

Visual Communication
SPCH 5000
Tuesday and Thursday: 1:30-2:45 P.M.

Instructor: Jennifer Peeples
Office hours: Wednesday 10-12
and by appointment

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Required Textbooks:

Seward Barry, A. M. (1997). Visual Intelligence: Perception, Image and Manipulation in Visual Communication. Albany, NY: State University of New York Press.

Bang, M. (2000). Picture This: How Pictures Work. San Francisco: Chronicle Books.

Required Readings on Course Reserve:

Birdsell, D. S. and Groarke, L. Outlines of a theory of visual argument.
Argumentation & Advocacy, 43, pp. 103-113.

Blair, Carole, Marsha S. Jeppeson, and Enrico Pucci, Jr. "Public Memorializing in Postmodernity: The Vietnam Veterans Memorial as Prototype." *Quarterly Journal of Speech* 77 (1991): 263-288.

Foss, S. K. (2005). Theory of visual rhetoric. In Smith, K., S Moriarty, G. Baratsis., & Kenney, K. (Eds.) Handbook of Visual Communication: Theory, Methods, and Media. Mahway, NJ: Lawrence Erlbaum Associates, pp. 141-152.

Hariman, R. and Lucaites, J. L. (2007). No caption needed: Iconic photographs, public culture, and liberal democracy. Chicago: U. of Chicago Press.

Harold, C. and DeLuca. K. M. (2005). Behold the corpse: Violent images and the case of Emmett Till. Rhetoric & Public Affairs 2 pp. 263-286

Hart, R. P. (2005). Modern Rhetorical Criticism (3rd ed.). Boston: Allyn and Bacon, pp. 177-210.

Kress, G. and van Leeuwen, T. (2006). 2nd Ed. Reading images: The grammar of visual design. London: Routledge.

Schroeder J. and Zwick D. (2004) Mirrors of masculinity: Representation and identity in advertising images. Consumption, Markets and Culture, 7 pp. 21-52.

Sturken, M and Cartwright, L. (2009). Practices of Looking: An Introduction to Visual Culture (2nd ed.). New York: Oxford University Press.

Wolfe, D. (2008). The ecological jeremiad, the American myth and the Vivid Force of Color in Dr. Seuss's The Lorax. Environmental Communication: A Journal of Nature and Culture 2, pp3-24.

By the end of the course, you should have:

- a greater understanding of visual culture, communication and rhetoric.
- an understanding of how visual elements work as arguments.
- knowledge of different approaches to analyzing visual messages.
- enhanced critical thinking and analytical skills.
- improved writing, research, discussion, and speaking skills.

My Expectations:

I am at my best as a teacher in situations where students are consistently present, actively participating in the learning process (this includes work done outside the classroom), and taking responsibility for their course-related actions. Our (mine, yours and your classmates') satisfaction with the course depends largely on the extent to which you honor these expectations to the best of your ability.

Your Expectations:

You should also have some expectations of me as an instructor. I believe my responsibilities as a teacher include starting and ending class on time, being prepared to teach, attending office hours, returning your work promptly, grading fairly and fostering a respectful, open learning environment. If at any time you feel I have not met these expectations or if you have any additional concerns, please let me know so that your needs as a student can best be met.

Grade distribution:

100-93% = A,	76-73% = C
92-90% = A-	72-70% = C-
89-87% = B+	69-67% = D+
86-83% = B	66-63% = D
82-80% = B-	62-60% = D-
79-77% = C+	59-0% = F

Assignments:

Quizzes and in-class activities:

Please be prepared for pop quizzes over the reading assignments. The multiple choice or short answer quizzes will be handed out at the beginning of the hour and take approx. 5-10 minutes. If you are late to class, you will not be allowed to take the quiz. In addition, there will be in-class assignments, such as short essay writing and/or visual analyses that will be turned in for credit. *None of these points can be made up.* Please plan on attending class.

Picture This image and explanation:

Using the assigned book Picture This, you will create a construction paper image/illustration along with a 4 page paper explaining the decisions you made as you constructed your project.

Visual artifact analysis paper (6 pages):

This paper analyzes a visual artifact. In the paper you will explain how the visual artifact functions (how it persuades) by using the assigned readings and the skills and tools learned in the method section of the class.

Group project (3 parts):

1) Construct a visual artifact:

This can be any type of visual product: a photograph, advertisement, cartoon, illustration, memorial, website, billboard, television news clip, short film, commercial, print news story (with pictures, of course), or something else. The visual artifact must perform one of the rhetorical actions discussed in class. In other words, the visual artifact will need to address a public audience for a purpose other than entertainment.

If you are interested in doing a multimedia project, such as a short film, commercial, website, etc., the UR Graphics Lab in University Reserve building, room 101 (next door to the art building) has the computers, software and technicians to help you with your projects. *Since this is not a design course, you will want to have someone in your group who has done this type of project before.*

2) Write a Critical paper (10-12 pages).

The paper will be used to explain your visual artifact. It will put it into context by explaining the situation, audience, time period, etc. Using the method section from the class, the paper will also explain the choices made by the group in the production of the visual artifact. This paper should reflect the reading/learning done in class all semester.

3) Present findings to the class.

The visual artifact and the critical analysis will then be presented to the class at the end of the course.

Evaluations:

Quizzes and in-class activities	20%
<u>Picture This</u> image and explanation	15%
Visual analysis paper	30%
Visual artifact (group)	10%
Artifact explanation paper (group)	20%
Presentation (group)	<u>05%</u>
	100%

READING THE SCHEDULE

1. This schedule is subject to change if the demands of the course require it.
2. The reading assignment will be **discussed** the day it is listed.
3. Assignments are written in **bold type**.

During the course of the class, reading assignments may be subject to changes by the instructor.

Date	Topic	Assignment
Introductions:		
January 11	Introduction to course	
January 13	Visual Culture	Sturken and Cartwright, "Images, power and politics." pp. 9-26.
January 18	Visual Culture	Sturken and Cartwright, "Images, power and politics." Pp. 26-46
January 20	Visual Rhetoric	Foss, "Theory of visual rhetoric"
January 25	Visual Argument	Birdsel and Groarke, <u>Argumentation and Advocacy</u> pp. 103-113.
Method: How to analyze images.		
January 27	Perception and Composition	<u>Picture this</u>
February 1	Color	<u>Visual intelligence</u> , 127-155.
February 3	Example analysis	Wolfe, color and the Lorax.
February 8	Presentations	<u>Picture This image and explanation due</u>
February 10	Presentations	
February 15	Analyzing Media	Hart, "Analyzing Media." pp. 188-210.
February 17	Analyzing Media	Hart, "Analyzing Media." pp. 188-210.
February 22	<u>Attend Monday Classes</u>	
February 24	Gaze, Frame and Social Distance	<u>Reading Images</u> , Kress and van Leeuwen, pp. 114-133.
March 1	Professor Peeples will be at a conference.	Work on your analysis paper
March 3	Involvement and Power	<u>Reading Images</u> , Kress and van Leeuwen, pp. 133-153.
March 8-10	<u>Enjoy your spring break!</u>	

March 15	Paper workshop	Analysis Paper Draft Due
Application: What Images Do		
March 17	Advertising images	Visual Intelligence p.253-280
March 22	Paper presentations	Analysis paper due. Be prepared to present your image and 2-3 interesting things you found in your analysis.
March 24	Advertising images	Schroeder J. and Zwick. Mirrors of Masculinity

March 29	Political images	Visual Intelligence p. 281-300. Form groups for the final project
March 31	Political images	Blair, Jeppeson and Pucci, Vietnam Memorial
April 5	Iconic Images	Harriman and Lucaites, Iconic Images.
April 7	Media images and violence	Visual Intelligence 301-332.
April 12	Media images and violence	Harold and DeLuca Behold the Corpse: Violent Images and the Case of Emmett Till
April 14	Social media and images	Hirdman, Anja (2010). Vision and intimacy. Gendered communication online Nordicom Review. 31 (1), 3-13.
April 19	Final class discussion	
April 21	Group project work day	
April 26	All group projects are due at the start of the class.	Presentations
April 28		Presentations
Final Exam	May 5, 1:30 p.m. Please plan to attend this class. Students who fail to go to all the presentations will be docked activity points.	Presentations

Please keep in mind the following

Class content:

Visual communication, like its spoken counterpart, can create strong reactions in its viewers, especially if you are not the intended audience. I expect that all the points of view expressed by your classmates, the visual examples presented in the texts, and those discussed in class will be treated with respect.

Visual examples used in this class will contain nudity (not pornography), images of death, political cartoons and other things that might be offensive to some people. If you feel that you are unable to view these images with a critical/analytical stance, this may not be the class for you.

Please only bring in visual examples to share with the class when assigned or with a *clear educational or informative goal*. Please don't bring in visual examples solely for the intention to shock, offend, or titillate the class. If you are unsure about your image, check with me first.

Assignments:

- All presentations must be performed and assignments turned in on the due date in class in order to receive full credit. Exceptions will be made for extreme documented circumstances.
- All assignments must be turned in at the beginning of the class period that they are due or else they will receive 05% off the final grade each day the assignment is late including the due date. An assignment will not be accepted after three days past the due date. Quizzes and in-class assignments cannot be made up.
- Plagiarized work will receive an F for assignment and may, depending on the severity of the infringement, receive a failing grade for the course and/or expulsion from the university.
- Students may not use a paper written in another class for credit in this one, or vice versa, without instructor consent.
- Please refer to the university honesty/honor code for further policies pertinent to this class.

In the classroom:

- Students who miss the first week of class often have a difficult time catching up. I therefore reserve the right to drop students from the course if s/he misses a class meeting the first week of the semester.
- If you have a disability, I strongly encourage you to contact the Disability Resource Center or myself so that the classroom environment can be made conducive to your learning style.
- I also encourage all students to take advantage of my offices hours or e-mail if you have any concerns or questions over any aspect of the course. I am here to help you learn!
- Finally, I try to create a comfortable classroom environment that contributes to your education. For that reason I ask that you turn off your telephones, no iPods, and absolutely no text messaging! Please refrain from bringing anything else to class that may be a distraction for you or any of the other students. Thanks!

