



# VISUAL LITERACY IDT 640 SPRING 2012

VISUAL LITERACY IS THE ABILITY TO  
UNDERSTAND AND PRODUCE VISUAL MESSAGES

Instructional Design and Technology

SYLLABUS: 2012 Theme: Visualizing Your Professional Identity

## Course Description

*Visual literacy is the ability to understand and produce visual messages.* The objectives of this course are to increase your knowledge of the communicative features of visuals; how visuals can be used to inform, persuade, and motivate; how nonverbal communication is used by people; how visuals can be used in educational settings; and how to apply this knowledge to the design of visual materials for teaching and training. The course's 2012 theme: "Visualizing Your Professional Identity" was chosen to apply what you learn in this course to your professional work.

This course is 3 credit hours and is delivered online. See URLs below. There are no prerequisite courses required. This course is required in the IDT Doctoral Program, an optional course in the IDT Master's Program, and the course is open to other graduate students.

## Instructor and Tour Guide

Dr. Neal Shambaugh, 504N Allen Hall, 293-2060, [neal.shambaugh@mail.wvu.edu](mailto:neal.shambaugh@mail.wvu.edu)

## Online Instruction and Feedback

<https://idt640.wordpress.com/> Online version of this syllabus. This site also links to the course blog.

<http://nshamba.wordpress.com/> Blog site for the course's instruction. This site will feature weekly advisories, links, media, and instructional videos. You should check this site for most of the course.

<https://ecampus.wvu.edu/> WVU course site for online office hours, archive of course materials.

## References I Pull From, but optional purchases:

IN BOOKSTORE: Lohr, L. L. (2008). *Creating graphics for learning and performance: Lessons in visual literacy*. Upper Saddle River, NJ: Pearson. FOR GRAPHICS PRINCIPLES.

(not in bookstore):

Kapterev, A. (2011). *Presentation secrets: Do what you never thought possible with your presentations*. Indianapolis, IN: John Wiley & Sons. FOR PRESENTATION PRINCIPLES.

Mayer, R. E. (2001). *Multimedia learning*. New York: Cambridge University Press. FOR MULTIMEDIA PRINCIPLES.

## Technology and Applications Used in this Course

Applications: Online Wordpress blog application, online cartoon APPs, PowerPoint, online Prezi APP, screen capture tools. Hardware: still camera, microphone to voice TED Talk (Visual Activity 11).

## Learning Outcomes and Assessment Plan

1. Analyze and design visual and nonverbal communications for message intent and cultural differences.
2. Critique and design print and online materials using graphic design principles (Lohr, 2008) and online design principles (Lynch & Horton, 2009: <http://webstyleguide.com>).
3. Critique and design presentation materials using presentation guidelines (Kapterev, 2011).
4. Critique and design media using multimedia design principles (Mayer, 2001).

<b>Outcome 1:</b> Analyze and design visual and nonverbal communications for message intent and cultural differences.	20%	Due Date
V2-Workplace image	05%	1-17 Tu
V3-Image collection	05%	1-23
V4-Nonverbal image	05%	1-30
V5-Cartoon design	05%	2-06
<b>Outcome 2:</b> Critique and design print and online materials using graphic design principles.	35%	
V1-Design and use a Wordpress blog to post your work.	15%	1-17 Tu
V6-Critique an information graphic. Design an information graphic.	10%	2-20
V7-Critique a professional online presence-list features for yours!	10%	2-27
<b>Outcome 3:</b> Critique and design presentation materials using presentation principles.	20%	
V8-Critique a PPT presentation. Design a PPT presentation	10%	3-12
V9-Critique a Prezi presentation. Design a Prezi presentation.	10%	3-19
<b>Outcome 4:</b> Critique and design media materials using multimedia design principles.	25%	
V10-Critique a TED talk	05%	4-02
V11-Design and produce a TED talk	15%	4-23
Peer review of TED talks produced in this course	05%	4-23

*See Visual Activity Guidelines.pdf for procedures on each of these activities.*

## Your Wordpress Blog

All of your work is to be posted on **your** Wordpress blog, rather than on the eCampus site. My feedback occurs in comments to your blog postings. I encourage you to create your Wordpress blog before the course begins, although I have scheduled the first week for you to develop that site. Wordpress.com. I'd like you to post on your blog EACH WEEK an example where visuals are used. Comment on peer postings. Not every posting requires a comment from everyone, but check out what peers post.

## How the Course Works

OVERVIEW: WHAT YOU DO EACH WEEK:

- (1) Read my weekly advisory posted on my blog on Monday's and comment!
- (2) Post a visual example on your blog.
- (3) Required work is due Monday's midnight on your blog. Comment on peer postings. I'll provide feedback in the Reply box.

DETAILS:

(1) WEEKLY ADVISORY: posted each Monday on my blog, **Going Visual**. <http://nshamba.wordpress.com/> The weekly advisory posting discusses the topic for the next week and may include text, images, and a possible video clip that I produce. The video clip might be on the topic and about the next activity due. CHECK OUT THIS SITE EACH MONDAY! I will be using Mix mail only at the beginning of the course. Everything I do happens on this blog. I will use the eCampus site as an archive for course materials.

**Please comment on each Weekly Advisory blog entry from me, so that I know you have read it. By end of Tuesday.** You can comment or ask questions in a comment entry box to this posting.

I will likely post other blog entries that provide examples of how visuals are used, resources that may be useful in this course or in your personal or professional life. It is not necessary to comment on every posting.

(2) VISUAL EXAMPLE POSTING: Each week post on your blog visual examples or links or media that are interesting to you and worth sharing with the rest of us.

(3) REQUIRED WORK: **Post the required work on your Wordpress blog** by midnight of the due date. I will provide feedback in a comment reply box. Also, comment on the work posted by at least one of your peers each week and not the same person. The class size is small, so you should enjoy looking and commenting on what at least ONE person posts on that blog that week.

The **Visual Activity Guidelines** document provides specifics for all of the required activities. This document will be distributed in a MIX mail at the beginning of course and archived on the eCampus site. Deadlines are usually Monday's, except 1-17.

## Course Policies

Grades: 100-90 = A, 89-80 = B, 79-70 = C 69-60 = D, 59- 0 = F

Grading policy: Late posting of work to your blog = 50% grade. Email me prior to deadline if you have issues. There are no make-up activities. There is no extra-credit.

NOTE: Remember to check and comment on my weekly Monday postings by the end of Monday or Tuesday, as what I post will have a bearing on what's due next. If you can't manage this, you should drop the course.

Syllabus: I reserve the right to make changes to the syllabus as needed. Any changes will be communicated in a MIX email or eCampus announcement posting or blog advisory.

Attendance policy: There is no attendance requirements as the course is delivered asynchronous with no synchronous or F2F activities.

## University Policies

### **Social Justice Policy**

West Virginia University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further a positive and open environment in this class will be appreciated and given serious consideration. The College of Human Resources and Education regularly convenes a Cultural Diversity committee to increase awareness of its students to cultural issues.

### **Disability**

If you have a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700).

### **Academic Integrity Statement**

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://studentlife.wvu.edu/studentconductcode.html>

### **Student Evaluation of Instruction Statement (SEI)**

Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided later.

**Tentative Course Schedule**

<b>Week</b>	<b>Week of Monday</b>	<b>Topic</b>	<b>Deliverable</b>
1	01-09-12	<i>Course tour, Wordpress blog, What's Your Big idea</i>	
2	01-17-12 Tu	<i>Power of Visuals</i>	V1-Wordpress blog, V2-post workplace image
3	01-23-12	<i>What you say? – Nonverbal communications</i>	V3-Image Collection
4	01-30-12	<i>Cartoon Power</i>	V4-Nonverbal Image
5	02-06-12	<i>Information Graphics</i>	V5-Cartoon
6	02-13-12		
7	02-20-12	<i>Online Identity</i>	V6-Information Graphic
8	02-27-12		V7-Online Presence Critique
9	03-05-12	<i>PPT Basics</i>	
10	03-12-12	<i>Prezi Basics</i>	V8-PPT Critique and Your PPT
11	03-19-12	<i>TED Talks, Audience, Content, Treatment</i>	V9-Prezi Critique and Your Prezi
	Spring Break		
12	04-02-12	<i>Your Big Idea</i>	V10-TED critique and idea/ script
13	04-09-12		TED produce
14	04-16-12		TED produce
15	04-23-12		V11-TED Talk posted and peer reviews
		F2F somewhere	Closure event