

## Course VIC 3001: Sight, Sound, Motion | Spring 2021

**Prerequisites:** Sophomore standing

**Class Times:** Online

**Instructor:**

Maria Esterline

Email: [esterlinemaria@ufl.edu](mailto: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.

**Note: Please do not use the Google Chrome browser to take quizzes!**

**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](mailto:esterlinemaria@ufl.edu)

Email is the preferred method of communication for this course. You can contact me via call or Canvas mail, but standard email ensures a more immediate reply.

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](mailto: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 mood board and style guide for your personal brand. You will then adhere to the style guide when creating a formatted 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 11, 2021 Classes end: April 30,2021 Holidays: January 18th, 2021

### **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](mailto: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 four parts: all are DUE by Wednesday, April 28th at 11pm**

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



