

**WEBSTER UNIVERSITY
COURSE SYLLABUS**

COMM 5270.01
VISUAL COMMUNICATIONS

INSTRUCTOR: PAUL STEINMANN
TERM: SUMMER, 2004

1. COURSE DESCRIPTION

Who is the course for?	K-12 classroom teachers
Why offered?	To help educators understand, create, and produce visual lessons for and with students.
What will be covered?	Elements and principles of Visual Literacy; production of concept videos, graphic activities, theories of visual communication and media literacy

2. LEARNING OUTCOMES

Linear Video production skills; including hands-on experiences that provide opportunities to create mini productions that can be used with students in the classroom.

Skill Development in producing graphic and visual images.

Creation of classroom activities that incorporate visual awareness and critical thinking skills.

Media Literacy curriculum materials and knowledge of ACME & MLEC standards.

3. SCHEDULE of required readings, class assignments and projects

Week 1: Overview of course

Theoretical foundations of Visual Communications
The film/video production paradigm
Television and Children

Week 2: Linear-sequential visual communication - Storytelling conversions

Words and their transformation to a Storyboard
Introduction to 3rd credit hour project

- Week 3: Copy-stand productions
Media Literacy overview
Storytelling conversions
- Week 4: Group prepares materials for scripted video production
Preparation and uses of reader cards
Hand made slide productions
- Week 5: Video production alternatives
Final Project proposal due
The Medium is the Message
- Week 6: Cable in the classroom
Finalize video production planning
Adapting commercial productions
- Week 7: Final Productions videotaped
Other forms of Visual Communication
Steve Moline – concepts for young communicators
- Week 8: Video Presentations
Course Evaluation
All projects due

4. RESOURCES

Texts (recommended but not required for purchase):

- Kemp, Jerold E. Planning and Producing AV Materials
Harper and Row, 6th Edition, 2003
- Moore and Dwyer, Visual Literacy - A Spectrum of Visual Learning
Educational Technology Publications, 1st Edition 1994
- Consodine, David M. & Haley, Gail E., Visual Messages –Integrating Imagery
Into Instruction, Teachers Ideas Press, 1999 (Webster Library)
- Silverblatt, Art, Media Literacy – Keys to Interpreting Media Messages,
Praeger Publications, 1995 (Webster Bookstore)
- Meyrowitz, Joshua, No Sense of Place – The Impact of Electronic Media on
Social Behavior, Oxford University Press, second edition, 1990

5. EVALUATION

- Group projects
Individual Assignments
Class Participation (attendance at all sessions is required, more than one unexcused absence and you will automatically be dropped.

6. FINAL PROJECT

Prepare a videotape production that is composed of still and/or live images that will be used for an educational purpose in your school or classroom.

The alternative is to create a production that celebrates a person or event using similar production techniques. The production will be approximately 3 to 5 minutes in length and contain no scene longer than 10 seconds. You will be responsible for planning, collecting visuals, designing graphics and reader cards, and adding the appropriate audio components.