

Faculty Member teaching course: Soojin Kim
Seminar title: Exploring Digital Art and Media Literacy

Briefly describe how 2 (or more) high impact teaching practices on your syllabus are embedded in the course (not applicable for LAC 101).

This course includes the following HIPs.

Students will engage in Collaborative Assignments and Projects in a team-based digital media creation project. Students will create their ePortfolio by publishing their creative outcomes on to the web platforms.

Which of the above assignments will generate an artifact which you commit to submitting at the end of the semester to evaluate the ELAC and which ELAC learning outcome is the primary one associated with this assignment? (Remember assessing the ELAC does not create evaluations of specific faculty or seminars, just specific learning outcomes.)

Assignment #2
In, Assignment #3 Students create digital self portrait individually. The primary Learning Outcome addressed in this course is Creativity.

Signatures:

Department Chair:

Name: Lora Lee (Boya Li)

Signature: 

Date: 9/25/2023

LAPC Chair:

Name: 

Signature: 

Date: 10/3/23

EASTERN CONNECTICUT STATE UNIVERSITY
LIBERAL ARTS PROGRAM COMMITTEE FORM
NEW SEMINAR COURSE PROPOSAL

Instructions:

1. In addition to this completed form, a **new course proposal** requires:
 - a. A complete draft syllabus that includes:
 - The course number and title
 - The catalog course description (as proposed on this form)
 - Course goals and/or learning objectives **LAC seminars must include a course description, at least 2 learning outcomes, at least 2 high impact teaching practice and all assignments using the learning outcomes and high impact teaching practices, that corresponds to the downloadable LAC training guide. For LAC 101 -all 5 liberal arts learning outcomes are introduced and no high impact practices are required.)**
 - Methods of assessment and evaluation (including how they comprise the student's final course grade [percentages or point values])
 - Course bibliography, reading list, and/or other required materials
 - Course outline/calendar illustrating the material/concepts to be covered and their tentative distribution over the term of the course
 - b. Official approval emails from the following, if necessary: Chair of Department with overlapping course
Note: All New LAC Seminar Course proposals should be submitted along with a detailed syllabus which conforms to the instructions from the LAC Course Planning Tool.
2. Upon completion, save the form and all supporting documents as a **single PDF file** and send it to the Department Chair for their e-signatures. Please name the file according to the following guidelines:
Course Abbreviation (in all caps) → Course Number → Date → Your last name and subject For Example: **LAC100_2022_Clifford_Econ.pdf**
3. Forward the signed proposals and supporting documents to LACseminars@easternct.edu for review by the LAPC Committee. Please do not forward any proposals until they have been signed by all parties.

Due to the large number of proposals and paperwork received by the committee, paperwork that is not complete, organized, formatted correctly, or labeled clearly will be returned to the departments for resubmission.

Any questions regarding paperwork prior to submission should be addressed to the LAP Coordinator.

Resubmitting Revised Forms: Proposals that are returned to the department for revisions or additions requested by the LAPC will be sent via email. When indicated by the committee, substantive revisions should be initialed by the dean and relevant committee chairs. When revisions/additions are completed, forms and documentation should be resubmitted to LACseminars@easternct.edu as a single PDF.

EASTERN CONNECTICUT STATE UNIVERSITY
LIBERAL ARTS PROGRAM COMMITTEE FORM
NEW SEMINAR COURSE PROPOSAL

Faculty Member teaching course: _____

Faculty Members department: _____

Status: FT PT

Seminar title: _____

Seminar for LAC 100 101 200 400

If Lab included what percent of class is lab: _____

LAC Seminar description (please provide a clear description of the course for students as it appears on the syllabus and includes your interdisciplinary approach):

Check the ELAC Learning Outcomes that will be addressed in this course. For LAC 100, 200, and 400 there must be at least 2 outcomes checked. For LAC 101 all must be checked.

Creativity Critical Thinking Communication Ethical Reasoning Quantitative Literacy

How do the assignments outlined on the syllabus support the ELAC learning outcomes you checked above?

Faculty Member teaching course: _____

Seminar title: _____

Briefly describe how 2 (or more) high impact teaching practices on your syllabus are embedded in the course (not applicable for LAC 101).

Which of the above assignments will generate an artifact which you commit to submitting at the end of the semester to evaluate the ELAC and which ELAC learning outcome is the primary one associated with this assignment? (Remember assessing the ELAC does not create evaluations of specific faculty or seminars, just specific learning outcomes.)

Signatures:

Department Chair:

Name:

Signature:

Date:

LAPC Chair:

Name:

Signature:

Date:

LAC 100

Exploring Digital Art and Media Literacy

LAC 100 Exploring Digital Art and Media Literacy

Soojin Kim | Department of Art & Art History | Digital Art & Media Design
Office: FAIC 318 | Hours: M 4-4:30 pm, W 2:45-4:30 pm, R 1:15-4 pm

Course Description

This dynamic and engaging course is designed to immerse students in the captivating worlds of digital art and media literacy. In an era where visual communication dominates, this course equips students with essential skills and knowledge to create, critically analyze, and navigate digital art, graphic design, and multimedia content. Students will be well-equipped to navigate the digital landscape as informed consumers and creators, prepared to excel in various academic and professional pursuits. Whether pursuing careers in the arts, journalism, marketing, or any field, the skills learned in this course will be invaluable in today's digital age.

The primary software used: Adobe Express & Free Imaging Apps

Levels: Undergraduate

Learning Outcomes

Creativity
Communication
Quantitative Literacy

Upon completion of this course, students will be able to:

- Use digital tools and techniques to create visually compelling and original digital art projects, showcasing their creativity and artistic vision.
- Achieve a level of proficiency at creating, editing, and publishing digital artwork.
- Understand the principles of effective visual communication, applying these concepts to their digital art projects.
- Communicate their understanding of media literacy concepts, including the ability to critically assess digital media and articulate their findings.
- Develop presentation skills by explaining their creative process, artistic choices, and media literacy insights, enhancing their ability to convey complex ideas to others.
- Apply technical, aesthetic, and conceptual understanding of infographics in the evaluation of one's work and the work of others.

High Impact Practices

High-impact practices(HIPs) are shown to increase student efficacy (or empowerment) and learning. These practices aim at helping students to apply what they are learning in academic and real-world contexts.

This course includes the following HIPs.

- Students will engage in **Collaborative Assignments and Projects** in a team-based digital media creation project.
- Students will create their **ePortfolio** by publishing their creative outcomes on to the web platforms.

Learning Materials

- Blackboard access *
- Paul, Christiane. Digital Art. London; New York: Thames & Hudson, 2003. Print. World of Art.
- Burrough, Xtine. Foundations of Digital Art and Design with the Adobe Creative Cloud.

Berkeley, California: New Riders, 2013. Print.

- ❑ Wong, Wucius. Principles of Form and Design. New York: Van Nostrand Reinhold, 1993. Print.
- ❑ <https://www.adobe.com/express/>
- ❑ <https://www.sketchup.com/plans-and-pricing/sketchup-free>
- ❑ <https://processing.org/>
- ❑ <https://p5js.org/>
- ❑ <https://bezier.method.ac/>
- ❑ <https://artclasscurator.com/sol-lewitt-instruction/>

Creative Materials

- ❑ Onedrive access *
- ❑ Additional external hard drive or flash(thumb) drive
- ❑ Headset or earbud, and microphone for an online learning environment
- ❑ Sketch paper pad and student's own choice of drawing tools
- ❑ Any supportive digital creation tools and software of your own are welcome

Assessments

Each assignment will be calculated using the following assessments:

Assessment	Percentage of final grade
Understanding of Context	25
Effectiveness of Communication	25
Authenticity/Originality	25
Level of Completion	25

Assignments

Assignments	Title/Description	Learning Outcomes Addressed
Assignment 1	Digital Collage Create an editorial illustration using collage artmaking process. Upon a selected editorial, students will collect, and create digital images and create a collage.	Creativity & Communication: Exploration of a wide range of source materials will expose students to diverse visual elements, sparking creativity and ideas for their compositions. Students will foster storytelling and visual communication skills while finding ways to convey a message or story through their compositions.
Assignment 2	Ben Day Dot Self Portrait Create a self-portrait using Ben-Day Dot as an expressional element. Finally, turn the self-portrait into a YouTube profile in Adobe Express.	Creativity: Understanding the context and its influence on artists like Roy Lichtenstein can inspire creativity.
Assignment 3	Digital Sol Lewitt Select one of the Solewit drawing instructions and convert it into a processing code to create graphics and motion graphics then apply it to the Instagram Story background.	Creativity & Quantitive Literacy: By encouraging students to iterate on their code and make creative modifications, they can experiment with different parameters, colors, or patterns, applying quantitative principles to explore artistic variations.
Final Project	E-Magazine In this project, students as a team will create an e-magazine with 5 different menus & pages. You may choose a topic for a magazine or create a fictional issue of an existing magazine. Your magazine must have a home (cover) page and article for each menu	Creativity & Communication: Students have the opportunity to develop creative content for the e-magazine, including articles, graphics, photographs, and multimedia elements. Visual elements such as images, infographics, and layouts convey information and ideas. Students learn how to communicate effectively through visual design, ensuring their content is accessible and engaging.

Grading

Your grade is based on assignments(40%), final project(30%), in-class exercises(10%), participation on discussions and critiques(10%), and attendance (10%).

Important Requirements: Be prepared to participate in group activities in class. Readings are due before the beginning of class for the date assigned so that you are familiar with the topics and ready for discussion. Late assignments will be accepted with a -5-point (out of 100) penalty by the final exam date. One-thirds of the studio work for this class is expected to be accomplished outside of class. Use the Webb 410 General Computer Lab and FAIC 330/327 Open Lab, 313 Digital Resource Room (available with instructor permission for classwork only). If you have a valid excuse(Illness, observation of religious holidays, and other emergency situations) for an absence, please contact me prior to class with a relevant proof document.

A 100–95 90% | B 88 85 80% | C 78 75 70% | D 68 65 60% | F 59% or below (A grade of C, 75% is the minimum grade which counts toward your major.)

Class Cancelation Policy

In the case that class needs to be canceled, you will be notified by email as early as possible with the adjustment of syllabus.

Academic Integrity

Students are responsible for familiarizing themselves with the University's numerous policies and procedures contained in the University Catalog and Student Handbook. The Code of Conduct policies and the Policy on Academic Misconduct are of special significance, since cheating, plagiarism, and personal misconduct are strictly prohibited and carry severe penalties. Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the student handbook: <https://easternct.makekb.com/entry/307/>. All violations will be handled under the procedures established in this policy.

Academic Success Center

Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers Peer Academic Coaching (PAC) assistance with study techniques, time management, "Eastern in 4" planning and understanding learning styles. For further information about our services, please call 465-4625 or check the ASC website at <http://www.easternct.edu/asc/>.

Accommodations for Students with Disabilities

Eastern Connecticut State University is committed to following the requirements of the Americans with Disabilities Act (ADA) of 1990, the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973, as amended in 1998. If you are a student with a disability and are in need of accommodations or assistance evacuating a building in the case of an emergency, please contact the Office of AccessAbility Services (OAS) at 860-465-0189 or AccessAbility@easternct.edu. Please note that accommodations are not retroactive and must be communicated to faculty members through a Letter of Accommodations, which is drafted by the OAS.

Final Examination Statement

University policy states that "No examination shall be given during the final week of scheduled classes of a full semester course." Faculty must receive prior approval from the Vice-President of Academic Affairs in order to schedule an examination during the final week of classes. Faculty may, with approval from the Vice-President of Academic Affairs in consultation with the Academic Dean and Registrar, hold a single exam session for all sections of the same course. Students will be notified of the exam date, time, and place on the course syllabus.

Student Sexual Misconduct Statement

Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experiences harassment or assault, resources are available with the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT). Alleged violations can be reported to the Title IX Coordinator in the Office of Equity and Diversity at 860-465-5791. Reports to law enforcement can be made to Eastern Connecticut State University Police Department at 860-465-5310. To receive support and advocacy, please contact the Coordinator of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT) at 860-465-4314. You may also visit the SAIV-RT website at SAIV-RT Response Protocol - Eastern (easternct.edu) for more information including a list of confidential resources.

Statement on Student Wellness

Any student who is facing challenges (i.e. mental health, securing food/housing) and believes this may affect their performance in the course is urged to contact the Dean of Students at 860-465-5244 for support. Students experiencing an immediate threat to their safety or wellbeing should contact 24-hour emergency services by dialing 911 or the Eastern's University Police Department: 860-465-5310.

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) is located at 182 High Street and offers a full range of support services to all enrolled Eastern students. These services include individual, group, and couples counseling; psychiatric services; crisis intervention; consultation for faculty, staff, and family members; and referrals for outside services. CAPS can be reached by calling 860-465-0181 or visit the CAPS website for more information (<https://www.easternct.edu/counseling-services/index.html>).

Writing Assistance

The Writing Center is a really great thing. Located on the first floor of the library, the Writing Center is staffed with trained undergraduate peer tutors who can help you at all stages of the writing process, for any class. If you're having trouble coming up with an idea for a paper, or don't understand an assignment, or simply want a "second set of eyes" for your paper to "see if it flows," go to the Writing Center. Appointments are recommended, especially around midterms and finals—you can make those online using Insight. It's best to bring a copy of the assignment with you when you go to the Writing Center and do expect to participate in your session—the Writing Center's not a proofreading or editing service, though tutors will show you how to do those things on your own.

Diversity Statement

Eastern Connecticut State University values the diversity of its students, faculty, and staff. Differences in race, ethnicity, national origin, class, religion, learning styles, gender, gender identity and expression, sexual orientation, age, ideology, and other aspects of human variation and characterization, including but not limited to those protected by law and CSCU policies, enrich the educational experiences and social and intellectual development of students and create a rich cultural environment. Eastern is committed to ensuring that regardless of their differences, all members of the Eastern community are challenged to achieve their full potential and are supported in their pursuit of that goal in a campus environment that is free from discrimination and harassment.

Course Outline

WEEK 1		COURSE & READING INTRODUCTION SYLLABUS REVIEW LECTURE - FUNDAMENTALS OF COMPUTER GRAPHICS
WEEK 2	ASSIGNMENT 1	TUTORIAL - LAYERS AND COMBINING IMAGES ASSIGNMENT 1 - Digital Collage
WEEK 3	ASSIGNMENT 1	LECTURE - CUBISM, DADA, & SURREALISM IMAGES
WEEK 4	ASSIGNMENT 1 DUE	STUDIO ASSIGNMENT1 DISCUSSION
WEEK 5	ASSIGNMENT 2	LECTURE - BEN-DAY DOTS ASSIGNMENT2 - Ben Day Dot Self Portrait
WEEK 6	ASSIGNMENT 2	TUTORIAL - CREATING VECTOR SHAPES STUDIO
WEEK 7	ASSIGNMENT 2	STUDIO ASSIGNMENT2 CRIT
WEEK 8	ASSIGNMENT 2 DUE	ASSIGNMENT3 - Digital Sol Lewitt TUTORIAL- PROCESSING
WEEK 9	ASSIGNMENT 3	STUDIO
WEEK 10	ASSIGNMENT 3	STUDIO
WEEK 11	ASSIGNMENT 3 DUE	PROJECT - E-Magazine LECTURE - Web Design & graphics
WEEK 12	FINAL PROJECT	ASSIGNMENT3 Sol Lewitt Media Projection and Documentation
WEEK 13	FINAL PROJECT	STUDIO

WEEK 14 FINAL PROJECT PRESENTAION

FINAL EXAM FINAL PROJECT **DUE** FINAL PROJECT PUBLISH

Faculty Member teaching course: Soojin Kim
Seminar title: Infographic Activism

Briefly describe how 2 (or more) high impact teaching practices on your syllabus are embedded in the course (not applicable for LAC 101).

This course includes the following HIPs.

Students will engage in Diversity/Global Learning by researching an activism topic from domestic and global perspectives. Students will engage in Service Learning and Community-Based Learning with the assignments designed for it with the Center for Community Engagement in ECSU and/or local organizations.

Which of the above assignments will generate an artifact which you commit to submitting at the end of the semester to evaluate the ELAC and which ELAC learning outcome is the primary one associated with this assignment? (Remember assessing the ELAC does not create evaluations of specific faculty or seminars, just specific learning outcomes.)


Assignment 3

Assignment #3 above would generate an artifact that can be submitted for evaluation. The primary Learning Outcome associated with this course is Quantitative Literacy.

Signatures:

Department Chair:

Name: Lora Lee (Boya Li)

Signature: 

Date: 9/25/2023

LAPC Chair:

Name: Peter A. Drzewicki

Signature: 

Date: 10/3/23

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LIBERAL ARTS PROGRAM COMMITTEE FORM
NEW SEMINAR COURSE PROPOSAL

Faculty Member teaching course: _____

Faculty Members department: _____

Status: FT PT

Seminar title: _____

Seminar for LAC 100 101 200 400

If Lab included what percent of class is lab: _____

LAC Seminar description (please provide a clear description of the course for students as it appears on the syllabus and includes your interdisciplinary approach):

Check the ELAC Learning Outcomes that will be addressed in this course. For LAC 100, 200, and 400 there must be at least 2 outcomes checked. For LAC 101 all must be checked.

Creativity Critical Thinking Communication Ethical Reasoning Quantitative Literacy

How do the assignments outlined on the syllabus support the ELAC learning outcomes you checked above?

Faculty Member teaching course: _____

Seminar title: _____

Briefly describe how 2 (or more) high impact teaching practices on your syllabus are embedded in the course (not applicable for LAC 101).

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Signatures:

Department Chair:

Name:

Signature:

Date:

LAPC Chair:

Name:

Signature:

Date:

LAC 200

Infographic Activism

LAC 200 Infographic Activism

Soojin Kim | Department of Art & Art History | Digital Art & Media Design
Office: FAIC 318 | Hours: M 4-4:30 pm, W 2:45-4:30 pm, R 1:15-4 pm

Course Description

How do aesthetics relate to politics, conceptions of community, and the public? How can we make new research outcomes and data support our voice toward society? Infographic activism refers to the use of visually compelling and concise infographics as a means of promoting social and political causes, raising awareness, and mobilizing public support. These infographics often contain key facts, statistics, and compelling visuals to convey a powerful message. This course will offer students knowledge and practice to engage visuals to improve comprehension of that information. Through the lecture, studio, and critique, students will critically analyze, interpret, and effectively communicate quantitative information in meaningful ways to create a series of infographics. Peer discussions and in-class critiques are an essential part of learning in this course.

The primary software used: Adobe Illustrator and After Effects

Levels: Undergraduate

Learning Outcomes

Quantitative Literacy
Communication
Creativity

Upon completion of this course, students will be able to:

- ❑ Develop the ability to analyze and interpret quantitative data.
- ❑ Learn how to transform complex numerical information into clear and engaging visual representations, such as charts, diagrams, and infographics, that communicate the data's key messages.
- ❑ Develop effective communication skills when presenting quantitative information. They will learn to convey data-driven messages clearly and concisely, ensuring that the information is accessible to a wide audience and effectively supports the goals of the activism campaign.
- ❑ Explore the ethical dimensions of working with quantitative data in infographic activism such as ethical use of data, including issues such as data privacy, transparency, and the potential impact of data visualization on public perceptions and decision-making.
- ❑ Understand the design process from research and concept through execution.
- ❑ Apply technical, aesthetic, and conceptual understanding of infographics in the evaluation of one's own work and the work of others.

High Impact Practices

High-impact practices(HIPs) are shown to increase student efficacy (or empowerment) and learning. These practices aim at helping students to apply what they are learning in academic and real-world contexts.

This course includes the following HIPs.

- ❑ Students will engage in **Diversity/Global Learning** by researching an activism topic from domestic and global perspectives.
- ❑ Students will engage in **Service Learning and Community-Based Learning** with the assignments designed for it with the Center for Community Engagement in ECSU and/or local organizations.

Learning Materials

- Blackboard access *
- Gutiérrez, Miren. Data Activism and Social Change. Palgrave Macmillan, 2018.
- Castellano. (2021). Art Activism for an Anticolonial Future. State University of New York Press.
- Schwabish, Jonathan A. Better Presentations: A Guide for Scholars, Researchers, and Wonks. Columbia University Press, 2016, <https://doi.org/10.7312/schw17520>.
- Lankow, Jason, Ritchie, Josh, Crooks, Ross, and Column Five. Infographics: The Power of Visual Storytelling. 2012. Web.
- McCandless, David. Information is Beautiful. First ed. 2009.
- Steele, Julie, and Iliinsky, Noah P. N. Beautiful Visualization : [looking at Data through the Eyes of Experts]. First ed. 2010. Theory in Practice (Sebastopol, Calif.). Web.
- Cairo, Alberto. The Truthful Art: Data, Charts, and Maps for Communication. 2016. Web.
- Andrews, R J. Info We Trust: How to Inspire the World with Data. Wiley, 2019.
- Meirelles, Isabel. Design for Information: An Introduction to the Histories, Theories, and Best Practices behind Effective Information Visualizations. Beverly, Massachusetts: Rockport Publishers, 2013
- <https://www.prdaily.com/10-free-tools-for-creating-infographics-images-and-more/>
- <https://makeawebsitehub.com/best-infographics/>
- <https://www.dailyinfographic.com/>
- <https://visually.ly/>
- <http://history.infowetrust.com/>
- <https://www.edrawsoft.com/infographics/popular-infographic-charts.html>
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Creative Materials

- Onedrive access *
- Additional external hard drive or flash(thumb) drive
- Headset or earbud, and microphone for an online learning environment
- Sketch paper pad and student's own choice of drawing tools
- Any supportive digital creation tools and software of your own are welcome

Assessments

Each assignment will be calculated using the following assessments:

Assessment	Percentage of final grade
Understanding of Context	25
Effectiveness of Communication	25
Authenticity/Originality	25
Level of Completion	25

Assignments

Assignments	Title/Description	Learning Outcomes Addressed
Assignment 1	Timeline Organize information in sequence using a timeline visual structure.	Quantitive Literacy & Communication: Explore the chronological dimensions of selected activism topics. If possible, extract quantitative information variations over time. Create a timeline infographics explaining the history of such activism & social movement.
Assignment 2	Mapping Data Create a world map with a quantitative measure.	Quantitive Literacy & Communication: Create a world map with a quantitative measure with a minimum of 10 specific locations. Students must include a tagline or subtitle that explains how this map will advocate students' voice and intuitive visual expressions for the quantity.
Assignment 3	Data to Chart & Illustration Create a visual research poster out of research article(s) on an activism topic.	Quantitive Literacy & Creativity: Create a research poster converting quantitative measures into charts. Students will also have to create pictorials to aid the audience's comprehensions and attention.
Final Project	Dynamic Infographics Choose one infographic from assignments and develop it as a infographic animation.	Creativity Create dynamic(animatic or in motion) information graphics to enhance digital activism.

Grading

Your grade is based on assignments(40%), final project(30%), in-class exercises(10%), participation on discussions and critiques(10%), and attendance (10%).

Important Requirements: Be prepared to participate group activities in class. Readings are due before the beginning of class for the date assigned so that you are familiar with the topics and ready for discussion. Late assignments will be accepted with -5points(out of 100) penalty by the final exam date. One-thirds of the studio work for this class is expected to be accomplished outside of class. Use the Webb 410 General Computer Lab and FAIC 330/327 Open Lab, 313 Digital Resource Room (available with instructor permission for classwork only). If you have a valid excuse(illness, observation of religious holidays, and other emergency situations) for an absence, please contact me prior to class with a relevant proof document.

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Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experiences harassment or assault, resources are available with the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT). Alleged violations can be reported to the Title IX Coordinator in the Office of Equity and Diversity at 860-465-5791. Reports to law enforcement can be made to Eastern Connecticut State University Police Department at 860-465-5310. To receive support and advocacy, please contact the Coordinator of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT) at 860-465-4314. You may also visit the SAIV-RT website at SAIV-RT Response Protocol - Eastern (easternct.edu) for more information including a list of confidential resources.

Statement on Student Wellness

Any student who is facing challenges (i.e. mental health, securing food/housing) and believes this may affect their performance in the course is urged to contact the Dean of Students at 860-465-5244 for support. Students experiencing an immediate threat to their safety or wellbeing should contact 24-hour emergency services by dialing 911 or the Eastern's University Police Department: 860-465-5310.

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) is located at 182 High Street and offers a full range of support services to all enrolled Eastern students. These services include individual, group, and couples counseling; psychiatric services; crisis intervention; consultation for faculty, staff, and family members; and referrals for outside services. CAPS can be reached by calling 860-465-0181 or visit the CAPS website for more information (<https://www.easternct.edu/counseling-services/index.html>).

Writing Assistance

The Writing Center is a really great thing. Located on the first floor of the library, the Writing Center is staffed with trained undergraduate peer tutors who can help you at all stages of the writing process, for any class. If you're having trouble coming up with an idea for a paper, or don't understand an assignment, or simply want a "second set of eyes" for your paper to "see if it flows," go to the Writing Center. Appointments are recommended, especially around midterms and finals—you can make those online using Insight. It's best to bring a copy of the assignment with you when you go to the Writing Center and do expect to participate in your session—the Writing Center's not a proofreading or editing service, though tutors will show you how to do those things on your own.

Diversity Statement

Eastern Connecticut State University values the diversity of its students, faculty, and staff. Differences in race, ethnicity, national origin, class, religion, learning styles, gender, gender identity and expression, sexual orientation, age, ideology, and other aspects of human variation and characterization, including but not limited to those protected by law and CSCU policies, enrich the educational experiences and social and intellectual development of students and create a rich cultural environment. Eastern is committed to ensuring that regardless of their differences, all members of the Eastern community are challenged to achieve their full potential and are supported in their pursuit of that goal in a campus environment that is free from discrimination and harassment.

Revisions To Syllabus*

The information contained in this syllabus is subject to revision at the discretion of the instructor. Students will be notified of any changes that will be made.

Course Outline

WEEK 1		COURSE & READING INTRODUCTION SYLLABUS REVIEW DIGITAL ACTIVISM
WEEK 2	ASSIGNMENT 1	READING & DISCUSSION ASSIGNMENT 1 - Timeline
WEEK 3	ASSIGNMENT 1	VECTOR GRAPHICS
WEEK 4	ASSIGNMENT 1	ELEMENTS OF VISUALIZATION
WEEK 5	ASSIGNMENT 1 DUE	DIGITAL INFOGRAPHIC FORMATS
WEEK 6	ASSIGNMENT 2	ASSIGNMENT1 DISCUSSION ASSIGNMENT2 - Mapping Data
WEEK 7	ASSIGNMENT 2	INFOGRAPHIC DESIGN PROCESS
WEEK 8	ASSIGNMENT 2 DUE	ASSIGNMENT3 - Data to Chart & Illustration
WEEK 9	ASSIGNMENT 3	CREATING CHART IN ADOBE ILLUSTRATOR ASSIGNMENT2 DISCUSSIONS & CRIT
WEEK 10	ASSIGNMENT 3	
WEEK 11	ASSIGNMENT 3 DUE	VECTOR GRAPHICS IN MOTION
WEEK 12	FINAL PROJECT	ASSIGNMENT3 DISCUSSIONS & CRIT FINAL PROJECT - Dynamic Infographics
WEEK 13	FINAL PROJECT FINAL PROJECT	ANIMATING CHART IN ADOBE AFTER EFFECTS

WEEK 14 FINAL
PROJECT

WEEK 15 FINAL CRIT
PROJECT

FINAL FINAL FINAL PROJECT SUBMISSION
EXAM PROJECT
 DUE
