

JOUR M05: INTRODUCTION TO VISUAL COMMUNICATION

Originator

csaatsaz

Co-Contributor(s)
Name(s)

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College

Moorpark College

Attach Support Documentation (as needed)

Media Advisory Board Meeting March 6.docx
 Moorpark_Journalism.pdf
 StrategicDirections_Journalism_19-20_2019-10-01.pdf
 advisory_minutes_journalism.pdf
 LMI_JOUR.pdf
 journalism_program plan.pdf

Discipline (CB01A)

JOUR - Journalism

Course Number (CB01B)

M05

Course Title (CB02)

Introduction to Visual Communication

Banner/Short Title

Intro to Vis. Comm.

Credit Type

Credit

Start Term

Spring 2021

Catalog Course Description

Introduces the significant theories of visual communication through images employed by the mass media and distributed via the Internet, print, electronic, and advertising media. Examines the tools used in analyzing visual communication. Creates and analyzes images for print, Web and video. Evaluates critically, using the framework of visual literacy, how society communicates through still and moving images, cartoons, typography and infographics. Analyzes how visual communication affects society and its cultural values.

Taxonomy of Programs (TOP) Code (CB03)

0601.00 - Media and Communications, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Activity

Minimum Contact/In-Class Activity Hours

0

Laboratory

Minimum Contact/In-Class Laboratory Hours

0

Total in-Class

Total in-Class

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | analyze the personal, social and political impact that various visual messages have on people and society in terms of consumer visual literacy. |
| 2 | assess and critique the legal and ethical issues and considerations surrounding visual media. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | analyze, according to theory and impact, still and moving images for print, online, broadcast, and social media. |
| 2 | demonstrate an understanding of the history and development of major genres of still, film, video, and social media. |
| 3 | assess and critique the legal and ethical issues and considerations surrounding visual media. |
| 4 | critique and evaluate the concepts used in visual storytelling projects in terms of their intent and effectiveness in conveying a message. |
| 5 | analyze and evaluate the cognitive processes by which media are perceived, experienced, and remembered. |
| 6 | compare the personal, social, and political impact that various visual messages have in terms of consumer visual literacy. |

Course Content

Lecture/Course Content

(10%) Visual literacy:

Perception
Cognition
Provider intent

(10%) Balance in understanding intent and impact in images Understanding storage formats:

Electronic visual storage formats Understanding visual planning techniques:
Storyboarding with textual outlines
Storyboarding with images Informational illustrations:
Infographics
Editorial cartoons
Other illustrations Communication and design:
Typography
Color

(10%) Space Political images:

Impact
Intent
Manipulation and altering Impact on perception of images:
Lighting
Shading
Color

(10%) Angles Evaluating edited images for content:

Photographic images

(10%) Video images History:

Historical development of imagery in storytelling in mass and social media Visual

(10%) Stereotypes in media:

Ethnicity
Gender
Age
Social status Legal and ethical:
Legal issues of images in mass communications media

(10%) Ethical issues in of images in mass communications media Social media and user-generated sites:

Legal issues of still and moving images

(10%) Ethical issues in still and moving images Visual analysis:

Composition
Aesthetics

(10%) Ethics Visual persuasion:

Advertising
Propaganda

(10%) Public relations Visual theories:

Gestalt
Constructivism
Semiotics
Cognitive process

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Objective exams
Projects
Problem-solving exams
Participation

Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Distance Education

Describe specific examples of the methods the instructor will use:

1. Video Lectures with live Confer Zoom meetings
2. Online Reading Assignments
3. Interactive Course Lecture - podcast/TED talks/articles

Representative Course Assignments

Writing Assignments

- 1. Visual Communications Audit:** Audit a local or regional news organization, online or in print. Categorize the images by criteria such as age, gender, race or ethnicity. Compare to an international or national news organization. Analyze how well the publications visually represent the communities they serve.
- 2. Visual Assessment:** Identify an online or print advertisement. Assess the advertisement's visual elements, including typography, graphic design and info-graphics. Critically evaluate uses of techniques of persuasion, presence of stereotypes and ethical considerations.
- 3. Photo Assessment:** Assess groups of photo stories created by professional photographers. Analyze how these photo stories attempt to convey meaning. Compare at least two photo stories with one another in terms of narrative, variety of images, successful message, etc.
- 4. Digital Media Communication:** Compare and contrast visual communication on social media. Critique images posted by three different individuals on one social media platform. Assess the use of photographs and graphics in terms of the individuals' demographics, life objectives and self image.

Critical Thinking Assignments

- 1. Visual Comm Principle:** Compare and contrast any two or three major principles discussed during the semester. Relate the principles to any personal changes or growth in visual perception that occurred during the term.
- 2. Ethics Debate:** Evaluate, analyze and formulate a response to an ethical dilemma in the field of visual communication. Assess the issue in relationship to an ethical code, such as the Code of Ethics of the Society of Professional Journalists.
- 3. Campaign Assessment:** Choose a visual communication political or advertising campaign found in the mass media. Critique the campaign, identify the intended audience and assess the success of its explicit and implicit messages. Combine the critique with images and sound to make a 3- to 5-minute video story that integrates individual research papers.

Reading Assignments

- 1. Media Analytics:** Read on Fake News and determine what mainstream media produces majority of and why.
- 2. Data Intro:** Analyze the case studies on Data trends and select the most effective method of catching data leaks with public records.

Outside Assignments

Articulation

C-ID Descriptor Number

JOUR 170

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
San Jose State	MCOM 70	Visual Communication for Modern Media	3
CSU Northridge	JOUR 250	Visual Communication	3

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Ana College	CMSD 103	Introduction to Visual Communications	3
LA Pierce College	JOURNAL 251	Visual Communication in Mass Media	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

D. Language and Rationality**E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

Fall 2014

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C2 Humanities: Literature, Philosophy, Languages Other than English**

Approved

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**

UC TCA

Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 3B: Humanities**

Approved

Area 4: Social and Behavioral Sciences**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Classic Textbook

No

Description

Ireton, Cheryl, and Julie Posetti. *Journalism, Fake News and Disinformation: Handbook for Journalism Education and Training*. E-book, United Nations Educational, Scientific and Cultural Organization: UNESCO, 2018, <https://unesdoc.unesco.org/ark:/48223/pf0000265552>. Accessed 1 October 2020.

Resource Type

Textbook

Classic Textbook

No

Description

Champagne, Brian. *Writing for Electronic Media*. E-book, Pressbooks: Rebus Community, 2019, <https://www.oercommons.org/courses/writing-for-electronic-media/view>. Accessed 1 October 2020.

Resource Type

Textbook

Description

Lester, Paul Martin. *Visual Communication: Images with Messages*. 6th ed., Wadsworth Publishing, 2013.

Library Resources**Assignments requiring library resources**

Research on topics related to visual communication using the Library's databases such as EBSCO Academic Search Complete, Elsevier ScienceDirect, and Gale Academic OneFile.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research how visual communication, particularly in journalism, affect the cultural values of a society.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion boards will be posted weekly for student engagement and material assessment.
Other DE (e.g., recorded lectures)	All weekly lectures will be recorded and uploaded to modules, there will be weekly class discussions and zoom meetings.
Video Conferencing	Weekly confer zoom meetings with students, minimum 30 min.

Hybrid (51%–99% online) Modality:

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Other DE (e.g., recorded lectures)	All weekly lectures will be recorded and uploaded to modules, there will be weekly class discussions and zoom meetings.
Video Conferencing	Weekly confer zoom meetings with students, minimum 30 min.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion boards will be posted weekly for student engagement and material assessment.
Other DE (e.g., recorded lectures)	All weekly lectures will be recorded and uploaded to modules, there will be weekly class discussions and zoom meetings.
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Examinations

Hybrid (1%–50% online) Modality

Online

Hybrid (51%–99% online) Modality

Online

Primary Minimum Qualification

JOURNALISM

Review and Approval Dates

Department Chair

8/16/2020

Dean

8/25/2020

Technical Review

10/2/2020

Curriculum Committee

10/6/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/10/2020

Control Number

CCC000552202

DOE/accreditation approval date

MM/DD/YYYY