

COM 1113-03

GRAPHIC SOFTWARE PACKAGES

THURSDAYS 7:50 AM – 9:30 AM

SPRING 2021 SYLLABUS AND COURSE CALENDAR

Classroom: NQSC 218

Instructor: Brian Heagney

Office: NQSC 331

| Professor Heagney's Fall 2020 Office Hours Virtual drop-in link will be posted on Blackboard (preferred). | | | | |
|--|---------------|-----------|---------------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 - 2 PM | 10 - 11:30 AM | 1 - 2 PM | 10 - 11:30 AM | |

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Email: bheagney@highpoint.edu

LinkedIn: www.linkedin.com/in/brianheagney/

COURSE DESCRIPTION

Introduction to the digital technologies employed by the media industries to design, edit, store, and deliver information to audiences. This course provides an introduction to graphic software packages. Students begin a digital portfolio. *Two credit hours.*

COURSE OVERVIEW

The course will provide an introduction to the processes and methods of media production. You will be introduced to image and document design software packages. The skill sets you develop in each of these areas will allow you to create the media elements required for specific assignments, as well as, your final semester project. Throughout the semester, we will discuss how strategic production planning facilitates the creation of more effective media messages.

FLEX-CLAUSE

Due to the nature of holding University classes during a national pandemic, I am reserving the right for any part of this course to change based on pressures from anything related to COVID-19. This includes any issues faced by students in this course, but also issues faced by myself, the instructor.

I am making it my mission to deliver the content to you, the student, and if we need to be flexible in the face of a pandemic, we will do what it takes to get through any obstacles thrown in our way.

COURSE OBJECTIVES

| COURSE OUTCOMES | STUDENT LEARNING OBJECTIVES | ASSESSMENT |
|---|--|--|
| ANALYTICAL THINKING | | |
| Plan actions and develop solutions | Student will understand the elements involved in planning, designing, and producing digital media | Production Projects, Blog/Forum Assignments, Quizzes, LinkedIn Portfolio |
| COMMUNICATION SKILLS | | |
| Present professionally | Student will understand the syntax & application of digital imaging | Production Projects, Blog/Forum Assignments, Quizzes, LinkedIn Portfolio |
| TECHNOLOGICAL DEVELOPMENT | | |
| Develop media technology skills | Demonstrate competence with basic graphic production tools utilized in the communication industry by developing syntactically appropriate audience-centered products and productions | Production Projects |
| Create professional quality visual materials | Enhance digital photographs with Adobe Photoshop Create basic page layouts with Adobe InDesign Use social media platforms to share digital media | Production Projects & Blog/Forum Assignments. |
| INTEGRATION OF THEORY AND PRACTICE | | |
| Apply theory to research, analysis, and/or practice | Understand aesthetic principles related to visual design | Production Projects, Blog/Forum Assignments, Quizzes |

BLOG POST FORMATTING

All blog posts require two very specific components: bold headers, and what I am now calling The Heagney Space.

Bold Headers

I require headers because headers help divide the reading up in to digestible parts. This syllabus has headers such as “Blog Post Formatting” or “Digital Portfolio”. If you need to scan to a particular area quickly, you can. Before you even start reading a paragraph, you know what it’s going to be about.

If you only have one header at the very beginning of your blog post, then it technically is not a header, it is a title. Therefore, there must be multiple headers throughout the blog post in order to qualify for this requirement.

The Heagney Space

All blog posts must contain bold headers (to divide the blog post into sections) as well as what I call “The Heagney Space”, which is defined as a visible break the width of a single spacing between two paragraphs.

Note, The Heagney Space is not the space between a header and a paragraph, or between an image and a paragraph. It is only the visible space between two paragraphs. In order to include The Heagney Space, there must be at least one instance of two or more paragraphs beneath one header.

TEXTBOOKS AND REQUIRED COURSE MATERIALS

- **NO TEXTBOOK**—all required reading will be available by either blackboard PDF or link to online website.
- A **USB flash drive 16GB** (or higher). The drive must be dedicated to this course and must be brought to each class session. You should be able to find these at local retailers (e.g. Target, Wal-Mart) or online. Most students in this class require usb drives that hold up to 5 GB, but some students have used up to 10 GB and more. If you plan on using a usb drive for all of your classes, you must be conscious of your space.

IF YOU DO NOT HAVE A FLASH DRIVE OF ANY KIND IT IS LIKELY THAT YOU WILL LOSE YOUR WORK AND EITHER RECEIVE A ZERO OR WASTE MANY HOURS RECREATING YOUR PROJECT FROM SCRATCH.

- **(Optional) SD Card** with a capacity of **2GB** or more. Cards must be **Class 6** or higher. SD Cards must be *full size* or have an included adapter. The SD Card will be needed if you choose to use cameras for assignments.
- Students may be required to checkout production equipment from the equipment lab located in Qubein Room 208. Please familiarize yourself with the hours of the lab and its location. The **Equipment Room will send you an email at the start of the semester asking you to read and sign a rental agreement. You must complete the agreement in order to checkout equipment for class.**
- **(Optional) Digital camera** – You can check out cameras from the equipment room in NQSC or media services in Smith library, but if you have your own camera you're encouraged to use it. You may use your phone to shoot the photos needed for class.
- **Software/Computer Labs** – There are **two Mac Labs** that you can use in the COM building located in Room 218 and 311. You will be authorized for evening and weekend access to the Mac Labs via your passport. The Media Lab in **Smith Library** (first floor) also has Adobe software.

IT IS ASSUMED AND EXPECTED THAT YOU WILL HAVE TO USE HPU'S NQSC COMPUTER LABS/CLASSROOMS, and you must organize your own time around the availability of the available labs. Please check the NQSC building use calendar to help organize your schedule: <http://acme.highpoint.edu/~dmoore/calendar.html>

- Some of you may prefer to purchase your own Adobe software. Adobe Software is only available through a subscription to **Adobe Creative Cloud**. Special Student Rates are available through Adobe, which will give you access to all of their software. **Student rates are approximately \$29/month**. Follow the Link for more information <https://creative.adobe.com/plans> (click on **STUDENTS and TEACHERS** for educational pricing).
- **IF YOU DECIDE TO DOWNLOAD YOUR OWN VERSION OF ADOBE CLOUD SOFTWARE, YOU MUST INSTALL AND USE THE SAME VERSIONS THAT ARE INSTALLED IN THE COMPUTER LABS IN NQSC 218 AND 311.**

EXPECTATIONS

Diversity

An appreciation for Diversity is a valuable principle in an academic environment and critical to relationships in the professional world. In COM1113, we will discuss how understanding the diverse nature of target markets is an essential component of mass media communication. We will explore Demographic and Psychographic factors that define diverse audiences and enable communication professionals to construct their messages for maximum effectiveness.

ASSIGNMENTS AND GRADING

- **Forum / Participation (25% of grade)** – Students will have weekly blog assignment which will be completed using Blogger, and then posted to the blackboard forums. These assignments will allow students to practice the skills relevant to the course. All Forum / Participation assignment specifics will be posted on blackboard.
- **Reading/Viewing Quizzes (10% of grade)** – There will be short quizzes throughout the semester. Questions will be based on material from assigned readings and videos (see Blackboard). Quizzes may be either in- or out-of-class. In-class quizzes missed due to tardies or absences will count as zeroes – no make-ups unless a student is on a university approved trip (with prior notice) or in the hospital (with a doctor's note).
- **Photo Cards (20% of grade)** – Using Photoshop and InDesign, and incorporating elements of composition, students will edit original photographs to develop a unified series of Photo Cards. Assignment details will be posted on Blackboard.
- **Meme (20% of grade)** – Using Adobe Photoshop, students will learn and apply advanced Photoshop skills to develop a single multi-layered composite image. Assignment details will be posted on Blackboard.
- **Brochure (20% of grade)** – Using Adobe Photoshop and InDesign, students will learn and apply advanced Photoshop and InDesign skills to develop a tri-panel brochure on a topic of student's choice. Assignment details will be posted on Blackboard.
- **LinkedIn Portfolio (5% of grade)** – Students will begin a digital portfolio on LinkedIn to showcase their college work. Assignment details will be posted on Blackboard.

EXPECTATIONS FOR OUT-OF-CLASS WORK

| | |
|--------------------|--|
| Out-of-Class Work: | In addition to attending class and completing all course requirements, students are expected to spend at least 2 hours each week engaged in out-of class work (i.e., reading, studying, doing homework, working on projects, etc.) for every hour of credit earned in this course. |
|--------------------|--|

According to HPU's accreditation guidelines, for every 1 hour of credit earned in a course, students are expected to spend at least 2 hours each week engaged in out-of-class work (i.e., reading, studying, doing homework, working on projects, etc.). Therefore, in a 4-credit course, students are expected to commit an average of at least eight hours per week outside of class. (In a 2-credit course that meets for half of the semester, you are still expected to commit to an average of eight hours per week.) The estimates listed below reflect the out-of-class time expectations for a typical student – some students might need more or less time on these assignments.

- Assigned readings and videos (approx. 16 hours throughout the semester)

- Forum posts – approx 2 hours per post (approx. 11 hours outside of class throughout the semester)
- Photo Cards – approx. 9 hrs out of class
- Meme – approx. 9 hrs out of class
- Brochure – approx. 10 hrs out of class
- LinkedIn Portfolio – approx. 5 hrs out of class

DEADLINES

See School of Communication policy at end of this document (short version = late work loses one letter grade per day; no late work is accepted after three days).

GRADING

Grades are assigned as follows (there is no “rounding” of grades):

| | | | | |
|---|--|--|---|--|
| A (superior) – superior quality (90-100%) | B (excellent) – clearly above average (80-89%) | C (average) satisfactory work (70-79%) | D (inferior) – good enough to credit (60-69%) | F (failure) –work fails to meet the minimum expectations (0-59.9%) |
| A+ (97 - 100) | B+ (87 - 89.9) | C+ (77 - 79.9) | D+ (67 - 69.9) | F (0-59.9%) |
| A (93 - 96.9) | B (83 - 86.9) | C (73 - 76.9) | D (63 - 66.9) | |
| A-(90 - 92.9) | B-(80 - 82.9) | C-(70 - 72.9) | D-(60 - 62.9) | |

Please note that simply completing all required elements of an assignment does not entitle you to an A. Acceptable work of average quality earns a C. You must go above average expectations to receive an above average grade. This mimics the professional world of communication, where basic proficiency might get you in the door at the entry level, but creative thinking and a willingness to go beyond the minimum expectations are necessary to get noticed and advance.

RUBRICS

The following rubric is a guide as to how most rubrics will be developed. Sometimes “organization” or “technical proficiency” will be distributed among the different software used, and there may be other slight variations. Please check the rubric attached to the assignment on blackboard for specifics.

| | SUPERLATIVE (90-100%) | EXCEEDS EXPECTATIONS (80-89%) | MEETS EXPECTATIONS (70-79%) | BELOW EXPECTATIONS (60-69%) | UNACCEPTABLE (0-59%) |
|-----------------------------------|---|---|---|--|---|
| Project Management (25%) | Meets all requirements and shows both exceptionally thorough planning AND exceptional organization on the part of the student. | Meets all requirements and shows either exceptionally thorough planning OR exceptional organization on the part of the student | Required elements are present and submitted correctly, technical specs are correct, and project files show organization | Not altogether satisfactory, but good enough to receive credit for the assignment. | Does not meet minimum expectations of the assignment. |
| Software Organization (25%) | Project uses software for best organization practices. | Project software is organized well. | Project software is mostly organized. | Not altogether satisfactory, but good enough to receive credit for the assignment. | Does not meet minimum expectations of the assignment. |
| Technical Proficiency (25%) | Project employs advanced tools and techniques to effectively improve the project AND makes exceptionally creative use of required software and equipment. | Project either employs advanced tools and techniques to effectively improve the project OR makes exceptionally creative use of required software and equipment. | Project effectively utilizes required software and equipment. | Not altogether satisfactory, but good enough to receive credit for the assignment. | Does not meet minimum expectations of the assignment. |
| Message / Story Development (25%) | Reserved for the MOST creative and compelling concepts and approaches in the class AND executes the concept exceptionally well. | Concept and/or approach is exceptionally creative or compelling OR executes a concept exceptionally well. | Project effectively communicates a required message and/or story. | Not altogether satisfactory, but good enough to receive credit for the assignment. | Does not meet minimum expectations of the assignment. |

DIGITAL PORTFOLIO

All COM students are required to develop a digital portfolio on their LinkedIn page. The digital portfolio is an online collection of the work you've done during your time at High Point University. In this class, you will produce projects that could be suitable for your digital portfolio. If you are proud of your work, then consider posting it to your LinkedIn page to show a potential employer and colleagues what you are capable of.

Also in this class, a percentage of your grade will be dependent on building a LinkedIn profile page that includes showcasing your best student work.

WRITING STYLES

Professional work should be written in the latest revisions of the Associated Press (AP) Style Manuals for print and broadcast. (Yes, AP also has a style manual for broadcast.) The School requires academic papers to be written in the latest revision of the American Psychological Association (APA) style. If you're unfamiliar with this style, please see the Chair or the Dean. Other academic styles are not accepted unless the student work is written for a publication or event that requires a different format. Having students learn multiple writing styles only confuses them.

ABSENCES AND TARDIES

After two unexcused absences you will receive a Probation Notice. After a third absence you will be dropped from the class. Exceptions will only be granted for university-sanctioned events (with prior notice) or hospitalization (with a doctor's note). Two tardies will equal an absence. Students will not be permitted to make up grades for work missed due to an unexcused absence or tardy.

COPYRIGHT, PLAGIARISM, AND CHEATING

Each of you signed the HPU Honor Code and it is your responsibility to abide by it. Cheating or plagiarism can result in failure for the course. Theft of intellectual property (such as images, audio, or video) is equivalent to plagiarism. See the School of Communication policies on plagiarism and copyright at the end of this document.

On occasion, the professor will provide media/materials for use in class. These materials may include photos, video/audio files, scripts, and design templates. These items are copyrighted (by the professor and others) and may only be used in classroom exercises as specified by the professor. Consequently, students may not use media supplied by the professor in their projects unless they have been given permission to do so. Student projects containing unauthorized material provided by the professor may be penalized or disqualified. Students also may not share, distribute, or post online any media that contains media elements provided by the professor.

In addition, the professor holds the copyright on all course materials including lectures, PowerPoint presentations, handouts, video/audio media, etc. Consequently, course sessions and materials cannot be recorded, copied, or distributed in any form without the written permission of the professor.

Plagiarism involves copying the work of others and/or representing it as your own without attribution. Students should not use any media created by another student or outside entity (e.g. downloaded online) in their assignments without prior permission from the professor. In addition, students should not copy edited sequences, documents, sessions, or projects and represent them as their own. Incidents of copyright infringement and plagiarism will be treated as University Honor Code violations.

GRADE APPEAL

If a student has a complaint or concern about a faculty member regarding a grade, they should first try to resolve it with the instructor in question. If the complaint is not resolved through this interaction, the student should then go to the Department Chair. If the instructor of the course also serves as a Chair, then the student should approach the Dean as the first step in the process.

For this course, a student should pursue the following process:

1. Talk with the instructor of the course,
2. Talk with Dr. Stefan Hall who serves as the Core Courses Coordinator of the Nido R. Qubein School of Communication.

The decision of the Chair/Dean is final.

GRIEVANCE PROCEDURE

If a student has a complaint or concern about a faculty member regarding any matter other than a grade, they should first try to resolve it with the instructor in question. If the complaint is not resolved through this interaction, the student should then go to:

1. the Department Chair;
2. the Dean of the School of Communication; then
3. the Senior Vice-President of Academic Affairs, which is the final step in the grievance process.

Bypassing any of these steps—going directly to the president, for example—will not resolve the issue and will only delay resolution. Senior administration will not deal with grievance issue unless it has been discussed at the appropriate level.

For this course, a student should pursue the following process:

1. Talk with the instructor of the course.
2. Talk with Dr. Stefan Hall who serves as the Core Courses Coordinator of the Nido R. Qubein School of Communication.
3. Talk with Dr. McDermott, who serves as the Dean of the Nido R. Qubein School of Communication.
4. Talk with Dr. Erb, who serves as the Senior Vice President of Academic Affairs of High Point University.

The decision of the Senior Vice President is final.

BLACKBOARD **BLACKBOARD** **BLACKBOARD** **BLACKBOARD** **BLACKBOARD**

I am a self-avowed blackboard nut and evangelist. I use blackboard for all of my class administration, and therefore you **MUST** use blackboard as well. If you have never used Blackboard before, it will become your friend. If Blackboard is already your friend, you will become BFFs. If you dislike Blackboard, then please come see me and I will evangelize to you appropriately. The following is how I use Blackboard:

Assignments: All assignments will be hosted and explained in Blackboard. Every major assignment will have a rubric attached to it in Blackboard, which will help you understand how I will grade your submissions.

For every assignment, you **MUST** submit something through Blackboard. If you complete an assignment and do not submit it to Blackboard, it is as if you have not completed it and it will be counted as late.

Assignment Calendar: Blackboard has an amazing assignment calendar associated with it. When you go to the Blackboard assignment calendar, you will be able to see EVERY assignment and quiz that is assigned so you won't ever forget!

Quizzes: All quizzes will be administered through Blackboard.

Reading / Video Assignments: All assigned readings and videos will be linked from blackboard.

Forum / Participation: All forum / participation assignments must be completed and then posted to the appropriate blackboard forum.

Syllabus: This syllabus will also be hosted on Blackboard.

Blackboard is Master: Blackboard assignment dates and descriptions take precedence over all dates/descriptions on this syllabus.

Problems with Blackboard: Please contact IT IMMEDIATELY if you do not have access to our class blackboard page. I cannot help you, only IT can help you. It is your responsibility to remedy the problem ASAP so you can participate in the course.

TENTATIVE SCHEDULE

This is a tentative schedule that is subject to change. Details for each week's assignments will be posted on Blackboard.

| 1113-03/05 (Thursdays) | | | | | | |
|------------------------|----------|------|-------------|--|------------------------------|--|
| Week | Day | Date | Topic | To Do | To Read/Watch | Estimated Hours |
| 1 | Thursday | 1/14 | Photo Cards | Develop concept for Greeting Card! | Readings / Videos for Week 1 | Reading / Videos: 1 Forum Post: 2 Topic Project: 1 |
| 2 | Thursday | 1/21 | | Blog 1: Greeting Card Image ideas | Readings / Videos for Week 2 | Reading / Videos: 1 Forum Post: 2 Topic Project: 1 |
| 3 | Thursday | 1/28 | | | Readings / Videos for Week 3 | Reading / Videos: 1 Forum Post: 0 Topic Project: 3 |
| 4 | Thursday | 2/4 | | Blog 2: Business Card | Readings / Videos for Week 4 | Reading / Videos: 2 Forum Post: 1.5 Topic Project: 0.5 |
| 5 | Thursday | 2/11 | | Greeting Card Due | Readings / Videos for Week 5 | Reading / Videos: 0.5 Forum Post: 0 Topic Project: 3.5 |
| 6 | Thursday | 2/18 | Meme | | Readings / Videos for Week 6 | Reading / Videos: 2 Forum Post: 0 Topic Project: 2 |
| 7 | Thursday | 2/25 | | Blog 3: Meme Idea attempt | Readings / Videos for Week 7 | Reading / Videos: 2 Forum Post: 2 Topic Project: 0 |
| 8 | Thursday | 3/4 | | LinkedIn Day (Come to class with profile pic AND having created a LinkedIn profile) | Readings / Videos for Week 8 | Reading / Videos: 1 Forum Post: 0 Topic Project: 3 |
| MID | | | BREAK | | | |

| SEMESTER | | | | | | |
|------------|---|------|----------|--------------------------|-------------------------------|---|
| 9 | Thursday | 3/18 | | Blog 4: Face Swap | Readings / Videos for Week 9 | Reading / Videos: 0.5 Forum Post: 1.5 Topic Project: 0.5 LinkedIn: 1.5 |
| 10 | Thursday | 3/25 | | Meme Due | Readings / Videos for Week 10 | Reading / Videos: 1 Forum Post: 0 Topic Project: 3 |
| 11 | Thursday | 4/1 | Brochure | | Readings / Videos for Week 11 | Reading / Videos: 1 Forum Post: 0 Topic Project: 3 |
| 12 | Thursday | 4/8 | | Blog 5: Swatchey Schemey | Readings / Videos for Week 12 | Reading / Videos: 2 Forum Post: 2 Topic Project: 0 |
| 13 | Thursday | 4/15 | | | Readings / Videos for Week 13 | Reading / Videos: 1 Forum Post: 0 Topic Project: 3 |
| 14 | Thursday | 4/22 | | | Readings / Videos for Week 14 | Reading / Videos: 0 Forum Post: 0 Topic Project: 4 |
| 15 | No Class | | | | Brochure Due | Readings / Videos for Week 15 |
| Exam Block | EXAM BLOCK Saturday, May 1 9:30 - 11 AM | | | Linked In Profile Due | | |

School of Communication Policies, Practices and Expectations

Students are expected to adhere to all standards outlined in the School of Communication's Policies, Practices, and Expectations (located at http://www.highpoint.edu/communication/files/nqsc_syllabus_policies.pdf) unless alternate standards are specifically outlined elsewhere in this syllabus.

*The School of Communication **Emphasizes** Analytical Thinking, Communication Skills, Interpretation of Converging Information, Technological Development, and Integration of Theory and Practice*