Art 358 
Design, Visual Culture and Language

Course Description:
This is an introductory course about visual communication: graphic design, illustration and interactive media. This course offers an appreciation and understanding of visual language, principles and issues of design through creative assignments, readings, and discussions. It examines visual language focusing on the role designers have in shaping culture and the interconnected relationship of visual communication to disciplines across the humanities. The course surveys visual communication in print and digital design through the lens of theories of organization; interpretation and evaluation; processes and methodologies of creation; and issues of dissemination.

Four underlying themes structure the course: identity (individual and collective expressions and values), place (physical, societal and emotional identifiers), narrative (visual interfaces and navigational systems), and ritual (objects, conventions and roles).

Student will be required to write in a journal, write a research paper, create four visual projects, and participate in on-line discussions.

Location and Times:
Tuesday/Thursdays 10-12, Art 12

Contact Information:
Instructor Prof: Karen White
Office: Art Building, Room 207a
Phone: 621-5958
Email: kmwhite@u.arizona.edu
Office hours: Tuesday and Thursdays 9-10 am or by appointment
Online office hours: Mondays and Fridays 10-11 am or by appointment during these hours, the professor will be available for a “live chat” about the course’s content in D2L.

Web Information:
This course has a general website that is used mainly to advertise the course and to provide you with a general idea of the course content, aims, and requirements. (http://web.cfa.arizona.edu/trad104/)

1. The content of the course will mainly reside in the Desire2Learn (D2L) course management system that is a password-protected site. This site will contain the gist of the course like news, schedule, lectures/notes/rubrics, your assignments like quizzes, discussions, online office chat sessions, and your grade book. (http://academic.d2l.ltc.arizona.edu/)

2. The journal assignment will use a blog tool that is also your informal student “lounge” to discuss your personal art-related interests, art news, and technical questions. (Website)
3. **Computer and Monitor --** A Macintosh (i.e.: iMac or iBook) or Windows (i.e.: Gateway, IBM or Dell) compatible desktop or laptop computer with 256 (megabytes) of RAM (random access memory) and 1 GB (gigabyte) of free hard drive space is needed. Monitor must able to display 1024 x 768 resolution and ‘millions of colors’.

On-campus access to the course is available in one of the many UA computer labs. These include the Integrated Learning Center ‘Information Commons’ and the Center for Computing and Information Technology (CCIT). Additionally, you may access the website at a private location or public space, such as a city library.

4. **Internet Connection and Web Browser --** On-campus (UA) access, Digital Subscriber Line (DSL), cable modem or wireless broadband would be ideal. A web connection and browser is required, such as Internet Explorer 6. The website will appear the same regardless of browser or platform (PC or Mac). Website interface will be compliant with the guidelines for students with disabilities.

5. **Orientation --** An orientation session will be provided the first day of class to help you familiarize yourself with the technology tools and online formats.

6. **Headphone/microphone --** It is recommended that you buy a combined version of microphone and headset for class participation.

**Course Objectives**

- To achieve an understanding of design and the design process for visual communication.
- To explore the basic elements and principles of visual communication.
- To create an appreciation of graphic and new media design.
- To develop an understanding of information hierarchy.
- To analyze contemporary issues in visual communication.
- To build basic vocabulary of typography, design, and compositional elements.

**Outcomes**

- Students will develop a basic design vocabulary and appreciation of design.
- Students will produce four visual projects that demonstrate an appreciation of the elements of visual communication, information hierarchy, and image making.
- Students will keep visual and verbal journals that relate to the readings and course objectives demonstrating an understanding of basic vocabulary of typography, design, and composition.
- Students will write one research paper on a topic concerning contemporary issues in visual communication and present this paper in a discussion section demonstrating an understanding of an issue in design.
• Students will have confidence to understand and make reasonable judgments and conclusions about designed objects and visual communication elements that they encounter daily.

• Students will be able to critically engage in discussion and critiques about appropriateness and effectiveness of designed objects.

Course Format and Structure
The course is a blend of class-based and self-paced activities consisting of sequential journal entries, visual projects, online critiques and discussions, and a major research paper. You will be required to view lectures at a given time and complete assignments by set dates as in the schedule. You have the flexibility to define and shape projects, choose discussion times and select research topics. Instruction takes the form of online lectures, real-time group critiques, and asynchronous discussions as outlined in the course schedule.

Required Text
Seeing is Believing, An Introduction to Visual Communication, Arthur Asa Berger
Introduction to Two Dimensional Form and Function, John Bowers

Students can then order these books online through: http://www.uofabookstores.com/uaz/dept/textbooks/ote.asp

Lectures
Lectures a combination of traditional classroom and web based viewings. All are mandatory (a schedule will be given at the beginning of the course).

Readings
Readings (.pdf) can be downloaded from the D2L course site. Post written reading responses to your blog.

Reading and video responses should be 500-750 words and 1-3 images, examples. Each reading will have a prompt to respond to the content of the article. Please follow the prompt and respond. Grading will be based on understanding of reading and content as well as organization, grammar, spelling, punctuation, and clarity of thought.

Video Screenings
Video screenings are mandatory and held at times and places indicated on the course syllabus or videos will be available at the library.

Discussions
Discussions are mandatory and held on-line (a schedule will be given at the beginning of the course). Participation in each of the discussions is calculated in grade. Participation in a discussion means thoughtful comments on course content and a minimum of 250 words per discussion section.
Journals
Weekly entries of 200-words minimum framed around a topic in the course structure from readings and video screenings. The journal entries will be either a comparison of a different form of media in design and culture, such as: radio, TV, print, web, vernacular (visual and human made), an argument, or a descriptive passage, or a response to a reading or video. Entries should be posted to the blog each Friday by 9 am.

Research Paper
Each student is responsible for writing a research paper on a topic related to an issue raised in the course. For example The Role of Propaganda consisting of research on historical examples and personal views/positions. Each student will present their position paper during the discussion and show a visual image to accompany a short summary of their paper. Research topic must be approved prior with Instructor.

• 2000 Word Research Paper on a Design/Social Issue
• Outline with a thesis statement is required prior to the paper with a bibliography.
• Rough draft is due prior to the paper. This will be reviewed and given back with time for modification for final paper.
• Paper Presentation in discussion with image(s).
• Self-Assessment review process of paper

Papers should be 2000 words and 1-3 images. Grading will be based on understanding of reading and content as well as organization, grammar, spelling, punctuation, and originality and clarity of thought.

(Outline of research paper will be distributed to students closer to time of assignment.)

Visual Projects
Each student will produce four visual projects that explore design processes, elements, and issues discussed. This will give students an opportunity to “make” a visual communications element and discuss the outcomes. Each of the Visual Projects will have a project brief describing the project, the process, and the methods for the project. Additionally there will be discussions on “how to”s in tools and techniques and additional materials or resources for “making” objects.

• Project objectives, learning outcomes and processes are made available in D2L.
• Projects will be original works that are visual, verbal, tactile and/or physical objects.
• Each of the 4 projects is due on the last Monday of the respective theme module.

1. Identity: Design of a Personal Identity Symbol (1)
2. Ritual: Design of a Celebratory Ritual/Ritual Object; Collaborative Project (1)
3. Place: Design of a Private/Public Space; Collaborative Project (1)
4. Narrative: Design of a visual essay narration (1)

Quizzes
There will be four quizzes on concepts and vocabulary. These will be multiple choice and definition and a short essay.
Honors Contract:
Please see me within the first week of class to create an Honors experience through a contract negotiated between us. Assignments will be different than class assignments to provide an enriched experience.

GRADING POLICY
Students will receive a score for each requirement based on the following scale. The final grade will be calculated according to the percentage weights assigned to each requirement above.

Requirements

Journal Entries (4) 20% of Grade
• Identity: Found Public Messages Collection and Analysis (5%)
• Ritual: Community Observation and Analysis (5%)
• Place: Public and Private Place Observation and Analysis (5%)
• Narrative: Feedback Observation and Analysis (5%)

Discussions (4) 20% of Grade
• Discussion Topic: Identity (5%)
• Discussion Topic: Ritual (5%)
• Discussion Topic: Place (5%)
• Discussion Topic: Narrative (5%)

Research Paper (1) 30% of Grade
Outline (5%)
Bibliography (5%)
Rough Draft (5%)
Final (10%)
Presentation (5%)

Creative Projects (4) 20% of Grade
• Creative Project: Identity (5%)
• Creative Project: Ritual (5%)
• Creative Project: Place (5%)
• Creative Project: Narrative (5%)

Quizzes (4) 10% of Grade
Quiz 1 (2.5%)
Quiz 2 (2.5%)
Quiz 3 (2.5%)
Quiz 4 (2.5%)

Grading scale:
90-100% A
80-89%B
70-79% C
The University of Arizona Grading System

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<td>Satisfactory</td>
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<td>Poor</td>
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<td>E*</td>
<td>Failure</td>
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Late work and Incomplete Work
Late work will be accepted with a 10% deduction per day.

ATTENDANCE POLICY
Students are expected to attend class and roll will be taken at each class meeting. More than three unexcused absences will affect your grade at the rate of 5% per each additional absence.

SUBJECT TO CHANGE
Material on this syllabus—other than the grade and attendance policy— is subject to change with advance notice, as deemed appropriate by the instructor.

CLASSROOM BEHAVIOR AND ACADEMIC INTEGRITY
Student Code of Conduct: “The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.”

Code of Academic Integrity: “Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student’s submitted work must be the student’s own. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308/5-403, all provisions of which apply to University of Arizona students.”
Both the Code of Conduct and Code of Academic Integrity can be found at http://www.arizona.edu/~dos/SPC/policies.htm

Special needs and Accommodations
Students who need special accommodation or services should contact the SALT (Strategic Alternatives Learning Techniques) Center for Learning Disabilities (SALT Center, Old Main, PO Box 210021 Tucson, Arizona 85721-0021 (520) 621-1242 Fax (520) 621-9448 TTY (520) 626-6072), http://www.salt.arizona.edu/, and/or the Disability Resources Center, 1540 E. 2nd Street, PO Box 210064, Tucson, Arizona 85721-0064, Tucson, Arizona 85721-0064 (520) 621-3268, Fax (520) 621-9423, http://drc.arizona.edu/. You must register and request that the SALT Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The appropriate office must document the need for accommodations.

Confidentiality of Student Records
Please see the below website for information about your records and privacy issues. http://www.registrar.arizona.edu/ferpa
### Sample Schedule

**week. day**

1.1 Introduction to Course
- Technical overviews of course requirements and resources.

1.2 Screening: Why Man Creates’, Saul Bass
- Discussion Reading

#### Project 1: Identity

2.1 Introduction to Module 1: Identity (Roles, Appropriateness and Ownership)
- John Bowers, “Identity”. Introduction to Two-Dimensional Design: Understanding Form and Function

2.2 Screening: Design Disciplines: Video ‘Merchants of Cool’, PBS
- Project 1: Identity

3.1 Lecture Design Disciplines and Contemporary Practices

3.2 Lecture Design Roles
- Discussion Reading

4.1 Quiz 1

4.2 Critique Project 1: Identity

#### Introduction Project 2: Place

5.1 Lecture Place (Space, Boundaries, Function, History and Sustainability)
- Reading: Joshua Meyerwitz, No Sense of Place, Pride of Place

5.2 Screening: ‘Frank Gehry’ AIA
- Discussion Reading.

6.1 Lecture Visual Language

6.2 Research Paper Assigned, Research Methods Reviewed, On-line Exercises and Demonstration

7.1
- Quiz 2.

7.2 Critique Project 2: Place

#### Introduction Project 3: Narrative
8.1 Lecture Narrative
  • Structures, sequence, rhetorical devices
  • How does design of narrative contribute to meaningful interaction?

  • Midterm Evaluations

  • Bibliograph’s Due for Reasearch Paper

9.1 In-class demonstrations
  • Reading Discussion
    Video: ‘The Powers of Ten’, Eames

10.1 Reading: John Bowers, “Roles”. Introduction to Two-Dimensional Design:
    Understanding Form and Function (New York: Wiley and Sons, 1999), 7.

10.2 Critique Project 3: Narrative
  • Quiz 3

  Introduce Project 4: Ritual

11.1 Lecture: Design Ritual
  • Video” Bill Viola’, Henry Sayre

11.2 Reading Assignment: Seeing is Believing: An Introduction to Visual
  • Discuss Reading

12.1 Video: Ritual in transfigured Time, Maya Deren

12.2 Rough Draft Research Paper due
  • Video Discussion and exercises

13.1
  • Video: Trinha T Minha
    Reassemblage: From The Firelight To The Screen

13.2
  • Rearch Paper Presentation/Summaries

14.1 Reading assignment: Renzo di Renzo, ed. “Once upon a time”, “The People vs.
    The People”, “Boring”, “Yellow Pages”

14.2 Screening: On Saul Bass

  Critique Project 4: Ritual

15.2 Final Research Paper Due
  Discussions
  • Final Closing

Final Exam: Quiz 4