### College of Charleston
### Visual Identity FYSM 138-02
### Spring 2016

<table>
<thead>
<tr>
<th><strong>Meeting Time and Place:</strong></th>
<th>Monday 12:00-2:45, ECT 216</th>
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<tbody>
<tr>
<td><strong>Instructor’s Name:</strong></td>
<td>Dr. Tracey Hunter-Doniger</td>
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<tr>
<td><strong>Office Hours:</strong></td>
<td>Monday 10-12 &amp; 3-4 Room 215</td>
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<td></td>
<td>Tuesday 10-12</td>
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<tr>
<td></td>
<td>by appointment via email</td>
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<tr>
<td><strong>Office Location:</strong></td>
<td>School of Education, Room 232</td>
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<tr>
<td><strong>Office phone/email</strong></td>
<td>Telephone:  843-953-8075</td>
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<tr>
<td></td>
<td>Cell: 843-425-4154</td>
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<tr>
<td></td>
<td>*Email:  <a href="mailto:hunterdonigertl@cofc.edu">hunterdonigertl@cofc.edu</a></td>
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<td><em>(Best way to contact me, as I frequently check emails.)</em></td>
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<tr>
<td><strong>Embedded Librarian</strong></td>
<td>Brandon Lewter, MILS</td>
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<tr>
<td></td>
<td>Interlibrary Loan Coordinator &amp; Reference</td>
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<td></td>
<td>Marlene and Nathan Addlestone Library</td>
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<td></td>
<td>College of Charleston (SBM)</td>
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<tr>
<td></td>
<td>(843) 953-4982</td>
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<tr>
<td></td>
<td><a href="mailto:lewterbj@cofc.edu">lewterbj@cofc.edu</a></td>
</tr>
<tr>
<td></td>
<td>He will visit our class at noon on January 27 to discuss APA</td>
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<tr>
<td><strong>Course Text Materials:</strong></td>
<td><strong>Required Book:</strong></td>
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<td></td>
<td><strong>Required Articles &amp; Chapters:</strong> (Found on line and on OAKS)</td>
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<td></td>
<td>Prospect, T. (2013) College Identity Crisis:</td>
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<td><strong>Required Supplies:</strong></td>
<td><strong>Supplemental Book:</strong></td>
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<tr>
<td></td>
<td>Blank nesting dolls - Can be found on Amazon</td>
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<td></td>
<td>Acrylic Paints (as needed)</td>
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### Purpose:
The students will investigate research on identity and gain insight to their own past, present and future lives. During the process the students will gain knowledge in critical reading, effective writing, good oral and visual communication, visual artistic skills, self-understanding and creativity.

### Objectives:
Upon successful completion of the course, the student should be able to:

**Campus Resources**
Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addleston library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

**Information Literacy**

1. Use appropriate tools and search strategies for identifying particular types of information specific to the discipline
2. Evaluate the relevance, quality, and appropriateness of different sources of information
3. Recognize and classify the information contained within a bibliographic citation
4. Access and use information ethically and legally

**Integrative Learning**

1. Use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts
2. Make connections across disciplines and/or relevant experiences

**Create Expressive Art**

1. Use materials correctly.
2. Express identity of self through a variety of materials
<table>
<thead>
<tr>
<th>Apply Psychology theories to self</th>
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<tbody>
<tr>
<td>1. Understand the multiple theories of identity</td>
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<tr>
<td>2. Make connections of concepts to self and artwork and reflect.</td>
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<tr>
<th>Learner Responsibilities:</th>
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<td>1. Students and instructor both share the responsibility for evolving uses of class time, which are valuable to each person involved. It is expected that students share information and act as resources to each other.</td>
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<tr>
<td>2. The instructor views her role as observer, facilitator, and participant. It is the responsibility of each student to explore ways of using this resource to maximize his/her learning.</td>
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<tr>
<td>3. Assignments will be based upon the needs of the students as a group and as individual to meet the objectives of the course.</td>
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**Tips for A Successful Visual Identity Experience**

1. The nature of the teaching/learning process in this class is experiential. We will start with a weekly lesson plan and then be flexible as to where the plan takes us.

2. Participate. A good portion of this class is a hands-on, "learning by doing" class.

3. Do the readings and think about issues or questions that arise as you read the chapters and be sure to submit them on time as part of the participation grade.

4. Be a risk-taker and don't worry about getting everything right the first time or being embarrassed to show your true self. The bigger and the more chances you take, the more you will gain from this class.

5. We will spend a great deal of time being involved in the creative process of preparation, incubation, illumination, and verification. This is a time to focus on the creative process. The informal nature of this class can often tempt even the most dedicated artist to stray from the content being explored. Don't let this happen to you!

6. Be on time. (If you are EARLY you are on time. If you walk into class as it starts you are LATE.)

**Attendance and General Information:**

“For classes that meet once a week there will be one unexcused absence. Students will be marked tardy if they arrive after the first ten minutes. They will be marked absent if they arrive after ten minutes. Three tardies will be counted as one absence. There
will be no allowance for leaving class early and students who do leave early will be marked absent. Students who exceed the allowable absences will be dropped with a WA. If a student exceeds the allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors in the Education Department will review the circumstances and make a final decision.”

**To Clarify:**
You get to miss ONE day this semester. After that your final grade will go down one full grade level.

*NOTE ABOUT CELL PHONES, BEEPERS, BEEPING WATCHES, BLACKBERRY AND iPods, iPhones, AND OTHER PERSONAL COMMUNICATION DEVICES:*
*Cell phones, beepers, beeping watches, Blackberries, iPods, iPhones and other personal communication devices are not allowed to be used during class time. In order to respond to the Cougar Alert System you may have your cell phone turned to “on” as long as the ringer is “off.”. Answering a cell phone (Blackberry, etc) or talking on a cell phone during class time and/or in the classroom is not permitted. In addition, all hand-held PDA’s and game devices are not allowed in the classroom. For additional information regarding cell phones or other electronic devices call the Graduate Studies office at 953-5614. There are no exceptions to this rule.*

**Food in the classroom:** You may eat, but be on time and do not disturb others.

### Assignments:

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<th><strong>Due Dates: TBD</strong></th>
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<td>Most work will be completed during class/studio time.</td>
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**A. Required:**

1. Weekly written statements: These are short informal statements that require students to think about the readings and write down three ideas, comments or questions and submit them on OAKS.
   - Critical reading of the required text. It is expected that students stay current with all readings and assignments and submit them to OAKS on time. No late work will be accepted.
   - To spark discussion I will randomly take the submissions and use them as talking points during the lecture/discussion periods of my class.

2. Video Journal: The students will create weekly video diary entries leading to the discovery of their own identity, past, present and future.
   - The students will follow prompts based on the narrative questioning procedures of McAdams' Life Story Interviews.
   - This structure is designed to assist the participants in the
reflection process and salient issue of their lives.

- The students will need to comprehend the readings and prepare what they will say during their video journal.
- Although the video journal entries will be in an informal setting, it will be essential to their final (digital storytelling) project for the students to speak clearly.
- Additionally, viewing and editing videos is a very effective way to evaluate one's speech patterns and fluency.

3. Artist Statements: The students will write three artist statements (narratives) that will be approximately 3-5 pages APA format typed.

- The students will be expected to write clearly and cohesively, leading the reader through their paper using proper grammar, punctuation, transitions, and references.
- The paper will effectively explain the nuances of the artwork and how it relates to the students' identity of the past, present and future.

4. Art work: Accompanying each stage of identity, the students will create a work of art as a visual narrative. Each work of art would focus on three different artists and their styles.

- Past: The students will look into their past and create a work of art that shows their identity and how it was formed.
- Present: The students will consider who they are presently and how they perceive themselves today.
- Future: The students will envision themselves in the future, where are they going and what their future identities might be.

5. Digital Storytelling Final Project: For the final project/product the students will create an iMovie (MP4) in a digital storytelling format depicting their identity, past, present and future.

- This iMovie will incorporate segments from their video journal and their artwork forming a summative product from the entire semester.
- Creating the storyboard for a digital storytelling project takes a great deal of effort. This takes hours upon hours of rigorous planning and revisions to generate a respectable presentation.

6. Nesting Dolls Final Project: Painting and embellishing blank nesting dolls of 5 or more to illustrate the many layers of identity.
- All painting and embellishments will be to a high standard and follow the elements of art and principles of design.

**Evaluation:**

Participation/Attendance in all class activities.

- More than 1 absence will result in a drop of a full letter grade.
- 3 tardies (10 minutes late) equal an absence.

1. Reading the texts are required. Reflection posts are due before each class and written in proper English and present a clear argument.

2. Midterm- Comprehensive over content from class and readings

3. 3 major art projects consisting of the following
   - Three artist statements will be APA formatted double spaced, typed, and written with proper spelling and grammar.
   - works of art will be created and presented on time for a class critique.

4. The Vine of Self will be complete and turned in on time in a MP4 format that is easy to recall. No Late Vines or technical malfunctions are excusable.

5. The Nesting Dolls are the final summative project that reflects the identity as layers. Detailed painting and symbolism is required as well as an artists statement.

6. Final Exam- Summative of the semester.

7. There will be multiple quizzes throughout the semester to check for understanding.

8. Active participation and attendance is required for the PF class.

**Suggested Materials And Equipment:**

You are required to provide your art material and supplies. A video recorder will be provided for you.

**Required material:**
- Required Reading Material
- Blank Stacking Dolls

**Suggested Material:**
- Laptop computer or electronic tablet.
- Notebook/Journal

**Honor System:**

Academic honesty and integrity are highly regarded in this class. Please be aware that as a student you have agreed to uphold the
policies outlined in the Student Handbook: A guide to civil and honorable conduct both at the College of Charleston and as a representative of the College in field experience situations. Violations to the Code of Conduct outlined on page 10-11 in the student handbook will be reported to the Honor Board.

**Technology:**
Enrollment in this course required that you utilize one or more of the following: (a) Internet, (b) WebCT, (c) Microsoft Powerpoint, or (d) Word Processing. The above listed computer applications are available in the College managed computer labs located in JC Long, the Library and various other campus locations. Therefore, if you do not have reliable access to the applications you should plan to use the campus computer laboratories. It is expected that you can utilize the above listed computer applications. If you do not know how to use one or more of the applications, please consult with your instructor to arrange tutoring.

| Grading Scale | A   = 94-100% | C+ = 77-79% |
|               | A- = 90-93%  | C  = 74-76% |
|               | B+ = 87-89%  | C- = 70-73% |
| B+ = 84-86%   | D+ = 67-69% |
| B- = 80-83%   | D  = 64-66% |
| D+ = 67-69%   | D- = 60-63% |
| F = 59% or below|

**Accommodations**
Any student needing accommodations please identify yourself so such accommodations can be made. If you have a PNL from SNAP please provide that documentation.

**Course Evaluations**
Bring your computer on April 18 for course evaluation. I will leave the classroom, the class will remain silent and I will step out until all evaluations are turned in.
COLLEGE OF CHARLESTON HONOR CODE
Reporting violations and the XF Sanction– Instructor Guide

Instructors, with any necessary assistance from the Office of the Dean of Students (953-5522), will assess whether the behavior of the student falls into one of three classes and then follow the affiliated procedures:

**Class 1** – act involves significant premeditation; conspiracy and/or intent to deceive, e.g., purchasing a research paper.

Instructor goes to the online reporting form to fill out a report electronically (form will be automatically routed to the Office of the Dean of Students):
[Online Reporting Form](#)

It is good practice for the instructor to alert the student in writing that an academic dishonesty allegation has been forwarded to the Dean of Students.

Dean of Students will alert instructor via e-mail of the status of the case.

**Penalties for Class 1:** XF and either suspension or expulsion assigned if student found responsible for this class of offense by Honor Board.

**Class 2** – act involves deliberate failure to comply with assignment directions, some conspiracy and/or intent to deceive, e.g., camouflaged use of the Internet when prohibited, fabricated endnotes or data, copying several answers from another student’s test.

Instructor goes to the online reporting form to fill out a report electronically (form will be automatically routed to the Office of the Dean of Students):
[Online Reporting Form](#)

It is good practice for the instructor to alert the student in writing that an academic dishonesty allegation has been forwarded to the Dean of Students.

Dean of Students will alert instructor via e-mail of the status of the case.

**Penalties for Class 2:** XF and other sanctions assigned if student found responsible for this class of offense by Honor Board.

**Class 3** – act mostly due to ignorance, misunderstanding, confusion and/or poor communication between instructor and class, e.g., unintentional violation of the class rules on collaboration.

Class 3 reports require the signature of both instructor and student. Print and fill out this form with the student, having the student sign the completed form. The instructor sets the penalties. Form and all related materials are delivered to the Office of the Dean of Students (3rd Floor, Stern):

**Penalties for Class 3:** Zero on the assignment/test, resubmission of assignment, etc.
Examples of violations for Classes 1-3
The lists below are not meant to be comprehensive but illustrative of the types of acts that generally will be before the Honor Board and faculty members.

Examples of Class 1 violations:

- taking a test for someone else or permitting someone else to take a test or course in one's place,
- intentional plagiarizing, where the entire work was written or created by another,
- obtaining, stealing, or buying all or a significant part of an unadministered exam,
- selling or giving away all or a significant part of an unadministered test,
- bribing or attempting to bribe any other person to obtain an unadministered test or any information about the test,
- buying, or otherwise acquiring, another's course paper and resubmitting it as one's own work, whether altered or not
- entering a building, office, or computer for the purpose of manipulating a grade on a test, or on other work for which a grade is given,
- changing, altering, or being an accessory to changing and/or altering a grade in a grade repository, on a test, on a "Change of Grade" form, or other official academic college record which relates to grades, and
- entering a building, office, or computer for the purpose of obtaining an unadministered test.

Examples of Class 2 violations:

- cheating on an exam which involves some premeditation,
- copying from another's test or allowing another student to copy from your test, where some plans were made for such collaboration,
- intentional plagiarizing, where a moderate portion of the submitted work was written or created by another,
- unauthorized reuse of previously graded work,
- intentionally failing to cite information from the correct source,
- intentionally listing sources in a bibliography/work cited page that were not used in the paper,
- copying, or allowing one to copy, homework assignments that are to be submitted for credit, when unauthorized,
- unauthorized collaboration on an assignment, and
- unauthorized and intentional use or possession of a study aid.

Examples of Class 3 violations:

- record of same offense made on other similar assignments and no feedback provided by the instructor prior to allegation,
- reusing and/or building upon coursework already submitted for another class without permission of the instructor,
- unintentionally failing to cite information from the correct source,
- unintentional violation of the class rules on collaboration, and
- unintentional possession of a study aid.

The complete XF policy can be found in Appendix A of the Student Handbook 2015-2016.

Recommended Language for Course Syllabi
College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at  http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php