June 14th.
- **Participate in Module 4 Discussion (worth 1 point), due Sun., June 7th.**
- Play Kahoot Module 4 Game to prepare for Test 2 in three weeks.
Learning Objectives:

- Examine the significance and meaning of colors in globalized media messages by:
  - Analyzing various colors' associations with moods and emotions in a discussion.
- Apply metaphors and symbols in media messages by:
  - Designing an ad that compares the semiotic meanings of literal and figurative concepts.
  - Examining visual metaphors in a discussion.

Tasks:

- View the LinkedIn Learning playlist: Developing Ideas and Advertising Concepts with Craig Smallish. The development process for various creative scenarios, from assessing the scope of the project to free-associating and sketching your ideas. Learn to create descriptive copy to accompany globalized visuals and create iteration after iteration of a work of design.
- View video, “Color in Motion,” by Claudia Cortés to learn about colors’ associations with moods and emotions.
- Read Lecture Notes, “Color Psychology.”
- Begin Assignment 3 - Visual Metaphor Print Ad (worth 8 points).
  - REQUIRED first draft due in Module 5 Discussions Sun., June 14th,
  - final revision due in assignment drop box Sun., June 21st;
  - not accepted after Sun., June 28th.
- Participate in Module 5 Discussion (worth 1 point), due Sun., June 14th.
- Play Kahoot Module 5 Game to prepare for Test 2 in two weeks.
Learning Objectives:

- Apply metaphors and symbols in media messages by:
  - Designing an ad that compares the semiotic meanings of literal and figurative concepts.
  - Examining visual metaphors in a discussion.

- Explain the effect of pictorial stereotypes on society by:
  - Analyzing the portrayal of social groups in globalized media messages in a discussion.

Tasks:

- View the LinkedIn Learning playlist: Learning Graphic Design: Cropping Photographs with John McWade. How to transform images by cropping and integrating into layouts in ways that are powerful and eye-catching. John McWade discusses seven types of crops, including hard crops, split crops, and false crops, and shows how to compose an image, crop for extreme proportions, and elevate the intensity of a weak photo.
- Read AIGA Journal Article linked to “Shock Advertising: A Poke in the Brain” by Lazar Dzamic.
- Read Creativity Online Journal Article, “To Ban or Not to Ban: Dakota Fanning for Marc Jacobs,” by Shareen Pathak.
- Read Creativity Online Journal Article, “Nivea Pulls Ad; Apologizes After Racism Accusations,” by Ken Wheaton.
- **Complete Assignment 3 - Visual Metaphor Print Ad** (worth 8 points):
  - REQUIRED first draft due in Module 5 Discussions Sun., June 14th,
  - final revision due in assignment drop box Sun., June 21st;
  - not accepted after Sun., June 28th.
- **Participate in Module 6 Discussion** (worth 1 point), due Sun., June 21st.
- Play Kahoot Module 6 Game to prepare for Test 2 next week.
Mon., June 22nd thru Sun., June 28th, 2020

Learning Objectives:

- Examine the significance and meaning of colors in globalized media messages by:
  - Successfully answering multiple-choice and essay questions on a test.
- Analyze metaphors and symbols in globalized media messages by:
  - Successfully answering multiple-choice and essay questions on a test.

Tasks:

**Review Kahoot Module 3, 4, 5, & 6 Games again to prepare for Test 2 this week.**

**Complete Test 2: Modules 3, 4, 5, & 6 Worth 12 pts. due Sun., June 28th.**

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Module 7

Mon., June 22nd thru Sun., June 28th, 2020

Learning Objectives:

- Identify the benefits of new media to globalized mass communications by:
  - Creating a blog website incorporating images, video, motion graphics and interactivity.
- Analyze the characteristics of various visual media by:
  - Comparing graphic design works, cartoons, photography, web media, computer graphic animation, film and video in a discussion.

Tasks:

- Read Lecture Notes, “Blogging.”
- Begin Assignment 4 - Visual Blog Journal (worth 8 points).
  - REQUIRED first draft due in Module 7 Discussions Sun., June 28th,
  - final revision due in assignment drop box Sun., July 5th;
  - not accepted after Sun., July 12th.
- **Participate in Module 7 Discussion (worth 1 point) due Sun., June 28th.**
- Play Kahoot Module 7 Game to prepare for Test 3 in two weeks.
Learning Objectives:

- Identify the benefits of new media to globalized mass communications by:
  - Creating a blog website incorporating images, video, motion graphics and interactivity.
- Analyze the characteristics of various visual media by:
  - Comparing graphic design works, cartoons, photography, web media, computer graphic animation, film and video in a discussion.

Tasks:

- View the LinkedIn Learning playlist: Introduction to Web Design and Development with James Williamson. *Introduces the fundamental concepts, tools, and learning paths for web design. James Williamson explains what it means to be a web designer, the various areas of specialization, and whether web design is the right hobby or career for you.*
- Read Lecture Notes, “Web Design History and Trends.”
- **Complete Assignment 4 - Visual Blog Journal (worth 8 points).**
  - REQUIRED first draft due in Module 7 Discussions Sun., June 28th,
  - final revision due in assignment drop box Sun., July 5th;
  - not accepted after Sun., July 12th.
- **Participate in Module 8 Discussion (worth 1 point), due Sun., July 5th.**
- Play Kahoot Module 8 Game to prepare for Test 3 next week.
**Mon., July 6th thru Sun., July 12th, 2020**

### Learning Objectives:

- Identify the benefits of new media to globalized mass communications by:
  - Successfully answering multiple-choice and essay questions on a test.
- Analyze the characteristics of various visual media by:
  - Successfully answering multiple-choice and essay questions on a test.

### Tasks:

- Review Kahoot Module 7 & 8 Games again to prepare for Test 3 this week.

**Complete Test 3: Modules 7 & 8. Worth 12 pts. due Sun., July 12th.**
Mon., July 6th thru Sun., July 12th, 2020

Learning Objectives:

- Analyze the characteristics of various visual media by:
  - Comparing graphic design works, cartoons, photography, web media, computer graphic animation, film and video in a discussion.
- Evaluate informational graphics by:
  - Examining data used to present complex information in an understandable visual format encoded in an infographic.

Tasks:

- View the LinkedIn Learning playlist, which includes Graphic Design Careers: First Steps with Kristin Ellison and Building an Online Portfolio with Jason Fox.
  Discover the most crucial skills, tools, and techniques for graphic designers today. Learn about the importance of planning and sketching with a couple of brainstorming techniques. Successful creative professionals know that great gigs start with a great portfolio. An online portfolio site can market your services to clients around the world.
- View PowerPoint Lesson, “History of Computer Art.”
- Visit pagetutor.com/trillion and Megapenny Project for examples of informational graphics.
- Begin Assignment 5 - Infographics Analysis (worth 5 points).
  - final revision due in assignment drop box Sun., July 12th;
  - not accepted after Sun., July 19th.
- Participate in Module 9 Discussion (worth 1 point) due Sun., July 12th.
- Play Kahoot Module 9 Game to prepare for Test 4 in four weeks.
Learning Objectives:

- Analyze the characteristics of various visual media by:
  - Comparing graphic design works, cartoons, photography, web media, computer graphic animation, film and video in a discussion.
- Evaluate informational graphics by:
  - Examining data used to present complex information in an understandable visual format encoded in an infographic.

Tasks:

  
  *To succeed in design and marketing today, one must know how to interpret and properly visualize data. Amy Balliett walks you through the ins and outs of creating accurate and compelling data visualizations, focusing on best practices, not tools.*
- Read Lecture Notes, "History of Saturday Morning Cartoons."
- **Complete Assignment 5 - Infographics Analysis (worth 5 points).**
  - final revision due in assignment drop box Mon., July 12th;
  - not accepted after Sun., July 19th.
- **Participate in Module 10 Discussion (worth 1 point) due Sun., July 12th.**
- Play Kahoot Module 10 Game to prepare for Test 4 in three weeks.
Mon., July 13th thru Sun., July 19th, 2020

**Learning Objectives:**

- Analyze the characteristics of various visual media by:
  - Comparing graphic design works, cartoons, photography, web media, computer graphic animation, film and video in a discussion.
- Apply visual storytelling techniques by:
  - Designing and creating a storyboard that communicates a fictional narrative.
  - Examining how to communicate a sequence of action, events and moods in a discussion.

**Tasks:**

- View the LinkedIn Learning playlist, which includes: Learning Graphic Novel Storyboarding with Ben Bishop and Darin McGowan; The Storyboard Artist’s Life with Darin McGowan. Discover the most crucial skills, tools, and techniques for graphic designers today. Learn about the importance of planning and sketching with a couple of brainstorming techniques. Successful creative professionals know that great gigs start with a great portfolio. An online portfolio site can market your services to clients around the world.
- Visit link “Comics—Not Just for Laughs” and “Psycho Shower Scene Storyboard” to understand how storyboards function.
- Begin Assignment 6 - Visual Narrative Storyboard (worth 8 points).
  - REQUIRED first draft due in Module 11 Discussions Sun., July 19th,
  - final revision due in assignment drop box Sun., July 26th;
  - not accepted after Sun., Aug. 2nd.
- **Participate in Module 11 Discussion (worth 1 point) due Sun., July 19th.**
- Play Kahoot Module 11 Game to prepare for Test 4 in two weeks.
Learning Objectives:

- Analyze the characteristics of various visual media by:
  - Comparing graphic design works, cartoons, photography, web media, computer graphic animation, film and video in a discussion.
- Apply visual storytelling techniques by:
  - Designing and creating a storyboard that communicates a fictional narrative.
  - Examining how to communicate a sequence of action, events and moods in a discussion.

Tasks:


  Does art influence your environment? How you think and feel? Now, what if that art came out of a spray can and onto a well-trafficked wall? Is it still art, or vandalism? Graffiti has been around for thousands of years. Is it art? Is it vandalism? Diego Gonzalez and Kelly Wall describe the history of graffiti.

- Complete Assignment 6 - Visual Narrative (worth 8 points).
  - REQUIRED first draft due in Module 11 Discussions Sun., July 19th,
  - final revision due in assignment drop box Sun., July 26th;
  - not accepted after Sun., Aug. 2nd.

- Participate in Module 12 Discussion (worth 1 point) due Sun., July 26th.
Mon., July 27th thru Sun., Aug. 2nd, 2020

Learning Objectives:

- Analyze the characteristics of various visual media by:
  - successfully answering multiple-choice and essay questions on a test.

Tasks:

Review Kahoot Module 9, 10, 11 & 12 Games again to prepare for Test 4 this week.

Complete Test 4: Modules 9, 10, 11 & 12. Worth 12 pts due Sun., Aug. 2nd, 2020

*** NOTE: COURSE ENDS MIDNIGHT, SUNDAY, AUGUST 2ND, 2020!!!