

Course Title	Visual Storytelling
Description and Prerequisites	<p>Students will be introduced to the basic components of telling stories visually, using digital illustration, typography and layout, photography, and videography in order to create and present print and multimedia stories. This course involves theoretical knowledge gained through a reading-intensive focus along with practical application as students create two major projects during the semester.</p> <p>This course is applicable to students in the Visual Arts and in Communication Studies, since both disciplines involve storytelling through visual imagery.</p>
Textbooks and Required Materials	<p>Computer meeting University specifications, Adobe Creative Suite (CS6 or higher), digital camera, video camera (may use a single camera if it is capable of taking both still and moving images), external hard drive or memory device</p> <p><i>White Space is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design</i> by Rebecca Hagen & Kim Golombisky [2nd Edition / ISBN 0240824148]</p> <p><i>Visual Storytelling</i> by R. Klanten. [1st edition, 2011, ISBN-10: 3899553756]</p> <p><i>If It's Purple, Someone's Gonna Die: The power of color in visual storytelling</i>, by Patti Bellantoni [2005, ISBN-10: 0240806883]</p>
Outcomes and Objectives	
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Knowledge: What students should know	
Understand the history, current issues, and direction of the artistic discipline	Students will learn about the theory and application of visual storytelling, including literary tropes, color psychology, imaging technologies, and software applications.
Place works in the historical, cultural, and stylistic contexts of the artistic discipline	Students will identify the historical, cultural, and stylistic contexts of visual storytelling.
Use the technology and equipment of the artistic discipline	Students will utilize technology and equipment to create their own visual stories, including photography, graphic design, print layouts, videography, and multimedia presentation.
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 tell visual stories in print and multimedia formats.

Create artwork that demonstrates perceptual acuity, conceptual understanding, and technical skill	Students will demonstrate increasing perceptual acuity, conceptual understanding, and technical skill through the telling of visual stories.
Analyze and evaluate works of art in the artistic discipline	Students will engage in evaluation and analysis of visual stories
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 visual stories and those of their peers.
Participate in critiques of own work and work of others	

Class Schedule

Week	Topic/Lesson	Assignment (to be completed by the following week)
1	The Power of Stories and Visual Language Why do we watch? (And watch again?) Why are stories compelling?	Read Hagen Ch 1-7 (p 1-112)
2	Basics of print layouts: discuss Hagen Ch 1-7 Getting to know Adobe Illustrator	Read Klanten p 8-23 (Visual Storyteller)
3	Principles of layouts and typography Selecting your print story	Read Hagen Ch 8-10 (p 113-176) Choose the nonfiction story you intend to use for your Print Project
4	Illustration and Infographics	Read Klanten p 64-111 (Visual Stories and Breaking News) Begin planning the layout of your story. Include space for five photographs and two infographics
5	Photographs: creating your own, using stock images, finding historical images	Read Klanten p 112-179 (Science and Geography) Collect images for your Print Project: two of your own photos, two stock images, one historical image
6	Work on Print Projects	Read Klanten p 180-251 (The Modern World and Sports) Work on Print Projects (draft due next week)

7	Meet with instructor for individual critique of Print Project drafts (appointments to be set during Wk 6)	Work on Print Projects—no reading this week Edit Print Projects for presentation
8	Mid-term: Print Project due Presentation and Group Critique	Read Hagen Ch 11-12 (p 177-212)
9	Storyboarding and Multimedia Concepts Tropes: in class, investigate the website http://tvtropes.org/pmwiki/pmwiki.php/Main/Plots Choose one of these tropes as the basis for your Multimedia Project.	Read Hagen Ch 13-15 (p 213-262) Read Bellantoni Ch 1 and 2 (p 1-80) Begin sketching out the idea for your multimedia project, based on the trope you selected in class
10	Storyboarding II: work on developing your storyboard for your Multimedia Project—clarity, space, tone, shape, mood, action/motion	Read Bellantoni Ch 3 and 4 (p 81-158)
11	Videography Basics: how to use a video camera to gather visual information—camera shots and angles	Read Bellantoni Ch 5 and 6 (p 159-216)
12	Discuss: now that you’ve completed reading Bellantoni, how has your perception of color in visual media changed? How can you use this knowledge to strengthen your visual storytelling?	Work on Multimedia Project
13	Film editing: cuts, beats, , rhythm (alternation, repetition, tempo, contrast, pattern)	Work on Multimedia Project—first draft due Wk 14
14	Meet with instructor for individual critique (appointments to be set during Wk 13)	Edit Draft of Multimedia Project
15	Final: Project Presentations to peers and group critique	n/a

Assignments and Assessments

Assignments	Weight
Reading Response Reports	20
Class Participation	20
Print Project	30
Multimedia Project	30
Total	100

Instructor Policies	
Class participation and Expectations	<p>I expect you to attend every class. You are responsible for completing all of the required assignments. I expect all students to participate in class discussions, contributing ideas and perspectives on topics or art. All your work should incorporate aspects or issues addressed in class in relation to your personal or professional interests.</p> <p>You are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that everyone has an opportunity to gain from time spent in class, unless otherwise approved by the instructor, you are prohibited from using cellular phones or beepers, checking your email or surfing the internet, updating your social networking sites, eating or drinking in class, making offensive remarks, reading newspapers or magazines, sleeping or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class, which will be counted as an unexcused absence.</p>
Attendance Policy	<p>Attendance is mandatory. Much of the content of this class occurs in class. Part of the student's responsibility in this class is to share his/her thoughts, views and perspectives on issues and readings with classmates, no matter how rough or refined. This is not possible if the student is not present in class.</p> <p>Therefore, whether absences are excused or unexcused, they will have a decided impact on the student's final grade. After three absences, every additional absence will lower the final grade for the course by one letter grade. In addition, any combination of three tardies or instances of leaving early will count as one absence. Students may want to reconsider taking this section if extenuating circumstances hinder regular class attendance. If a student needs to be excused from class for religious reasons or due to university-sponsored activities, official policy asks that he/she provide a written note prior to the absence and make up the work (see below).</p> <p>In case of an illness that will require absence from class for more than one week, the student should notify his or her graduate advisor and the instructor. In case of class absences because of a brief illness, the student should inform the instructor.</p>
Late Work/Make-Up Work Policy	<p>Students may write a 2-page précis on the day's assigned readings in order to make up for discussions missed due to absences, but only for the first three absences. NO extra credit will be given to make up for excess absences.</p>

	Late work may be subject to a penalty of 10% deducted from the assignment's value per day the work is late, unless the student provides proof of an acceptable mitigating circumstance: serious illness, death of a family member, or other circumstance if approved by the instructor.
Grading	A = Excellent (100-90%) B = Above Average (89-80%) C = Average (79-70%) D = Inferior (69-60%) [passing but not necessarily satisfying degree requirements] F = Failure (59% or below)
University and Departmental Policies	Individual institutions will insert their own static content here, including policies on: Academic Misconduct/Plagiarism, Accommodations/Disabilities, Drop/Add, Campus Emergencies, Incomplete Grade Policies, Health and Safety, Course Content, Schedule Changes, etc...
Student Resources	
Document Formatting	<p>All written materials and assignments must be typewritten or word-processed utilizing the following format. Except for the journal and/or sketchbook, NO handwritten papers will be accepted.</p> <ul style="list-style-type: none"> • 1-inch margins • Times New Roman, size 12 • Double spaced • Heading: your full name, the date, and the assignment title at the top of the first page • Correct use of citations, if applicable • Included illustrations, if any, must be located at the <u>end</u> of the document (not in line with text), accompanied by correct <u>citations</u>, and DO NOT count towards total page length of the assignment. <p>EVERYTHING that is not your own work, words, or ideas must be CITED correctly.</p> <p>If you include any images in your written work, lessons, or presentations, you must cite them.</p> <p>APA format for citing works of art: Format: Artist (last name, first name), artist's role (in parentheses i.e. Artist, Architect), title, the work type, in brackets [Painting, Cathedral, Chair], country of origin or city, and state, and repository. Include URL</p>

	<p>or other identifying material about source, if needed.</p> <p>Example: Cattelan, Maurizio. (Artist). (1997). <i>Novecento (Twentieth Century)</i>. [mixed media]. Sydney: Museum of Contemporary Art. Retrieved May 2, 2009 from http://www.bos2008.com/app/biennale/artist/61</p> <p>To find the correct way of citing other materials according to APA format, see http://owl.english.purdue.edu/owl/resource/560/01/</p> <p>Wikipedia is NOT an acceptable source in scholarly research or writing. Do not use it. Do not cite it.</p>
<p>Critique Guidelines</p>	<ol style="list-style-type: none"> 1. Comments should address the product, not the person. 2. Every evaluative statement should be accompanied by a rationale. “[aspect of the work] was [good/bad/other value judgment] because [rationale or criterion]” 3. Use disciplinary vocabulary whenever possible. 4. Lead with a positive statement before offering a negative criticism. “I liked ___ because ____, but I don’t think that your ____ was as successful because ____.” <p>Critique is among the most important activities in a creative class, so your attention should remain undivided. Absolutely, positively no cell phones or other electronic devices may be used during critique. Electronics must be powered off, unless you have a unique personal reason for which you have sought prior approval by the instructor.</p>
<p>Assignment Directions</p>	
<p>Reading Response Report</p> <ul style="list-style-type: none"> • This is a reading-intensive class. To keep you honest, you’ll need to complete a Reading Response Report (RRR) each week there’s a reading assignment. This form will be provided to you on Blackboard, so that you can complete your responses on the computer. You will hand in your RRR at the end of each class week, so that you can refer to it during the week’s discussions. • For each of the reading assignments, you must: <ul style="list-style-type: none"> ○ Summarize the <u>main idea</u> of each chapter or section in 100 words or less. ○ Identify the idea, quote, or statement you found to be the <u>most impactful and why</u> you found it to be significant ○ Formulate at least <u>two open-ended questions</u> to ask during class discussion ○ Provide your <u>reaction or opinion</u> regarding the text. 	

Print Project (due at Mid-Term)

- Must use a layout that supports the story
- Length 2-5 pages
- Features a nonfiction story
- Includes five photographs and two infographics
- Demonstrates skill and knowledge of visual storytelling

Multimedia Project (Due Finals Week)

- Presents a fiction or nonfiction story based on one of the identified tropes
- Length = 5-10 minutes (strictly enforced!)
- Uses videography or a combination of still and video imagery
- Demonstrates skill and knowledge of visual storytelling