

# JOMC 712 Visual Communication and Multimedia

This course is designed to help you develop a deeper understanding of the role of visual communication and multimedia in journalism and mass communication. This class is not about learning software, but rather gaining a critical understanding – through reading, discussion, critiques and projects – of these forms of communication. By reading, viewing and discussing the writings and works of journalists, artists, web developers, photographers, usability experts, graphic designers, educators and researchers you will develop a deeper understanding and appreciation of the principles and practices of communication through visual expression.

## **Class Dates for Spring Semester 2016**

Monday, January 11 – Friday, May 6  
Spring Break: March 13-20

## **Instructor information**

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## **Office Hours**

Google Hangout / JOMC 717 Circle: Tuesdays between 10 a.m. to 12 p.m.  
I also will meet for office hours by appointment. Please email me to schedule a time to talk.  
I will respond to emails within 24 hours.

## **Sakai**

All course materials and links will be available on the Sakai course site at <http://sakai.unc.edu>.

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## **Required course materials**

### **Textbook**

The Non-Designer's Design Book, 4th Edition | Peachpit  
ISBN-10: 0-13-396615-1 | ISBN-13: 978-0-13-396615-2  
Available at <http://www.peachpit.com/store/non-designers-design-book-9780133966152>

NOTE: You should be able to find used versions of the Non-Designers text. This textbook is also offered free through the UNC library although it is the 3rd edition. I have not noticed much difference between the 3rd and 4th editions as it applies to foundational design understanding. So the 3rd edition is fine for this class although there may be slight page number variations.

All other course materials—PDF files and links to articles, multimedia presentations, videos and book chapters—will be accessible from the Sakai site.

**Applications:** While working with professional design and imaging software programs is ideal, coursework may be completed with various programs depending on your experience and comfort zone. We will discuss possibilities with each project.

### Grading criteria and scale

- **Discussion:** Class participation and professionalism relating to class discussions in Sakai and also your interactions with the instructor and other students in all contexts. Students are required to participate in discussions per Discussion Guidelines located below. This includes discussion leadership during one assigned week. (30%)
- **Assignments:** Four assignments: design project, visual research project (two parts), infographic project, and multimedia project. (50%)
- **Final Project:** Video project and pitch. (20%)

**Grades:** From the UNC Graduate School handbook (available in full as a PDF at <http://gradschool.unc.edu/handbook/pdf/handbook.pdf>), the grade scale used for graduate-level courses numbered 100 or above is:

H for High Pass  
P for Pass  
L for Low Pass  
F for Fail  
IN for work incomplete  
AB for absent from final examination

**Note:** Any student who earns four (4) “Low Pass” grades in the course, either for assignments or for participation (or lack of participation) in discussion, will automatically earn a maximum grade of a “Low Pass” for the course. Similarly, any student who earns or receives two (2) zeroes in the course, either for failing to submit an assignment or for a lack of participation in discussion, will automatically earn a maximum grade of a “Low Pass” for the course.

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### Discussion Guidelines

Meaningful and quality discussion is an essential part of online courses, and will be for this course. The asynchronous nature of the course allows you to carefully consider your contributions to the discussion board. It is important that you share your ideas, interact and participate regularly in class discussions. This can be an exciting, enriching experience.

**Quality over quantity:** All students are expected to make **at least five substantive posts** each week. You are expected to add to the discussion with each post. That means you should comment thoughtfully, expand the conversation, bring in your professional experiences, and share your viewpoints and solutions. The testing and challenging of theory is encouraged. You are *not* expected to respond to each and every comment. Posts that do not add to the discussion (e.g. “I agree.”) are not encouraged. Be concise and respectful in all of your comments, and, please, no casual chatter. (There’s a discussion forum for that—“Water Cooler”!)

**Don't delay:** Please begin participating in discussion early. Waiting until late in the discussion can be overwhelming. You may find that the points you’d like to raise have already been covered. Best practice is to check discussions daily or every other day.

### **Organization of online discussions:**

1. Weekly discussion will open at 8 a.m. on Thursdays and close at 11:59 p.m./MIDNIGHT Sundays. There will be three topics to discuss each week.
2. For the first week, the online discussion will be an introduction to visual communication and to each other. It will serve as a opportunity to meet, and to gain a broad perspective of our semester study. There will be no discussion leaders; so all students should follow the discussion prompts.
3. For each of the next 10 weeks of the semester, students will be assigned to lead the online discussion in pairs. Expectations are as follows:

**Student discussion leaders** will lead us in our discussion and understanding of the readings for that week. Discussion leaders are expected to “meet” with me to decide on discussion topics, then to kick off the week’s discussion on Thursdays. You should respond to comments made by your classmates as you facilitate the week’s discussion. Your comments should keep your classmates on-point and move the conversation forward.

**Students who are not discussion leaders** are expected to read the readings, make sure you understand the material and make substantive posts. A substantive post is one that responds to the prompt with additional insight to the readings from your personal experience and/or a supplementary reading or link. It is important for you to read and react to the course materials. You are always encouraged to respond to your classmates’ posts.

4. For the last four weeks, discussions will be optional and about the progress of your final projects. This is meant to take the pressure off as the semester comes to an end and you are collaborating and working diligently on your projects.
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## **Course calendar**

Below is a general week-by-week guide of the topics to be covered. Readings and instructional material for each week can be found in Course Materials on the Sakai course site.

Week 1: Introduction to visual communication

Week 2: History of visual communication

Week 3: Future trends

Week 4: Theory and research

Week 5: Information design

Week 6: Typography

Week 7: Layout and usability

Week 8: Color and emotion

Week 9: Photography

Week 10: Spring Break

Week 11: Storytelling

Week 12: Multimedia

Week 13: Innovation

Week 14: Problem-solving

Week 15: Final project pitches

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## **Honor Code**

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

## **Seeking Help**

If you need individual assistance, it's your responsibility to notify me. The time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

## **Diversity**

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

## **Special Accommodations**

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>

## **ACCREDITATION**

The School of Media and Journalism's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the last six bullet dots under "Professional values and competencies" in the link above.

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## **Online Course Statement**

1. By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the Acceptable Use of online resources. Please consult the Acceptable Use Policy (<https://help.unc.edu/help/unc-chapel-hill-network-acceptable-use-policy/>) on topics such as copyright, net-etiquette and privacy protection.

2. As part of this course you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC Chapel Hill Information Security Policies ([http://its.unc.edu/ITS/about\\_its/its\\_policies/index.htm](http://its.unc.edu/ITS/about_its/its_policies/index.htm)) when participating in online classes.

3. When using online resources offered by organizations not affiliated with UNC Chapel Hill, such as Google or YouTube, please note that the Terms and Conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different

degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC Chapel Hill.

4. When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

5. Online courses may at times require Web-based assignments that are public in nature and may be viewed by third parties online. This is especially true in social media and blogging platforms. Be mindful of the information you choose to share publicly as part of your assignments. Under the Federal Family Education Rights and Privacy Act of 1974 (FERPA) and UNC's FERPA regulation ([http://registrar.unc.edu/AcademicServices/PoliciesProcedures/StudentRights/CCM1\\_042762](http://registrar.unc.edu/AcademicServices/PoliciesProcedures/StudentRights/CCM1_042762)), a student's education records are protected from disclosure to third parties. However, FERPA protection does not extend to material shared publicly by students.