G332/MMC3407 Section 03 Visual Communication in the Media

This is for personal use to display my knowledge and understanding in the the topic of this class. The work reflects my abilities and aptitudes of working projects and research documents that I wrote concerning the select topics as follow

- [x] GPA 3.8

- [x ] Grade in class 98%

**What is visual communication to you?**

Each day of our lives is filled with analysis—which courses to take, which traffic route to take, which house to buy, etc. At work and at home we analyze the best approaches to certain situations. The goal of this course is to teach students a methodology for visual analysis that will assist them in every day analysis scenarios. The course creates a learning path that begins with an examination of the importance of visual literacy and how we see. From there it moves to basic design principles that form how we sense, perceive, and develop meaning from visual information. After learning design principles, the course introduces several forms of visual analysis. For several weeks it applies many perspectives to analysis of both static (images, photographs, graphic design) and dynamic (television, film, animation, Internet) media. By applying a systematic methodology to media analysis, students will better understand how to derive meaning from the visual information they see used in media every day.

Assignments

**Reading** - Landa, Robin (2019). *Graphic Design Solutions*. Cengage Learning. Chapters 2,3,7,8,13

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| important | Use these Chapters to guide your investigation of concepts. |

*Activity Time: 5 hours*

**Additional Readings**

*Activity Time: 3 hours*

**Module 01 Interactive Learning Topics**

*Activity Time: 1 hour 45 minutes*

**Module 01 Discussion** - Communicating Effectively Using Visual Elements Online

*Activity Time: 3 hours*

**Module 01 Written Assignment** - Website Visual Design Mistakes—Reviewing an Article

*Activity Time: 3 hours*

**Module 01 Live Classroom**

*Activity Time: 1 Hour*

**Total Estimated Time: 16 hours 45 minutes**

**Reading** - Landa, Robin (2019). *Graphic Design Solutions*. Cengage Learning. Chapters 3,6,7,8

Additional Readings

Charski, M. (2015). Beyond responsive design: Optimizing for different mobile devices. Econtent, 38(7), 18.

[Link to article](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=p6h&AN=109139408&site=ehost-live&scope=site)

Bidjovski, G. (2014). Displaying images and their characteristics from websites on users computers. International Journal of Image, Graphics and Signal Processing, 6(5), 36-44. doi:http://doi.org/10.5815/ijigsp.2014.05.05

[Link to article](http://search.proquest.com/docview/1626487521?accountid=40836)

Schiff, J. L. (2017). 12 ways bad web design can hurt your online business. Cio,

[Link to article](http://search.proquest.com/docview/1873605469?accountid=40836)

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| important | Use these Chapters to guide your investigation of concepts. |

*Activity Time: 7 hours*

**Additional Readings**

*Activity Time: 2 hours*

**Module 02 Interactive Learning Topics**

*Activity Time: 3 hours 30 minutes*

**Module 02 Discussion** - Comparing Advertisements for Visual Sensory Response

*Activity Time: 3 hours*

**Module 02 Written Assignment** - Analysis of Sensory Visual Elements

*Activity Time: 6 hours*

**Module 02 Live Classroom**

*Activity Time: 1 Hour*

**Total Estimated Time: 22 hours 30 minutes**

**Reading** - Landa, Robin (2019). *Graphic Design Solutions*. Cengage Learning. Chapters 4,5,13

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| important | Use these Chapters to guide your investigation of concepts. |

*Activity Time: 7 hours*

**Additional Readings**

*Activity Time: 2 hours*

**Module 03 Interactive Learning Topics**

*Activity Time: 3 hours 30 minutes*

**Preparing for the Course Project - Final Visual Analysis**

*Activity Time: 1 hour*

**Module 03 Discussion** - Visual Memories

*Activity Time: 3 hours*

**Module 03 Written Assignment** - Analysis of Perceptual Visual Elements

*Activity Time: 6 hours*

**Module 03 Live Classroom**

*Activity Time: 1 Hour*

**Total Estimated Time: 23 hours 30 minutes**

**Reading** - Landa, Robin (2019). *Graphic Design Solutions*. Cengage Learning. Chapters 4,9,12

Additional Readings

Batra, R., Zhang, Y. C., Aydinoglu, N. Z., & Feinberg, F. M. (2017). Positioning multicountry brands: The impact of variation in cultural values and competitive set. Journal Of Marketing Research (JMR), 54(6), 914-931.

[Link to Article](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=keh&AN=126620011&site=eds-live)

Social, cultural, and economic functions. (2013). In M. Barnard, Graphic design as communication. Hoboken, NJ: Routledge.

[Link to Article](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=nlebk&AN=606720&site=ehost-live&scope=site&ebv=EB&ppid=pp_57)

You, S., Kim, M., & Lim, Y. (2016). Value of culturally oriented information design. Universal Access in the Information Society, 15(3), 369-391.

[Link to Article](http://search.proquest.com/docview/1811157118?accountid=40836)

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| important | Use these Chapters to guide your investigation of concepts. |

*Activity Time: 8 hours*

**Additional Readings**

*Activity Time: 2 hours*

**Module 04 Interactive Learning Topics**

*Activity Time: 3 hours*

**Module 04 Discussion** - Targeting your Audience with Emotion-based Visuals

*Activity Time: 3 hours*

**Course Project** - Final Visual Analysis, Thesis & Outline Due

*Activity Time: 5 hours*

**Module 04 Live Classroom**

*Activity Time: 1 Hour*

**Survey** - Take Mid-quarter Student Survey

**Total Estimated Time: 22 hours**

**Reading** - Landa, Robin (2019). *Graphic Design Solutions*. Cengage Learning. Chapters 6,9,12

Additional Readings

Garcia, M. M., & Greenwood, K. (2015). Visualizing CSR: A visual framing analysis of US multinational companies. Journal Of Marketing Communications, 21(3), 167-184. http://doi.org/10.1080/13527266.2012.740064

[Link to Article](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=keh&AN=102601827&site=eds-live)

Netemeyer, R. G., Burton, S., Andrews, J. C., & Kees, J. (2016). Graphic health warnings on cigarette packages: The role of emotions in affecting adolescent smoking consideration and secondhand smoke beliefs. Journal Of Public Policy & Marketing, 35(1), 124-143. doi:10.1509/jppm.15.008

[Link to Article](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=keh&AN=115178753&site=eds-live)

Orth, U. R., & Gal, S. (2014). Persuasive mechanisms of nostalgic brand packages. Applied Cognitive Psychology, 28(2), 161-173. https://doi.org/10.1002/acp.2973

[Link to Article](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=keh&AN=94777529&site=eds-live)

Russmann, U., & Svensson, J. (2017). Introduction to visual communication in the age of social media: Conceptual, theoretical and methodological challenges. Media and Communication, 5(4), 1-5. doi:http://doi.org/10.17645/mac.v5i4.1263

[Link to Article](http://search.proquest.com/docview/2002254509?accountid=40836)

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| important | Use these Chapters to guide your investigation of concepts. |

*Activity Time: 8 hours*

**Additional Readings**

*Activity Time: 2 hours*

**Module 05 Interactive Learning Topics**

*Activity Time: 3 hours*

**Module 05 Discussion** - Visual Communication Ethics

*Activity Time: 3 hours*

**Course Project** - Final Analysis Paper Due

*Activity Time: 5 hours*

**Module 05 Live Classroom**

*Activity Time: 1 Hour*

**Total Estimated Time: 22 hours**

**Reading** - Landa, Robin (2019). *Graphic Design Solutions*. Cengage Learning. Chapters 6 and 11

Additional Readings

Buehl, J. (2014). Toward an ethical rhetoric of the digital scientific image: Learning from the era when science met photoshop. Technical Communication Quarterly, 23(3), 184-206. doi:10.1080/10572252.2014.914783

[Link to Article](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=a9h&AN=96653803&site=ehost-live&scope=site)

Clarke, C. (2017). Can brands be the moral guardians of the internet?. Campaign, 62-66.

[Link to Article](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=tsh&AN=126037815&site=eds-live)

Heller, S. (2013). The art of lying. Print, 67(5), 70-75.

[Link to Article](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=b9h&AN=90257882&site=eds-live)

James, J. P., Lee, K., Zhang, M., & Williams, J. D. (2017). Ethics and policy issues for internet advertising: Targeting multicultural consumers in the digital marketing era. Journal of Management Policy and Practice, 18(4), 93-106.

[Link to Article](http://search.proquest.com/docview/1994870699?accountid=40836)

Lester, P. M. (2018). Visual ethics. London, UK: Focal Press.

[Link to Article](http://proquest.safaribooksonline.com/book/photography/9781315455112)

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| important | Use these Chapters to guide your investigation of concepts. |

*Activity Time: 5 hours 30 minutes*

**Additional Readings**

*Activity Time: 2 hours*

**Module 06 Interactive Learning Topics**

*Activity Time: 2 hours 30 minutes*

**Module 06 Discussion** - How Logos Use Visual Communication

*Activity Time: 3 hours*

**Module 06 Written Assignment** - Reflection Paper

*Activity Time: 1 hour*

**Module 06 Live Classroom**

*Activity Time: 1 Hour*

**Total Estimated Time: 15 hours**

**Additional Readings**

**Grobert, J., Cuny, C., & Fornerino, M. (2016). Surprise! we changed the logo. *The Journal of Product and Brand Management, 25*(3), 239-246.**

[**Link to Article**](http://search.proquest.com/docview/1826811537?accountid=40836)

**Kelly, M. (2017). Analysing the complex relationship between logo and brand. Place Branding and Public Diplomacy, 13(1), 18-33. http://doi.org/10.1057/pb.2016.3**

[**Link to Article**](http://search.proquest.com/docview/1885895799?accountid=40836)

**Khattri, V., & Prakash, O. (2016). Role of semiotics in interpreting brand elements. *Amity Business Review*, *17*(2), 66-79.**

[**Link to Article**](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=bth&AN=118528544&site=ehost-live&scope=site)

**Smith, J. (2015). It's a color-coded world: Using color as a brand differentiator. *Marketing Insights*, *27*(3), 18-19.**

[**Link to Article**](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=bth&AN=108445883&site=ehost-live&scope=site)

**Walker, R. (2017). The most important quarter-inch in business logo. Fortune, 175(8), 210.**

[**Link to Article**](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=edb&AN=123523697&site=eds-live)

**Whitfield, C. R. (2016). What’s in a logo?. *Point Of Beginning*, *41*(7), 18-20.**

[**Link to Article**](http://search.ebscohost.com/login.aspx?authtype=ip,shib&custid=s9076023&groupid=main&direct=true&db=bth&AN=114027782&site=ehost-live&scope=site)