

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/art.html>

Ω *Please note: the College electronically stores this outline for five (5) years only. It is **strongly recommended** you keep a copy of this outline with your academic records. You will need this outline for any future application/s for transfer credit/s to other colleges/universities.*

1. Instructor Information

(a)	Instructor:	Judith Price BFA, MFA		
(b)	Office Hours:	12:30 – 1:30 pm, Mondays and Wednesdays		
(c)	Location:	Young 101B		
(d)	Phone:	250-370-3385	Alternative Phone:	
(e)	Email:	pricej@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

Upon completion of this course the student will be able to:

1. Examine critically the historical foundation underlying our contemporary ways of seeing.
2. Outline the dominant ideologies underlying and controlling public visual information.
3. Apply a methodology for deconstructing visual imagery.
4. Acquire and use a cross-disciplinary vocabulary to describe, discuss and understand images and their uses.
5. Discuss the effects that the development of photographic and digital technologies has had on our ways of seeing the world.
6. Assess and discuss the effects that simulation and the virtual have on our perception of reality.
7. Analyze the form, function and use of visual information in contemporary Western culture.
8. Think critically about the ways in which we engage in looking, how we understand visual media, how we use images to communicate, and how images use and affect us.
9. Develop an awareness of one's individual perceptual abilities and processes.
10. Display skills in research and in written, oral and especially visual communication.

3. Required Materials

- (a) Texts: **Practices of Looking; second edition**, Marita Sturken & Lisa Cartwright, Oxford University Press, 2009. This text is available in the college bookstore.
- (b) Other: Various readings will be handed out and you may need to print out or read online other material relating to projects. A good web source for terminology: <http://www.chicagoschoolmediatheory.net/projects/glossary.htm>
- (c) Other: Students will need to do online research for images, video material and print material.
- (d) Optional: References will be placed on reserve at the library front desk. About Looking; John Berger, Consumed; Benjamin R. Barber and other books and videos.

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

This course investigates strategies for looking at culture by studying our visual environment and its forms of communication such as art, television, film, advertising, the internet, and video games. We develop a

critical framework for understanding and deconstructing images, beginning with a Western historical foundation and expanding to other viewpoints.

This course has no exams and is interactive in approach. Students will work in small groups to discuss textbook chapters then present highlights to the class. Assignments will range from documenting the effects of branding on our environment to doing online research to expand on the information in the textbook and presenting the findings to the class. There will also be a 1500-word research essay. A list of topics will be provided or students may develop their own topics in consultation with the instructor. Students will watch a number of videos in class and be asked to watch some videos online as part of the chapter review discussions (Project #1) and the online research project (#3).

Warning: Images/videos may be shown that some students may find troubling. If you feel that this might interfere with your full participation in the class, you might reconsider taking this course.

Lecture Schedule

Subject to change without notice.

Class #1 (May 7)	Intro to course. Introduction in text. Choose discussion groups. Assign. Ch.1. <i>View video</i> and discuss.
Class #2 (May 9)	Group presentations and discussions - Ch.1; 'Images Power and Politics'. Assign. Ch.2. Assign project #2 ,Pt.1; document egs. of branding in community (cell phones, cameras)
Class #3 (May14)	Project #2; view documentation. Discussion on 'branding'. Slide show and <i>videos</i> .
Class #4 (May16)	Group presentations and discussions – Ch.2; 'Viewers Make Meaning' Assign project #4; academic research essay. Choose topic, write abstract. Assign. Ch. 3&4 (selected sections).
Class #5 (May21)	Holiday. No class.
Class #6 (May23)	Group presentations and discussions – Ch.3&4; 'Modernity: Spectatorship, Power and Knowledge and Realism' and 'Perspective: From Renaissance Painting to Digital Media'. <i>View videos and online sites</i> . Assign. Ch.5. Assign project #3; online research project.
Class #7 (May28)	Present abstracts. Hand in online research topics. <i>View videos and images</i> and discuss.
Class #8 (May30)	Group presentations and discussions – Ch.5; 'Visual Technologies, Image Reproduction and the Copy' Assign project #2, Pt.2; cell phone/digital camera documentation. Assign. Ch.7.
Class #9 (June4)	Project #2, Pt.2; view documentation. <i>View video and online sites</i> and discuss.
Class #10 (June6)	Group presentations and discussions – Ch.7; 'Advertising, Consumer Cultures and Desire'. Assign. Ch.8.
Class #11 (June11)	Project #3; online research due. Present and discuss.
Class #12 (June13)	Group presentations and discussions – Ch.8; 'Postmodernism, Indie Media and Popular Culture'. <i>View video</i> . Assign. Ch.9.
Class#13 (June18)	Project #4; academic research essay due. Group presentations and discussions – CH.9; 'Scientific Looking, Looking at Science'.
Class#14 (June20)	Course wrap-up. <i>Video viewing</i> and discussion.

Evaluation: (includes learning activities, assignments and evaluation methods/systems)

Each student will be expected to complete the assignments set by the instructor.

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

Project#1	Chapter reviews and group discussions from text _____	Ongoing	30%
Project #2	Cellphone or digital documentation of examples of branding _____	Class 2 & 14	15%
Project #3	Online research project _____	Class 11	20%
Project #4	Academic research essay. See attached material _____	Class 4 & 13	25%
	Participation in group discussions, solo presentations, attendance _____	Ongoing	10%

Students must submit their work within the predetermined time limitations to be considered for evaluation and are required to attend and contribute at group discussions. Class attendance and participation is essential.

NOTE: Missing more than 2 classes will have a very negative effect on your grade and could result in failure of the course. Frequent lateness will also have a very negative effect on your grade.

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Project #4 Academic Research Essay

Some possible essay topics will be presented by the instructor and you are encouraged to create your own essay topic based on your interests within the course material studied. If you are unable to generate your own topic you may certainly discuss this with me. The essay topics *must* fall within the aspects and categories of visual culture we cover in this course.

All topics must be approved before commencing your research. Give me in writing a synopsis of what you hope to do on the Essay Cover Sheet. Include this same Essay Cover Sheet with your submitted essay. Research and write a 1500 word (of essay text) essay. Use one-half line spacing with a clear *serif* typeface in 11 or 12 point; I will not mark hand written papers. Do not forget to include your name, and staple your essay pages together. Avoid binders or folders.

Research Essay expectations

- Your topic is well researched and information comes from a variety of strong academic sources. Use official web information from **EBSCO** or something similar. It is very likely that you will also use the internet as a research source in addition to the College library.
- The topic is discussed and presented in a logical, coherent, and clear manner. See attached

Marking Guide for Visual Culture Essays

- The essay must use the proper format for a research paper. This is the “packaging and presentation”.
- Source material must be cited. **Use footnotes in the Chicago style** (examples can be found towards the end of the Lecture and Study Guide). There must be a **bibliography** at the end of the essay. Essays without footnotes and a bibliography will receive a failing grade. Not citing your sources in your essays is a form of plagiarism and therefore cannot receive a passing grade. Consult a style manual about when and how to cite your sources if you are unsure. The library call number is 2Z53 U69 1993
- You are highly encouraged to use a tutor or editor to proof and edit your paper. Resources are available at the Learning Skills Centre.
- Essays must be given to me in person. Remember that I am not always around in my office; make all effort to hand in papers during assigned times. Assignments are always due first thing during classes. Better that you attend a lecture than skip a class to print a late assignment.
- Early essays are given a bonus of up to 5%. If you wish to have me do a pre-read, please submit your work two weeks prior to the first dateline. Late essays will not be accepted after seven days from the due date unless prior arrangements have been made.

Project #4 Presentations

These are essentially abstracts of your essays. They will take five minutes each with a question and answer period on conclusion for another five minutes.

- Just like your essays, it must have an introduction to the topic and what you are presenting
- Include your images; use PowerPoint or create a PDF
- Break down your ideas into points to elaborate on the images
- Conclusion
- Provide your instructor with printed abstract and PowerPoint (or PDF) prior to presentation

Assigning Essay Grades (this is not the same as your course grade)

A+	95-100%	A paper of this level displays a mastery of the information and the theoretical context in which it is presented. It contains original thought expressed fluently and written with a style distinguished by its freshness and clarity. The argument/idea is sound, substantive, organized, introduces other points of views and uses proper sources effectively. One is impressed by the author’s contribution to the understanding of the topic and where the subject is going.
A	90-94	
A-	85-89	
B+	80-84	The author demonstrates a substantial knowledge of the information and theoretical knowledge of the information and theoretical concepts associated with the subject. The paper is well written and presented with no serious flaws, a good use of sources and a clear thesis. The argument is above average in organization and analysis and brings in points to support the thesis. There is an awareness of different points of view. The conclusion is sound but not original. Generally, the paper is competent but not extraordinary.
B	75-79	
B-	70-74	
C+	65-69	The author demonstrates an acceptable grasp of the material and awareness of the sources and general theory. The organization is logical and the style follows proper form, although there might be lapses in each aspect. The paper would best be described as descriptive because it lacks any substantial analysis, and demonstrates a modest ability to work with the material critically. One senses the author does not fully understand the issues of the subject because ideas are shallow, undeveloped, and tend to stray from the subject.
C	60-64	

D	50-59	The author shows a familiarity with the subject, but not an understanding of it. He or she lacks the writing or communication skill to intelligibly relate what knowledge has been comprehended. The paper is disorganized, lacks structure, and the ideas are underdeveloped. There is no evidence of substantial thought.
E	<50	The author is without any writing skill. Grammar and spelling errors dominate and disguise the lack of organization. The ideas are unrelated to the subject and reveal a complete misunderstanding of the task.
F		

Visual Culture Research Paper Cover Sheet

Attach this to your essay

Name:

Student number:

Course and Section number:

Due date as announced:

Date submitted:

Check and complete one of the following statements:

- The problem this discussion identifies and attempts to resolve is:
- The question this discussion attempts to answer is:
- The thesis this discussions presents is:

Remember to state this in your essay

Checklist to be completed by student and stapled to essay

I have double-checked the following:

- My objectives are identified
- My descriptions are thorough and clear
- My conclusions are logical
- The length is appropriate. Word count: _____
- This paper is based on my own observations. I have written it and have cited the sources of specific information and interpretation used in the text.
- I have formatted this essay to specifications: serif body-text, 12 point, 1½ or double spaced
- I have run the essay through a “spell-check”
- I have named my digital file for D2L Dropbox submission as MyName-EssayTopic.doc
- I have placed in the D2L Dropbox a digital copy of my essay

Signature:

Marking Guide for Visual Culture Essays

Attach this to your essay

Introduction & Thesis Clear presentation of topic, explicit statement of thesis that clearly states what the author will attempt to discuss.	15%
Structure There is a coherent pattern and a logical progression in the presentation of the material that supports the essay.	8%
Relevance & Coverage Each point furthers the argument or observation; Covers all relevant points needed to support the thesis/essay, but does not include irrelevant background information.	8%
Content Each of the supporting arguments is sufficiently backed with relevant data, sources are adequate in quantity and number.	25%
Illustrations & Images Relevant illustrations are clear and of an appropriate size, captioning clarifies points made, list of illustrations page with sources cited.	10%
Conclusion Summarizes the main points/arguments, reviews the points made in a general way, and perhaps discuss broader implications, restate thesis.	10%
Writing Style Grammar, spelling, eloquence, the ideas in the essay is expressed clearly.	10%
Paragraphs One point per paragraph, paragraphs are neither too long nor too short.	4%
Mechanics Footnotes, bibliography, title page, essay cover sheet and marking guide as provided by your instructor, digital copy submitted etc.	10%
	100%
<hr/> Instructor's Comments <hr/> <hr/>	