

COURSE OUTLINE

**Journalism 250 (C-ID Number: JOUR 170)  
Visual Communication (C-ID Title: Introduction to Visual Communications)**

**I. Catalog Statement**

Journalism 250 surveys the most significant techniques and examples of visual communication employed in the mass media, including newspapers, magazines, television, the Internet, and advertising. The course is designed to lead students to an understanding of the possibilities of visual communication in the mass media. The course exposes students to both practitioners and scholars in the field to demonstrate how the media use images and how the students might incorporate visual images into their own work. Students develop their critical thinking skills by learning the language and theory of visual media.

Total Lecture Units: 3.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

Total Laboratory Hours: 16.0

**Total Faculty Contact Hours: 64.0**

Recommended Preparation: Eligibility for ENGL 101

**II. Course Entry Expectations**

Prior to enrolling in the course, the student should be able to:

1. organize and write thesis-based essays;
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
3. critically analyze selected prose works dealing with important contemporary issues;
4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
5. gather and organize information through library research;
6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation.

**III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. recognize the key theories of perception and communication and how they relate to visual literacy and explain the role that semiotics, gestalt, and other psychology-based cognitive processes play in perception;
2. analyze visual messages through the application of various perspectives and through demonstrated critical thinking skills;
3. compare and contrast the personal, social and political impact that various types of visual messages have on consumers;
4. explain the significance of persuasion, and identify uses of distortion, stereotyping and propaganda in visual messages;
5. evaluate the ethical considerations inherent in visual communication, and the tremendous responsibility that goes with the creation and dissemination of visual messages in the mass media;
6. demonstrate an understanding of the cognitive processes by which media are experienced and remembered;
7. demonstrate an understanding of legal and ethical issues surrounding visual media;
8. create storyboards for visual storytelling projects;
9. create and analyze images for print, Web and video.

#### **IV. Course Content**

**Total Faculty Contact Hours = 64**

- |    |   |            |          |
|----|---|------------|----------|
| A. | Historical Development of Visual Communication  | Lecture    | 12 hours |
|    | 1. Historical development of photojournalism (imagery)  |            |          |
|    | 2. Historical development of typography and design  |            |          |
|    | 3. Historical development of video documentary  |            |          |
|    | 4. Laboratory   | Laboratory | 4 hours  |
|    | a. using the Internet to find and post images, to a photo sharing website, that are consistent with the history of visual communication |            |          |
|    | b. Principles of storyboarding  |            |          |
|    | c. Editing images for impact  |            |          |
|    | d. Typography and graphic design  |            |          |
| B. | Visual Literacy: Learning the Language  | Lecture    | 12 hours |
|    | 1. Comparison and awareness of artistry and design  |            |          |
|    | 2. Design strategies, symbolism and typographic expression, and impact of color   |            |          |
|    | 3. Photographic basics  |            |          |
|    | 4. Illustration basics  |            |          |
|    | 5. Informational graphic design   |            |          |
|    | 6. Electronic visual storage formats  |            |          |
|    | 7. Info-graphics, desktop publishing and the impact of new technologies   |            |          |
|    | 8. Impact of video  |            |          |
|    | 9. Cartoons   |            |          |

10. Laboratory Laboratory 6 hours
- a. using the Internet to find and post images, along with descriptions, to a photo sharing website, that are consistent with the understanding of visual literacy
  - b. Creating storyboards for visual storytelling projects
  - c. Principles of typography and graphic design
- C. Visual News Reportage vs. Persuasion: Definitions, Responsibilities, and Expectations Lecture 12 hours
1. Reportage rather than expression; avoiding visual stereotypes
  2. Ethical and legal issues of visual news reportage
  3. In the service of persuasion: advertising and corporate identities
  4. Visual stereotypes
  5. Laboratory Laboratory 2 hours
    - a. Use the Internet to find and post images, along with descriptions, to a photo sharing website, that are consistent with the understanding of persuasion found in visual messages
    - b. Creating and analyzing visual images for print, Web and video
- D. Analysis, Synthesis, and Application of Examples of Visual Communication Lecture 12 hours
1. Reading a photo essay
  2. Reading a contemporary news or documentary video
  3. Reading the front page and the web page
  4. Laboratory Laboratory 4 hours
    - a. using the Internet to research the historical, technical, ethical, and the cultural perspective in the analysis of a visual message.

## V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lecture;
2. discussion;
3. group learning;
4. multimedia presentations;
5. applied projects;
6. critiques, including peer critiques.

## VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. weekly journal entries to create a comprehensive catalog of images to be posted on a photo sharing website (e.g. write a brief description that explains how each image fits into the theories from the course);

2. research paper (e.g. write a 2,000 word research paper in which you analyze a particular photograph);
3. weekly reading assignments.

## **VII. Methods of Evaluation**

The following methods of evaluation may be used in the course:

1. weekly journal;
2. research paper;
3. weekly quizzes;
4. final examination;
5. applied projects;
6. critiques, including peer critiques.

## **VIII. Textbooks**

Blumenkrantz, David. *Perception: A Guide to Visual Communication*.  
Northridge: n.p., 2014. PDF file.  
13th Grade Textbook Reading Level.

Lester, Paul Martin. *Visual Communication: Images with Messages*. 6th ed.  
Boston: Wadsworth, 2014. Print.  
13th Grade Textbook Reading Level. ISBN 978-1-133-30864-5

## **IX. Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

1. explain how key theories of perception and communication relate to visual literacy;
2. compare the personal, social, and political impact of various types of visual messages;
3. explain the significance of persuasion and evaluate the ethical considerations inherent in visual communication;
4. evaluate the ethical considerations inherent in visual communication.