Auburn University Syllabus

1.   **Course Number:**   EDMD 7020
     Course Title: Principles of Graphic Design for Instruction
     Credit Hours: 3 semester hours
     Professor: Dr. Sara Wolf
                             Office: 4066 Haley Center, mailbox: 4036 Haley Center
                             Email: wolfsa1@auburn.edu
                             Office Hours: Mon, Thur (2:30 – 4:00 pm) by appointment

2.   **Date Syllabus Prepared:**   December, 2013

3.   **Texts:**   American Psychological Association. (2009). *The publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (Required)
     Lecarme, O., & Delvare, K. (2013). *The book of GIMP: A complete guide to nearly everything*. San Francisco, CA: No Starch Press.
     Lohr, L. (2008). *Creating graphics for learning and performance: Lessons in visual literacy* (2nd ed.). Upper Saddle River, NJ: Pearson. (Required)
     Bah, T. (2011). *Inkscape: Guide to a vector drawing program* (4th ed.). Upper Saddle River, NJ: Pearson.

     Other Materials & Readings:
     - The Inkscape text is available through Amazon or other online bookseller, the AU Bookstore, or online at http://tavmjong.free.fr/INKSCAPE/MANUAL/html/
     - The GIMP text is available through Amazon or other online bookseller, the AU Bookstore, or an alternate online version is available at: http://docs.gimp.org/2.8/en/
     - GIMP Software is available for free download from: http://www.gimp.org/downloads/
     - Inkscape Software is available for free download from: http://inkscape.org/en/
     - Inspiration software is available for a 30-day free trial version from: http://www.inspiration.com/Inspiration
       If you wish to purchase this software, you can find it for a very reasonable price at: http://www.academicsuperstore.com/products/Inspiration+Software?qk_srch=inspiration

4.   **Course Description:**
     Principles of graphic design and visual literacy to facilitate the presentation of information. Criteria for graphics utilization examined.

5.   **Course Objectives:**
     Upon completion of this course, students will be able to demonstrate a knowledge and ability to:
     A. **Analyze** existing images for strengths, weaknesses, and applicability to specific target audiences.
     B. Apply the principles of Selection, Organization, and Integration to **create** instructional and/or performance support images.
     C. Apply the concepts of contrast, repetition, alignment, and proximity to **create** instructional and/or performance support images.
     D. **Evaluate** images for specific strengths and weaknesses in their ability to support instruction and/or performance.

6. Course Content:

Week/Date	Topic	Reading	Assignment(s) **Due**
Jan 08	Introduction to course & Canvas; PowerPoint/Clip-art Demo		
Jan 15	Getting Started; Inspiration, SnagIt Demo	Lohr Ch. 2	Bring Sample Images; Confirm GIMP & Inkscape Installation on personal computer(s)
Jan 22	Visual Literacy; Inkscape Demo	Lohr Ch. 1	
Jan 29	Visuals & Learning; GIMP Demo	Lohr Ch. 3	
Feb 05	Principles, Actions & Tools	Lohr Ch. 4	
Feb 12			Reading Examination #1
Feb 19	Selection Principle	Lohr Ch. 5	Image Analysis Project Due
Feb 26	Organization Principle	Lohr Ch. 6	
Mar 05	Integration Principle	Lohr Ch. 7	
Mar 12	**Spring Break**		
Mar 19	Contrast, Alignment, Repetition, & Proximity	Lohr Ch. 8	Reading Examination #2
Mar 26	Type & Typography	Lohr Ch. 9	
Apr 02	Shape	Lohr Ch. 10	Image Creation Project Due
Apr 09	Color, Depth & Space	Lohr Ch. 11	
Apr 16	Project Development		
Apr 23	Image Evaluation Project		Reading Examination #3 Final Project Due

7. Course Requirements:

Specific details for each assignment will be provided in class and in separate documentation via Canvas.

- Each student will participate in class discussions, both online and in face-to-face environments
- Each student will complete an **Image Analysis Portfolio** – 5 images & justifications. Within a specific subject area of expertise, students will select examples of the 5 types of visuals and classify them as either "instructional" or "performance support." Each image will be analyzed according to its intended audience/user, strengths, weaknesses and potential use within the instructional or performance support areas.
- Each student will complete an **Image Creation Portfolio** – 6 images & justifications. Within a specific subject area of expertise, students will create 6 images that could be used by them within the next academic year for either instructional or performance support purposes. These images should be from at least 4 of the visual types, and include a justification that addresses how the principles of Selection, Organization, and Integration were addressed to meet the intended need or use of the image. Justifications should also address the intended audience as well as the specific reasons (referencing appropriate theoretical constructs presented in class and the text) that the visual is appropriately designed. Students should also provide a short narrative that describes how the image is intended to be used as an instructional or performance support image.
  Alternatively, students may elect to create a cohesive project that includes appropriate instructional or performance support images (minimum of 6 images). Appropriate projects could take the form of infographics, complete instructional units of content, or similar projects.

The specific project and format MUST be approved by Dr. Wolf prior to commencing work on it to ensure that the scope of the project is commensurate with the requirements of the course. These images should be from at least 4 of the visual types, and include a project-based justification for the use of each image. Justifications should address how the principles of Selection, Organization, and Integration were addressed to meet the intended need specific to the project as a whole. Justifications should also address how the project as a whole addresses specific instructional or performance support needs for a specific target audience.

- Each student will complete an **Image Evaluation Portfolio** – 4 images & justifications (Final Project). Students will provide a focused, specific critique and evaluation for at least 4 images of their classmates. Critiques should include an assessment about the application of the principals and actions presented in class, as well as specific recommendations for improvement of the images. The final portion of this project is a revision of 2 images that takes into account the specific recommendations made for that image.

8. **Assessment:**
   The final grade for the course will be based on a ratio of the points earned by the students to the total number of points offered during the semester.

Image Analysis Portfolio	25 pts
Image Creation Portfolio	25 pts
Image Evaluation Portfolio	35 pts
Reading Examinations	45 pts
Total:	*130 pts*

   The following grading scale will be used in assigning final letter grades for the course:

   90-100% (117 pts) .... A
   80-89.9% (104 pts) .... B
   70-79.9% (91 pts) C
   60-69.9% (78 pts) .... D
   Below 60% (<78 pts)........... F

   All assignments are due at the beginning of class meetings. Online discussions are due according to the assignment sheet provided in the Canvas site. Any assignment presented or turned in late will be penalized 10% for each calendar day it is late. Late assignments presented or turned in late after two calendar days will not be accepted and will receive a grade of 0.

9. **Class Policy Statements:**

Special notes:
- Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
- Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.
- Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university

(TigerMail) accounts or via the Canvas message option. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

Assignment Submission:

1. Assignments should be submitted according to the submission guidelines that can be found on each assignment's assignment page. In general, electronic copies of work will be submitted to Canvas in a single document, and hard copies will be submitted in class for evaluation and record-keeping purposes. However, students should be sure to follow any specific directions that are provided at the assignment level when there are submission format questions.
2. Assignments are due at the beginning of the class period noted. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the schedule.
3. Due to the potential incompatibility of word processing and other software programs and formats, absolutely no work for the course will be accepted a an e-mail and/or as an e-mail attachment or on a disk, unless specifically indicated differently by the instructor. All graded work must be printed off by the student and submitted to the instructor in hard copy format.

Data Maintenance:

- It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Removable media such as "flash" drives as well as free online storage space such as dropbox (http://dropbox.com) should be used as additional backup options. Failure to submit assignments due to data loss is not an acceptable excuse.
- Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.
- The instructor may request to see a student's disk and backup copies of electronic files at any time during the semester in order to assess progress.

Attendance Policy

- **Students who are absent for "excused" reasons (please see the Tiger Cub for specific information regarding excused absences) must provide the instructor with appropriate documentation within one (1) week from the date of the absence.** Since this is a class that meets once per week, that means that the documentation must be provided to the instructor **no later than the end of the class session following the date of the absence.** If the reason for the absence is such that this is not possible, it is the student's responsibility to communicate with the instructor and make other arrangements.
- If a student has "perfect attendance" (zero absences – for any reason – from scheduled class meetings), 5 bonus points will be added to the final number of total points earned at the end of the semester for that student.

- "Excused" absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be "Unexcused" until and unless the instructor is in possession of the appropriate documentation for that absence.** Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty, subject to sanctions as spelled

out in the Tiger Cub by the Academic Dishonesty Committee. Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.

Participation:
   Participation is important in our classes as most of you are continuing your preparation as graduate students to be teachers, administrators, library media specialists or professionals in other areas relating to the educational process. Seldom do I have to remind you to engage in class activities. While some of you are not as gregarious as others, and some are more apprehensive than others there are few common definitions of participation that I will use when evaluating it for your grade. A good rule of thumb is: "Tush time does not equal participation." Basically, this means that in addition to *appearing* in class each week, you must *contribute in a collegial manner* in order to achieve 'participation' status. To this end,
   Participation in EDMD 7020 is defined as:
   1. Regular, collegial contribution to class discussions (both in class and online):
      a. Providing assistance to classmates for "troubleshooting" purposes
      b. Treating classmates with respect and dignity both during in class activities and online interactions.
      c. Continuing discussions (in class and online) in such a manner that encourages others to participate rather than discouraging them.
   2. Attending to class activities in a professional manner:
      a. Coming to class prepared with materials and any handouts that you might need to complete class activities
      b. Giving guest speakers your full attention
      c. Keeping personal interruptions via cell phone or other forms of electronic communication restricted to break times or before & after class time.
      d. Cooperating with your team member(s) for team projects in a professional way
      e. Paying attention to your peers while they are participating in the class. This is one way of indicating that you respect.
   This list is by no means exhaustive. There are many ways to participate in class and online. It is intended to be a basic list that can be expanded upon by you when appropriate. If you think of an item that you think should be added, please do not hesitate to let me know.

Make-up quizzes and exams:
   - Make-ups will be given only for University approved excuses as outlined in the Tiger Cub (http://www.auburn.edu/student_info/tiger_cub/index.html).
   - Arrangements to take a make-up quiz or an exam must be made in advance, except in cases of dire medical circumstances.
   - Students who miss a quiz or an exam because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class.
   - Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Academic Misconduct:
   - All acts of dishonesty (including, but not limited to: giving or receiving unauthorized assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct.

- Your instructor will provide you with specific directions regarding the permissibility of certain behaviors during the examinations and other assignments within the directions and/or assignment sheets for each activity.
- The University Academic Honesty Code will be followed in the event of academic misconduct.
- Acts of suspected dishonesty in any work will result in a grade of "Pending" (PE) being submitted as the final course grade for all parties involved. This grade will remain in effect until the outcome of Academic Honesty proceedings has been determined.
- See Tiger Cub Student Handbook http://www.auburn.edu/student_info/tiger_cub/index.html for more specific information.
- If, during the course of the semester, you have questions about the permissibility of an action relating to class related assignments or work, be sure to contact your instructor to verify whether what you would like to do is permitted. Failure to contact the instructor assumes that you will bear responsibility for the consequences of your actions.

Computer Security:
- In order to maintain the computers so that they are available for all students as they are needed, the College of Education & the LRC has a *NO Food or Drink* policy. This means that food and drink should not be brought in to the LRC at any time. Students are expected to adhere to this policy.
- Printers in the LRC are networked so that students do not have to pay as they print. However, students should remember that each print job that is executed under their userid will be charged to their bursar bill.
- Only students in the College of Education, or those students enrolled in College of Education courses are permitted to use the computers in the LRC computing center and the LRC classrooms. Under *no* circumstances should students share userids and/or passwords with roommates, classmates, or other Auburn University students. The sharing of userids and passwords is considered to be in violation of the Auburn University computing terms of use, and may result in a revocation of computing privileges.
- Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

Evacuation Policy:
In case of fire or other building evacuation alarm being sounded in an Auburn University building, students and instructors are expected to **immediately leave the building**. In the event of a severe weather alert (e.g. tornado), students and instructors are expected to **immediately leave the classroom and proceed to the nearest safe destination** (to be identified by the instructor during the first week of class) **This is to ensure the safety of all class members.** In case an alarm is sounded during the class meeting period, the following locations will be designated meeting areas for members of EDMD 7000. Students who may require special assistance in the event of a needed evacuation are asked to speak with the instructor after the first class meeting. Arrangements will be made to ensure the safe evacuation of ALL students in the class.
Haley Center Classrooms
- Once the class has left the building according the directions of the instructor, students should proceed to the area in front of the pharmacy building. There are benches there that can be used as a gathering place.
- Students should check in with the instructor so that their safety is noted.
- Students should not leave the immediate area without notifying the instructor.

Building Re-entry
- If the evacuation alarm sounds within the last 30 minutes of a class meeting period, class will be dismissed once all students have checked in with the instructor at the designated meeting area.
- If the alarm sounds with more than 30 minutes of class time remaining, the instructor will notify the students regarding class dismissal once the entire class has checked in at the designated meeting area.
- Bottom Line: Get to safety first and then the instructor will tell you what to do from there.

Accommodations:
- It is the policy of the University and the instructors to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Accessibility Office (844-2096). After initial arrangements are made with that office, contact your professor &/or instructor.

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.