Symbols and text are used to express, evoke, and manipulate an entire range of human emotions and reactions. In this interactive, discussion-based course, students will explore historical and contemporary approaches to using symbols, text, and language in conceptual and contemporary art, graphic design and advertising, poetry and lyrics, and in online technology. Through discussion, analysis, informal debate, and critical thinking, students will explore how symbols and text influence individuals, society, and culture.

General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Arts in Society

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

EES 1  Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (T, A,)

EES 2  Respond to written, spoken or visual messages in a manner that ensures effective communication. (T, A,)

EES 7  Analyze, evaluate and apply relevant information from a variety of sources. (A,)

EES 8  Show respect for diverse opinions, values, belief systems and contributions of others. (T, A,)

EES 9  Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (A,)
When you have earned credit for this course, you will have demonstrated the ability to:

1.) **Summarize the influence of signs and symbols on individuals, society, and culture.**
   - Describe the attributes of symbols, icons, indexes, and other sign systems in terms of their communication potential and the subsequent impacts on individuals and society
   - Investigate the personal roles individuals have when using and reacting to sign systems
   - Assess the unconscious impact of signs and symbols on personal communication

2.) **Evaluate the use of symbols, text, and language in advertising and mass media to affect consumer choices.**
   - Categorize examples of slogans, subliminal messages, and double entendres used in mass media to influence individuals
   - Discuss the impact of typography styles, typefaces, and fonts used in mass media and advertising on individuals, society, and culture
   - Judge selections of popular advertising for their efficacy in terms of using symbols, text, and language to influence individuals
   - Investigate the impact of advertising on self-image

3.) **Critique the influence of text in fine art beginning in the late 1800s and ending with contemporary conceptual art.**
   - Analyze the use of symbols and text in various art pieces spanning the past 150 years
   - Examine the origins and progression of applying text to visual art and the subsequent impact this has had in a societal and cultural context
   - Evaluate meaningful examples of conceptual art pieces that contain text

4.) **Determine specific text and language changes that have been made to poetry and lyrics over the past 100 years.**
   - Discuss the progression of poetry and literature through the 1800s and 1900s due to shifting language, changing text styles, and emerging forms
   - Examine experimental poetry styles for their creative uses of symbols, language, and text
   - Compare the similarities and differences between poetry and song lyrics
   - Analyze song lyrics from different eras and genres in terms of their lyrics and language

5.) **Interpret the impact of online technology on individuals, society, and culture.**
   - Describe the relationship between social media and the use of symbols and text in personal expression
   - Investigate the use of emojis as a non-verbal communication device as well as a kind of language
   - Classify positive and negative outcomes of using online technology for individuals, society, and culture
• Debate the influences that online technology has had on individuals, society, and culture

6.) Create a symbols and text-based visual art project to demonstrate the impact symbols and text have on individuals, society, and culture.

• Analyze a chosen combination of symbols and text to illustrate their influence on individuals, society, and culture
• Design a concrete example that shows the effect symbols and text have on individuals, society, and culture
• Annotate a visual art project to reflect the influence symbols and text have on individuals, society, and culture

Evaluation/Earning Credit

The following list provides evidence of this course's learning achievements and the outcomes they validate:

Assignment(s) (40%)
Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 2, EES 7, EES 8

Discussion Forum (15%)
Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 7, EES 8

Debate(s) (10%)
Validates Outcomes: CLR 5, EES 1, EES 2, EES 7, EES 8, EES 9

Project(s) (20%)
Validates Outcomes: CLR 1, CLR 6, EES 1, EES 7

Online Activity(ies)/Assignment(s) (15%)
Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, EES 1, EES 2, EES 7, EES 8

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Learning Resources

Over the duration of the course, students may to refer to resources available in the following formats:

Internet
Online article and journals
Various texts
Films/videos
Television shows
Magazines
Newspapers

Learning Activities

Individual reading and research
Experiential exercises and activities
Review of symbols, text, and language in visual art
Instructor-led critiques
Small and large group discussions
Group work and discovery

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Portfolio

Grade Scheme

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Mark Equivalent</th>
<th>Numeric Value</th>
<th>Final Grade</th>
<th>Mark Equivalent</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90% - 100%</td>
<td>4.0</td>
<td>A</td>
<td>85% - 89%</td>
<td>3.8</td>
</tr>
<tr>
<td>A-</td>
<td>80% - 84%</td>
<td>3.6</td>
<td>B+</td>
<td>77% - 79%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73% - 76%</td>
<td>3.0</td>
<td>B-</td>
<td>70% - 72%</td>
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<tr>
<td>C+</td>
<td>67% - 69%</td>
<td>2.3</td>
<td>C</td>
<td>63% - 66%</td>
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<tr>
<td>C-</td>
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<td>1.7</td>
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</tr>
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<td>1.2</td>
<td>D-</td>
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</tr>
<tr>
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<td>0% - 49%</td>
<td>0</td>
<td>FSP</td>
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</tbody>
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Course Related Information
See Blackboard for more information.

Department Related Information

School of Business Procedures
The School of Business Procedures file is located under “Course Information” in your course Brightspace site. These procedures are specific to School of Business programs and either cover issues not included in College Policies and Directives or elaborate on them.

Student Academic Responsibilities
Each student is responsible for:
• Knowing the due dates for marked out-of-class assignments.
• Knowing the dates of in-class marked assignments and exercises.
• Maintaining a folder of all work done in the course during the semester for validation claims in cases of disagreement with faculty.
• Keeping both paper and electronic copies of all assignments, marked and unmarked, in case papers are lost or go missing;
• Regularly checking both Brightspace announcements as well as one’s Algonquin e-mail account for important messages from both professor and college administration.
• Participating in on-line and classroom exercises and activities as required.

Exemptions
Exemptions may be granted to students who have successfully passed an equivalent course at a post-secondary institution. If you wish to apply for an exemption contact the coordinator of the course for academic advice. To apply for an exemption, you must contact the Registrar’s Office before the deadline listed on your timetable.

Withdrawing From The Course
The last date for withdrawing from courses without academic penalty is printed on your timetable. The student is responsible for notifying the instructor and completing the appropriate form for withdrawal with the College Registrar.

Software Copyright
In the past few years, the Copyright Act has been updated to cover computer software. If the police lay charges against someone infringing copyright, the maximum penalties for a summary conviction are “a fine not exceeding $25,000 or imprisonment for a term not exceeding six months or both.” The maximum penalties for an indictable conviction are “a fine not exceeding one million dollars or imprisonment for a term not exceeding five years or both.” Making a copy of software package for your own use, other than a backup copy of package that you have purchased as allowed in your license agreement, would make you liable for the above penalties.

Harassment/Discrimination/Violence
Harassment, discrimination and violence will not be tolerated. Any form of harassment (sexual, racial, gender or disability related), discrimination (direct or indirect), or violence, whether towards a professor or amongst students, will not be tolerated on the college premises. Action taken will start with a formal warning and proceed to the full disciplinary actions as outlined in Algonquin College policy. For further information, refer to the Student Instaguide or get a copy of the official policy statements from the Student Association (Directive A8).

**Plagiarism Detection Software**

"Turnitin" and "Safe Assign" plagiarism detection software is in use in the School of Business. Professors may require students to submit their work for review. Students are accountable to Plagiarism Policy AA20 found at http://www2.algonquincollege.com/directives/policy/plagiarism/

**Retention of Student Work**

Students are advised that original, electronic, or copied samples of their work may be retained for the purpose of program quality review by assessment panels. Unless students have otherwise granted permission, anonymity will be respected for all work retained for the purpose of quality review. Original work samples, may be retained with student agreement and will be returned to students upon request.

**Academic Probation or Withdrawal from Academic Program**

As per College Policy AA14, which can be found at http://www3.algonquincollege.com/directives/policy/aa14-grading-system/

"A student is on academic probation when the term cumulative grade point average falls below 1.7, or when a student carries 2 or more "F" grades. A student on academic probation may continue in the program, subject to conditions set by the Academic Administrator. In some cases, there may be program specific progression requirements which supersede the foregoing.

The transcript message reads:

Academic Probation - Please see your Program Coordinator"

"A student on probation may be required to:

a. reduce his/her course load,
b. withdraw from full-time status within the program, or
c. withdraw completely from the program.

A student required to withdraw completely from Level 01 must reapply through the Ontario College Application Services. A student required to withdraw from an advanced level of the program must have the approval of the Academic Administrator prior to resuming his/her studies."

**College Related Information**

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Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Students with Disabilities
If you are a student with a disability, you are strongly encouraged to make an appointment at the Centre for Accessible Learning to identify your needs. Ideally, this should be done within the first month of your program, so that a Letter of Accommodation (LOA) can be provided to your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

Retroactive Accommodations
Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Academic Integrity & Plagiarism
Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback
It is Algonquin College’s policy to give students the opportunity to share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Electronic Devices in Class
With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Electronic Devices in Class

Transfer of Credit
It is the student’s responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: It is the student’s responsibility to refer to the Algonquin College Policies website for the most current information at http://www.algonquincollege.com/policies/
Legend

Terms
- ALO: Aboriginal Learning Outcome
- Apprenticeship LO: Apprenticeship Learning Outcome
- CLR: Course Learning Requirement
- DPLO: Degree Program Learning Outcome
- EES: Essential Employability Skill
- EOP: Element of Performance
- GELO: General Education Learning Outcome
- LO: Learning Outcome
- PC: Program Competency
- PLA: Prior Learning Assessment
- PLAR: Prior Learning Assessment and Recognition
- VLO: Vocational Learning Outcome

Assessment Levels
- T: Taught
- A: Assessed
- CP: Culminating Performance