

**Course Code & No. - Section:** CORE101 – Section 1  
**Course Title (Credits):** SNC Experience/ / Visual Communication  
**Term & Year:** Fall / 2015  
**Course Ref. No. (CRN):** 80173  
**Instructors:**  
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**Office:** HAMC  
**Office Hours:** MW 11:15-3  
**Class Time:** MW 9am-11:15am

**Location:** TCES 106

**Prerequisites:** None

**Corequisites:** None

### The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**. [Note: SNC's four core themes are emphasized in **bold** text.]

### Course Description

This course includes the common intellectual experience shared by all Sierra Nevada College students, employing variable topics grounded in the social sciences (economics, psychology, political science, anthropology, and sociology). Topics are selected from areas within art, business, humanities, and science and engage advanced students in the College community. The learning objectives of the course will develop the abilities central to active, engaged learning, including critical thinking, problem-solving, creativity/ innovation, oral communication, teamwork, peer critique, self-reflection, higher-order questioning, and active discussion.

### Topic Description

other dimensions. This class looks at a variety of ways that people and organizations use visual media to communicate and persuade, training students to make their own visual communication more effective. We will address questions such as: How can text and image be used together to tell a story? How can you illustrate an idea? What's the difference between information and propaganda? Students will critique and create photographs, icons, diagrams, infographics, illustrations, and presentations. Through this process, they will develop a greater understanding of the ways in which visual media are used to inform us and to manipulate us.

### Student Outcomes

Upon successful completion of this course, a student will:

1. Students will develop strong oral communication skills and proficiency with a variety of presentation formats. (Liberal Arts)
2. Students will learn to identify complimentary team members, form effective teams and accomplish tasks in a team environment. (Professional Preparedness)

3. Students will develop strong visual literacy skills that can be expressed in a variety of mediums. Students will be able to both communicate visually and interpret the visual communication of others. (Liberal Arts)
4. Students will be able to use basic information literacy skills, including identification of sources, evaluation of sources and application of data, to support their projects. (Liberal Arts)
5. Students will have basic field investigation skills including identification of appropriate real-world sources of information, interview skills and field note creation. (Liberal Arts)
6. Students will develop the tools to support creativity and innovation as applied to problem solving in real world environments, including brainstorming, solution generation and solution validation. (Entrepreneurial Thinking)
7. Students will be comfortable both giving and receiving peer feedback and will demonstrate the ability to adapt their existing work based on this feedback. (Professional Preparedness).

### Methods of Assessing Student Outcomes

Student outcomes will be assessed through class participation and grades earned on the various exercises, challenges and oral presentations outlined below.

### Assignments and Assessment: 1,000 POINTS POSSIBLE

<b>MODULE 1</b>	
Innovative Idea Individual PechaKucha	150
In-class activities (Quiz/ Assignments/Drafts)	90
Out-of-class activities	90
<b>Module 1 Total</b>	<b>330</b>
<b>MODULE 2</b>	
Community Challenge Presentation	150
Community Challenge Poster Presentation	100
<b>CLASS PROJECT</b>	
Class Project	200
In-class activities (Quiz/Assignment/Drafts)	110
Out-of-class activities	110
<b>Module 2 Total</b>	<b>670</b>
<b>COURSE TOTAL</b>	<b>1,000</b>

**All assignments must be submitted in Microsoft Word, Microsoft Excel, Microsoft PowerPoint, or Prezi, depending on the specifics of the assignment. All files must be named: LastFirstCORE101Assignment**

### Social Sustainability Partner Proposed Solution Presentation:

The class will be introduced to a social sustainability partner with a pressing issue. Students will be asked to find solutions for the social sustainability partner. This Innovation Challenge asks students to identify their own topic and develop their own solution to a pressing issue locally, nationally or internationally that relates to the topic of the course. There is an expectation for both field and academic research, including interviews. The Innovation Challenge culminates in an individual presentation in PechaKucha format delivered in front of all the class sections. The PechaKucha will be accompanied by an informative, visually meaningful handout or giveaway that will be distributed to members of the class. (Outcome 1, 3, 4, 5,6)

**Community Challenge Poster Presentation:** As their final project, Community Challenge Teams will integrate feedback and suggestions from the community organization representatives and peer critiques in order to refine their solutions as described at the Community Challenge presentation. The point of this assignment is to focus on incorporating feedback, solution refinement and the iterative design process. An important part of the evaluation process will be grading students on how effectively students were able to constructively incorporate suggestions and modify their solution in response to feedback. Visual literacy and effective poster design is also an important aspect of the evaluation and grading. This assignment will culminate in a campus-wide symposium event where students will present their ideas through a poster presentation. (Outcome 1, 2, 3, 4, 5, 6, 7).

**Class Project:** The class will develop an idea that will address the class topic and implement it. The point of the class project is to stress collaboration, innovative thinking and application.

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**Content Assignments:** (Outcome 8, 9, 10, 11)

Required Readings

Required Documentary

Required In-class Activities

Required Out-side of class Assignments

Optional Documentary/Multi-Media Presentations

Optional In-Class Quizzes

Interviews and Research

Drafts of Presentations, Posters

Participation in Final Project

**In Class Activities** – Some of your most important learning opportunities will arise during open, respectful discussion with your peers and through in-class activities. For this reason, it is essential for you to attend and participate in class sessions. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class.

**Examples** of the opportunities for in-class participation that you will be expected to participate during include:

**Notes from the Field Presentations:** (Outcome 5)

**Brainstorming Exercises:** (Outcome 6)

**Info Literacy Challenge:** (Outcome 4)

**Peer Feedback Exercises:** (Outcome 7)

**Content Activities:** (Outcome 8 and 9)

**Out of Class Activities** – In an active learning environment, it is important to prepare to fully participate and engage in each class session. More than other classes you may have experienced, homework is an essential aspect of your learning. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class. Examples of assignments include:

**Info Literacy Homework:** (Outcome 4)

**Community Challenge PowerPoint or Prezzi Draft:** (Outcome 3)

**Innovation Challenge Write Up:** (Outcome 6)

**Innovation Challenge Source Check:** (Outcome 4)

**Community Poster Draft:** (Outcome 3)

**Content Activities:** (Outcome 8 and 9)

**Instructional Strategies**

This course uses a challenge-based active learning model to engage students in the topic. In addition to traditional contentment delivery, the course relies on student-directed immersive activities to introduce students to the topic. Peer learning and teamwork are essential elements in the course.

The desired student outcomes of this course are heavily oriented toward understanding, implications, and application. Consequently, classroom discussion and activities will emphasize these three outcomes. Since it is assumed that students in the course can read the material presented and explained in the required text, in-class lectures will be kept to a minimum and will primarily serve to clarify or amplify material explained in the text. All students must complete any required reading or assigned work prior to the class session(s) to which it pertains so that formal classroom time can be more productively spent on activities designed to promote deeper learning and retention. Students requiring additional help with course material are encouraged to contact the instructor.

**Required Texts (scanned and available on Moodle) and Materials**

1. Readings will be made available on Moodle and/or online at:  
<http://sncvisualcommunication.blogspot.com>

**Special Accommodations (ADA) Statement**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

**The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year. Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

**Attendance**

Attendance at all class sessions is mandatory. Missed classes will cause a 1-point reduction in both participation and attendance for each class missed. In addition, no more than three (3) unexcused absences may be incurred without an additional grade reduction penalty. **Each** unexcused absence past the third will result in the reduction of approximately one-third of a grade point of the grade otherwise earned. In other words, an "A-" will be reduced to a "B+," "B+" will be reduced to a "B," An unexcused absence is any absence for which the instructor has not confirmed an "excused" categorization. All work is due on the date published on the syllabus or otherwise communicated, irrespective of whether an absence on the due date is excused or unexcused. Late assignments will incur late penalty deductions of approximately 5% per day beyond the date due or otherwise negotiated with the instructor. Tardy arrival in class or early departure without advance notice will result in a reduction of participation points.

**Grading Policy**

Grading will be based upon the assignments outlined above. Although grades on the assignments described above will be the primary means of grade assessment, improvement throughout the semester will be very important in terms of the final grade. A grade based on the total points earned out of the thousand points possible will be assigned based on the chart provided below. However, if significant improvement occurs throughout the course this fact will be taken into account.

Grade	Total Points Earned
A	930-1,000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

**Written assignments:** In this course, as in the world outside of academia, the quality and professionalism of the language and presentation of written and presented work will count. Papers with substantial grammar, spelling, or word-choice errors will suffer. The level of formality of writing and presentation should be academically appropriate and slang or vernacular expressions are to be avoided. Students for whom English is a second language or who require accommodation based on documented need should see the instructor. **All students are encouraged to submit draft work for review and comment whenever time allows. Writing will be graded using the SNC Common Writing Rubric.**

**Late assignments:** Barring special arrangements, late assignments will incur a 10% late penalty per day. Contributions to group projects may be reassigned, with all credit opportunity lost.

**Individual and group projects and assignments** will be graded according to schemes provided for each assignment. Numerical scores on individual assignments or grade elements will be based on the degree to which the student has satisfied the assignment's requirements and demonstrated mastery of the material covered.

**Sanctions for Cheating and/or Plagiarism - The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for

maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

**Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3<sup>rd</sup> Offense: Student is expelled.

**Disclaimer** - If any part of this syllabus violates Sierra Nevada College policy or any other governing policy, that policy will take precedence.

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**COURSE OUTLINE**

SUBJECT TO CHANGE – PLEASE CHECK MOODLE ON A REGULAR BASIS

<b>Class</b>	<b>Date</b>	<b>Description</b>	<b>Shared In-Class Assignments</b>	<b>Homework Assignment (Due the Following Class)</b>
Class 1	8/17	Class meets: Group Orientation/Activities		Print “self-representation” photos
Class 2	8/19	Intro to Class Topic Introduce Syllabus, structure of the class	Self-representation project Observation Project	“Accessible Icon” reading response
Class 3	8/24	Content day	BSSE test Logo Design project	Political Cartoon Reading
Class 4	8/26	Content Day-	Political Cartoon Project	Comics Reading response
Class 5	8/31	Information Literacy Visual Literacy		
Class 6	9/2	Content Day	Comics Project	Infographics reading response
	9/7	No Class: Labor Day		
Class 7	9/9	Content Day	Infographics Project	
Class 8	9/14	Introduce Community Partners		

Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 9	9/16	Discuss Problem Solving/Innovation as it relates to their community partner: Brainstorming, team building (Groups Selected & Given task)		
Class 10	9/21	Content Day	"Chasing Ice" – envisioning information	
Class 11	9/23	Team Contracts		Map reading response
Class 12	9/28	Content Day	Map Project	
Class 13	9/30	Interviewing Techniques		Analogies reading response
Class 14	10/5	Content Day	Analogy in-class project	
Class 15	10/7	Information Literacy		
Class 16	10/12	Content Day	Review in-progress presentations	
Class 17	10/14	Student Mock In-class Presentations		
Class 18	10/19	Students Present to Providers (midterm)		
Class 19	10/21	Poster Seminar		

Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 20	10/26	Introduce Class Project		
Class 21	10/28	First Poster Draft Due & Review		
Class 22	11/2	Class Project Building		
Class 23	11/4	Final Poster Due & Mock practice of poster pitch		
Class 24	11/9	Inter-class/Campus Poster Presentation		
	11/11	Veterans Day No Class		
Class 25	11/16	Class Project Building		
Class 26	11/18	Class Project Building		
Class 27	11/23	Class Project Execute		
	11/24-28	No Class Thanksgiving Week		
Class 28	11/30	Prepare Class Reflection		
Class 29	12/2	Finish Class Reflection		
Class 30	TBA	Class Project Symposium		