

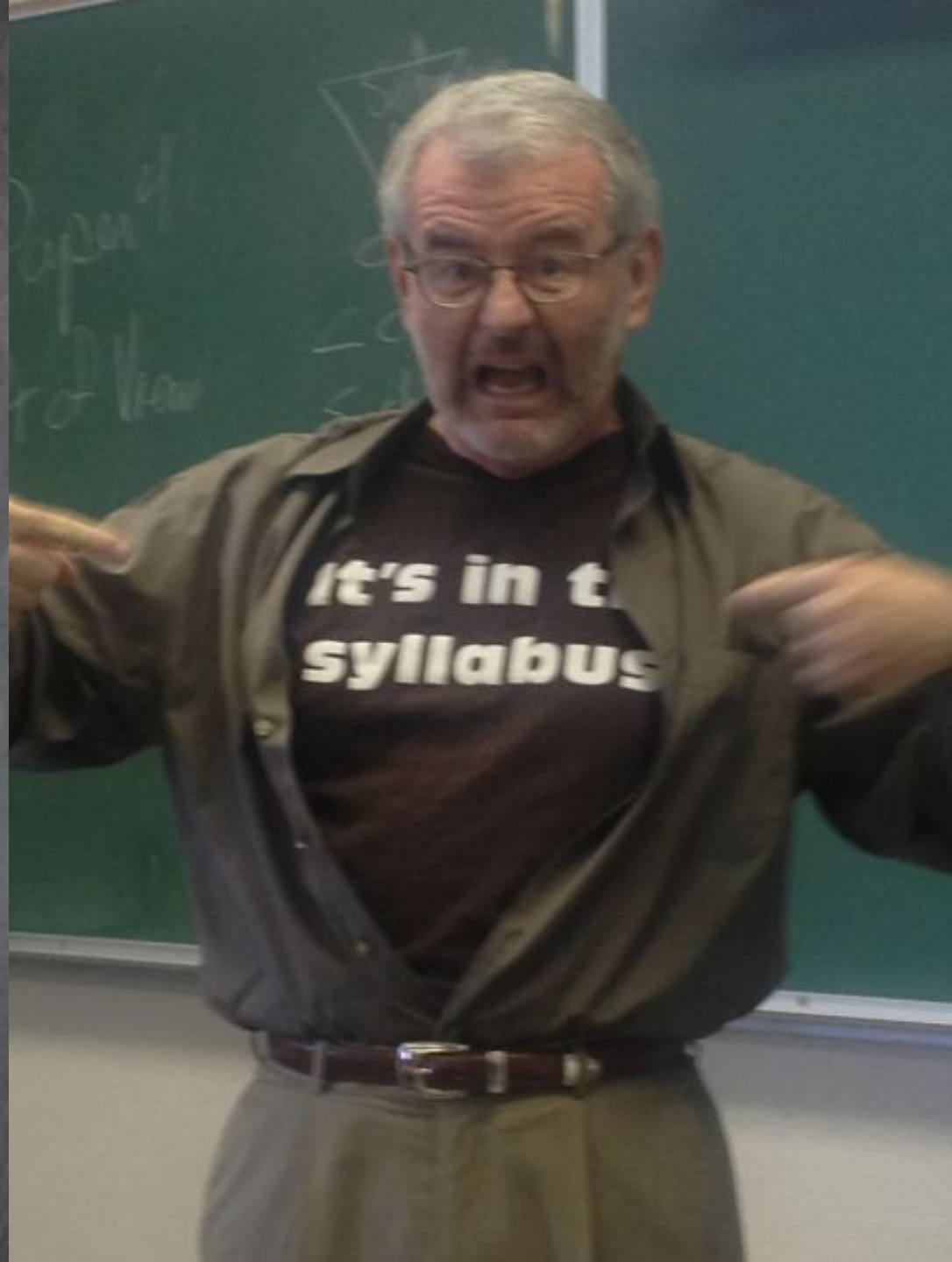


PRESENTER: KATIE KRCMARIK

RETHINKING THE SYLLABUS:

SETTING THE STAGE FOR SUCCESS





Why Should You Care?

- Stop answering the same questions over and over.
- Sets the stage for all future interaction with your students.
- Tells students what the course is about and why they should care (besides because they have to take it).
- Gives students clear guidelines for success or failure in the course.



First Impressions

- Syllabus is the first communication with the student.
- Sets the stage for future interaction with students.
- What does your syllabus say about you?
 - I'm boring and I'll bore you.
 - I'm confused and don't seem to know what's going on.
 - I really have no interest in teaching.
 - This class will be interesting and I can't wait to come back.

Course Description and Objectives:

In this course, we explore the history of the United States since end of the Civil War and Reconstruction. You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through critical analysis of primary and secondary sources; setting events, documents and people in their historical contexts; and crafting interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively *doing* history, not passively learning about history. The course will also cover relevant aspects of the US and Massachusetts state constitutions, in accordance with MA General Laws, Chapter 73, Section 2A¹ and fulfills the college's "Constitutions" requirement.

Required Texts:

James West Davidson et al, *Experience History: Interpreting America's Past* Volume 2, From 1865 (McGraw Hill 2011), ISBN: 978-0077368326

David Emory Shi and Holly Mayer, *For the Record: A Documentary History of America: From Reconstruction through Contemporary Times* 4th edition (WW Norton), ISBN: 978-0393934045

Course Requirements:

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb at least one textbook chapter each week, plus additional readings or documents, and will write the equivalent of 30 pages over the course of the term. You will need to put in consistent effort during the whole semester. You'll need to have (or learn) basic library and online research skills. You'll need to speak up in class and demonstrate active learning, not passive absorption. **Learning is not a spectator sport.** To take advantage of multiple learning styles, and to help create a community of learning in this classroom, I will assess your learning in several different ways.

- Attendance and Daily Work 20%** – I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, and substantive, and that you will have done that day's assigned reading before class. There's no such thing as an "excused" absence – you're either in class, or you're not. Daily Work includes pop quizzes, discussion questions, and class participation. These cannot be made up, since they depend on being present in class.

¹ MA General Laws, Chapter 73, Section 2A.

"In all state colleges the constitutions of the United States and of the commonwealth shall be taught as required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

- Exams 30%** – we will have 4 closed-book tests. The last test will take place during the final exam period but will be the equivalent of the other three exams (not a cumulative final). Your lowest score is dropped; **there are no makeup exams.**

You'll note that fully half of your grade involves showing up prepared in class, participating intelligently, and taking at least 3 of the 4 exams. The other half of your grade is based on original written work and research.

- Document Responses – 30%** (2 double-spaced pages) – You can turn in one of these each week on Fridays. They are short papers analyzing, responding to, or connecting a document from *For the Record* with our textbook or to a larger issue/theme/current event in American history. These are not opinion pieces, but rather brief works of historical analysis considering primary sources as the "raw material" of history. You can skip one week, since there are 11 possible Fridays. They should be thoroughly proofread for correct grammar and spelling, and should contain a correct footnote to the original document. They need to be turned in **DURING CLASS** or uploaded to Digital Dropbox **BEFORE CLASSTIME** on Friday. There are **NO makeups** or late work accepted on these short papers.
- Projects 20%** – you will do two projects of your own original work, each of which involves planning ahead, research, and well-crafted, historically informed writing. For the first project you'll compare two documents in the *For the Record* reader, and then write a paper that develops an evidence-based historical argument. For the second project, you'll use and then improve a student-made packet of sources for studying a more recent event in American history. **Each of these projects is worth 10% of your final grade.**

Your grade will be determined this way:

Attendance & Daily Work	20%	Silent attendance does not earn full credit. Sleeping/texting in class definitely does not earn full credit. Daily Work may include pop quizzes, discussion questions, and class participation. These cannot be made up, since they depend on being present in class.
Exams (best 3 of 4)	30%	Exam dates:
Document Responses (10)	30%	You can turn in ONE each week on Friday. You need a total of 10 by the end of the term.
Primary Source Project	10%	An analysis and comparison of two documents from <i>For the Record</i>
History Now Project	10%	A paper/project focused on an event in recent US History (since 1980)
	100%	

All of the course information and material is available online in TWO places: on Blackboard, and on a public blog. That way, if Blackboard is down, our work goes on. You should bookmark the blog's url (<http://www.tonahangen.com/wso/us2/>), subscribe to its RSS feed, or add its Google calendar to your own to keep track of due dates.

us history II

HI 112-02
HI 112-H2

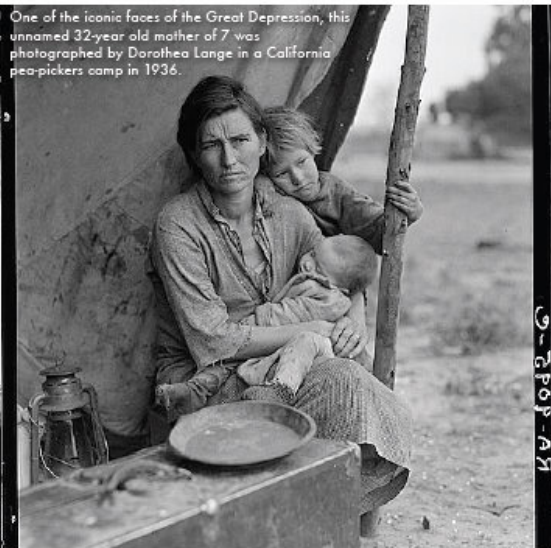
SPRING 2011

MWF 9:30 AM

ROOM TBA

WORCESTER
STATE
UNIVERSITY

One of the iconic faces of the Great Depression, this unnamed 32-year old mother of 7 was photographed by Dorothea Lange in a California pea-pickers camp in 1936.



Course Description and Objectives

In this course, we explore US history since the end of the Civil War & Reconstruction

You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through critical analysis of primary and secondary sources; setting events, documents and people in their historical

contexts; and crafting interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively doing history, not passively learning about history.

Since it fulfills your "Constitutions" requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: "In all state colleges the constitutions of the United States and of the commonwealth shall be taught as

required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

What's in this syllabus

How to take this course	2
Course Requirements	2
Grading Scale & Syllabus	3
Details of the "Document Duel"	4
Policies and Resources	5

course details

Website: <http://tonahangen.com/wsc/us2>

LASC: USW, CON

Required texts: James West Davidson et al, *Experience History: Interpreting America's Past* Volume 2, From 1865 (McGraw Hill 2011), ISBN: 978-0077368326

David Emory Shi and Holly Mayer, *For the Record: A Documentary History of America: From Reconstruction through Contemporary Times* 4th edition (WW Norton), ISBN: 978-0393934045

how to take this course

It's not what you "get" in this course, it's how deep you go. People take a US History survey for lots of reasons, usually variations on "it's required." Think about why someone has decided that learning this material might be essential to your college experience, and what that means for you personally.

It is entirely possible to do well in the class without being transformed by your new-found historical knowledge, but it would be a darn shame. I like to think that this (and indeed, any) course operates on three levels. Imagine we are standing on the seashore; the course is the ocean. Enter with me and go as deep as you dare...

wading

you need the basic outlines of US history, the highlights, the main characters & ideas, the surface-level knowledge

There's nothing wrong with staying in the shallows; this approach may work for you if this is likely to be your only history course, or if you've never taken one before & it's all new

"Waders" will tend to assume that textbook, documents, and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with WHAT happened in the past.

snorkeling

you have a grasp of the basics and are ready to think historically and explore what's below the surface

Perhaps you've taken US history before, or are a beginning history major. You already know that history is a conversation among differing and/or contradictory perspectives.

"Snorkelers" notice historical inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in HOW & WHY things happened as they did.

scuba diving

you want to go deeper into the past, using the cognitive equipment & tools of history as a focused critical thinker

Experienced? You are well aware of historical controversy and how historical knowledge is constructed. You actively seek alternative sources, interpretations, and voices.

"Divers" don't take any of the course's structure or content as natural or inevitable. They see (and then fill) the course's gaps. They are curious, passionate, and concerned with WHY HISTORY MATTERS.

Course Requirements

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb textbook material on your own outside of class. You will write the equivalent of 30 pages over the course of the term. You will need to put in consistent effort throughout the whole semester. You'll need to have (or learn) basic library and online research skills. You will need to speak up in class and demonstrate active learning, not passive absorption. **Learning is not a spectator sport.**

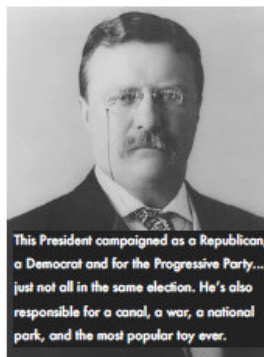
Attendance and Daily Work (20%) I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, substantive, and that you will have done that day's assigned reading before class. There's no such thing as an "excused absence" – you're either in class, or you're not. Daily Work may include pop quizzes, discussion questions, in-class short writings, and class participation. These cannot be made up, since they depend on being present in class.

Exams (30%) We will have 4 exams. The last one will take place during the final exam period, but will be the equivalent of the other three exams (not a cumulative final). Your lowest exam is dropped; **there are no makeup exams.**

You'll note at this point that fully half of your grade involves showing up prepared for class, participating intelligently, and taking at least 3 of the 4 exams. The other half of your grade is based on original written work and research.

Document Duel (30%) – 2 double-spaced pages, no more and no less. You can turn in one of these each week on Fridays. They are short papers that give you practice working with primary sources and developing historical interpretations. You can safely skip one week, since there are 11 possible Fridays (but you will get the extra credit if you do all 11). They need to be turned in DURING CLASS or uploaded to Digital Dropbox BEFORE CLASSTIME on Friday. There are NO makeups or late work accepted on these short papers. See p. X for more information on the DDs.

Projects (20%) – you will do two projects of your own original work, each of which involves planning ahead, research, and well-crafted, evidence-based historical writing. For the first project you will compare two documents from the *For the Record* reader, and then write a paper that uses these documents as evidence for a historical argument. For the second project, you'll use and then improve a student-made packet of sources for studying a recent event in American history. Each of these projects is worth 10% of your final grade.



This President campaigned as a Republican, a Democrat and for the Progressive Party... just not all in the same election. He's also responsible for a canal, a war, a national park, and the most popular toy ever.

Your Instructor: Dr. Tona Hangen
Office: Sullivan 327-B
Phone extension: 8688
email: thangen@worcester.edu
Email is the preferred way to reach me

Office Hours (signup posted on door)
M 2-3, W 1:30-2:30, F 10:30-11:30,
and by appointment

Why Think About Design?

- A well designed syllabus can make your students excited about the class.
- It can highlight the information they most commonly ask about.
- Give them an idea what the course is about and what they can expect for the semester.
- Helps make students more responsible for their performance in your class.

Getting Started

- Ask yourself the following questions:
 - What do I think is most important for students to know?
 - If you've taught before, what were the most common questions?
 - What confused students the most or was the least clear to students?
 - What tone do I want to set for the class?
 - Are there other ways to present information besides just text?

Set Expectations

- What approaches will be used in the class? Lecture? Discussion? Group work?
- Are students expected to attend all class sessions?
- Are students expected to participate actively in class? If so, what do you consider "active" participation?
- Is it important to keep up with the readings on a daily basis or is it only necessary to complete the readings before the exam?
- How will issues of student diversity be addressed in the classroom?
- Are there guidelines for student conduct which they are expected to follow?
- What special procedures will students need to learn?

Define Student Roles & Responsibilities

- Tell students what you expect them to do, both in class and outside of class.
- Students have a better chance of being successful when they know precisely what you expect.
- Instructors usually include their expectations regarding the following:
 - Attendance
 - Class workload
 - When students should complete the assigned readings
 - Participation
 - Conduct policies
 - Using technology (such as email or the class Web site)
- You can also address any of your "pet peeves" in this section, such as tardiness or eating during class.

Grading

- The grading section should include a complete list of course activities that contribute to the grade and an indication of the weight (number of points or percentage) assigned to each activity.
- Examples of course activities are:
 - Quizzes and examinations
 - Papers
 - Homework assignments
 - Journals
 - Projects
- Explain to students how you will compute their grades.
- Be as specific as possible to reduce problems later.
 - Many deans go by exactly what your syllabus says when dealing with student disputes.

Required by Mott

- All information must be consistent with the course catalog description, CPSC approved objectives and divisional topical outlines for the course.
- See pages 23-28 of the faculty handbook for complete template and example wording for college policies.
- Talk to your dean or department coordinator if you have questions specific to your course or department.
- Online instructors can talk to the eLearning department about any specifics relating to approved syllabi requirements.

Required by Mott

- Course Information
 - Course Name
 - Prerequisites
 - Meeting days, times and location
 - Course prefix and number
 - Credits
 - Contact hours
 - Book requirements – required and optional
 - Title
 - Author
 - Publisher
 - Edition
 - ISBN number
 - Equipment and supply requirements
 - General description of course

Required by Mott

- Instructor Information

- Instructor's name
- Instructor's office location
- Instructor's contact information
 - Office phone number
 - E-mail address
 - Fax number
 - Division phone number
- Instructor's office hours

- Class Organization

- Outline of CPSC approved objectives in chronological order
- Key dates for the semester
- How the objectives will be assessed
- Estimated timeline for assessment(s)
- How the objectives will be graded
- How each assessment impacts the final grade

Required by Mott

- Instructor policies
 - Opportunities for extra credit
 - Grading policy including grading scale
 - Complete attendance policy
 - Absences
 - Planned
 - Emergency
 - Tardiness
 - Withdrawal (College has official policy)
 - No Show - “NS” (College policy as well as your take)
 - Instructor’s policy regarding make up
 - Exams and quizzes
 - Assignments
 - Homework
 - Incompletes (May just use college official policy)

Required by Mott

- Instructor policies (cont.)
 - College policy on accommodations for persons with disabilities (Include Americans with Disabilities Act language)
 - Title IV Funding Eligibility
 - College's policy regarding emergency closings
 - Policy regarding instructor's absence(s)
 - Instructor's classroom policies
 - Safety requirements
 - Cell phones
 - Classroom etiquette
 - Tardiness – entering when presentations are being given
 - Food/drink
 - Tape recording policies
 - Hats
 - Plagiarism

INTRO TO GRAPHIC DESIGN THEORY AND PROCESS

This course will provide students with an introduction to a wide variety of career paths and disciplines under the umbrella field of Graphic Design. Students will learn what is involved in different jobs, what is typography, what does it mean to work with clients, and exposure to different processes related to graphic design including printing pre-press, paper and ink, and an introduction to the terminology used in graphic design.

WHAT TO EXPECT

So, someone told you to take this class because it was required or for some other reason, but what can you expect from the course this semester:

- To learn what graphic design is and how it is used in everyday life. I am willing to bet you didn't know all the things graphic designers do.
- A hands on experience. Most people learn better by doing rather than talking about a subject.
- You do not need previous art experience or drawing skills to be successful in the class.

- How to use a Mac computer. For those who haven't used one, it won't be so bad.
- Begin learning the Adobe Creative Suite products like InDesign, Illustrator and Photoshop. You'll be amazed what you can do.
- To work independently as well as with your fellow classmates.
- Most importantly, you can expect to have lots of fun!

In general, I expect that you attend all classes, come to class on time, stay for the complete class, complete all assignments and readings, and review lecture notes BEFORE class to ensure success in the course. I expect you to be polite and respectful of myself and your fellow classmates. If you do these simple things, you will be successful in this class this semester. Please contact me if you have a problem or an issue. Please don't just give up or stop showing up. I am here to help.



COURSE INFO

Wednesdays 6:30 - 9:25 pm
VADC 129
Mott Community College
3 credits/3 contact hours

Prerequisites: Placement testing at level of at least RDNG-030

Classroom handouts, lectures, assignment sheets, announcements and other supplemental materials will be available for download at blackboard.mcc.edu.

Use hashtag #art121gdt to follow our class on Twitter.

INSTRUCTOR

Katie Krcmarik
P: 248-321-3434 (cell)
kkrcmarik@hotmail.com
@KatieKrcmarik

Office Hours:
Monday & Wednesday from
5:30 - 6:30 pm, or by appointment

TEXTBOOK

Guide to Graphic Design Plus NEW
MyArtsLab with eText - Access Card
Package

Author: Scott W. Santoro
ISBN-10: 0205959229

Online Access:
<http://www.pearsonmylabandmastering.com>

GRADING POLICIES

Blog links will be submitted via the assignment link on Blackboard. Presentations will be presented to the class. Your projects should be completed as specified. Evaluations will be completed using Google forms. It is up to the discretion of the instructor to penalize for absences and lateness.

This course includes a midterm and final assessment in addition to weekly self assessments. These assessments are not exams, but reviews of your progress in the course. There will also be a variety of discussions, activities, design projects and blogs, all of which will be given specific deadlines for completion. Assignments and blog posts are expected to be completed outside of class, as homework. All assignments are due at the start of the class date posted.

Late penalties are based on calendar days, not class days. Late work can be turned into the art office, during another class, or by arrangement with the instructor. It is, however,

better to turn in a project late, rather than not at all. I would also note that all projects can be resubmitted for a higher grade, but late points cannot be removed. It would be better to turn in a potentially bad project on time than a really good project late.

Late penalties:

- 1 day late = -5 pts
- 2 days late = -10 pts
- 3 days late = -15 pts
- 4 days late = -20 pts

After 4 days, assignments may not be accepted and a failing grade could be reported. Instructor can adjust this policy at her discretion.

EXTRA CREDIT

Occasionally, the instructor, at her discretion, may make available an opportunity for a student to earn extra credit. This would be determined either on an individual basis, or as an opportunity for the entire class. Please pay attention to Blackboard and/or follow

me on Twitter to receive information about extra credit opportunities.

GRADING SCALE

Translation of 100 point system to college grade reporting is as follows:

950-884	100-93	4.0	A
883-836	92-88	3.5	B+
835-788	87-83	3.0	B
787-750	82-79	2.5	C+
749-703	78-74	2.0	C
702-655	73-69	1.5	D+
654-608	68-64	1.0	D
607-0	63-0	0.0	E

DISCLAIMER

The grading information provided here is meant as a general guide. However, the instructor reserves the right to adjust the course grading policy as she deems appropriate.

WEEKLY SELF ASSESSMENTS

In place of traditional testing, you will be required to complete weekly evaluations of yourself and the course material. Points will be awarded for completing them. I ask that you be honest about your progress and performance. This helps me gauge how you are doing beyond just the work I see. The first week's assessment will be more of an introduction for me to you and your skills. The links to the Google forms will be available on Blackboard under Weekly Self Evaluations.

FINAL ASSESSMENT

There are no exams as part of this course. Instead, you will have two assessments along the way to offer feedback. The midterm assessment will only offer feedback. The final assessment will involve a graded component. These assessments will look at your overall progress in the course and function somewhat like a portfolio review.

PARTICIPATION

Participation in class is expected and required. You should be prepared to offer your opinions during classroom discussions and actively participate in critiques. I do understand that talking in front of people may be hard for you, but I ask that you try to participate. Participation is part of your grade and a crucial factor when making final decisions about grades.

WRITTEN COMPONENTS & PRESENTATIONS

It is expected that all writing assignments will demonstrate college level writing skills including proper grammar, appropriate language, and proper structure. Texting language and emoticons are not acceptable for writing assignments. **No hand-written assignments will be accepted.**

Blog Posts

After setting up a blog on WordPress or other similar free blog service, you will send your instructor a link to the blog via the assignment link on Blackboard. Links to the blogs will be posted on Blackboard for classmates to view. The above instructions for grammar and language apply to the blogs.

Essays (Only if not doing blog posts)

The written projects should be neatly typed in MSWord with 1" margins all around, double spaced with footers, headers, and page numbers, with an additional cover page that indicates the title and the information in the next column. Papers may only be submitted in .doc, .docx, or .rtf formats. Essays should be submitted digitally via email to me at kkrmark@hotmail.com.

Put on cover page for written assignment:

- > Student name & number
- > Course # and name
- > Instructor's name
- > Assignment # and name
- > Date due and the date assignment was turned in to instructor.

Presentations

Presentations should be done in PowerPoint, Prezi, or by using the presentation option in Google Docs. Do not use Keynote or any other software. Make sure to format your presentation consistently. I don't want to see ten different presentations sandwiched together. Also, make sure your presentation is readable and not distracting.

PROJECTS

Presentation is important here in the classroom setting (and for successful employment in the real world). As such, you should follow the detailed presentation instructions provided for each assignment. If you lose your assignment sheet, all assignments are posted to Blackboard.

Presentation is part of your grade and is worth 20% on each project. You spent a lot of time creating your project so your presentation should reflect the time you spent. It could be the difference between one grade and another. **PRESENTATION IS IMPORTANT!**

Somewhere on each project, place a label stating the following:

- > Student name & number
- > Course # and name
- > Instructor's name
- > Assignment # and name
- > Date due and the date project was turned in to instructor.

HOW DO I GET AN A IN THIS CLASS?

Students often ask how they can get an A in my class. The below guide is meant as guidelines to provide you with some idea of what I'm looking for.

Grade A

An A student will produce outstanding work. It will be original work and represent ideas not typically associated with the assignment. Your performance in all other aspects of class will also be outstanding. Further, you should:

- Attend all classes and be on time
- Turn in all work and turn it in on time
- Go above and beyond the basics on assignments
- Actively participate in classroom activities and discussions
- Exceptional craft and presentation

Grade B

A B student will produce good work, but it will be predictable. While you will have pretty good performance in the class, your attendance and timeliness will not be outstanding. Further, you will:

- Will attend most classes (missing fewer than 3 classes) and be on time
- Turn in most work (missing five or fewer assignments) and be on time most of the time (late fewer than three times)
- Participate in classroom activities and discussions
- Good craft and presentation

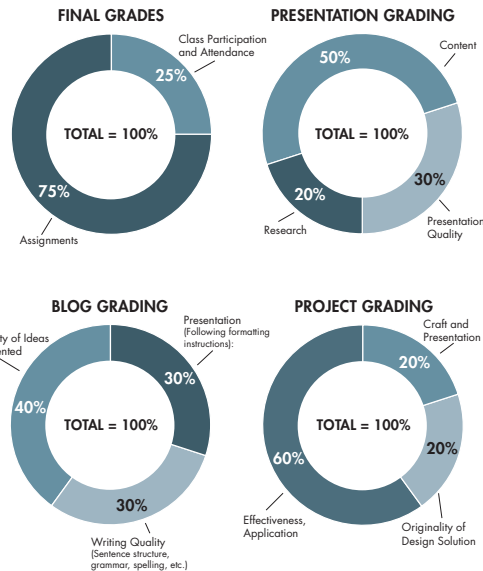
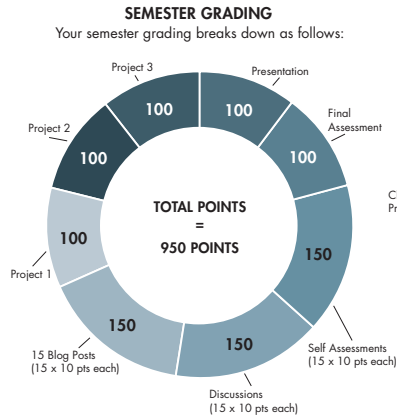
Grade C

A C student will produce average work and be lacking in overall classroom performance and timeliness. Further, you will:

- Will miss a number of classes (three to five) and may have issues with tardiness
- Missing a number of assignments (five to ten) and will often be late turning in assignments
- Minimal participation in classroom activities and discussions
- Deficient craft and presentation

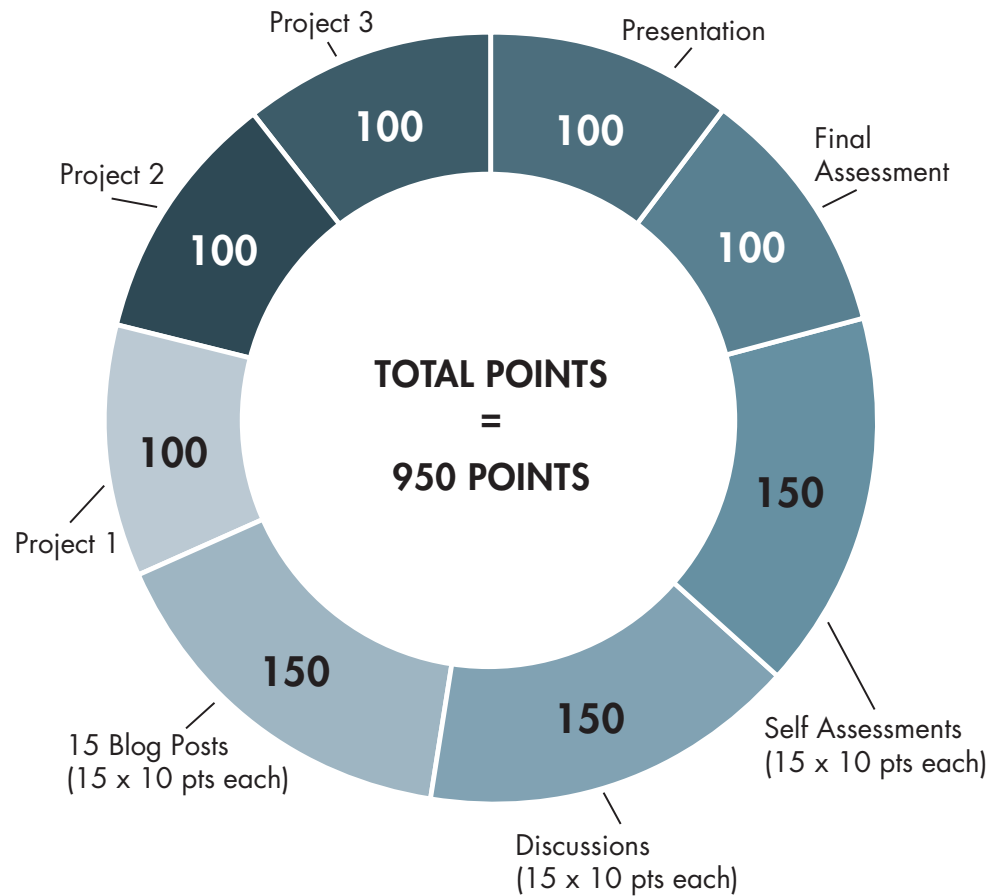
COMPLETE GRADING BREAKDOWN

These graphs show the complete breakdown of your overall semester grading and your overall assignment points. They also show the breakdown of specific assignments



SEMESTER GRADING

Your semester grading breaks down as follows:



COURSE SCHEDULE

ART 121 | FALL 14

WEEK 1 - 9/3/14

- Discussion: Review Syllabus, What is Graphic Design?
- In Class Activity: Ice Breaker and What is Graphic Design?

- Reading: Chapter 1 in Guide to Graphic Design, About Graphic Design, Chapter 11 in Guide to Graphic Design, Interaction and Motion Design
- Assignment: Complete Weekly Assessment, Set-up Blog & First Post!

WEEK 2 - 9/10/14

- Discussion: Graphic Design and the Various Specialties
- In Class Activity: Design Specialties, Intro to Illustrator

- Reading: Chapter 5 in Guide to Graphic Design, Generating Ideas
- Assignment: Presentation, Blog Post, Weekly Self Assessment

WEEK 3 - 9/17/14

- Discussion: Generating Ideas
- Assign Project 1
- In Class Activity: Start on project, Gather data

- Reading: Chapter 6 in Guide to Graphic Design, The Elements and Principles of Form, Chapter 8 in Guide to Graphic Design, Proportion Systems: Grids and Alignments
- Assignment: Project 1 Assigned, Presentation, Blog Post, Weekly Self Assessment

WEEK 4 - 9/24/14

- Company for Presentation Due
- Discussion: The Elements and Principles of Form, Grids
- In Class Activity: Working with Design Elements

- Reading: Chapter 7 in Guide to Graphic Design, Type and Typography
- Assignment: Project 1, Presentation, Blog Post, Weekly Self Assessment

WEEK 5 - 10/1/14

- Discussion: Type and Typography
- In Class Activity: Type, Work on Project 1

- Reading: Chapter 4 in Guide to Graphic Design, Researching a Graphic Design Project
- Assignment: Project 1, Presentation, Blog Post, Weekly Self Assessment

WEEK 6 - 10/8/14

- Project 1 Due - In Class Critique
- Discussion: Researching a Design Project
- In Class Activity: Brainstorming & Research

- Reading: None
- Assignment: Project 2 Assigned, Finish Presentation, Blog Post, Weekly Self Assessment

WEEK 7 - 10/15/14

- Mid Term Assessment
- Presentations
- No Discussion or In Class Activity

- Reading: Chapter 3 in Guide to Graphic Design, Graphic Design Concepts
- Assignment: Project 2, Blog Post, Weekly Self Assessment

WEEK 8 - 10/22/14

- Review Sketches for Project 2
- Discussion: Graphic Design Concepts
- In Class Activity: Concept Activity

- Reading: Chapter 10 in Guide to Graphic Design, Visual Coding: Loading Form with Meaning
- Assignment: Project 2, Blog Post, Weekly Self Assessment

★ REMEMBER YOU ARE RESPONSIBLE FOR ALL MATERIAL IF YOU MISS CLASS ★

WEEK 9 - 10/29/14

- Discussion: Visual Coding
- In Class Activity: Visual Coding, Work on Project 2

- Reading: Chapter 9 in Guide to Graphic Design, Concepts in Action
- Assignment: Project 2, Blog Post, Weekly Self Assessment

WEEK 10 - 11/5/14

- Project 2 Due - In Class Critique
- Discussion: Proportion Systems: Concepts in Action
- In Class Activity: Developing a complete project

- Reading: Current Trends in Design Reading Posted on Blackboard
- Assignment: Project 3, Blog Post, Weekly Self Assessment

WEEK 11 - 11/12/14

- Discussion: Trends in Design
- In Class Activity: Work on Project 3/Carving Demo

- Reading: Chapter 12 in Guide to Graphic Design, Becoming a Designer
- Assignment: Project 3, Blog Post, Weekly Self Assessment

WEEK 12 - 11/19/14

- Discussion: Becoming a Graphic Designer
- In Class Activity: Work on Project 3

- Reading: Ethics Readings from Blackboard
- Assignment: Project 3, Blog Post, Weekly Self Assessment

WEEK 13 - 11/26/14

- Discussion: Ethics
- In Class Activity: Ethics, Work on Project 3

- Reading: Chapter 2 in Guide to Graphic Design, A Brief History of Graphic Design
- Assignment: Project 3, Blog Post, Weekly Self Assessment

WEEK 14 - 12/3/14

- Project 3 Due - In Class Critique and Printing
- Discussion: The History of Graphic Design
- In Class Activity: Printing

- Reading: None
- Assignment: Blog Post, Weekly Self Assessment, Finish extra credit, missing work, and/or assignment redos

WEEK 15 - 12/10/14

- Final Assessment completed in class
- Last Day to Turn in Extra Credit, Project Redos, and Missing Assignments

- Complete final Weekly Self Assessment and final blog post in class

ADD DUE DATES TO YOUR CALENDAR

PROJECT 1	PROJECT 2, PART 2	PROJECT 2, FINAL	PROJECT 3	COMPANY DUE	PRESENTATION	MIDTERM ASSESSMENT	FINAL ASSESSMENT	LAST DAY FOR WORK TURN IN
WEEKLY BLOG AND SELF ASSESSMENT REMINDER To remind your self of these weekly assignments, add this to your calendar. Be sure to change the repeat to occur weekly until December 10.						QUESTIONS OR PROBLEMS This code will add my contact info to your phone so you don't need to look it up. Please get in touch with me if you need clarification on any assignments or are having any problems.		

COURSE SCHEDULE

WEEK 1 - 9/3/14

- 🍷 Discussion: Review Syllabus, What is Graphic Design?
 - ✂ In Class Activity: Ice Breaker and What is Graphic Design?
 - 📖 Reading: Chapter 1 in Guide to Graphic Design, About Graphic Design, Chapter 11 in Guide to Graphic Design, Interaction and Motion Design
 - 📅 Assignment: Complete Weekly Assessment, Set-up Blog & First Post
-

WEEK 2 - 9/10/14

- 🍷 Discussion: Graphic Design and the Various Specialties
 - ✂ In Class Activity: Design Specialties, Intro to Illustrator
 - 📖 Reading: Chapter 5 in Guide to Graphic Design, Generating Ideas
 - 📅 Assignment: Presentation, Blog Post, Weekly Self Assessment
-

WEEK 3 - 9/17/14

- 🍷 Discussion: Generating Ideas
 - ☑ Assign Project 1
 - ✂ In Class Activity: Start on project, Gather data
 - 📖 Reading: Chapter 6 in Guide to Graphic Design, The Elements and Principles of Form, Chapter 8 in Guide to Graphic Design, Proportion Systems: Grids and Alignments
 - 📅 Assignment: Project 1 Assigned, Presentation, Blog Post, Weekly Self Assessment
-

WEEK 4 - 9/24/14

- ☑ Company for Presentation Due
 - 🍷 Discussion: The Elements and Principles of Form, Grids
 - ✂ In Class Activity: Working with Design Elements
 - 📖 Reading: Chapter 7 in Guide to Graphic Design, Type and Typography
 - 📅 Assignment: Project 1, Presentation, Blog Post, Weekly Self Assessment
-

WEEK 5 - 10/1/14

- 🍷 Discussion: Type and Typography
- ✂ In Class Activity: Type, Work on Project 1
- 📖 Reading: Chapter 4 in Guide to Graphic Design, Researching a Graphic Design Project
- 📅 Assignment: Project 1, Presentation, Blog Post, Weekly Self Assessment

ADD DUE DATES TO YOUR CALENDAR

PROJECT 1



**PROJECT 2,
PART 2**



**PROJECT 2,
FINAL**



PROJECT 3



**COMPANY
DUE**



PRESENTATION



**MIDTERM
ASSESSMENT**



**FINAL
ASSESSMENT**



**LAST DAY FOR
WORK TURN IN**



WEEKLY BLOG AND SELF ASSESSMENT REMINDER

To remind your self of these weekly assignments, add this to your calendar. Be sure to change the repeat to occur weekly until December 10.



QUESTIONS OR PROBLEMS

This code will add my contact info to your phone so you don't need to look it up. Please get in touch with me if you need clarification on any assignments or are having any problems.

<http://zxing.appspot.com/generator/>

COURSE POLICIES

Active participation in this course and classroom activities will have a direct impact on your ability to understand the subjects being dealt with, as well as your performance on various projects. As in the real world, unexcused absences or late arrival will be considered a lack of interest in being "employed" (and in this case being educated). This will be reflected in a lower grade. Students are expected to show up for EVERY class and be ON TIME in order to get the most out of classroom instruction, discussions, project work, and instructor feedback. It is important that you NOT schedule other appointments that conflict with your class participation.

CELL PHONES/DEVICES

Cell phones should be on vibrate. If a call is important, please step into the hallway to take the call. DO NOT take phone calls in the middle of class. Please keep texting to a minimum. Laptops and tablets are welcome in the classroom, but should be used for class purposes. Your focus should be on learning the material.

CONDUCT AND DISCUSSIONS

Everyone has a different point of view, and artists are particularly notorious for expressing theirs. Some folks are a little shy about speaking in front of others, especially during critiques and discussions. Encourage each other, participate, critique, but don't make any personal attacks. That said, students who do not show respect to their classmates or instructor may be asked to leave the class.

FOOD AND DRINK

You may eat and drink in the classroom, but may not do so while sitting at a computer. Always clean up after yourself, including disposing of trash properly and washing up any mess you have left behind. If it is found that students cannot adhere to these guidelines, then no food or drink will be allowed at all in the classroom.

HATS AND MODES OF DRESS

This is an art class. Dress as you see fit. However, you should also be considerate of your classmates and practice some good personal hygiene, try to avoid clothing that may be offensive to others or hats that get



in the way of your ability (or others) to see what's going on in the classroom.

PERSONAL ITEMS

Disks, books, and other personal items should be labeled with your name so that efforts can be made for their return in the event that you have left them behind. If you find something that does not belong to you, be sure to make an effort to return it to the rightful owner or, if unavailable, turn it in to an instructor or the Art Office where it will be safely stored until the owner claims it. Students found to engage in unauthorized "borrowing" (stealing) from either the college or their fellow students will face academic discipline or worse.

SAFETY ISSUES

We will be using some materials that may be considered dangerous or toxic. These include paper cutters, mat and X-acto knives, solvent-based markers and glues. Please be considerate of your own and others safety in the use of these materials. All art materials must be carried in proper art bins/tool boxes and any liquids should be kept in airtight containers. Knives should be put away carefully in a latched box and used blades disposed of by taping it in a larger sandwich of cardboard before tossing in the trash bin. The guillotine cutter and other paper cutters provided in the studio should always be returned to their "down" position. Hands should be kept

away from the blade, holding the handle or left side of paper/board only.

TAPE RECORDING

The use of tape recorders or camera/video phones in this class is forbidden without first obtaining written permission from the instructor.

CONTACTING YOUR INSTRUCTOR

While I encourage you to get in touch in with me, please try to observe some courtesy. I will try to get back to you within 24 hours. If calling or texting, I ask that you not get in touch with me after 10 pm or before 8 am. When texting, please include your name in the message. When emailing, please put a subject line that states the subject of the email. My contact info is on the first page of the syllabus. That contact info is the best way to get in touch with me.

PLAGIARISM/CHEATING

According to the policy of the college, plagiarism and cheating are considered Academic Dishonesty and may result in your dismissal from or failure in the course with possible academic consequences from the college, including becoming a part of your permanent academic record.

TARDY

You will be considered tardy if you are more than 15 minutes late to class or leave 15 minutes early. If you do find yourself entering a classroom late or you must leave early, especially during a lecture, student presentation, or critique, please enter and be seated quietly without disturbing others.

ABSENT

You will be considered absent if you miss more than 45 minutes of a class. Two



tardies will be considered one absence when reporting to government agencies (see Title IV below) and for determining class participation and attendance. Note that your class participation and attendance is worth up to 25% of your total semester grade. Please note that this can have a significant impact on your financial aid! Financial Aid requires that you regularly attend class in order to receive funds.

EMERGENCY

Absences due to a bonafide emergency may be excused with written permission but will still be considered for grading and reporting purposes. If a medical emergency absence extends beyond two classes, the student should meet with me to discuss other options for completing or withdrawing from the course.

PLANNED ABSENCE

Absences due to planned activities (i.e. regular doctor's appointments, family vacations, etc.) are not excused absences. No exceptions. This course meets at regular times and you should do everything possible to avoid planning any absences during the semester. You are responsible for lecture notes, assignment due dates, etc. Missed materials for the week can be found on Blackboard and you can contact me with questions about the missed materials.

INSTRUCTOR ABSENCES/TARDINESS

While it has only happened very rarely, should it be necessary for me to miss a class, an appropriate substitute instructor will be arranged. Your attendance is still required for this class meeting. In any case, a representative from the Fine Arts Division will issue a message to the class in case of class cancellation.

COLLEGE POLICIES

STUDENTS WITH DOCUMENTED DISABILITIES

Matt Community College is committed to providing equal opportunity for participation in all programs, services and activities and adheres to Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act, as amended (2008) to provide effective auxiliary aids and services for qualified students with documented disabilities. Requests for accommodations by students with disabilities may be made by contacting Disability Services at 810-232-9181 or on the web at disability.mcc.edu. Once your eligibility for an accommodation has been determined, you will be issued an Instructor Notification Letter. Please present Instructor Notification Letters to instructors at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

INCOMPLETES

A student must initiate a request for an "I" (incomplete) from the instructor. The "I" will be given at the sole discretion of the instructor. Typically, an "I" will be given only when the student (a) has completed at least 75% of the class but is unable to complete the class work because of extraordinarily unusual or unforeseen circumstances or other compelling reasons, (b) has done passing work in the course, and (c) in the instructor's judgement, can complete the required work without repeating the course.

WITHDRAWAL

A "W" is a student initiated withdrawal and can be initiated up to the 90% point (approx. up until the last two weeks of class) in the course. Effective Fall 2006, the instructor initiated withdrawal will no longer be available. You MUST go to the registrar's office to initiate a withdrawal.

NO SHOW

The instructor may assign an "NS" grade, which indicates that the faculty member has had, in their judgement, insufficient instructional contact with the student. This can be assigned as early as 20% into the course, but will not be assigned if the student has completed 50% or more of the course work. If the student has completed 50% or more of the coursework, the student must seek a Withdrawal from the course if he/she wishes to drop. Otherwise, the grade earned by the student will be issued.

MCC EMERGENCY CLOSINGS

The college will be closed at the direction of the President when adverse weather or other conditions make it necessary. For closing information, call: 810-232-8989. You can also sign up online for notifications to your phone.

TITLE IV FUNDING ELIGIBILITY

Federal and State guidelines require the college to keep attendance records in order for students to maintain their Title IV fund eligibility. Excessive absences may affect that eligibility.



MY ARTS LAB AND BLACKBOARD

MY ARTS LAB

This textbook comes with several unique features available online through the MyArtsLab. You can gain access at: <http://www.pearsonmylabandmastering.com>. In MyArtsLab, you will find audio files for all chapters, flash cards to help you study, and many other exciting features to better assist you in being successful in the course. Please let me know if you have any trouble accessing the materials. The code for your access should be found with your textbook.

TO USE A STUDENT ACCESS CODE:

- Go to the MyLab & Mastering website (link listed above) and click Student in the Register area.
- Enter the course ID provided by your instructor (krmarik74227) and click Continue.
- After verifying your course information, enter your username and password, and click Sign in.
- If you don't have a Pearson account, click Create an account.
- Complete the Create an Account page. Helpful hints display to guide you.
- Read and accept the license agreement.
- Optionally, you can select the check box to help us make our products better and learn about new offers.

- Click Create Account.
- Click Access Code and enter your six-word access code in the boxes.
- Click Finish to complete your registration.
- Click Go to Your Course to access your online course.

BLACKBOARD

Blackboard is an important part of this course. Your weekly self assessments will be administered through blackboard, all lectures, and assignments can be found there. It is an important source if you miss class. I will also make available additional materials on Blackboard including readings, assignment examples, and extra credit opportunities. I expect you to be able to login to blackboard as soon as possible.

TO LOGIN AND ACCESS THE CLASS ON BLACKBOARD:

- Go to blackboard.mcc.edu.
- Type in your user name and password.
- On the right hand side of the screen, you should see My Course. Under My Course, you should be able to select this course by clicking on the name of the course from all courses listed.

- This will then take you into the course. All main course navigation is located on the left hand side of the screen. This is where you can locate all materials.

NEED USER NAME OR PASSWORD:

- Go to blackboard.mcc.edu.
- Click on the Student Account Lookup links underneath the sign-in box.
- You will then be taken to a screen where you should enter your seven digit id number and then press submit or enter. This will give you your user name and the formula for your password.



IMPORTANT DATES

	FULL SEMESTER	1ST HALF	LATE START	2ND HALF
First day of class	September 2	September 2	September 29	October 23
Web Advisor Registration Closes	September 5	September 5	September 5	September 5
Last Day to Add without Faculty Consent	September 6	September 6	September 29	October 23
Last Day to Drop Full Refund	September 8	September 8	October 6	October 29
Last Day to Drop Half Refund	September 12	September 12	October 9	November 3
Date of Record	September 13	September 13	October 10	November 4
Last Day to Change to Audit Status	November 7	October 3	November 7	November 7
Thanksgiving Break	November 27-30			
Last Day to Drop with "W"	December 10	October 15	December 10	December 10
Last day of class	December 17	March 5	December 17	December 17
Final Grades Due	December 19	October 24	December 19	December 19

in this syllabus >>>

What is Composition?
Grade Breakdown
Tips for Success in Comp
Nitty-Gritty Details
Course Calendar



2011
Fall

An Overview of the Course, Expectations, Assignments, and Objectives

1200.18

11:00-12:15

T/R

Composition

current topics >>>

Essential Questions to Guide our Semester...

- Why do we write?
- Who do we write for?
- How do we write for meaning for ourselves and our readers?

Questions? Concerns?

Email: vanessa.alander@gmail.com
Cell/Text: 603.452.8444
Twitter: @mrsalander / #psucomp18
Skype: mrsalander
Google+: gplus.to/vjalandar
House: 603.367.1053 (before 8pm)
Office: Ellen Reed House 9



What is Composition?

Personal Narrative, Research, Descriptive, On-Demand

Writers learn to write by reading, and readers learn to write by writing. It's all circuitous. You can't write well, without reading well. We will do both in this course.

Writing is a skill that you need the rest of your life. There will be no ESCAPING it—sending e-mails, text, essay exams, memos, and more. In this course, you will write, write and rewrite. The major difference in this course is that you

terms of what you will write. You will experience how to discover topics of writing that are meaningful to you. You will also learn how to make an assigned topic your own. You will learn to know the differences between revision, editing, and proofreading.

You will discover the inherent power that you, as a writer, possess and learn how to harness it to improve your writing. You are expected to bring your writing to a level that it is polished and publishable. You will then share your writing throughout the writing process with the community of writers in class. Also,

you will receive and give thoughtful and critical critiques about your writing and your peers.

The ability to read critically is a skill that you will learn. This helps you to become

While there is a great deal of writing; you, as author, will be in full control of the topics and process.

a more thoughtful and deeper reader of your own work. You will combine all of this knowledge with your own experience and connect to the wider world (political, social, scientific, historical, etc.).

Through multiple drafts, conferences, and readings of your work, you will think deeper about your own writing and readings.

This is to help prepare you for the personal and academic writing you will do while here at university and in life. Your words need to have your voice, and you will learn how powerful that voice may be.

Nitty-Gritty Details...

This is a writing workshop course and as such, your daily and thoughtful participation is necessary and required. More than five (4) absences will result in a failing grade for this course. Three absences will result in a decrease in a full grade (for example, from a B to a C) for your final grade...

Late Paper Policy:

Simply written, late papers are not accepted. At work, you can not hand in late papers, neither can you in this Also, if a class day is devoted to revision, peer writing, or is a workshop day and you do not have your writing, you will be asked to leave and the missed day will count as an unexcused absence. Papers not handed in on-time will receive zero a (0). **You must be present IN CLASS to hand in a paper.**

A Quick Note About Excuses:

Computer-related excuses will not be accepted. We all have to deal with the multitudes of difficulties when it comes to technology. You should always back up your work in multiple places. Computer crashes, lost thumb drives, running out of printer ink, electronic failures, etc., will not excuse you from having to produce a final document in time for class.

Author's Notes:

Authors notes are notes from the author to the reader of his/her piece of writing. They introduce the piece of writing, describe its composition process, and lay the groundwork for feedback. Authors notes are required on all pieces of writing, including weekly writings. These notes may range from two paragraphs to a page and a half in length. writing assignment is due. **Please take note: without an author's note, your paper is incomplete and WILL receive a zero.**

Paperless Class:

We will be paperless (as much as possible) this semester. This is new to me and any hiccups we experience, we'll experience together. To facilitate this, we will be utilizing Web 2.0 tools. Our world is based in technology so will our class.

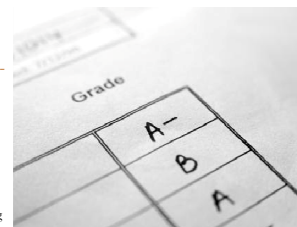
This course has an online component found at: <http://fall2011comp.wordpress.com/>. This site will be kept up to date on my end. This blog will contain all electronic handouts, calendar of assignments, and more. It is in your best interest to check this site frequently.

You need to create a Blog where all of your weekly writings will be posted as well as your larger papers with their multiple drafts. It is expected that you will comment on each other's work. You will also use your blog for postings. All papers will be submitted electronically to me via Google.

Also, sign up for Gmail (if you don't already). We will use Google Doc (assignment submission) and Google+ for office hours.

Attendance:

Think about it this way... if you don't go to your job, you get fired. Same deal here. You don't attend, you will fail. Any more than three absences and your grade will be lowered. Any more than four and you may not pass this course. This is a workshop class. You can not pass if you're not an active, responsible and contributing member of this classroom.



Grade Breakdown

Participation: 50%
Progress: 30%
Performance: 20%

Course Objectives...

- ✓ This course will give students the knowledge base and develop the positive habits of all successful writers in college and beyond.
- ✓ Give students the opportunity to practice informal, formal and creative writing skills.
- ✓ Develop a topic for writing from the kernel of an idea to a fully developed, well written, and grammatically correct final piece of writing.
- ✓ Understand how to become one's own editor and revise drafts of writing to make them increasingly clear and effective.
- ✓ Students will discover their own unique voice and understand how to apply it to their writing.
- ✓ Utilize the library and the sources in it to integrate into a research paper.
- ✓ Students will develop an ease and comfort level with sharing their written work aloud in front of their peers and with giving and receiving critical feedback.

Academic Support...

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter, give me a copy.

Grading Information >>>

Participation, Progress & Performance

A grade is supposed to reflect how much you've learned during our time together. Grading individual assignments does not accurately reflect this. Grading each paper only provides a mere snapshot of how you did on that one assignment at that time.

The grade you receive at the end of this semester will be determined 100% by you in regards to your Participation, Progress and Performance. (see additional Grading Info)





► **Reading:** Achievement of advanced literacy and articulate one's responses verbally & in writing.



► **Writing:** Develop writing process includes pre-write, multiple drafts, revise, edit and polish.



► **Critical Thinking:** Ability to compare, contrast, analyze & synthesize; challenge underlying assumptions; take imaginative leaps and intellectual risks.

◦ T/R 3:30-4:45 | ◦ Rounds 303 | ◦ END11450.07

<http://fall2011outsiders.wordpress.com/>

Skype/Twitter: mrs alander Hashtag: #psuoutsiders

Email: vanessa.alander@gmail.com

Google+: [gplus.to/vjalandar](https://plus.to/vjalandar)

Text/Cell: 603.452.8444

the outsider

Definitions belong to the definer not the defined.

~~Toni Morrison~~



Course Details: Self & Society

Directions:

Course Information:

This course has a blog component (<http://fall2011outsiders.wordpress.com/>). All handouts, product descriptors and more are found there; including how to submit your assignments. I am attempting to go as paperless as possible. It would be in your best interest to check this frequently.

Late Paper Policy:

Simply written, late papers are not accepted. If a class is devoted to revision or peer writing, and you do not have your writing, you will be asked to leave. The missed day will count as an unexcused absence. Papers not handed in on-time will receive zero a (0).

A Quick Note About Excuses:

Computer-related excuses are not accepted. Always back up your work in multiple places (or use Dropbox). No excuse will allow you from having to produce a final document in time for class.

Participation:

This course requires that every student is engaged in both class activities and discussions. I will work hard to foster an environment of healthy intellectual dialogue, and I expect you to make the same effort.



Attendance Policy:

Attendance is mandatory (like at your job). To succeed in class, you must attend—personally, verbally, written, and socially. If you miss a class, it is your responsibility to find and complete all in-class work & assignments (on-time). In-class work missed may not be made up. More than two unexcused absences will seriously affect your final grade for the course.

Decorum:

We may discuss issues that students may find uncomfortable. Sexist, racist or classist language will not be tolerated. Free exchange of ideas only occurs when all people feel as though they can express their ideas openly & safely.

Academic Support:

PSU is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will be considered for students registered.

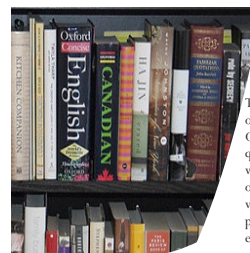
This class examines the ways in which humans are both social and individual. Literature has highlighted, debated and critiqued the relationship between the individual and society, the impact the individual has on society and that which society has on the development of individual identity, behavior and the formation of beliefs. Cultures differ in the relative value they give to the individual and to the group; literature allows us to look at that value in terms of our roles as individuals and as (non)conformers to social expectations. Through examples taken from writing and film, this course analyzes the self and society through a selection of topics that include gender, sexuality, race, class, wealth, behavior and socialization.

Academic Integrity:

The seriousness of plagiarism and other academic violations of academic integrity cannot be overstated. I pursue all offenses to the fullest extent possible. You need to read PSU's Academic Integrity policy in the Undergraduate Catalog. If you need help or have questions regarding citation or plagiarism, please talk to me.

Essential Questions:

- ❖ Who is an Outsider? Who decides? Who defines an Outsider?
- ❖ What does it mean to be an Outsider?
- ❖ Who gets to decide what is "normal?"
- ❖ What social, cultural, political, and historical forces define an Outsider?
- ❖ To what nature does society dictate the formation of an individual's identity?
- ❖ When and for what would you choose to be an Outsider?



Quizzes & In-Class Work:

Throughout this semester Throughout the semester, we will have brief in-class assignments which will be used to assess student participation. Assignments might include reading quizzes, writing, group work, a summary, a drawing, or a discussion role. These brief, low-stakes assignments serve several instructional purposes, some of which include checking for understanding, on-going dialogue between members of the course, and analysis and application of course material. Participation assignments may not be made up due to absences.

Personal Un-naming Narrative:

Early in the semester, you will write a narrative in which you reflect on the names, definitions, and identities that have been given to you as well as those which you give yourself. This essay, approximately 3-5 pages in length, will serve to assess your thinking about class ideas and to build a classroom community.

As a side note:
Watching the film version of a text will not "give you enough" information

Course Requirements

Personal Inquiry and Research Portfolio:

There are many ways to explore our course theme, The Outsider, as well as our course questions (see above). In class, we will engage in close reading of literature and film to examine variations of our theme. This project, a major intellectual endeavor, requires that you examine the relationship between self and society or The Outsider further. Specifically, you must develop a question or a "line of inquiry" which interests you personally and which is narrower in scope but still relates to the broader theme.

There are many steps in this research project, including:

- the development of the question;
- a personal reflection about the question;
- library research and the compilation of an working works cited;
- a personal interview;
- weaving in literature from the course;
- a research portfolio and final reflection on the process and class.

You will receive a more detailed explanation of this assignment in class.

Un-Conference:

The last classes are dedicated to an un-conference. This un-conference will be run entirely by you. You will design workshops to run and present to a small group of your peers. We will discuss this further in class. This is your chance to show what you know and will count as your final exam.

Collaborative Blog Project:

The group blog project asks students to work together to create and maintain a blog on a shared text. This project is designed to give you practical experience in the skills necessary to be successful producers of online content.

While your group blog must focus around the group text, the posts may be on any topic, related to the text, of the group's choosing.

The group blog will be a major time investment, and the project will be extremely difficult to complete if not completed to meet the required timelines if all blog posts are held to the last minute.

The five text choices are as follows.

- The Book Thief, Zusak
- Glass Castle, Walls
- Feed, Anderson
- Water for Elephants, Gruen
- Unwind, Shusterman

The groups will consist of four people and each will be responsible for two items:

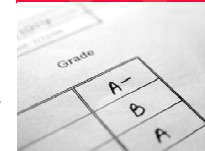
1. Your individual roles
2. Creation of original blog content.

Also, each member will have a specific role:

1. Managing Editor
2. Content/Copy Editor
3. Visual/Layout Editor
4. Promotional Editor
- 5.

There is additional information, including weekly blog guidelines (in terms of style, length and requirements—although, never on content) on the course blog.

GRADING BREAKDOWN:



Participation: 50%
Progress: 30%
Performance: 20%

(See Grading Memo for more information)

COLLECTION:

The Collection is due at the end of the semester, the last day of class. This will include newly revised and edited papers from the course. It will also be used to demonstrate your grade for the course.

There are three (3) types of written analytical work this semester resulting in six total analysis assignments:

1. Meditative Essay
2. Analysis
3. Show Me What You Know

In addition, there is the Personal Inquiry and Research Proposal and your Un-Naming Narrative. All of these are structured to work with each other, build off each other all while still existing on their own.

All assignments must be linked o, in, around and from the essential questions for the course and the texts as well.

Required Texts

Along with two films viewed in class (TBD)

- ❖ American Born Chinese, Gene Luen Yang
- ❖ The Help, Kathryn Stockett
- ❖ Room, Emma Donoghue
- ❖ The Road, Cormac McCarthy

us history II

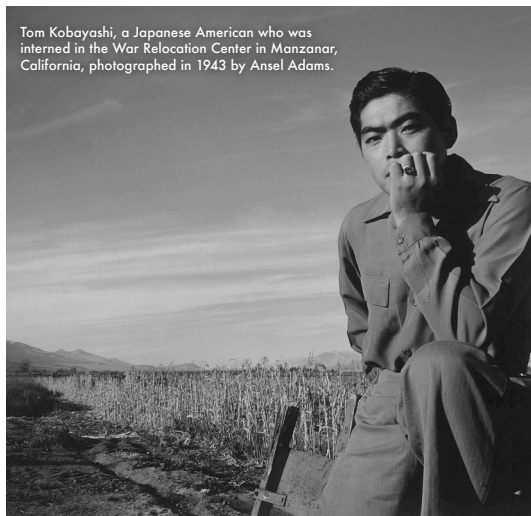
HI 112-11
HI 112-H1

SPRING 2012

MWF 10:30 AM

ROOM S-320

WORCESTER
STATE
UNIVERSITY



Tom Kobayashi, a Japanese American who was interned in the War Relocation Center in Manzanar, California, photographed in 1943 by Ansel Adams.

Course Description and Objectives

In this course, we explore US history since the end of the Civil War & Reconstruction

You will study broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop the ability to think historically through critical analysis of primary and secondary sources; set events, documents and people in their historical contexts; and

craft interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively *doing* history, not passively learning about history.

Since it fulfills your "Constitutions" requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: "In all state colleges the constitutions of the United States and of the commonwealth shall be taught as

required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

What's in this syllabus

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course details Website: <http://tanahangen.com/wsc/us2>

LASC: USW, CON

Required textbook: James West Davidson et al, *Experience History: Interpreting America's Past* Volume 2, From 1865 (McGraw Hill 2011) ISBN: 978-0077368326



In this 1942 image of a Chicago Steel Mill, a cannon from World War One is headed for reprocessing into munitions for World War Two

Skill Builders Continued

SkillBuilders are due at the beginning of class on the specified date. You can drop one without penalty since only 4 of the 5 are required, but you will get the full credit for all 5 if you turn them all in. **There are no makeups on the SkillBuilders.**

Plan ahead: I will not grant extensions or allow late submissions on SkillBuilders. This includes printing/sending after class on the same day it is due, which is not permitted. I am happy to read and comment on late work but it will not receive credit.

Comments: When I return your graded SkillBuilder, I attach a document with the grading rubric and my cumulative comments on ALL your SkillBuilders. I do this so that you can track your improvement using a record of your past feedback throughout the semester. I like to see general improvement over the semester in both your writing and your analytical skills, and I find that it helps students to see all the previous comments each time.

The paperless option: If you submit your paper electronically, you will receive it back electronically. If you submit it as a printed paper, you will receive it back with printed comments attached.

The Fine Print

Regarding plagiarism: On papers and exams, doing your own work is absolutely essential. You must demonstrate academic integrity in taking the online quizzes. In ALL papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard citation methods (Chicago Style). Let me be very clear. The online quizzes are intended to be taken by yourself without others' help. You cannot clip and paste text from the internet or the textbook into your papers and pass it off as your own writing. You cannot turn in a paper that someone else has written or that you have bought or downloaded from online. Plagiarized work or exam/quiz cheating is an automatic zero on the assignment and may cause you to fail the class, at my discretion. I take such violations very seriously. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook.

Technology Use in Class: We will be busy in every class session and we don't need any electronic distractions. Silence your cell phones before you enter the classroom. If it rings, I reserve the right to answer it. No texting in class. You may bring a laptop, but only for taking notes or accessing relevant course material during discussion. Do not use your laptop in class to surf the internet, check your email, update your Facebook status, or the like. These activities seriously jeopardize your class participation grade.

Help & Resources

If you are feeling lost or overwhelmed...

- 1. Speak up in class**
You may not be the only person with the same concern, and we all benefit from working questions out together.
- 2. Make an appointment with me**
You are welcome to email or sign up for an appointment to meet during my office hours, or better yet: just drop in. Many questions and issues can be easily resolved this way.
- 3. Consult appropriate online resources**
In the sidebar of the website, I've linked to some useful online resources, including a study site, an online textbook, and a writing handbook.
- 4. Get to know the Reference Desk**
Our library staff is eager to help guide your research and to orient you to our library's printed and online resources.
- 5. Use the Writing Center**
The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. It's located in Sullivan 306, extension x8112.
- 6. Meet with the History Department Tutor**
Our department has a grad assistant with tutoring hours to help students in any history class. Sign up at the Secretary's desk in Sullivan 327 and bring your textbook with you to the tutoring session.
- 7. Visit the Academic Success Center**
In some cases, students benefit from tutoring or one-on-one intervention. The Academic Success Center offers (free) tutoring in many subjects, including history, and can also help you with general study, note-taking, or textbook reading strategies. They are located in Admin 130, phone x8111.

Accommodations

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.

FUNDAMENTALS OF BIOLOGICAL ANTHROPOLOGY

Department of Anthropology, University of Notre Dame



COURSE: ANTH 30101
PROF: Dr. Susan Sheridan
OFFICE: 637 Flanner; 105 Reyneirs
EMAIL: sheridan.5@nd.edu

TERM: FALL 2011
PHONE: 631-7670
OFFICE HRS: TU 1-3 PM (Flanner 637)
W 1-2 PM (Reyneirs 105)

This course provides an overview of biological anthropology, using the evolution of *Homo sapiens sapiens* as a model for discussing the myriad of topics within the subdiscipline. We will survey how the field synthesizes the biological & cultural processes at work in shaping human adaptation, past & present.

As part of the University's Green Initiative, all readings for the class are available on Concourse, as are all PowerPoint lectures and handouts. Your grades will likewise appear on Concourse as materials are completed.

The topics below usually cover several class periods. Dates are not specifically assigned per topic, to permit you to guide the depth of discussion. However, exam dates are set and will encompass the material covered up to that point. These dates will not change.



COURSE OBJECTIVES

- using primate evolution to *Homo sapiens sapiens* as a model to explore the subfields of biological anthropology;
- exploration of our evolution by means of natural selection using a form/function/adaptation approach;
- learning how to build models to understand our evolution, and our place in the natural world;
- review of major hominin fossil finds;
- development of a critical approach to the analysis of anthropology in the professional and popular press.



READINGS

All required readings appear together in Concourse, in a folder using the headings listed below. The articles provide a mix of material from the popular press (*Scientific American*, *Discover*, etc) and professional literature (*Science*, *American Journal of Physical Anthropology*, etc.). The "extras" folders are readings with further information for those interested in the topic (historic pieces, recent publications, articles you identify during the semester). You will not be responsible for these 'extras' on your exams.

BI-WEEKLY ARTICLE REVIEWS

Every other Friday (beginning September 2nd) you will be responsible for an article published in the popular press or scientific literature dealing with some aspect of the topics covered in class. The article must be of substantial detail and must be current (published during the **previous month**). In addition, approximately 5 people will be asked to discuss their articles - each student must participate at least twice during the semester. **Late articles will not be accepted.** You will be expected to post a summary for each article via Concourse **before** coming to class on Friday(s).

Also, there is a handout with the required information for each review in the "Introduction" folder on Concourse – **please use this form for each assignment.**



The articles must be:

1. of sufficient length (at least 2 pages long, WITHOUT large print, ads, large spaces between paragraphs, etc.),
2. from reliable sources (not blogs – although there are several excellent blogs in anthropology, this assignment does not include these sources),
3. published in the past month. "Early View" versions of journal articles are acceptable.
4. well summarized by you, with clear biases outlined (there are always biases). Also, be sure to summarize in your own words, **do not plagiarize** (your reviews will be checked on Turnitin.com on occasion). More on plagiarism below.
5. clearly applicable to the topics on your syllabus. Don't stretch the bounds, there's plenty to choose from already.

** You may use posts (of sufficient quality/detail and within the allotted time frame) found on the BioAnthropology News page – however, if you summarize an article that has not yet appeared there, you will get 1 point extra credit (per assignment) for searching out an original source.

Full reference: Be sure to provide complete bibliographic information and URL (if applicable) for your article.

Direct link: Make sure the URL links **directly** to your article. If I cannot read the article (incomplete URL, re-directed URL, etc), I will not grade your summary and you'll lose **all 10 pts.**

Substance: If the article is too short, you lose 3 pts. There needs to be enough information in the article you select to properly answer the questions required.

Main points: Regarding the main points of the work, do not lift them verbatim from the article (even if you use quotation marks).

Synthesize: Put the information in your own words; utilize information from class and readings

Bias: Consider aspects such as sample size, composition, social/religious implications of the questions being asked, length of study, equipment used, assumptions, etc.

Language: Be sure to use proper Linnaean classification, and avoid 'chattiness' (this isn't an email, write accordingly).



IMAGING: (NOUN) - A 1-BLOCK
COURSE TO STUDY THE
PROCESS OF EDITING PHOTOS
AND DIGITAL IMAGES,
TO PRODUCE SPECIAL VISUAL
EXPRESSIONS

SCHOOLLOGY CODE:
J22RM-HB34M



VCD 202 SYLLABUS

Visual Communication Design II Spring 2013

Fulya Ertem
email: fulya.ertem@ieu.edu.tr
Tel: 7116
Office: D222
Office Hours: Wed 18:30-14:20
Web: http://homes.ieu.edu.tr/~fertyem

Marina Emmanouil
email: marina.emmanouil@ieu.edu.tr
Tel: 7136
Office: D455
Office Hours: Tue 14:00-16:00
Web: http://homes.ieu.edu.tr/~emmanouil

Course Website
http://homes.ieu.edu.tr/vcd202



Scan For URL ➔



COURSE DESCRIPTION

Students will interpret and produce visual solutions based upon specific assigned problems. Emphasis will be placed upon original concept development and the exploration of diverse processes, techniques, and methods. Following on the VCD 201 syllabus, the purpose of the VCD 202 course is to advance the gained knowledge and skills, and focus on teamwork for real market design applications.



COURSE OBJECTIVES

1. Developing a systematic/methodic way of design thinking from defining a problem, generating ideas, creating form through brainstorming, mind mapping, visual research, and co-designing.
2. Developing a user-oriented approach to design. Students will gain confidence in the use of design elements and principles and work with these tools primarily for the purpose of effective communication.
3. Developing professional identity: students are introduced to key attributes of professional planning and organising a project; developing efficient work schedule; using design terminology to describe a work; developing independent thinking; taking design responsibility; practicing ethical design; ecological concerns; maintaining high standards in technical execution; being updated with technological and other developments in their profession.



LEARNING OUTCOMES

1. To be able to apply a systematic approach to design.
2. To be able to identify and define a design problem.
3. To be able to conceptualise and visualise ideas.
4. To be able to present and explain efficiently a design work.
5. To be able to demonstrate a professional design attitude.



REQUIREMENTS

Students are asked to document (collected thoughts, quotations, observations, and captioned/dated images) their research on a bounded notepad.



CLASS PROCEDURE

Studio meets every **Wednesday** (14:30-18:20) and **Friday** (09:30-12:20) at D114 and at the Mac Labs (D206-207) for total of 14 weeks and 28 class days (25 Feb - 31 May) during Spring Semester.

Studio
D114

Mac Labs
D206 - D207

WEDNESDAY
14:30
18:20

FRIDAY
09:30
12:20

- There will be 3 Projects lasting 4 to 5 weeks each. The Project brief will be announced online in advance. Each student is responsible for downloading, printing and bringing this material in class.

3 PROJECTS

4-5 Weeks Each

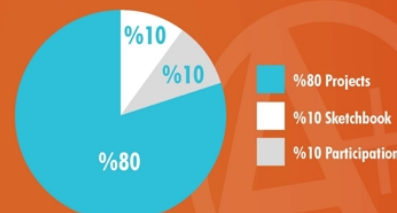
- Each session starts with an introductory lecture to present the new project. During the class an internal feedback session takes place in which students explain and defend their projects and share ideas with classmates and instructors. For this part, students describe their progress, and show the planning of actions they followed, explain the concept behind the chosen design and method, provide a rationale for the solution, and present discarded ideas.

- All assignments must be submitted on time.
- The students are required to retain all work completed in this course and save them in print and digital format.
- Attendance is **mandatory**.



GRADING

The final course grade is estimated by the sum of the grades highly earned in the **Projects**, **Sketchbook** and **Participation**. Instructors of this course employ a grading system that takes into consideration primarily each student's personal progress, commitment and dedication to the projects and course throughout the semester.



Projects %80

The course projects have varying degrees of difficulty and therefore different percentile value. All projects are evaluated in all of the following assessment criteria with the designated percentile.

Final Design

This is the part where the impact/effectiveness of the final design is evaluated. A final design should communicate with the user and be visually, conceptually and contextually achievement with the purpose, content, contexts and users' needs. The process for the implementation and execution of the final design should be clearly presented in the sketchbook and worked through carefully.

Oral Presentation

In the middle and at the end of each project, and in the form of a verbal presentation, each student will be given a defined time (7 mins) to clarify the process and methods used to solve the aim of the project. Questions (like what, why and how during the design process, are expected to be clearly and sufficiently answered by using the relevant design terminology.

Craftsmanship

Projects must meet high standards of design and execution by following closely technical specifications and be attentive to detail in all stages of the design process. Pay close attention to the details of image construction, trimming, folding, gluing, etc. for the final design, but also for all the produced work in between and beyond (Sketchbook and Presentation included). The way a work is put together and presented is equally important to the concept/idea, and reflects the professional identity of the designer.

Process&Feedback

During the time allocated for each project, students will be refining and reconsidering designs based on feedback. This process is essential to producing possible solutions before reaching the final one. Instructors need to follow through the process of the student's work so that they can understand and evaluate the student's way of thinking for each solution/idea.

Research

Students are required to research a variety of sources (books, design journals/magazines libraries, web, etc.) for examples of existing design solutions, historical, contemporary and theoretical contents relevant to the project, and lastly, the current context related to the target group they are designing for and with.

Planning & Time Management

Students will be evaluated upon the production of a plan for the tasks/actions/meetings needed during the first week of the project, and upon their time management skills throughout the project.

Sketchbook

Students are asked to document (collected thoughts, quotations, observations and captioned/dated images) their research on a bounded notepad. It is important to have initial designs worked out (drafts, sketches) on paper before moving to the computer. As a project develops, students will find it necessary to refer back to those sketches for clarity or refinement. Sketchbooks will be evaluated both per Project and for the final Course grade.

Concept, Experimentation, Testing

Students are encouraged to develop confidence and competence in taking design decisions and challenges. They are expected to demonstrate an ability to develop creative thinking through experimentation with a variety of image generating techniques (e.g., drawing, skills-print, photographing, scanning, digital technologies, mixed media) (avoid visual stereotypes and clichés). Beyond visualization, students are requested to explore diverse methodological approaches and test the effectiveness of their design proposal by consulting their target group.



Sketchbook %10

- It is imperative for students to keep a day-to-day progress of his/her work and document this on a Sketchbook in order to develop a practice of narrating and testing ideas clearly. Sketchbooks and notes taken in class are **mandatory**. Suggestions and comments given by instructors and fellow students during critiques should always be noted. Developing an online blog of professional work is also encouraged and taken into consideration.
- A student's sketchbook can provide evidence of the development and originality of his/her design idea (see note on "plagiarism" in the Students' Acknowledgement sheet). "Make-up" sketchbooks created at the end of the project **will NOT be accepted**.
- Sketchbook **should be present at all times** during the sessions, and also, on the date of the Mid-Project Critiques and Juries.



Participation %10

- Participation refers to verbal engagement in English and requires engaged participation in-class and in online university networks (blogs, facebook etc.). It does NOT count for the attendance. Participation includes also the general attitude and professional image the student develops.



ATTENDANCE

You must attend

%80 = 22 Classes

in order to receive a grade.

If you miss

6 Classes = 24 Hrs

you will receive an "NA".

Tools to Use

- Microsoft Word
 - Available for Mac and PC
 - Templates available
 - You probably already know how to use
- Microsoft Publisher
 - Only available for PCs
 - Allows for more flexibility in layouts
 - Templates are available

Tools to Use

- Pages for Mac
 - Mac specific
 - Offers templates
 - Fairly easy-to-use
 - Make get a free trial, but typically have to purchase separately
- InDesign
 - Requires advanced skills
 - Similar to Publisher but with more features

Tools to Use

- To make graphs:
 - Excel
 - <http://piktochart.com/> (Also good for making infographics)
- Icon Fonts
 - <http://zurb.com/playground/foundation-icons>
 - <http://www.flaticon.com/>
 - http://tenbytwenty.com/?xxxx_posts=sosa
 - <http://www.fontsquirrel.com/fonts/web-symbols>

Last Thoughts

- Make sure everything is clear and easy to find.
- Don't assume.
- Make it your own – show your own personality.
- Don't be afraid to try something new.

Questions? Need Help?

Katie Krcmarik

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Mott Community College

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Cell: 248-321-3434 (Call or text)