



**IPFW Department of Communication**  
**Journalism Program**  
J210 Visual Communications  
3 credit hours

## **Worth Weller**

**Office:** CM33

**Office Hours:** by Appointment

**Phone:** 260-982-2613 (M-F, 8-5)

**e-mail:** [wellerw@ipfw.edu](mailto:wellerw@ipfw.edu)

### **Course Description:**

J210 Visual Communications is a course that seeks to make students critically aware of visual rhetorics as they encounter them in art, fashion, advertising, academia, pop culture, news, television, merchandising, and music, to name a few areas where our senses are bombarded by a wide array of images in this postmodern, post capitalism culture of the new millennium. The emphasis, however is on digital photography and photojournalism.

**Journalism J210 credits may be applied to the general education requirements.** Among the appropriate learning outcomes for artistic-endeavor courses are:

--becoming familiar with thinking about artistic foundations such as those practiced by the masters of photography;

--applying substantive photographic knowledge;

- evaluating artistic and photographic ideas;
- understanding cultural traditions in photography;
- learning to articulate ideas concerning artistic goals of photography.

### **Course Goals:**

Exploring a wide variety of genres, including still photography, blogs, wikis, web pages, video-sharing and photo sharing platforms and search engines, the course will help students critically analyze and generate visual rhetorics that have an impact on their own lives as well as on the broader culture.

At the end of this course students should be able to:

- Appreciate the historical evolution of visual rhetorics
- Understand the relationships between images and text
- Critically analyze visual images for submerged subtexts and historical and cultural implications
- Produce their own visual rhetorics that convey specific meanings to targeted audiences.
- Use Photoshop (or similar photo enhancement software) to manipulate their own images for clarity and ethical intent

### **Learning Tasks:**

In conjunction with reflecting on and discussing selected readings and web sites, students will:

- View and analyze numerous, professional web photo galleries
- Participate in multiple Blackboard discussions
- Create an image-oriented learning blog
- Create and present a collaborative researched PPT about a famous photographer and the contribution he or she has made to our understanding of visual rhetorics
- Engage in a small-group or individual field project to create and present a visual story

- Engage in a class-wide project to create a web page (wiki) for the class, featuring class photo galleries and other visual projects

**Assessment:**

Discussions	20
Blog	15
Flickr	5
Researched PPT Presentation	20
Visual Story	25
Final exam and end of unit quizzes	15
Total	100

- A (- and +) = 90-100
- B (- and +) = 80-89
- C (- and +) = 70-79

**Textbook:** *Visual Communication: Photography in a Digital Age*, by Ellie Bogue, Cathie Rowand, Aaron Suozzi and Worth Weller. This book is new and is only available at [Follett](#).

**Equipment required:** a 35mm film camera or a digital still camera with resolution of at least 5 megapixels.

**Class policies:**

- Class Participation - This class is driven by the Discussion threads, which account for 20 percent of your grade and are similar to class participation in that they are designed to cause you to talk to one another about the course content.
- The discussions require that you make one detailed response to the topic (linked directly from the appropriate Learning Unit, plus two thoughtful replies to the responses of your peers.

- **Additionally, about half way through each unit that contains discussion threads, I will make some commentary of my own** – in the form of a short podcast (the free downloads if you don't have QuickTime or iTunes are below). You also need to listen to this podcast and make a reply.
- Altogether you must have a total of **four** “posts” (click on the “Create Message” button) to each discussion thread in order to get the maximum number of class participation posts.
- **LATE WORK** – Students who turn in their work late (after the ending date of the applicable unit or where otherwise specified) can expect a deduction of 20 points during the first week it is late and an F after that. There is no late provision for the discussions; they are due, in full (see above), by the end of the relevant Unit. The deadline for your Final Exam and for your Final Cut of your photostory are “drop dead” deadlines.

### Course Calendar:

Unit	Schedule	Topic	Readings	Learning Outcomes	Learning Activities	“Class” Lectures***	Assessment
Unit 1	Four weeks: 8/24 – 9/20	Camera and Photography Basics <ul style="list-style-type: none"> <li>• Focal length</li> <li>• Aperture</li> <li>• Shutter speed</li> <li>• Depth of field</li> <li>• Composition</li> <li>• Light</li> </ul>	Textbook: <ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Chapter 4</li> <li>• Chapter 5</li> </ul> Assigned web readings and YouTube videos	Students will be able to demonstrate understanding of focal length, depth of field, aperture and shutter speed; students will be able to apply the composition and lighting techniques inherent to skillful photography	<ul style="list-style-type: none"> <li>• icebreaker (discussion board)</li> <li>• photo assignments posted to the discussion board</li> </ul>	<ul style="list-style-type: none"> <li>• Camera Basics</li> <li>• Rule of 3</li> <li>• Depth of Field</li> <li>• The Power of Light</li> </ul>	<ul style="list-style-type: none"> <li>• short quizzes</li> <li>• discussion board performance</li> </ul>
Unit 2	Three weeks: 9/21 – 10/11	Photography and the World Wide Web <ul style="list-style-type: none"> <li>• blogs</li> <li>• Flickr</li> <li>• using PPT as a web and photo manipulation tool</li> </ul>	Textbook <ul style="list-style-type: none"> <li>• Chapter 3</li> </ul> Assigned web readings and YouTube videos	Students will be able to produce their own web-based visual rhetorics that convey specific meanings	<ul style="list-style-type: none"> <li>• individual learning blogs</li> <li>• Flickr photo sets</li> </ul>	<ul style="list-style-type: none"> <li>• Using Picasa to enhance photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Blog and Flickr</li> </ul>
Unit 3	Two Weeks: 10/12 – 10/25	Photoshop	Textbook <ul style="list-style-type: none"> <li>• Chapter 2</li> </ul>	Students will be able to manipulate with photographic	<ul style="list-style-type: none"> <li>• Learning blog postings</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Photoshop tools</li> </ul>	<ul style="list-style-type: none"> <li>• Learning blog performance</li> </ul>

Unit	Schedule	Topic	Readings	Learning Outcomes	Learning Activities	“Class” Lectures***	Assessment
			Assigned web readings and YouTube videos	enhancement software their own images ethically and artistically for clarity and intent	<ul style="list-style-type: none"> <li>Classroom discussions</li> </ul>	<ul style="list-style-type: none"> <li>Using Paint-Net</li> </ul>	<ul style="list-style-type: none"> <li>Discussion postings</li> </ul>
Unit 4	Three Weeks: 10/26 – 11/15	Historical and Cultural Traditions	Textbook <ul style="list-style-type: none"> <li>Chapter 9</li> </ul> Assigned web readings and YouTube videos	Students will be able to identify the artistic, political and/or cultural concerns illustrated by the masters of photography	<ul style="list-style-type: none"> <li>PPT presentation</li> <li>Classroom discussions</li> </ul>	<ul style="list-style-type: none"> <li>Brief History</li> <li>Nude photography</li> </ul>	<ul style="list-style-type: none"> <li>Discussion postings</li> <li>Rubric for PPT</li> <li>Learning blog performance</li> </ul>
Unit 5	Three Weeks: 11/16 – 12/6	Photojournalism	Textbook <ul style="list-style-type: none"> <li>Chapter 6</li> <li>Chapter 7</li> </ul>	Students will be able to tell and present a story with photographs	<ul style="list-style-type: none"> <li>Learning blog postings</li> <li>Photostory project for Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Portraits</li> <li>Framing the Story</li> <li>Combat photography</li> </ul>	<ul style="list-style-type: none"> <li>Learning blog performance</li> <li>Discussion postings</li> <li>Rubric for a/v presentation</li> </ul>
Unit 6	One Week: 12/7 – 12/13	Field Ethics	Textbook <ul style="list-style-type: none"> <li>Chapter 8</li> </ul>	Students will be able to interpret some of the cultural concerns and limitations of “photo tourism”	<ul style="list-style-type: none"> <li>Discussion board postings</li> <li>Photostory project (“Final Cut”)</li> </ul>		<ul style="list-style-type: none"> <li>discussion board performance</li> </ul>
Final Exam	12/16			Students will be able to demonstrate concept mastery and evaluate their own level of achievement in this class			<ul style="list-style-type: none"> <li>Multiple choice quiz, short essay questions and self assessment</li> </ul>

**Special needs:**

The instructor will work in every way possible with special needs students, as long as that student or guardian has identified those needs adequately at the beginning of the semester. *Guardians may not do the work for the student.*

### Other services to students:

- **CASA** (Center for Academic Support and Advancement), KT G21, 260-481-6817
- [Writing Center](#), KT G25D, 260-481-6028
- **Dean of Students** Office, Walb 111
- **Multicultural Services**. 260-481-6608, Walb 118
- **Academic Counseling and Career Services** (ACCS), KT 109, 260-481-6595
- **Center for Women and Returning Adults** Walb G25, 260-481-6029
- **Services for Students with Disabilities**, Walb 113, 260-481-6657
- **Registrar**, KT 107, 260-481-6815
- **Bursar**, KT G89, 260-481-6824
- **Career Services**, KT 109, (260) 481-0689, [www.ipfw.edu/career](http://www.ipfw.edu/career).

### Important dates:

- Classes begin – Aug. 24
- Last day to withdraw without an F – Oct. 30
- Final exam – Dec. 16

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