



Course Syllabus

COURSE NUMBER: COMM 5270 section 1 & 2	COURSE TITLE: Visual Communication	TERM: Summer/Fall 2005
SITE: Webg.	INSTRUCTOR CONTACT INFORMATION: Paul Steinmann steinmpe@webster.edu	CREDIT HOURS: 3

1. **COURSE DESCRIPTION:** Students learn techniques used to communicate information visually. Because today’s students can “read” visual messages, just as they read written messages, educators must master basic elements used to create visual teaching materials and activities for the classroom. Students will be expected to develop age appropriate activities that incorporate visual awareness, critical thinking, and media literacy.

2. **LEARNING OUTCOMES:**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<p>Hands-on experiences that provide students opportunities to think about visual learning.</p> <p>Skill development in producing curriculum materials incorporating ACME & MLEC media literacy standards.</p> <p>Creation of appropriate classroom activities that encourage students to become critical thinkers about the ways contemporary media shapes societal attitudes and behaviors.</p> <p>Create a mini curriculum or visual production.</p>	<p><u>To understand the role of language, media, and arts in the communication process.</u></p> <p><u>To develop sound instructional methods and assessment strategies for teaching written, oral and visual communication skills and to create curriculum based on understanding of research and best practices in content areas such as literature, reading, and media literacy.</u></p> <p><u>To appreciate the role of diversity in living, learning, and developing school curriculum.</u></p> <p><u>To encourage creativity, inquiry, and leadership.</u></p>	<p>SOE Goals directly addresses:</p> <p>1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 3.4 4.2 4.3</p>

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3. RESOURCES:

- Weekly handouts
- Designated Web sites
- Video and DVD productions

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Media literacy projects will be evaluated by demonstrating the following understandings

- Purpose of media productions
- Values and beliefs regarding gender, class, and race being communicated in specific productions
- Experiences and perspectives of the individual effect the ability to interpret media
- Historical and current events influence audience reaction to the media
- Product creators and their belief system
- Business considerations for any type of visual or media production
- Cultural beliefs and values embedded in media productions

Visual Projects will be evaluated by demonstrating the following

- Application of I-photo or I-movie (Windows equivalent) to the classroom
- Production of a single concept video (3 minutes in length with appropriate audio)
- Application of a visual communication project to the appropriate grade and skill level of students.
- Ability to demonstrate understanding of the production paradigm when constructing visual messages and storyboards.
- Theories related to visual communication with emphasis on strengths and limitations.

Superior work will include one or more of the following

- Demonstrating an ability to integrate production techniques with theories regarding media literacy
- Utilizing student created productions to educate other members of the school and/or larger community.
- Submit a student video to local television stations or enter the “Show-Me” contest.
- Conduct a Media Literacy workshop for teachers or parents.
- Create a role reversal video where gender, class, or race is illustrated by the story being told from the opposite perspective.

Assessments	Links to Course Outcomes	Percentage of Grade
Class participation		30
Assignments		40
Final project		30

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5. GRADING SCALE: NA

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6.ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

5. ACCESSIBILITY/ACCOMODATIONS POLICY:

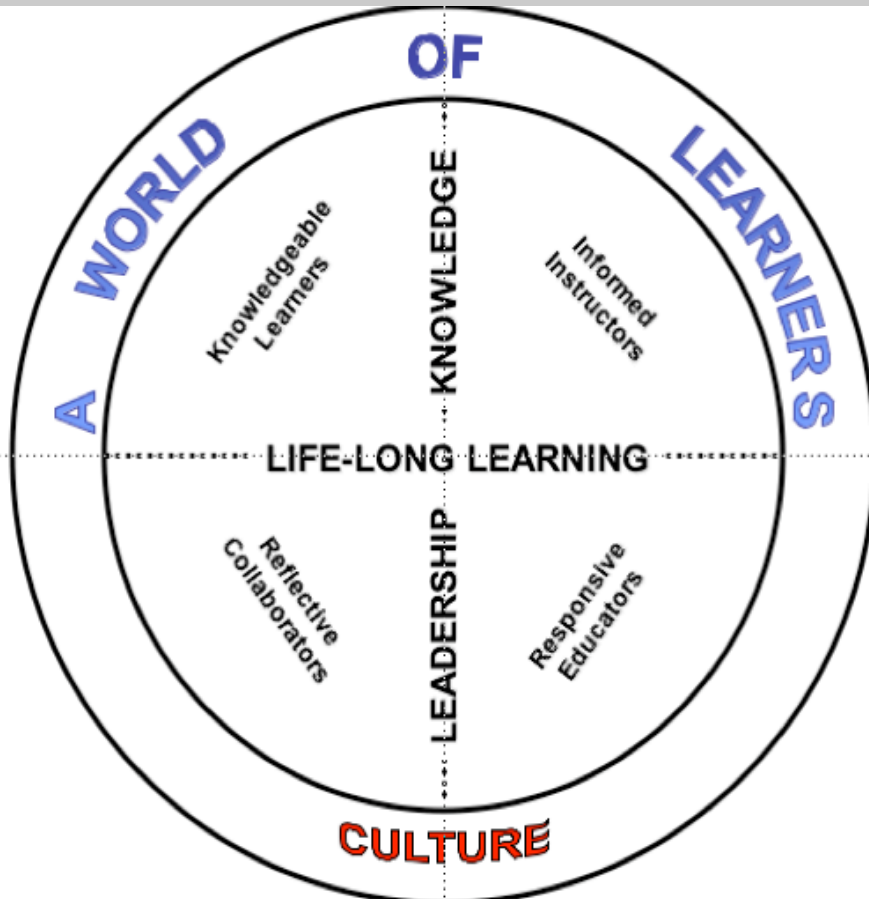
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Visual/Media Literacy Standards

The School of Education understands the importance of literacy to becoming productive citizens in a democratic society. In our world of powerful images, sounds and words, students must be media literate. Studies show that students view an average of 3,000 or more hours of television prior to graduation from high school than they spend in class. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways words, images and sounds influence the way meanings are created and shared in our contemporary global society. Content Standards indicate what students should know, understand and be able to do in a specific content area. Benchmarks define our expectations for students’ knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—the end of grade 4, the end of grade 8 and grade 12. Content Standard 1—Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning. Content Standard 2—Students distinguish among and use appropriate types of media for a variety of purposes. Content Standard 3—Students apply knowledge, skills and strategies to design and create media messages. Content Standard 4—Students identify, analyze and evaluate the impacts of media on individuals and societies.

Standard One

Benchmarks Students will: End of Grade 4 End of Grade 8 Upon Graduation—End of Grade 12 1. recognize that media messages are 1. analyze how media content are 1. evaluate and compare how media constructed for specific purposes (e.g., influenced by media form. forms, content, and products are entertain, persuade, inform). constructed for specific audiences.

Standard Two

Benchmarks Students will: End of Grade 4 End of Grade 8 Upon Graduation—End of Grade 12 1. recognize and use various media for 1. select and apply appropriate media to 1. analyze the appropriateness of information, entertainment, and a task or topic. various media to specific purposes persuasion. and audiences and predict outcomes. 2. identify the way media have changed 2. compare the historical and cultural 2. analyze and evaluate the ways in through history. differences in media. which one form of media influences other forms and responds to the social and political climate of the times.

Standard Three

Benchmarks Students will: End of Grade 4 End of Grade 8 Upon Graduation—End of Grade 12 1. create age appropriate media messages 1. design or create media messages that 1. design, create, and display media (e.g., skits, videos, advertisements). integrate images, music, sound effects, messages in a variety of forms, graphics, etc. targeting different audiences and purposes. 2. identify strengths and weaknesses for 2. analyze and evaluate strengths and 2. evaluate the technical and personal media messages. weaknesses of personal media messages. aesthetic appeal of personal media messages, modifying appropriately.

Standard Four

Benchmarks Students will: End of Grade 4 End of Grade 8 Upon Graduation—End of Grade 12 1. recognize that rules and laws exist to 1. analyze the individual and social 1. assume personal accountability for govern the use of all media and respond consequences of unethical use of responsible media use (e.g., appropriately. media. adherence to copyright laws, proper attention to citations). 2. identify fact, fiction, and opinion in 2. analyze point of view and embedded 2. evaluate the origin, authority, various media messages. values in media messages. accuracy, bias and distortion of information, and ideas in media. 3. recognize that all media influence 3. illustrate how media influence the way 3. analyze media's influence on individuals and society. meanings and perception of reality governmental, social, and cultural are created and shared. norms and their impact on democratic processes.