

Course Code & No. - Section:	CORE101 – Section 4
Course Title (Credits):	SNC Freshman Experience (3) / Visual Literacy
Term & Year:	Spring / 2015
Course Ref. No. (CRN):	10076
Instructor:	Mary Kenny
Email:	mkenny@sierranevada.edu
Office:	HMAC Second Floor
Office Hours:	
Class Meeting Time:	MW 9:00AM – 11:15AM
Location:	TCES 215
Prerequisites:	None
Corequisites:	None

Instructors' Profiles:**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 is 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 to engage entering students while developing the critical skills necessary for a successful and stimulating college career. The learning objectives of the course will develop the abilities central to active, engaged learning. Those abilities include critical thinking, problem-solving, creativity/ innovation, oral communication, teamwork, peer critique, self-reflection, higher-order questioning, and active discussion.

Topic Description

Human beings are very visual creatures, and the visual component of communication can often overwhelm its 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, diagrams, infographics, illustrations, presentations, and video. 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.

This course will explore the way we see, interpret and create images. It provides a foundation for the practice and understanding of the visual arts – art, film, television, digital media, advertising, and related media issues. Through a series of interdisciplinary readings, lectures and projects we will explore the contemporary and historical visual culture.

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

MODULE 1	
Innovative Idea PechaKucha 3/2	150
Interview Classmate	
<ul style="list-style-type: none"> • Practice PechaKucha Presentation with 5 images from classmate interview • Newspaper Images 	
Module 1 Total	
MODULE 2	
Community Challenge Presentation 4/13	150
Community Challenge Poster Presentation (Final) Tues 5/11 8:00-11:00	100
In-class activities	
Out-of-class activities(Shred the Love) 4/11 Sugar Bowl Video	100
Module 3 Total	250
Poster Presentation	
Attendance	290
Content Days points	
In-class activities 20 points	100
Out-of-class activities 20 points	100

Innovative Idea PechaKucha: 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 Presentation: Students are introduced to a challenge posed by the leader of a local community organization in an area that is related to the class topic. Students will work in a 5-6 person team to research the problem and develop potential solutions to this challenge. Students are expected to do field research and interviews as well as academic research. Teams will present their solutions to the class and the community leader for feedback. Presentations will include a PowerPoint or Prezi that follows principles of visual literacy. (Outcome 1, 2, 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)

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. An example 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)

Integrative Thinking Prototyping: (Outcome 6)

Networking Event Challenge: (Outcome 2)

Info Literacy Challenge: (Outcome 4)

Peer Feedback Exercises: (Outcome 7)

National Assessments: (Outcome 6)

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 Prezi Draft: (Outcome 3)

Innovation Challenge Write Up: (Outcome 6)

Innovation Challenge Source Check: (Outcome 4)

Integrative Thinking Challenge Source Check: (Outcome 4)

Integrative Thinking Poster Draft: (Outcome 3)

Networking Event Symbol Design: (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. Therefore, it is essential and expected that all students will have completed 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. Not all material appearing in the textbook(s) may be covered in class or in assignments but all such material is eligible for inclusion in the mid-term or final exams. Individual and group assignments, case discussions and other in-class and out-of-class activities will provide students with an opportunity to enhance their understanding of concepts and their implications, and to learn how to apply these concepts to real-life situations. Students requiring additional help with course material are encouraged to contact the instructor.

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 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.

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.

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. Papers will be graded using the SNC Common Writing Rubric (also posted on Moodle).**

Late assignments: Unless special arrangements are made to the contrary, late assignments will incur a 10% late penalty per day.

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.

1st 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.

2nd 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.

3rd 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.

COURSE OUTLINE

SUBJECT TO CHANGE – PLEASE CHECK MOODLE ON A REGULAR BASIS

Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 0	1/19	MLK Day-School Closed		
Class 1	1/21	Intro to Class, Intro to Topic Review Syllabus		Gather 5 images that visually communicate information gathered from interview.
Class 2	1/26	Prezi Introduction & Invite Intro to Innovative Challenge - Brainstorming IC	Interview Classmate What is a Pecha Kucha? Choosing images and telling a story for first Pecha Kucha.	Gather 5 images that visually communicate information gathered from interview. 5 IC Ideas
Class 3	1/28	Info Literacy Challenge Presented by Betts Merkle Presentations of Classmate Interview (practice Pecha Kucha) Ideas due!	Info Literacy CRAAP Test Challenge	Preliminary Information Research on 5 IC Ideas
Class 4	2/2	Field Research Preparation - Interview Etiquette, etc. What is a problem statement? Introduce Canvas		Problem Statement for IC Idea Annotated Bibliography for IC Idea
Class 5	2/4	B4BC Proposal for SGA support for Shred the Love Event		
Class 6	2/9	Field Research In Class and Individual Project Consultations		Complete at least 5 interviews Notes from the Field Posters

Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 7	2/11	Notes from the field w/ Group Twitchy Brainstorming. Intro to MVP, Peer Feedback		Who, What, Where, When, Why Solution & Value Proposition Revised canvas
Class 8	2/16	Guest Speaker – Curt Sterner		
Class 9	2/18	Oral Communication, Storytelling, Presentation Skills		First draft Pecha Kucha for Innovative Challenge Idea
Class 10	2/23	Visual Literacy joint lesson followed by workshops of presentation drafts and oral communication prep	Visual Literacy Presentation and Presentation Refinement	
Class 11	2/25	Pecha Kucha Practice Presentations		Finalize PechaKucha
Class 12	3/2	PRESENTATION DAY: PechaKucha presentation of Innovation Challenge	PechaKucha Presentation	
Class 13	3/4	Team Creation Team Contracts, preliminary information research		Team Contract Development. Signed contract
Class 14	3/9	Using Team Contracts, Information Research		Problem Statement Annotated Bibliography (must apply CRAAP test to each resource)
Class 15	3/11	Prep for Field Research with project consultations		
	3/16-3/20	Spring Break-Campus Closed		

Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 16	3/23	Content Day		Notes from the Field Presentations
Class 17	3/25	Notes from the field/twitchy brainstorming		Who, What, Where, When, Why Solution Value Proposition Peer Assessment
Class 18	3/30	Content Day		
Class 19	4/1	Solution for Peer Feedback and Individual Project Consultations		Powerpoint/Prezi Presentation 1st Draft
Class 20	4/6	Content Day		
Class 21	4/8	Presentation Draft Day		Final presentations
Class 22	4/13	PRESENTATION DAY: Presenting to Outside Consultants	Presentations to Curt Sterner/ B4BC	Revise canvas based on feedback from community partners Read Chapter 8 Deconstructing Travel and answer discussion questions
Class 23	4/15	RECAP from Shred the Love		
Class 24	4/20	Solution Refinement Feedback		Draft canvas poster Read Chapter 9 Deconstructing Travel and answer discussion questions
Class 25	4/22	Solution Execution		

Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 26	4/27	Solution Execution		
Class 27	4/29	Solution Execution		
Class 28	5/4	Practice poster presentation		
Final	Tues 5/11 8:00- 11:00	Symposium	Poster Presentations	Poster Presentation Day