

**Course VIC 3001: Sight, Sound, Motion |
Spring 2023**

Prerequisites: Sophomore standing

Class Times: Online

Instructor:

Maria Esterline

Email: esterlinemaria@ufl.edu or contact me via phone, or Canvas mail Office

Phone: 317-828-7087

Hours: Virtual office hours by appointment

Important Notice This course requires a laptop with the Adobe Creative Cloud and constant access to Wi-Fi. If you cannot meet these requirements, you should not take this course.

Course overview Visual literacy is a prerequisite for success in most areas of mass communication. This course will teach you fundamentals of design across print, web and multimedia platforms. You

will also learn how visual forms convey messages to readers.

Course Objectives

At the completion of this course students will:

- Identify the principles of sound visual design
- Select visual images that communicate effectively
- Demonstrate ethical decision making in your choice of visuals
- Produce stories in graphic and multimedia design
- Identify the purpose, audience and needs for messages created in print, web and video platforms
- Pick content that is relevant to the project purpose
- Identify and use the tools available in the Adobe Creative Cloud
- Create effective and attractive messages using appropriate software tools

College of Journalism and Communications Objectives:

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- Understand and apply the principles and laws of freedom of speech and press for the US
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications

professions in which they work;

- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Required texts *White Space Is Not Your Enemy*, Third Edition (WSINYE) by Hagen and Golombisky; additional reading assignments will be posted in Canvas.

Communication Methods for Online Students The instructors work normal weekday hours (i.e., Monday - Friday, 9 a.m. - 5 p.m.). If you email during this time, you can expect a reply in 24 hours. If you email on the weekend or after hours, please do not expect an immediate reply. If an assignment is due at 11 p.m. and you email us with an issue at 9 p.m., it is not likely that you will hear back before the assignment due. Please plan accordingly.

For questions pertaining to all course content: Email: Maria Esterline at esterlinemaria@ufl.edu

Email is the preferred method of communication for this course.

Please do not ask questions in the “comments” section of an assignment. The instructors do not get an individual ping when a comment is left, so we will not know that they are there and so will not respond in a timely manner.

For technical issues with Canvas, please contact E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <http://helpdesk.ufl.edu/>

For technical help with the Adobe Creative Cloud and system requirements:
<https://helpx.adobe.com/contact.html>

Software requirement You MUST have a laptop computer capable of running the Adobe Creative Cloud suite of software, and you MUST subscribe to, download, and install the Adobe Creative Cloud suite of software before classes begin. If you are not able to fulfill this requirement, then you must drop this course. This policy is in line with the College’s computer/equipment requirement, which can be found here: <https://www.jou.ufl.edu/current-students/current-undergraduate/currentacademics/equipment/>

The Adobe Creative Cloud package is available to UF students at a discount. The cost is \$173.35 for the year. To get started, please visit: <http://helpdesk.ufl.edu/software-services/adobe/>

Open Labs on Campus If you are in residence in Gainesville, you can make arrangements to use the open labs on campus.

The Adobe Creative Cloud is on all Academic Technology computers. So all computers in the Architecture, Marston, CSE, HUB, Norman, and Weil computer labs are equipped with this software.

Additionally, the Architecture computer lab is normally open 24/7.

To find information and hours about labs, please visit <https://labs.at.ufl.edu/computer-labs/>

Using Linked in Learning provides tutorials on various software applications. **This service is free to UF students.** Occasionally, you will be assigned to watch LinkedIn Learning tutorials. This is mandatory; any assigned videos constitute potential test material. To access LinkedIn Learning, visit: [UF eLearning](#)

Click on the LinkedIn Learning link located below the Login to E-learning You will be required to enter your UF ID and password and will then reach the LinkedIn Learning homepage.

Student Complaint Process Please visit <http://www.distance.ufl.edu/student-complaint-process>

Students with Special Needs Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must submit a documentation letter to the professor when requesting accommodation. Please notify me at the beginning of the semester if you would like to discuss requests for special provisions. **Please**

allow 48 hours for provisions to be put into place.

Course Evaluations 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>

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>.

Class Attendance Policy Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Academic Honesty The work you submit for this course must be your own. It must be original for this course. You must never use direct or paraphrased material from any source, including Web sites, without attribution. You may not submit anything that you wrote for another class, or that you wrote as a volunteer or intern. You may not submit anything that was written for any purpose other than the given assignment.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of TAs in this class. You can review UF’s academic honesty guidelines in detail at: <https://www.dso.ufl.edu/sccr/seminars-modules/academic-integrity-module>

Any time you complete an assignment for this course you will clearly attribute the source of your information, including information obtained from organizations’ Web sites or internal documents. You cannot copy anything word for word, regardless of the source without putting quotes around it and attributing the source.

Grading and Late Policy No extra credit assignments will be available. All assignments are due on the specified dates. Any assignment turned in late will be assessed penalty points per calendar day. Assignments should be submitted via proper procedure in Canvas and not emailed or included in comments section. Computer problems are typically not considered an excuse for late or no submissions. You should continually check your computer or software performance to ensure you can submit assignments.

Late assignments will receive an automatic grade reduction of 10 points every 24 hours (or portion

thereof) beyond the time they are due. So if it's an hour late, it's a reduction of ten points. If it's 25 hours late, it's a reduction of twenty points...

Exceptions consistent with UF policies are allowed. Academic honesty is expected on all assignments and exams. Cheating or violations of the academic honor code will not be tolerated.

Grade components Final grades will be rounded up IF above .5 (For example, an 89.5 is an A-; an 89.2 is a B+)

Discussions You should cite lecture and readings in your discussion posts, when applicable. To receive full credit, you must submit thoughtful comments in response to the posts from two other classmates.

Exercises/Assessments The exercises are designed so that students apply concepts learned in lecture and lessons to hands-on projects.

It is YOUR responsibility to ensure that your assignment is submitted correctly in Canvas (I suggest logging out, logging back in, and checking). Submission errors will result in a ten point deduction.

Quizzes Quizzes are based on lectures, readings and tutorials (unless otherwise noted). THERE ARE NO MAKEUP QUIZZES. Please do not email us and ask to make up a quiz! Regardless of the reason for missing a quiz (family emergency, technical issue, illness), there are no makeup quizzes! Here is the reason: rather than offering makeup quizzes, the lowest two quiz scores will be dropped.

Final Project The final project will consist of creating a style guide for your personal brand. You will then adhere to the style guide when create resume in Adobe InDesign and a portfolio website in WordPress.

Grade breakdown

Discussions (10%)

Quizzes (20%)

Assignments (55%)

Final Project (15%)

Final Letter Grades and %

A	92.5-100%
A-	89.5-92.4%
B+	86.5-89.4%
B	82.5-86.4%
B-	79.5-82.4%
C+	76.5-79.4%
C	72.5-76.4%
C-	69.5-72.4%
D+	66.5-69.4%
D	62.5-66.4%
D-	59.5-62.4%
F	59.4% and below

Important Dates Classes begin: January 9, 2023 Classes end: April 26, 2021 Holidays: January 16: Martin Luther King Jr. Day, March 11-18: Spring Break

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Respect for Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Course Content and Schedule

MODULE 1: SKILLS FOR SUCCESS AND HOW WE SEE

Lecture(s):

Instructor introduction
How and Why We See

Read/Watch

- “Why We Love Beautiful Things”
- Watch “Microsoft Child of the 90’s”

Quiz(zes)

Take Quiz 1 “How and Why We See”

Assignment:

Introduce yourself using YouTube

MODULE 2: VIDEO FORMATS, FRAMING AND COMPOSITION

Lecture(s):

Formats and Frame Rates
Field of View and Camera Angles
Composition
Visual Vectors
Adjustments in the timeline and exporting
5 Ways to Instantly make better videos – Peter McKinnon

Read/Watch

Quiz(zes)

Quiz 1 “Formats and Frame Rates/Field of View and Camera Angles”

Quiz 2 “Composition/Visual Vectors”

Assignment(s):

An Introduction to Premiere Pro

MODULE 3: EDITING AND CONTINUITY

Lecture(s):

Common types of cutting
Establishing and honoring the mental map

Diving deeper into Premiere Pro
Editing for continuity
Creating a slideshow from still images
Premiere Pro Tutorial Chapter 3: First Four Parts
Premiere Pro Tutorial Chapter 4: Basic Editing
Premiere Pro Tutorial Chapter 14: Exporting Your Project

Supplemental: Want to get really good at color editing? Here is a guide to perfecting the color in each of your shots for cinema-quality video

Read/Watch

Read White Space is Not Your Enemy Ch. 11: “Storyboarding”

Quiz(zes)

Quiz 1 “Common types of cutting”

Assignment(s)

Four clip edit
Working with still images to create a slideshow

MODULE 4: WORKING WITH AUDIO

Lecture(s):

Audio
Working with Audio in Premiere Pro
Working with Audio in Audition

Read/Watch

Graphic title tool in Premier Pro (Watch Intro Video)

Supplemental:

Linked Learning course on working with audio in Premiere Pro

Quiz(zes)

Take Quiz 1: “Audio”

Assignment(s):

Interview Plus B-Roll Edit

MODULE 5: ALL ABOUT IMAGES

Lecture(s):

Image Size
Image Files
Analyzing Images

Read/Watch

Read White Space is Not Your Enemy Ch. 9: “Adding visual appeal”; “Blogger Beware: You CAN Get Sued for Using Photos You Don’t Own on Your Blog”; Visual Communication by Paul Martin Lester, Section 4, “The Media Through Which We See”

Watch YouTube videos: LeBron James Nike Ad Banned in China AND God Made a Farmer, 2013 Dodge Super Bowl Commercial

A Tour of the Photoshop interface

Understanding file formats

Supplemental:

Chapters 5-9 of Photoshop Essentials

Quiz(zes)

Take Quiz 1

Take Quiz 2

Assignment(s):

Photoshop Website Header Image exercise

Photoshop Duotone exercise

Photoshop Animated GIF exercise

Discussion Post

Image Analysis

Comments to two peers due two days after the initial post due date

MODULE 6: VISUAL ETHICS AND PERSUASION**Lecture(s):**

Ethical Approaches to Analyzing Images
Visual Persuasion

Read/Watch

Read Ch. 7 “Advertising in an Image-Based Culture” in Media Ethics: Cases and Moral Reasoning,

by Christians, et al.; “I was a teenage mother”; “Images that injure: Pictorial stereotypes in the media”; “Honor journalist James Foley: Don’t watch the video”; “The war photo no one would publish”

Assignment(s):

InDesign Booklet Exercise

Discussion Post

Images and Ethics

Comments to two peers due two days after the initial post due date

MODULE 7: DESIGN ELEMENTS AND LAYOUT

Lecture(s):

Visual Cues

Design Principles and Layout

Read/Watch

Read the following chapters, all from WSINYE: Ch. 1 What is design? ; Ch. 2 Step away from the computer; Ch. 3 I need to design this today; Ch. 4 Layout sins; Ch. 5 Mini art school; Ch. 6 Layout; Ch. 13 Designing for the web

Quiz(zes)

Take Quiz 1

Assignment(s):

InDesign Layout exercise

Working in WordPress

MODULE 8: COLOR AND PRINTING

Lecture(s):

Color Models

Color Theory

Color Meanings and Uses

Read/Watch

Read WSINYE Ch. 8 Color Basics and WSINYE Ch. 14 Fit to Print; “Court says T-Mobile owns the color magenta”; *Color Design Workbook*

Quiz

Take Quiz 1

Assignment(s):

InDesign Color exercise

MODULE 9: TYPOGRAPHY

Lecture(s):

Typography 101 Type Terminology
How to Improve Typography in your designs (Canva)

Read/Watch

Read WSINYE Ch. 7 Type; “How typeface influences the way we read and think”; “Best practices for combining typefaces”; “How to choose a typeface”

Assignment(s):

Kerning exercise
Business Card Typeface Exercise

Discussion Post

Typeface

Comments to two peers due two days after the initial post due date

MODULE 10: BRANDING AND LOGO DESIGN

Lecture(s):

Branding and Logo Design
Designing a Killer Resume

Read/Watch

Read “How Gap learned a hard lesson in consumer resistance”; White Space is Not Your Enemy Ch. 10: “Infographics”

Watch Lynda.com Learning Print Production Ch.7 “Comparing raster vs. vector artwork”
View Example Style Guide 1 and Example Style Guide 2

Assignment(s):

Trace a shell in Illustrator

Drop Flier Exercise

Personal Infographic in Canva exercise

FINAL PROJECT

The final project is composed of three parts: all are DUE by Monday, April 25th at

11:59pm

1. Style Guide | 2. Resume in InDesign | 3. WordPress Portfolio Website

