

Syllabus



Course Information

Course Title: (ART 5930C) Visual Presentation

Credits: 3

Faculty Contact Information



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Note: All email communication should be through Canvas. Use this email address only if you have an emergency and/or are unable to access Canvas email.

Course Description

This course is designed to activate media presentation and content management tools as instruments for delivering engaging research. Investigations into design, typography, trends and storytelling should stimulate informed experiments and prompts for audience led presentations. Students will explore continuity of design, narrative delivery and audience decipherment in their content delivery. They will also rehearse presentations built on creative associations and contemporary evidence to drive audience connections. Through learning lessons on the dynamics of design, students will discover a synergy between multi-image template production and creative content construction. Online demonstrations, exercises, readings and live presentations are required to extend these skills. Students will make presentations, scripts and stories to tell for peer feedback in recorded online forums.

Required Course Materials

- **Please make sure to have the following required materials. Microsoft Office including Powerpoint or Apple Keynote, Adobe Acrobat, a Digital Camera and an ability to invent with additional analog and digital tools that you may have prior experience with (there are many). Please review our site for upcoming expectations and projects.**
 - Additional supplies may be needed during the term.
- **Method for converting and submitting presentations to digital format.**
 - For example, you may use a digital camera, scanner, varied software and content management tools. Additionally, you may apply a variety of design themes or visual aesthetics to affect typography, mood, hierarchy and continuity. However, all should be able to be saved to single, multi paged PDF files for sharing and presentation.
- **Film Resources.** Throughout the term, you will be required to view several streaming video links. They are meant to influence the works for the semester and are all required

Additionally, this course relies heavily on selected readings from current literature from the fields of art, education, and art education. Readings are on electronic reserve in the [UF Library ARES Course Reserves](https://ares.uflib.ufl.edu/ares/) [\(https://ares.uflib.ufl.edu/ares/\)](https://ares.uflib.ufl.edu/ares/). These readings are listed within each lesson. Websites, articles, videos, and other materials may also be assigned and available to you throughout the course (listed within each lesson).

Alternatively, the University of Florida Library main website address is <http://www.uflib.ufl.edu/> [\(http://www.uflib.ufl.edu/\)](http://www.uflib.ufl.edu/). Using the Course Reserves link found on the left hand menu of the main library page, students may go to these online reserves. You will need your login and password to log into the reserves. Look for the course number in which you are currently enrolled. Don't forget, your VPN connection should be working before you attempt to log onto the library electronic course reserves site.

Note: If you haven't yet verified that you can access the UF Library System remotely, make sure that you are able to do so. (https://ufl.instructure.com/courses/389677/files/47458897/download?wrap=1) Click here for a tutorial on how to gain remote access the UF Education Library. (https://ufl.instructure.com/courses/389677/files/47458897/download?wrap=1)

Course Objectives

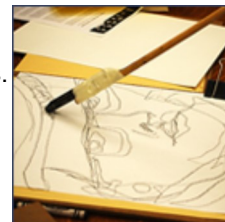
The learning objectives of the course are as follows:

- To **develop** strategies for presentations.
- To **explore** a variety of visual and literary devices to enhance content delivery.
- To **investigate** creative storytelling to enhance universal themes to engage and/or direct audience connections.
- To **create** visual evidence of personal themes, associations and meaning.
- To **expand** presentation content beyond the familiar and into a shared space where context adds inspiration and surprise to increase audience retention.
- To **look, interpret, digest** and **respond**.

Learning Activities

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. More specifically, this course involves online presentations, online library reserves, self-identified design experiences and resources and peer feedback. Furthermore, the course will require that you work steadily as an independent researcher and contribute in the online classroom.

Note: Due dates for all learning activities are provided in the course schedule.



Lessons

Lessons 1-6 will require you to complete and submit projects for evaluation. Each project will begin with a description, and include live discussions using the Zoom Conference tool in Canvas. You will be required to convert your hand drawings, images and/or slides into a digital PDF format or low resolution MS Office format for submission in the Assignments area.

Finished Project Presentations

Project 1

Using your basic Powerpoint skills, or Mac users your Keynote skills, you will create content associated with a prompted topic. Utilizing research from the internet, accessible library and research spaces available to you and even your own homespun digital camera or art supply invented devices, you will build expository slides to describe a provided phenomenon. This first project is meant to have a compressed timeline and reveal current approaches to familiar presentation tools to students as a starting point for the course. Be curious and spontaneous. Play.

Project 2

Building beyond basic Powerpoint or Keynote skills, and exploring new design considerations, you will create content associated with a prompted topic. Utilizing research from the internet, accessible library and research spaces available to you and even your own invented devices, you will build narrative, thematic, conceptual and/or expository slides to describe the provided subject. This second project is meant to merge/amend your previous presentation skills with new design and/or narrative constructions from Lesson experiments to build content delivery.

Project 3

This advanced presentation will absorb earlier developments, learning curves and lesson considerations into a self-directed topic. Utilizing research from the internet, personal vocabularies, universal experiences and accessible library spaces students will build an advanced presentation driven by their enthusiasm for their chosen topic. This final project is meant to reveal a confidence with presentation skills, image and design continuity as well as a proficiency with authoring a script to drive a compelling live delivery of oral and visual production and/or performance.

Class Participation

Your Participation and Professionalism grade will be based on your engagement in discussion and conference forums. I will look for tangible evidence of your demonstrated interest in learning, relationships to assignment objectives, thoughtful context, concepts and content, consideration of others' input, and contributions to our learning community. In short, we hope you will engage with an interest built upon your own presentation results as they are alike and different from your course community.

Project Peer Review Feedback

Live and Recorded Presentations will require peer evaluation using Canvas grading rubrics. These instruments are intended to provide honest, constructive and helpful feedback, based on shared experiences and interpretations of the course objectives. Like a critique in a studio course, this is an opportunity to experience how audiences receive your presentations, where improvements can be applied and when strategies for delivery are successful.

Project Presentation Performance

Separate from the merits of project presentation design, content organization, file construction and original creative components, the delivery of each project will require a learning curve with creating an online [recorded space for presentation with Zoom in the Conference area](https://training.it.ufl.edu/training/items/bigbluebutton-e-learning-conference-tool.html) [↗ \(https://training.it.ufl.edu/training/items/bigbluebutton-e-learning-conference-tool.html\)](https://training.it.ufl.edu/training/items/bigbluebutton-e-learning-conference-tool.html). This will comprise a portion of evaluation for the course. Presentations require preparation and even rehearsal. The first time with online recording tools should be approached patiently as well. We want to help you be successful and realize it is very new. The contemporary research analysis and/or scholar must be able to present their findings in front of audiences, including online ones. The level of engagement of presentations is directly attributable to the presenter's confidence, familiarity and visible interest in the material. Strategies for scripts and timing will be discussed throughout the course to heighten success in this critical area of engagement.

The UF Art Education online MA concludes with the live online capstone defense...so let's get you there prepared.

Grading Policy

Final grades will be calculated according to the following criteria:

Evaluation Component	Value
Project 1 <ul style="list-style-type: none">• <i>Ground Zero</i> Starting Project	5%
Project 2 <ul style="list-style-type: none">• <i>Type + Design Genre</i> Project	15%
Project 3 <i>Personal Research</i> Project	25%
Lessons 1-6 Presentation Lessons	30%
Class Participation and Professionalism <ul style="list-style-type: none">• Discussions, Conferences and Overall Contribution to the Learning Community	10%
Project Peer Review Feedback <ul style="list-style-type: none">• Peer evaluation using Canvas grading rubrics	10%

Project Presentation Performance	
· Evaluation on Preparation and rehearsal for Project presentation delivery	5%
Total	100%

Evaluation criteria used in each of these areas is provided within each Module area. Such factors will involve **Initiative** (scope of undertaking: did quantity of images stimulate presentation improvements? Is there evidence of original concepts?), **Improving Technical Ability**, **Inventiveness**, **Adherence to Assignment**, and **Continuity**.

Incompletes are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time. Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

Late Policy

"Late projects beget more late projects." A better practice is to submit work in its state of completeness on the due date, accept the grade situation and start the next project with a clean slate. Work submitted any time after the due date will receive a grade deduction for missing the deadline.

Incomplete Policy

School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

Grading Scale

91-100 A; 90 A-; 88-89 B+; 81-87 B; 80 B-; 78-79 C+; 71-77 C; 70 C-; 68-69 D+; 61-67 D; 60 D; 59 and below E.

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/ <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> for additional information on UF grading policies. **Please Note:** A grade of C- or below will not count toward major requirements.

Course Policies

Class Participation

Successful online learning requires you to actively participate in each course. Thus, it is essential that you login to your course several times each week so that you do not miss anything or fall behind. Regular, active, and meaningful participation is expected of all students, and frequency and quality of participation may affect your grades. Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and that frequency and quality of participation will affect your grade.

Students should plan to login to the course several times throughout the week. On average, you should expect to be on the course site (e.g., Canvas) several hours per week. As for time spent on outside study (e.g., software development,

presentation construction, doing online research and so on), you should expect to spend approximately six to nine hours per week (or for some people more).

Academic Honesty

Students are expected to abide by the UF Academic Honesty Policy (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php> [↗] (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>)), which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this means not submitting papers or projects that were created by another person(s) and properly citing sources for any material used in completing course assignments. Submitting work that has been plagiarized will result in a failing grade.

Netiquette

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. *The Core Rules of Netiquette* (<http://www.albion.com/netiquette/corerules.html> [↗] (<http://www.albion.com/netiquette/corerules.html>)) are excerpted from the book *Netiquette* by Virginia Shea (1994), and are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any presentations and/or discussion postings deemed inappropriate.

Student Support Services

As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit <http://helpdesk.ufl.edu> [↗] (<http://helpdesk.ufl.edu>). For a list of additional student support services links and information, please visit <http://www.distance.ufl.edu/student-services> [↗] (<http://www.distance.ufl.edu/student-services>).

Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> [↗] (<https://disability.ufl.edu/students/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Complaints

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints> [↗] (<http://www.distance.ufl.edu/student-complaints>) to submit a complaint.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> [↗] (<https://evaluations.ufl.edu>). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/> [↗] (<https://evaluations.ufl.edu/results/>).

Changes to the Syllabus

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through Canvas email.

Course Schedule

Course Schedule: Calendar of Due Dates

ART 5930C – Visual Presentation

Spring A: January 6 – February 28, 2020

The course week runs from Monday to Sunday, except for the final week which runs Monday to Friday. Multiple lessons will be assigned in a given week. All assignments are due by 11:55 p.m. EST, unless otherwise noted. Live Instructor Presentations and Peer Exchanges are noted in **yellow**. Presentation Recordings are noted in **cool blue**.




Each graduate student will present and record their Projects via the Canvas presentation Zoom Conference area. See the [Project Submissions attachment here \(https://ufl.instructure.com/courses/389677/files/47459020/download?wrap=1\)](https://ufl.instructure.com/courses/389677/files/47459020/download?wrap=1). ***Peer reviews** will be required on the three Project Presentations during the semester for feedback in addition to instructor input.

**Due to the size of our class, each graduate student will be assigned to a group for peer evaluations on each Project. Each graduate student will complete peer reviews for every participant within their assigned group. Group assignments will change for each Project to accommodate a varied amount of peer feedback. Peer Reviews will require viewing Zoom Conference Recordings for the members within their group. The peer review rubric will be located in the Assignments area. Peer reviews are required and expected to be productive zones for improvement and reflection.*

**updated 1/3/2020*

*Dates	Lesson	Learning Activity/Assignment	*Due Date	Evaluation Component
Jan. 6 – Jan. 19	Course Orientation	Review Course Syllabus, Getting Started, and Course Schedule Documents	January 6 - 7	N/A
		Live Session—Introduction, Method and Peer Exchange	Thursday, Jan. 9 7pm EST	Attendance Preferred/ Recorded Conferences—ZOOM
	Lesson 1: Mechanics	Discussion 1: Introduction	Jan. 6 - Jan. 19	Participation
		Discussion 2: Fears of Presentation Skills		
		Assignment: Lesson 1: Design Basics (PowerPoint or PDF file of drawings, exercises & slides)	Jan. 19	Lessons

*Dates	Lesson	Learning Activity/Assignment	*Due Date	Evaluation Component
	Project 1: <i>Ground Zero</i>	Project 1: Ground Zero (3 min.) Start With What You Know Zoom Presentation	Jan. 16	Project 1 Zoom Recorded ↗ https://training.it.ufl.edu/training/items/bigbluebutton-e-learnings-conference-tool.html Presentation ↗ https://training.it.ufl.edu/training/items/bigbluebutton-e-learnings-conference-tool.html
	Project 1: Peer Review	Project 1: Peer Review “How did I do?” Constructive Class Feedback <i>Review assigned Group</i>	Jan. 19	Feedback/ Canvas Rubric
Jan 20 – Jan 26	Lesson 2: <i>Typography</i>	Assignment: Lesson 2: Typography (PowerPoint file of drawings, exercises & slides)	Jan. 26	Lessons
	Lesson 3: <i>Storytelling</i>	Assignment: Lesson 3: Storytelling (PowerPoint file of drawings, exercises & slides)	Jan. 26	Lessons
		Discussion 3: Decipherment + Surprise	Jan. 26	Participation
Jan. 27 - Feb. 9	Lesson 4: <i>Visual Aesthetic</i>	Live Session—Strategies/ Tool Challenges, Q & A	Thursday, Jan. 30	Attendance Preferred/ Recorded

*Dates	Lesson	Learning Activity/Assignment	*Due Date	Evaluation Component
		Assignment: Lesson 4: Visual Aesthetic (PowerPoint or PDF file of thematic photographs)	Feb. 2	Lessons
	Project 2: <i>Type Designers</i>	Project 2: Type + Design Genre (3 min.) Influence, Examples, History ZOOM Presentation	Thursday, Feb. 6th	Project 2 ZOOM Recorded  (https://training.it.ufl.edu/training/items/bigbluebutton-e-learnings-conference-tool.html)  (https://training.it.ufl.edu/training/items/bigbluebutton-e-learnings-conference-tool.html) Presentation  (https://training.it.ufl.edu/training/items/bigbluebutton-e-learnings-conference-tool.html)
	Project 2: Peer Review	Project 2: Peer Review “How did I do?” Constructive Class Feedback <i>Review assigned Group</i>	Feb 6 - 9	Feedback/ Canvas Rubric
	Lesson 5: <i>Document, Document, Document</i>	Assignment: Lesson 5: Evidence Gathering (PDF file of research photographs)	Feb. 9	Lessons
		Discussion 4: Evidence of Magic	Feb. 9	Participation
Feb. 9 – Feb. 28	Lesson 6 and Final Project Review	Live Session—Strategies/ Tool Challenges, Q & A	Thursday, Feb. 13	Attendance Preferred/ Recorded

*Dates	Lesson	Learning Activity/Assignment	*Due Date	Evaluation Component
	Lesson 6: <i>Info Graphics & Charts</i>	Assignment: Lesson 6: Info Graphics & Charts (PowerPoint or PDF file of images and slides)	Feb. 16	Lessons
	Project 3: <i>Research Project</i>	Project 3: Research Project Your Research to IGNITE (5 min.) ZOOM Presentation	Thursday, Feb. 27	Project 3 ZOOM Recorded ↗ (https://training.it.ufl.edu/training/items/bigbluebutton-e-learning-conference-tool.html) Presentation ↗ (https://training.it.ufl.edu/training/items/bigbluebutton-e-learning-conference-tool.html)
	Project 3: Peer Review	Project 3: Peer Review “How did I do?” Constructive Class Feedback <i>Review assigned Group</i>	Feb. 28	Feedback/ Canvas Rubric