

**IBH 4AA3
Integrated Business and Humanities program
Fall 2024 Course Outline**

**DeGroote School of Business & Faculty of Humanities
McMaster University**

COURSE OBJECTIVE

This course on **Critical Seeing** is designed to enable students to recognize and analyze the impact of the multi-faceted visual environment they will work in by providing them with the necessary skills of visual literacy to ‘read’, critically evaluate, manage and produce a wide variety of visual messages adequately in different socio-cultural settings with a global perspective. While students will become proficient in ‘critical seeing’, they will also further develop their critical thinking and verbal expression. Field studies of visual aspects of the McMaster campus and McMaster’s visual marketing devices will provide experiential learning and confidence in project design and realization.

INSTRUCTOR AND CONTACT INFORMATION

Lectures:
Dr. Sabine Noack-Haley
noacks@mcmaster.ca

Office Hours: by appointment

Tutorial:
Emma Croll-Baehre, M.A.
crollbae@mcmaster.ca

Office Hours: tbd

Course website: A2L

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
Avenue: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): No

IMPORTANT LINKS

- [Mosaic](#)
- [Avenue to Learn](#)
- [Student Accessibility Services - Accommodations](#)
- [McMaster University Library](#)

COURSE DESCRIPTION

This course combines theoretical teaching and learning with experiential learning through field studies on campus. Theories, assigned readings, examples and field study results will be presented and discussed in lectures and tutorial sessions. Students will learn visual literacy and acquire practice in its application through field studies. Nine themes will be focused on: 1: Visual communication (paralanguage, staging). 2: Work environments (physical space, self-presentation). 3. Reading maps and graphs. 4. Advertising and Marketing. 5. The physical McMaster Campus. 6: Nature at McMaster. 7: Social media, virtual reality and digital games (authentic versus fake reality: assessments with visual literacy). 8: Art as collectible, commodity, and element of branding. 9: Creativity.

These nine themes will be approached exercising ‘critical seeing’ to make evident that positive leadership requires proficiency in recognizing and managing visual clues so that existing conditions can be assessed, challenged, and creativity can be set free for the development of innovation.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

Students will be equipped with a number of skills and qualities for their future leadership roles: ♣ Visual literacy ♣ The effective management of self-representation ♣ Visual awareness and sensitivity for social interaction and context, authentic versus virtual reality ♣ Recognizing the impact of physical environments (man-made and natural) on community life ♣ Cultivating creativity as a condition for positive progress

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content <http://avenue.mcmaster.ca>

- Required readings will be posted on lecture slides (A2L) and will be electronic without cost.

OPTIONAL COURSE MATERIALS AND READINGS

- Additional, optional readings may be suggested in lectures and on lecture slides.

EVALUATION

Oral participation in lecture classes and tutorials is an important component of this course and includes the reporting of results of field research, which through experiential learning enhances students' skills in critical observation and visual analysis. This report will be an oral group presentation. Three homework assignments will provide students with opportunities to hone their writing skills in different formats. The balance of the learning results from the lectures, from related readings, and from continual reflexivity.

Components and Weights

Oral participation in lectures and tutorials	20 %
Oral group presentation	20 %
first written homework: reflection on visual self-representation	15 %
second written homework: analysis and evaluation of visual marketing strategies	20 %

third written homework: final essay	25 %

Total	100 %

Grade Conversion

At the end of the course students' overall percentage grade will be converted to a letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Course Deliverables

Oral participation in lectures and tutorials

Attendance sheets, names, and oral contribution tallies are used to help give credit for each student's participation.

Oral group presentation – Report by each field research group on their findings ref. architecture on McMaster Campus. Presentation date: November 18, 2024

Homework Assignment #1 – Reflection on visual Self-(re-)presentation in public versus on social media: 'natural' / spontaneous versus staged expressions with discussion of the aims of such messages, in point format. Due date: October 6, 2024, 11:59 pm

Homework Assignment #2 – Report on analysis and evaluation of a section of McMaster's visual marketing strategies, in reporting style. Due date: October 21, 2024, 11:59 pm

Homework Assignment #3 – Final Essay, in essay style. Due date: December 11, 2024, 11:59 pm

Final Exam n/a

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

In order to schedule individual meetings, students will make an appointment with the instructor or the TA. Such meetings can take place in person or via Zoom as per the student's preference.

Evaluation feedback for 15% of the final grade is provided to students at the end of Week #5 in the term through the mark for their first homework assignment.

ACADEMIC INTEGRITY

Students are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials are based on principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is the student's responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Use of ChatGTP or other forms of generative AI.
Students are not permitted to use generative AI in this course. In alignment with [McMaster academic integrity policy](#), it "shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also state in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without

payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate,

respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

MISSED ACADEMIC WORK

Missed homework assignment due dates / Class Participation

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO), the assignment will be rescheduled. Documentation explaining such missed work must be provided to the SEAO within five (5) working days of the scheduled date for completion of the work (SAS accommodations will be implemented as specified by SAS.) There is no alternate form of delivery for missed Class Participation. Absence from class caused by force majeure will not reduce a student’s participation mark.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. The SAS website is:

<http://sas.mcmaster.ca>

Students must communicate their intent to leverage accommodations on a homework assignment a minimum of 10 business days prior to the submission due date.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the SEAO **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, field studies, and assignments.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

In this course, original research will be conducted in public areas on campus. It is vital that students during their field studies behave in an ethical manner when making observations. The anonymity of those who are not members of the class must be guaranteed. If asked about their activity, students are to present a prepared explanation sheet (provided by the instructor).

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of IBH 4AA3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Week 1: Introduction. Theme 1: Visual communication (paralanguage, staging)

Sept. 9: Lecture. Field research on campus: live observation of paralanguage (in groups of 4-5 students, with note-taking)

Sept. 13: Tutorial: discussion of observations made by groups

Week 2: Work environments (physical space, self-presentation)

Sept. 16: Lecture. Discussion of professional and unprofessional clothing in different work environments. Reflection on Self-advertising: how do I present myself visually when seeking a job ('professional look')? What are the differences between 'dressing up' and 'wearing a costume'?

Sept. 20: Tutorial: Reflection: which sort of office space is appropriate for its function, its looks, and the well-being of its users?

Specifications of “point format” writing style

Homework assignment 1: Reflection on Self-(re-)presentation in public versus on social media: ‘natural’ / spontaneous versus staged expressions with discussion of the aims of such messages (in point format)

Week 3: Theme 3: Reading maps and graphs

Sept. 23: Lecture and discussion. In groups of 4-5 students, digital design of a graph (subjects will be provided)

Sept. 27: Tutorial: student-designed graphs will be shared

Week 4: Theme 3 continues

Sept. 30: No class – National Day for Truth and Reconciliation

Lecture on professional clothing, including uniforms and their messages, and on clothing in ads

Oct 4: Tutorial continues sharing of graphs

Oct. 6: Homework assignment 1 due at 11:59pm

Week 5: Theme 4: Advertising and Marketing

Oct. 7: Lecture room: Recapitulation of 2nd--year learning about Marketing. Lecture on the visual element in Marketing

Oct. 11: Tutorial: Students identify McMaster’s visual marketing strategies online, through printed materials, and on campus (perhaps also abroad, if information can be obtained) – what forms are used? (e. g. website design with signature colours and shapes; physical banners, posters, brochures, etc.)

Specifications of “reporting style” in writing

Homework assignment 2: Write a report performing the analysis and evaluation of a section of McMaster’s visual marketing strategies (in reporting style)

Week 6: Fall Recess

Week 7: Themes 5 & 6: The physical McMaster Campus. Nature at McMaster

Oct. 21: Lecture: Campus layout. Building styles on campus, their chronology, their references to models. Discussion: Where do you encounter nature on or around campus, and do you benefit from it? Role and meaning of the Indigenous Circle (in Mohawk: Karahakon Kateweienstha [Learning in the Forest]; in Ojibway: Nibwaajkaawin Teg [Place of Wisdom]) on campus

Homework for oral report: Field research: In groups of 3 students, study plans of buildings for all building floors (will be provided). Find out where offices, classrooms, and other functional spaces are located (walking around will be necessary). Prepare oral presentation

Oct 21: Homework assignment 2 due at 11:59pm

Oct. 25: Tutorial: Reflection on private nature-seeking: Do you have house plants? A garden? Do you go on walks in the park or on nature hikes? How does any (or all) of this improve / enhance your well-being, and why?

Week 8: Theme 7: Social media, virtual reality and digital games (authentic versus fake reality: assessments with visual literacy)

Nov. 4: Lecture

Nov. 8: Tutorial: exercises in recognizing fakes

Week 9: Theme 8: Art as collectible, commodity, and element of branding

Nov. 11: Lecture

Nov. 15: Discussion of NFTs as collectibles and commodities

Week 10: Oral presentations by student groups

Nov. 18: Oral group-reports on Field research

Nov. 20: Homework assignment 3 (in essay style) will be tasked

Nov. 22: Tutorial: Discussion of field research results by whole class: Based on research results, how can the hierarchy of spaces be described?

Week 11: Theme 9: Creativity

Nov. 25: Lecture on creativity

Nov. 29: Creative tutorial. Specifications of "Essay style" in writing

Week 12: Summaries

Dec. 2: Lecture & tutorial summaries

Dec. 6: No tutorial – exam period has begun

Dec. 11: Homework assignment 3 due at 11:59pm (in essay style)