

COURSE IDENTIFICATION**Course Title:** Foundations Visual Literacy**Description and Prerequisites**

We live in a world filled with visual images of every kind imaginable. This course will provide students with the knowledge and experience necessary to understanding, creating, analyzing, evaluating, and interpreting visual imagery. Students will engage with print and online imagery as well as visiting art museums and creating their own visual images. They will also curate a collection of images that comprises their course project, along with writing visual criticism, and actively participating in hands-on class activities.

This course is open to all students. No pre-requisites.

Textbooks and Required Materials

Students will create a curated collection of images, which will require materials of their own choice such as a large binder with page protectors, a scrapbook, or other storage and presentation method.

A digital camera is required, along with a computer to which the images can be uploaded.

Students must also have drawing pencils.

Readings will be provided through Course Reserve.

COURSE OUTCOMES & OBJECTIVES

Outcomes	Objectives
Knowledge: What students should know	
Understand the history, current issues, and direction of the artistic discipline	Students will learn about visual images in historical and contemporary contexts.
Place works in the historical, cultural, and stylistic contexts of the artistic discipline	Students will identify the historical, cultural, and stylistic context of visual images.
Use the technology and equipment of the artistic discipline	Students will utilize technology and equipment to create their own visual imagery.
Skills: What students should be able to do	
Use the elements and principles of art to create artworks in the artistic discipline	Students will learn about the elements and principles of art in order to create works of art at a beginning level.

Create artwork that demonstrates perceptual acuity, conceptual understanding, and technical skill	Students will demonstrate increasing perceptual acuity, conceptual understanding, and technical skill through the creation of their artworks.
Analyze and evaluate works of art in the artistic discipline	Students will engage in evaluation and analysis of visual images.
Synthesis: How students will combine knowledge and skill to demonstrate learning	
Produce artworks demonstrating technical skill and disciplinary knowledge	Students will produce artworks demonstrating increased technical skill and knowledge of visual imaging.
Use knowledge of art and disciplinary vocabulary to analyze artworks	Students will participate in critique of their own images and those of their peers. They will also analyze and evaluate the work of professional artists, advertisers, and filmmakers.
Participate in critiques of own work and work of others	

CLASS SCHEDULE

Week	Topic	Lesson	Assignment
1	What is Visual Literacy?	Lecture: Images are Everywhere! Becoming an informed consumer of images	Begin your Big Book of Images. Try to collect 10 items for your Book by next week.
2	The Interpretive Embrace	Lecture: the dynamic relationship between the image producer, the image, and the viewer.	Collect at least 10 more images for your Big Book.
3	Static Content	The elements and principles of art and design.	Find, draw, or photograph one image each for the elements and principles of art and design (see attached list). These can be included in your Big Book.
4	Dynamic Content	Learning to identify the message or meaning of the subject	Scan the internet to find one image that says “dynamic” to you. Copy and embed this image in a Word doc. Write a paragraph explaining why the image is a good example of dynamic content.
5	Evaluating the Image	Recognizing the elements of the image that affect your perception	Find at least 5 advertisements to add to your Big Book. Bring these to class for analysis.

6	Identifying Techniques	Lecture: Advertising 101—how images influence your behavior. Students will share the advertisements they collected and the instructor will project these using a document camera and lead the class in analyzing them.	Choose one television commercial and complete a summary and analysis paper according to the provided guidelines
7	Image Analysis	Lecture: synthesizing what we've learned over the past weeks, the instructor will provide students will concrete guidelines for understanding and analyzing visual images. Hands-on activities using image analysis	Prepare your Big Book for presentation in class next week. Remember, neatness, creativity, and presentation DO count!
8	Mid-Term	Bring your Big Book of Images to class and share what you've collected so far.	No assignment
9	Creating images Part 1--Photography	Bring a camera and your computer to class, along with a photo you've taken in the past that you think was good enough to share with your classmates. We'll be going outside and taking some photos, along the lines of a scavenger hunt.	Process your images and create a PowerPoint presentation to share with your classmates. Post the PowerPoint to Canvas before the first day of class next week.
10	Creating images Part 2—drawing and painting	Read Aloud: <i>The Dot</i> and <i>Ish</i> by Peter Reynolds. Discuss the historical and cultural significance of drawing and painting. Draw the still life provided by your instructor.	After class, continue working on your still life on your own. (You may wish to take a photo of the items in the class room if you're not done with them yet.) Finalize the drawing by next week and be prepared to share it with your classmates.
11	Creating images Part 3—digital imaging	Bring your computer to class. Demonstration of basic digital imaging using MS Office and Photoshop.	Create at least two digital images with your computer to add to your Big Book of Images. Post the two images to Canvas.
12	Visual Criticism Part 1—Field Trip 1	Field Trip to the campus art museum/gallery. Instructor will lead a tour and students will engage in group criticism of various works of art.	Choose a work of visual art—it can be anything for which you can find a high-quality image online. Copy the work into a Word document. (Be sure to cite your source!) Write a

			critical analysis of the work. You may NOT consult outside sources regarding the work—the analysis must be entirely your own.
13	Visual Criticism Part 2—Field Trip 2	Field Trip to civic art museum, with an overview of the collection conducted by instructor. Students will be allowed time to tour the collection on their own. Select one work and write notes so that you can do a critical analysis of the work after you leave the museum.	Write your critical analysis of the work of art you chose at the civic museum. As with last week’s assignment, you may NOT consult any outside sources of information about the work—the ideas expressed in your paper must be entirely your own.
14	Visual Criticism Part 3—Film	Students will view the film <i>Groundhog Day</i> (1993, Bill Murray) and will apply their knowledge of visual criticism to the viewing experience, especially looking for examples of subtext.	Prepare Big Book of Images for final submission.
15	Final	Final exam: Visual Literacy, Arts Experience, and Visual Criticism	n/a

ASSIGNMENT & ASSESSMENTS

Assignment	Point Value
Course Project: My Big Book of Images	40 points (10 points at mid-term and 30 points at finals)
Writing Assignments (4)	20 (5 points each)
Creative Projects(3)	30 (10 points each)
Participation in Critique	10 points
Total	100 points possible

Attachments-1

Written directions for assignments

Course Project: The Big Book of Images

- You will constantly search for and create images throughout this course. You will assemble a collection in book form using whatever means you choose (scrapbook, portfolio, binder with plastic sleeves...)
- You must have no fewer than 50 images and no more than 200
- Presentation is important
- The Big Book will be checked at mid-term and turned in at finals
- At least 20% (but no more than 60%) of the images must be created by YOU
- Images can be cut from magazines, those you find on the internet and print out (please use a high-quality printer and better-than-average paper), or photocopied/scanned from other sources. You can photograph an image you find out in the wide world and include the photo [Note that this does NOT count as YOUR work—you're merely documenting someone else's images (with all due respect to Sherrie Levine).]

Writing Assignments

General guidelines: all written assignments must follow the formatting guidelines in the course syllabus. It is expected that all written work at the college level will utilize correct English, include correct citations for all sources, and be written in a scholarly "writer's voice." Text-speak such as OMG, LOL, and other colloquialisms are strictly forbidden.

"Dynamic": Scan the internet to find one image that says "dynamic" to you. Copy and embed this image in a Word doc. Write a paragraph explaining why the image is a good example of dynamic content. (Length: 100-200 words)

TV Commercial: choose one television commercial. Write a brief summary and description of the ad, being certain to identify the product and the specific advertising technique utilized. Write an analysis of the ad according to the criteria presented in class. (300 words)

Visual Criticism 1—Online Artwork: Choose a work of visual art—it can be anything for which you can find a high-quality image online. Copy the work into a Word document. (Be sure to cite your source!) Write a critical analysis of the work using the guidelines presented in class. You may NOT consult outside sources regarding the work—the analysis must be entirely your own. (300 words)

Visual Criticism 2—Work in a Museum: Write your critical analysis of the work of art you chose at the civic museum, using the guidelines presented in class. You may NOT consult any outside sources of information about the work—the ideas expressed in your paper must be entirely your own. (300 words)

Creative Projects

Photo Scavenger Hunt: Photograph the list of people, places, and things that the instructor will provide to you in class. (This list is intentionally not shared with students until the day of the

Photo Scavenger Hunt. After class, upload and process your images, selecting your best shots of each item and uploading them into a PowerPoint presentation. Post your presentation to Canvas.

Still Life Drawing: You will draw a still life arrangement during class. You may choose to photograph the arrangement so that you can continue working on your drawing after class is over. Prepare the drawing for presentation to the class. You may add color with paint or other art media if you wish.

Digital Imagery: Create at least two digital images with your computer. These must be your own creative work, not clip art or the work of others that you found online. Post your two best images to Canvas, then print out these images using a high-quality printer and better-than-average paper and add them to your Big Book.