

Visual literacy

Course code: ART 256

Semester and year: Fall 2021

Day and time: Wednesday 14:45– 17:30 p.m.

Classroom: TBD

Instructor: Alena Foustkova, M.F.A.

Instructor contact: alena.foustkova@aauni.edu

Consultation hours: 30 minutes before class

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| Credits US/ECTS | 3/6 | Level | Introductory |
| Length | 15 weeks | Pre-requisite | TOEFL iBT 71 |
| Contact hours | 42 hours | Course type | Bachelor Required |

*Students must score at least 7 out of 10 points on the Introductory Writing Test (IWT). This requirement is waived for students who have passed the Pre-Composition 100 course and might be waived by the Dean in other exceptional cases.

1. Course Description

This course is designed to engage students in the creative process and foster understanding of the visual culture. Topics of study include visual expression, communication and ideological meaning in painting, advertising, graphic design, photography, film, computer graphics and typography. Through theory, methods and applications, students will develop an understanding of the visual culture and the creative processes inherent in them. Students will discuss, analyze, interpret, and understand the role which the visual phenomena play in their lives and in society. The course is organized around readings, reflections of the topics through critical evaluation and opinion sharing assignments, written assignments and projects designed to promote visual literacy and understanding of visual images.

2. Student Learning Outcomes

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

- Critically examine and evaluate visual images in the arts as a form of aesthetic, social and cultural expression.
- Identify, understand, and appreciate visual images in their historical, critical, and socio-cultural contexts.
- Differentiate signs, symbols, and other visual references in painting, advertising, graphic design, photography, film, and computer graphics.
- Interpret, observe, and write about the visual arts and visual communication from critical and analytical perspectives.
- Read, analyze, and discuss selected writings about visual culture from critical, cultural, historical, sociological, political, and philosophical frameworks.
- Be able to interpret potentially subversive messages of visual communication.

- Students of non-arts related majors will gain better understanding and appreciation of the arts and visual culture.

3. General Education Learning Outcomes

This is a general education course. Your general education core curriculum enables you to practice the skills and habits that will become the foundation for learning and achieving success in your academic major.

This course addresses and develops three ILOs (Institutional Learning Outcomes):

- ILO1 - Critical Thinking
- ILO2 – Communication
- ILO3 - Responsible and Effective Action

4. Reading Material

Required Materials

All these materials can be accessed via NEO.

- Adams, Laurie Schneider (1994): *A History of Western Art*, Brown & Benchmark (scanned chapter: The language of the visual artist)
- Heywood, Ian et al. *The Handbook Of Visual Culture*. Bllomsbury, 2011. Präkel, David. Fundamentals of Creative Photography
- Baldwin, Jonathan. Required Reading Range: Visual Communication: From theory to practice.
- Rose, Gillian. Visual Methodologies: An Introduction to the Interpretation of Visual Materials
- Pdf lectures from the teacher
This textbook can be accessed in the AAU library:
- Wilde, Judith, and Richard Wilde. Visual Literacy. Watson-Guptill, 2005.

5. Teaching methodology

Students will be engaged in the following learning activities among others:

- Gain an understanding of the Elements and Principles of Visual Arts
- Analyze the three components of art: Subject, Form and Content
- Practice an application of the elements and principles in various art media
- Work on practical Projects like taking a portrait photograph or practice the roles of the visual anthropologist, etc.
- Evaluate content Analysis
- Learn about the semiology of visual communications

6. Course Schedule

| Date | Online Course Work/ Assignment Due | Virtual Class Meeting |
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| Sept. 1 Lesson 1 | <p>Topic: Course introduction, academic expectations, critical reading</p> <p>Description: We will introduce the topics of this course along with the academic expectations.</p> <ul style="list-style-type: none"> - Review of syllabus, an overview of the course structure, assignments, deadlines, and topics. - PPT Presentation: Short introduction of the course topics <p>Assignment to complete <u>AFTER</u> the lecture:</p> <ul style="list-style-type: none"> - NEO – Study the pdf lecture. - NEO Forum discussion 1: - Read the article by Kandinski – accessible through the pdf lecture. Discuss the 5 lessons by Kandinski (see the description in NEO Forum for details). | <p>Preparation and Reading <u>BEFORE</u> the lecture:</p> <ul style="list-style-type: none"> - Questions about the syllabus – available in the course on NEO before the course starts. |
| Sept. 8 Lesson 2 | <p>Topic: Lecture 1: Design Elements and Principles</p> <p>Description: The building blocks of visual communication. Review of the lecture /class discussion.</p> <ul style="list-style-type: none"> -Practical analysis of selected images by teacher to evaluate the design elements and principles <p>Assignment to complete <u>AFTER</u> the lecture:</p> <ul style="list-style-type: none"> - NEO – Study the pdf lecture. - NEO Forum discussion 2: - Image and Identity | <p>Preparation and Reading <u>BEFORE</u> the lecture:</p> <ul style="list-style-type: none"> - Bring your questions related to lecture 1 – take a preview in NEO ahead of time. |

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| <p>Sept. 15 Lesson 3</p> | <p>Topic: Gallery visit 1 - TBC Assignment to complete: Written Analysis: Select one image from the gallery visit. Take a photo of it. Describe it in writing as well as you can for its visual elements and principles. 4 academic sources are mandatory – see point 8 of the syllabus. (10%) Reading: Visual methodologies: an introduction to the interpretation of visual materials, Gillian Rose, Chapter 2 - <i>"The good eye"</i>, pages 33 to 48 Apply the required reading in your paper.</p> | <p>Preparation and Reading BEFORE the lecture: - Study lecture 1 + the required reading for better understanding of the written evaluation from the gallery visit.</p> |
| <p>Sept. 22 Lesson 4</p> | <p>Gallery visit 2 - TBC Topic: Lecture 2: Subject, form, content Description: Components present in every piece of art. Assignment to complete: Written Analysis: Subject, Form and Content (10%) - Apply the new knowledge from the chapter reading of week 3 + 3 other sources to the written analysis of one selected piece of art from the second gallery visit. Add one more resource to add support to the learning of the topics which are to be practiced.</p> | <p>Preparation and Reading BEFORE the lecture: - Review the pdf lecture AHEAD of the gallery visit.</p> |
| <p>Sept. 29 Lesson 5</p> | <p>Topic: Lecture 3: Semiotic meaning - Sign Systems of Visual Design As we continue to explore visual communication, the examples and reading for this module will suggest the meaning of an image as a sign. - Project description and example of the homework assignment: Road signs Assignment to complete AFTER the lecture: - NEO – Study the pdf lecture. - Practical Project: Road signs – Practice understanding of what makes up a sign (Hands-on Assignment + short written analysis based on the required reading) (10%) <u>DUE week 6, October 6 to NEO Dropbox</u></p> | <p>Preparation and Reading BEFORE the lecture: -Bring your questions related to lecture 3 – preview ahead of time in NEO. - Study: Rose, Gillian, Visual Methodologies: An Introduction to the Interpretation of Visual Materials, chapter 4 – Semiology, Introduction page + 74 – 78</p> |

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| <p>Oct. 6 Lesson 6</p> | <p>Topic: Lecture 4: Metaphor - SYMBOL What role does <i>metaphor, association, and symbol</i> play in adverts or in fine art images? Do you detect any <i>codes</i> functioning? - We will analyze some images related to the topic (teacher’s choice) Midterm Topics to study handed out. Assignment to complete AFTER the lecture: - NEO – Study the pdf lecture. - Read: The Handbook of Visual Culture, Chapter: Images and Information in Cultures of Consumption - scanned chapter in NEO Resources) - Study for the Midterm analysis – study areas will be provided.</p> | <p>Preparation and Reading BEFORE the lecture: - Prepare 1 image representing <u>any of the studied terms in the pdf lecture to expand the in-class discussion (Place the image into the designated NEO dropbox ahead of the lecture).</u> - Bring your questions related to the lecture 4 – preview ahead of time in NEO.</p> |
| <p>Oct. 13 Lesson 7</p> | <p>Topic: Midterm analysis (2 hours written evaluation) 20%</p> | |
| <p>Oct. 20 Lesson 8</p> | <p>Topic: Lecture 5: Semiotic meaning, continued – Commercial images We will analyze in class number of images given by the teacher. Discuss how color (saturation, brightness, warm or cool, contextual relationships) and design elements and principles (like line, shape, scale, spatiality, perspective, balance, direction, lighting, proportion) <i>affect the semiotic meaning</i> of the commercial images. Assignment to complete AFTER the lecture: - NEO – Study the pdf lecture.</p> | <p>Preparation and Reading BEFORE the lecture: -Study the pdf lecture 5 and prepare questions for the discussion.</p> |
| <p>Oct. 25 - 29</p> | <p>Midterm Break</p> | |

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| <p>Oct. 27 Lesson 9</p> | <p>Topic: Lecture 6: Consumer object From a semiotic perspective, objects - such as things we buy or wear, are signs. We can analyze the signifying aspects of an object to see what they reflect about the culture in which they function. -Discuss the topic of the consumer object based on images provided by teacher in the pdf lecture Assignment to complete AFTER the lecture: - NEO – Study the pdf lecture. NEO Forum discussion 3: Practice the understanding of a consumer object and its semiotic meaning.</p> | <p>Preparation and Reading BEFORE the lecture: - Study the pdf lecture 6 and bring observations and questions for the class discussion.</p> |
| <p>Nov. 3 Lesson 10</p> | <p>Topic: Lecture 7: Tourist and Anthropologist photographic observation + Practical hands-on project + written assignment The role of a <i>Cultural Anthropologist</i>: - Understand the difference between a tourist and anthropologist observation, the purpose of visual research - In-class description of the <i>Hands-on project</i>, the key terms and the deadline. Assignment to complete AFTER the lecture (required to apply in the written part of the analysis): - NEO – Study the pdf lecture. Graded practical Hands-on Assignment (20%): Tourist and Anthropologist photographic assignment DUE week 11, Nov. 10 to NEO Dropbox</p> | <p>Preparation and Reading BEFORE the lecture: - Study the pdf lecture 7 and bring observations and questions for discussion. Read: https://www.discoveranthropology.org.uk/about-anthropology/fieldwork.html Anthropology, A. (2017). Fieldwork. [online] Discoveranthropology.org.uk. Available at: https://www.discoveranthropology.org.uk/about-anthropology/fieldwork.html [Accessed 14 Nov. 2017]</p> |
| <p>17 Nov. National Holiday</p> | <p>Independent assignment: Continue working on the assignment from class 10; No class meeting</p> | <p>No class meeting</p> |
| <p>24 Nov. Lesson 12</p> | <p>Topic: In-class discussion of the Tourist and Anthropologist photographic assignment – Time to share your research! 😊 Class discussion of the findings.</p> | <p>Preparation and Reading BEFORE the lecture: -Prepare to <i>present</i> your project to class in a PPT (or Google Slides) format from the submitted file to NEO.</p> |

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| | <p>Assignment to complete <u>AFTER</u> the lecture: Prepare for the next lecture by studying the pdf lecture 8 + complete the required reading.</p> | |
| 1 Dec. Lesson 13 | <p>Topic: Lecture 8: Typography / Graffiti / Commix Description: Typography can take on a visual form in graphic design or fine art. What is the role of typography? Graffiti is an expression of culture and feelings through an art form on the walls. Commix is a unique form of visual storytelling. -Hands-on project explanation -Final paper and related hands-on project hand out + explanation: Assignment to complete <u>AFTER</u> the lecture: - NEO – Study the pdf lecture. Hand-out of the Final Project, DUE week 14, December 15 (20%)</p> | <p>Preparation and Reading <u>BEFORE</u> the lecture: - Study the pdf lecture 8 and bring observations and questions for discussion. Read: Baldwin, Jonathan, Visual Communication: From theory to practice, Neville Brody. - The Handbook of Visual Culture, Chapter: The Work on the Street: Street Art and Visual Culture (AAU library hard copy + scanned chapter in NEO Resources)</p> |
| 8 Dec. Lesson 14 | <p>Topic: – Lecture 8: Photography - how to understand the content? Apart from learning how to look at visual images, the analysis of images as signs and symbols in the semiotic analysis, we also need to understand the question of content - the "Why". Practical in-class assignment: Make a portrait. Place the portrait to NEO dropbox to share with class. Assignment to complete <u>AFTER</u> the lecture: - NEO – Study the pdf lecture. Work in progress on the Final Project – discuss in class.</p> | <p>Preparation and Reading <u>BEFORE</u> the lecture: - Study the pdf lecture 8 and bring observations and questions for discussion. - Fundamentals of Creative Photography, Präkel, David, AVA Publishing, 2010, Chapter 2 (scanned to NEO Resources) Activities during the lecture: -Class analysis of selected images from the lecture</p> |
| 15 Dec. Lesson 15 | <p>Topic: – Lecture 9: Film - how to understand the content? Film follows photography in history, in our readings, and in employing similar technical and aesthetic devices. However, film is a moving image and requires specific conventions that draw attention to rhythm and pacing, narrative qualities, esthetics, etc.</p> | <p>Preparation and Reading <u>BEFORE</u> the lecture: - Study the pdf lecture 9 and bring observations and questions for discussion. - Prepare one image from a movie which you would like to describe, and discuss it for its artistic style. - The Handbook of Visual Culture,</p> |

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| | -Discuss the selected movie director -Final class wrap up of topics and take-out. Assignment to complete by week 15, December 15: Final paper and related hands-on project DUE to NEO, 20% | Chapter: Film and Visual Culture (AAU library hard copy + scanned chapter in NEO Resources) |
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7. Course Requirements and Assessment (with estimated workloads)

| Assignment | Workload (average) | Weight in Final Grade | Evaluated Course Learning Outcomes (All COM 101 sections) | Evaluated Institutional Learning Outcomes* |
|---|--------------------|-----------------------|--|--|
| Attendance and Class Participation (Including 3 discussions in NEO) | 42 | 10% | -Display active participation during the course - Be on time for the online lectures - Meet assignment deadlines - Display preparation for the lectures by studying the pdf lectures ahead of time + Complete the prescribed reading before the lecture - Participate in the class discussions | 2, 3 |
| Written gallery-visit evaluation 1 | 10 | 10% | -Produce writing which evidences critical thinking, an inquisitive mind and logical analyses -Produce well-structured, coherent and cohesive essay including: introduction, body and conclusion - Understand how to cite sources; - Incorporate sources through quotation and paraphrase; | 1, 3 |
| Written gallery-visit evaluation 2 | 10 | 10% | -Produce writing which evidences critical thinking, an inquisitive mind and logical analyses -Produce well-structured, coherent and cohesive essay including: introduction, body and conclusion - Understand how to cite sources; - Incorporate sources through quotation and paraphrase; | 1, 3 |
| Hands-on Project "Road Signs" | 8 | 10% | - Understanding of how visual signs are created will be evaluated - Ability to create original images - Short written description will accompany the images | 1, 3 |
| Midterm analysis of selected images | 20 | 20% | -Understand and effectively implement the learning of the class topics - Critically evaluate selected images - Recognize and avoid plagiarism; | 1, 2 |
| Practical hands-on | 20 | 20% | -Produce well-structured, coherent and research analysis | 1, 2, 3 |

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| project + written assignment: Tourist vs. Anthropologist | | | - Create strong photographic documentary from your research | |
| Final Project + Written analysis | 40 | 20% | -Demonstrate the ability to apply most of the course learning - Produce writing which evidences critical thinking, an inquisitive mind and logical analyses | 1, 3 |
| TOTAL | 150 | 100% | | |

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

8. Detailed description of the assignments

1. All written assignments will be evaluated for clarity of writing, critical analysis of the issues, proper use of references to support positions taken, quality and diversity of sources, and extent to which the assignment meets the requirements specified.

NB For ALL written assignments, as per university regulations, four academically respectable correctly cited sources are the minimum expected. Any assignments NOT meeting this standard will NOT be graded.

Students have to cite from a variety of **more than four academically respectable** literature (printed and digital -- these should be **accessed via the EBSCO and JSTOR online databases – accessible via the university e-library**. All AAU students have registered for this. Students are required to cite the source of ANY material used (including graphics) where it appears, as well as a Works Cited at the end of their papers and presentation, graphics to be listed separately.

- **Written assignments (Except for the discussions) must**, as a *minimum*, include a **cover sheet, introduction, conclusion, academic style in-text reference and bibliography**. The main body of the paper should include a header (title of course, term and name of student) and footer (date and page number). The paper should have normal margins (1" on all sides), be single-sided, 1.5-spaced, **11 points font** Times New Roman. *Failure to meet ANY of the above requirements will result in the assignment not being graded or grade reduction.*
- *Creativity* is to be demonstrated in the content of your paper and presentations. Your work should reflect your understanding of the material. **An emphasis on synthesis and critical thinking rather than simply "reporting" is expected.**

Attendance and Participation – 10%:

To fully participate means demonstrating the following knowledge and skills: (a) being accountable and taking responsibility; (b) leadership; (c) integrity and honesty; (d) being engaged with the topic and the class; (e) striving for excellence in all endeavors. It means things like following up without being told to follow up; doing what you are supposed to do when you are supposed to do it and as well as you can do it; arriving on time to our class meetings and ready to "work;" keeping the faculty member aware of any situations that might impinge upon your performance; and fostering a relationship of mutual respect.

Students are expected to complete the readings and assignments and come prepared to participate in class activities or discussions. Students may be called upon to give short summaries, or answer questions concerning previous topics. Additionally, students are expected to actively participate during our gallery visits, etc. The three discussions topics in NEO will complement this grade.

If you miss a class, it is your responsibility to keep up with the assignments, and to get the notes from one of your classmates or from the course website. You are also expected to visit the sights we visited in class. (In the case of museum visits, bring me the entrance ticket.)

| CRITERIA | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I was an engaged student and fostered a professional and intellectual environment. | | | | | |
| I engaged actively in the lecture review questions during the classes. I provided knowledge beyond the basic information. I demonstrated that I studied from the pdf lectures and the textbook chapters to be prepared to discuss the class topics. I participated well in the 3 discussions in NEO. | | | | | |

Midterm test analysis – 20%:

The test/analysis will evaluate how students orient themselves in the given topics and how they retain the information provided in the lectures, as well as from the required reading chapters. The test will be based on 10 questions analyzing two images selected by the teacher. Ability to express in a variety of visual literacy terms and language, specific information and focused analysis will be tested. Vague information will not be sufficient to achieve a high grade. Information based on clear reading of the provided pdf lectures supported by chapters related to the given topics will be evaluated. Content’s accuracy and depth of analysis, format and structure of the writing will be critical.

| Assessed area | Percentage |
|--------------------------------------|------------|
| Content | 50% |
| Depth of analysis | 30% |
| Format | 10% |
| Structure of writing | 10% |
| Poor legibility of writing, mistakes | - 2 - 5% |

Gallery-visit evaluation 1 + 2 – 10% + 10%

Students will visit two different galleries and evaluate in writing one image from each visit. Focus on proper writing structure (see the top description for written evaluations in Point 8) will be evaluated. Critical thinking and a “good eye” should be practiced.

| Assessed area | Percentage |
|--------------------------------------|------------|
| Content | 50% |
| Depth of analysis | 30% |
| Format | 10% |
| Structure of writing | 10% |
| Poor legibility of writing, mistakes | - 2 - 5% |

Hands-on project "Road signs" – 10%

The practical project of "Road signs" will aim at allowing students practice their ability to work with visual images, to develop original ideas and an understanding of signs. There is no need for prior ability to draw or use of graphic programs. The project only needs some imagination. Analytical thinking will be practiced. The hands-on project will be explained first in class.

| Assessed area | Percentage |
|--|------------|
| Original and relevant images as required | 40% |
| Critical analysis and understanding | 40% |
| Application of required reading | 10% |
| On-time delivery | 10% |

Hands-on project + written assignment: Tourist vs. Anthropologist – 20%

This project will focus on a way of applying visual methodology to an anthropological research. Students will practice the difference between a way of taking photographs as tourists and then as visual anthropologists. They will support their findings with a written analysis. The hands-on project will be explained first in class.

| Assessed area | Percentage |
|--|------------|
| Original and relevant images as required | 40% |
| Critical analysis and understanding | 40% |
| Application of required reading | 10% |
| On-time delivery | 10% |

Final project and paper – 20%:

Students will be able to select one of 5 offered topics. The final project demonstrates learnings and outcomes from this course. Students should show an appreciation to the arts and visual culture, an ability to critically evaluate visual images, observe and write from a critical perspective. Then then apply the theoretical knowledge to a practical project. They should be able to place their project into cultural, historical, sociological, political, and philosophical frameworks.

Their writing skills, as well as visual culture and an ability to apply the studied methods will be equally important for the grade.

| Assessed area | Percentage |
|--|------------|
| Written part (including citing, referencing, correct academic style) Clear introduction-body-conclusion structure, clear linkage of ideas | 50% |

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| Practical part (ability to express visual ideas, relationship to the written part, original thinking) | 50% |
| Late delivery (- 10% for each late day) | |
| Poor legibility of writing, mistakes | - 2 - 5% |

2.

9. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question".

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.

8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:
<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

10. Grading Scale

| Letter Grade | Percentage* | Description |
|--------------|-------------|---|
| A | 95 – 100 | Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A- | 90 – 94 | |
| B+ | 87 – 89 | Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83 – 86 | |
| B- | 80 – 82 | |
| C+ | 77 – 79 | Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work. |
| C | 73 – 76 | |
| C- | 70 – 72 | |
| D+ | 65 – 69 | Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D | 60 – 64 | |
| F | 0 – 59 | Fail. The student has not succeeded in mastering the subject matter covered in the course. |

* Decimals should be rounded to the nearest whole number.

Prepared by and when: Alena Foustkova, July 13, 2021

Approved by and when: AK 26/7/21