# VIC3001: Sight, Sound, and Motion

## Course Basics

**Class times:** Online, Asynchronous.

**Pre-requisites:** Sophomore standing

**Instructor:**
Naomi Parker
naomiparker@ufl.edu
*Office Hours:* Virtual, By Appointment

## Required Texts

Hagen & Golombisky (2010). White Space is Not Your Enemy, 3rd Edition.

Additional readings posted in Canvas.

## Required Software

Adobe Creative Cloud

## Course Overview

Visual literacy is a prerequisite for success in most areas of mass communication. This course will teach you the fundamentals of design across print, web and multimedia platforms. You will also learn how visual forms convey messages to readers.

**Course Dates**: Classes begin May 10, 2021 and end August 06, 2021

**Notice:** This course requires a computer with Adobe Creative Cloud software and constant access to the internet. If you cannot meet these requirements, you should not take this course.

## Course Objectives

*This course will teach you to*:
- 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.

## 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. Email is the preferred method of communication for this course. You can use 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 notification when a comment is left***.

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

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

## Technology & Software Requirements

You MUST have a computer capable of running the Adobe Creative Cloud suite of software (Illustrator, Photoshop, InDesign, and Premiere Pro, and Audition), 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 and equipment requirement: https://www.jou.ufl.edu/current-students/current-undergraduate/current-academics/equipment/

**The Adobe Creative Cloud package** is available to UF students at a discount. To get started, please visit: https://helpdesk.ufl.edu/software-services/adobe/

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

**LinkedIn Learning:** LinkedIn 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.com, visit: http://elearning.ufl.edu/ and click on the LinkedIn Learning link to the right. You will be required to enter your UF ID and password.

### Technical Issues

In the event that you have technical difficulties with E-learning, please contact the UF help desk at helpdesk@ufl.edu or (352) 392-4357. If your technical difficulties will cause you to miss a due date, you MUST report the problem to the UF help desk. Email your instructor letting them know you have had technical trouble and include the ticket number that you are given as well as explain the late assignment/quiz/test. Assignment tardiness because of technical issues with e-learning will not be forgiven without an email with a help desk ticket number.

*Types of questions that should be directed to the Help Desk*:
1. I can't log into E-learning.

2. I have clicked on the "submit" button for my quiz and nothing is happening

## 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](#).

## 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. If an assignment is submitted 11 days past the due date, you will receive a zero. 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.

**Discussions:** You should cite lectures and readings in your discussion posts, when applicable. To receive full credit, you must submit thoughtful comments (and meet minimum word count) 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** are based on lectures, readings and tutorials (unless otherwise noted). THERE ARE NO MAKEUP QUIZZES.

**Final Project:** The final project consists of creating a 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. **Late submissions will not be accepted for the final project**.

| Grade breakdown: | Final Letter Grades and %: | |
| --- | --- | --- |
| ▪ Discussions (10%) | ▪ A | 92.5-100% |
| ▪ Quizzes (20%) | ▪ A- | 89.5-92.4% |
| ▪ Assignments (55%) | ▪ B+ | 86.5-89.4% |
| ▪ Final Project (15%) | ▪ 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 |

## 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 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.

## Students with Special Needs

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. *Notify me at the beginning of the semester* if you would like to discuss requests for special provisions. allow 48 hours for provisions to be put into place.

## 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. For a list of UF diversity resources, visit this website.

Given some class discussions, 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. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. 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.

## 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.

## 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.

# Course Content and Schedule

**Note**: Assignment links and further instructions are available in each Canvas module.
**Assignment submissions are always due at 11:00pm EST on the due date**.

## Module 1: Skills for Success and How We See

| To Do | Assignments | Due Date |
|---|---|---|
| ▪ Watch: "How and Why We See | Introduce Yourself Video | May 14 |
| ▪ Read course syllabus | Introduce Yourself Discussion | May 14 |
| ▪ Read: "Why We Love Beautiful Things | Module 1, Quiz 1 | May 14 |
| ▪ Read: "I'm Not Your Consumer" | | |
| ▪ Watch: Smiles Commercial" | | |
| ▪ Watch: "Microsoft Child of the 90s" | | |
| ▪ Watch: Modules from LinkedIn Learning Chapter 2 | | |

## Module 2: Video Formats, Framing, and Composition

| To Do | Assignments | Due Date |
|---|---|---|
| ▪ Watch: Formats & Frame Rates | Intro to Premiere Pro | May 21 |
| ▪ Watch: Field of View and Camera Angles | Module 2, Quiz 1 | May 21 |
| ▪ Watch: Composition | Module 2, Quiz 2 | May 21 |
| ▪ Watch: Visual Vectors | | |
| ▪ Watch: "5 Ways to Instantly Make Better Videos" | | |

## Module 3: Editing and Continuity

| To Do | Assignments | Due Date |
|---|---|---|
| ▪ Watch: Common Types of Cutting | Four clip edit | May 28 |
| ▪ Establishing and Honoring the Mental Map | Slide show from Still Images | May 28 |
| ▪ Read: WSINYE Chapter 11 | Module 3, Quiz 1 | May 28 |
| ▪ Watch: LinkedIn Learning Premier Pro Ch. 3 | | |
| ▪ Watch: LinkedIn Learning Ch 4 | | |
| ▪ Watch: LinkedIn Learning Ch 14 | | |
| ▪ Watch: Premiere Pro Slideshow Tutorial | | |

## Module 4: Editing and Continuity

| To Do | Assignments | Due Date |
|---|---|---|
| ▪ Watch: Audio | Interview Plus B-roll Edit | June 4 |
| ▪ Watch: Working with Premiere Pro | Module 4, Quiz 1 | June 4 |
| ▪ Watch: Working with Audio in Premiere Pro | | |
| ▪ Watch" Graphic Titler Tool in Premiere Pro | | |

## Module 5: Photography

| To Do | Assignments | Due Date |
|---|---|---|
| **Part 1** | **Part 1** | |
| ▪ Watch: Image Size | Module 5, Quiz 1 | June 11 |
| ▪ Watch: Image Files | Photoshop Website Header | June 11 |
| ▪ Watch: Analyzing Images | Discussion: Image Analysis | June 11 |
| ▪ Read: WSINYE Ch. 9 | | |
| ▪ Watch LinkedIn Learning Tutorials | **Part 2** | |
| **Part 2** | Module 5, Quiz 2 | June 18 |
| ▪ Read: "The Media Through Which We See" | Photoshop Animated Gif | June 18 |
| ▪ Read: "Blogger Beware: You CAN Get Sued…" | Photoshop Duotone | June 18 |
| ▪ Watch: LeBron James Nike Ad Banned | DISCUSSION: REPLIES DUE | June 18 |
| ▪ Watch: God Made a Farmer Commercial | | |

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**SUMMER BREAK · JUNE 21-25**

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## Module 6: Visual Ethics and Persuasion

| To Do | Assignments | Due Date |
|---|---|---|
| ▪ Watch: Ethical Approaches to Analyzing Images | Discussion: Images and Ethics | July 2 |
| ▪ Watch: Visual Persuasion | InDesign Booklet | July 2 |
| ▪ Read: Ch. 7 in "Media Ethics: Cases and Moral…" | DISCUSSION: REPLIES DUE | July 9 |
| ▪ Read: "Should We? The Ethics of Publishing…" | | |
| ▪ Read: "Images that injure: Pictorial stereotypes…" | | |
| ▪ Read: "Honor journalist James Foley: Don't…" | | |
| ▪ Read: "The war photo no one would publish" | | |

## Module 7: Design Elements and Layout

| To Do | Assignments | Due Date |
|---|---|---|
| ▪ Watch: Visual Cues | Module 6 Discussion Replies | July 9 |
| ▪ Watch: Design Principles and Layout | Module 7, Quiz 1 | July 9 |
| ▪ Reach: WSINYE Chapters 1-6; 13 | InDesign Layout Exercise | July 9 |
| ▪ Read: Graphic Design Tips | Working in WordPress | July 9 |

## Module 8: Color and the Printing Process

| To Do | Assignments | Due Date |
|---|---|---|
| Watch: Color Models | Module 8, Quiz 1 | July 16 |
| Watch: Color Theory | InDesign Color Exercise | July 16 |
| Watch: Color Meanings and Uses | | |
| Read: WSINYE Chapters 8 and 14 | | |
| Read: "Court Says T-Mobile owns…Magenta" | | |
| Read: Color design workbook reading | | |

## Module 9: Typography

| To Do | Assignments | Due Date |
|---|---|---|
| ▪ Watch: Typography | Business Card Typeface | July 23 |
| ▪ Watch: Type Terminology | DISCUSSION: Strong Uses | July 23 |
| ▪ Read: WSINYE Ch. 7 | DISCUSSION: REPLIES DUE | July 30 |
| ▪ Read: "How typeface influences the way we…" | | |
| ▪ Read: "How to improve Typography in Your…" | | |
| ▪ Read: Helvetica Viewing Guide | | |
| | | |

## Module 10: Branding and Logo Design

| To Do | Assignments | Due Date |
|---|---|---|
| ▪ Watch: Branding and Logo Design | MODULE 9 Discussion Replies | July 30 |
| ▪ Watch: Designing a Killer Resume | Module 10, Quiz 1 | July 30 |
| ▪ Read: "How Gap learned a hard lesson…" | Tracing in Illustrator | July 30 |
| ▪ Read: WSINYE Ch. 10 | Flyer Exercise | July 30 |
| ▪ Read: "Raster Versus Vector Images" | Personal Infographic | July 30 |
| ▪ Watch: Illustrator Basics: Chapter 6 "Illustrator" | | |

## Final Project

| To Do | Assignments | Due Date |
|---|---|---|
| ▪ Create a style guide, resume, and online portfolio that is centered around your personal brand. | Style Guide | Aug. 5 |
| ▪ **LATE SUBMISSIONS will NOT be accepted.** | Creative Resume | Aug. 5 |
| | Portfolio Website | Aug. 5 |
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**Note: This syllabus is subject to change based on the needs of the class.**