

# VIC3001 Syllabus | Fall 2022

<b>Course Information and Introduction</b>	<b>3</b>
Course	3
Prerequisites	3
Class Times	3
Instructor	3
Zoom Meeting Link	3
Important Dates	3
Important Adobe Creative Cloud Notice	4
Course overview	4
Course objectives	4
College of Journalism and Communications Objectives	4
Required texts	5
Software requirement	5
Communication Methods for Online Students	6
Technical Issues	6
Accommodations	6
Course Evaluations	7
Class Attendance Policy	7
Academic Honesty	7
Grading: Methods by which students will be evaluated and their grade determined	7
Grading and Late Policy	7
Late assignments	8
Discussions	8
Exercises/Assessments	8
Quizzes	8
Final Project	8
Grade breakdown	8
Final Letter Grades and %:	9
Course Evaluation	9
Campus Resources	9
Health and Wellness	9
Academic Resources	9
Diversity Statement	10
Class Lecture HB233 Statement	11
<b>Course Content and Schedule</b>	<b>12</b>

MODULE 1: SKILLS FOR SUCCESS AND HOW WE SEE	12
To Do	12
Quiz(zes) & Assignments	12
MODULE 2: VIDEO FORMATS, FRAMING AND COMPOSITION	12
To Do	12
Quiz(zes) & Assignments	12
MODULE 3: EDITING AND CONTINUITY	13
To Do	13
MODULE 4: AUDIO	13
To Do	13
Quiz(zes) & Assignments	13
MODULE 5: PHOTOGRAPHY & IMAGES	14
Part 1 - To Do	14
Part 1 - Quiz(zes) & Assignments Part 1	14
Part 2 - To Do	14
Part 2 - Discussion - Post & Replies	14
Part 2 - Quiz(zes) & Assignments	14
MODULE 6: VISUAL ETHICS AND PERSUASION	15
To Do	15
Discussion - Post & Replies	15
Quiz(zes) & Assignments	15
MODULE 7: DESIGN ELEMENTS AND LAYOUT	15
To Do	15
Quiz(zes) & Assignments	16
MODULE 8: COLOR AND PRINTING	16
To Do	16
Quiz(zes) & Assignments	16
Prepare	16
MODULE 9: TYPOGRAPHY	17
To Do	17
Discussion - Post & Replies	17
Quiz(zes) & Assignments	17
MODULE 10: BANDING AND LOGO DESIGN	17
To Do	17
Discussion - Post & Replies	18
Quiz(zes) & Assignments	18
Prepare	18
FINAL PROJECT	18
Assignments	18

# Course Information and Introduction

## Course

VIC 3001: Sight, Sound, Motion

## Prerequisites

Sophomore standing

## Class Times

Online

## Instructor

Lori Gibbons

Email: [lori.j.gibbons@ufl.edu](mailto:lori.j.gibbons@ufl.edu)

Hours: Virtual office hours by appointment only. Please email me a couple of time and date options that are convenient for you.

## Zoom Meeting Link

<https://ufl.zoom.us/j/7712176058>

## Important Dates

Follow [UF 2021 Academic Calendar](#) and the [Dates and Deadlines](#).

Classes begin: August 23, 2021

Classes end: December 8, 2021

Holidays (On-campus UF classes not held unless otherwise communicated):

- September 7
- November 11

Reading Days:

- December 9 - 10

Final Exams:

- December 11 - 17

## Important Adobe Creative Cloud Notice

This course requires a computer with some Adobe Creative Cloud programs and constant access to the internet. **If you cannot meet these requirements, you should not take this course.** Downloads of the following programs are required and it is recommended to do so **before class begins** to ensure smooth operation and compatibility.

1. Premiere Pro
2. Audition
3. Photoshop
4. InDesign
5. Illustrator

Be sure to open each program on your machine if you are using a personal computer (as opposed to a computer lab) to make sure the programs will run properly. For technical assistance downloading and installing Adobe programs, UF IT Help Desk can help.

## 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 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:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;

- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work

## Required texts

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

## Software requirement

You MUST have a laptop computer capable of running the Adobe Creative Cloud suite of software (Illustrator, Photoshop, InDesign, Premiere Pro, 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/equipment requirement, which can be found here:

<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. 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/locations/>

LinkedIn Learning (Lynda.com): Using 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, visit:

<http://elearning.ufl.edu/>

Click on the Log In To LinkedIn Learning link to the right. You will be required to enter your UF ID and password and will then reach the Lynda.com homepage.

## 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 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>

## Technical Issues

In the event that you have technical difficulties with E-learning, please contact the UF help desk at [helpdesk@ufl.edu](mailto: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 her 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

## Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started 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.

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: Methods by which students will be evaluated and their grade determined

### Grading and Late Policy

Each assignment has a grading rubric in Canvas. Study each rubric along with the assignment description or video to see what the requirements are for each activity in the course. To earn the highest available points you must attain the highest level in the rubric.

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

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 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

## Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here](#) for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here.](#)

## Campus Resources

### Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

### Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

## 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.

## **Class Lecture HB233 Statement**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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# Course Content and Schedule

## MODULE 1: SKILLS FOR SUCCESS AND HOW WE SEE

### To Do

1. Read the [Course Syllabus](#)
2. Read "[Why We Love Beautiful Things](#)"
3. Read "[I'm Not Your Consumer](#)"
4. Watch "[Microsoft Child of the 90s](#)" (01:41)
5. Watch "[The Wonder of Us](#)"
6. Watch "[How and Why We See](#)" (12:07) [PDF](#)
7. Watch the following Chapter 2 modules in "[Getting To Know Adobe Premiere Pro](#)" in LinkedIn Learning:
  - a. Launching Adobe Premiere Pro
  - b. A High-Level Look at the Interface
  - c. Touring the Project Panel and Source Monitor
  - d. Touring the Timeline
  - e. View Menu, Guides, and Rulers

### Quiz(zes) & Assignments

1. Complete the [Module 1 Activity: Introduce Yourself Using Youtube](#)
2. Take [Module 1, Quiz 1: How and Why We See](#)

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## MODULE 2: VIDEO FORMATS, FRAMING AND COMPOSITION

### To Do

1. Watch [Formats and Frame Rates](#) (09:48) [PDF](#)
2. Watch [Field of View and Camera Angles](#) (05:56) [PDF](#)
3. Watch [Composition](#) (08:29) [PDF](#)
4. Watch [Visual Vectors](#) (03:53) [PDF](#)
5. Watch "[5 Ways to Instantly Make Better Videos](#)"

### Quiz(zes) & Assignments

1. Complete the Module 2 Activity: An Introduction to Premiere Pro
2. Take Module 2, Quiz 1: Formats and Frame Rates/Field of View and Camera Angles

3. Take Module 2, Quiz 2: Composition/Visual Vectors
- 

## MODULE 3: EDITING AND CONTINUITY

### To Do

1. Watch [Common types of cutting \(05:56\) PDF](#)
2. Watch [Establishing and honoring the mental map \(04:36\) PDF](#)
3. Read White Space Is Not Your Enemy Chapter 11: "Storyboarding"
4. Watch the first four sections in the [Premiere Pro Tutorial Chapter 3: Setting up and Organizing Your Media](#) on LinkedIn Learning.
5. Watch all of the [Premiere Pro Tutorial Chapter 4: Basic Editing](#) on LinkedIn Learning.
6. Watch [Premiere Pro Tutorial Chapter 14 section "Exporting Your Project" on LinkedIn Learning.](#)
7. Watch: [Premiere Pro Tutorial: Creating a Slideshow from Stills](#)

### Quiz(zes) & Assignments

1. Complete Module 3 Activity: Four clip edit
  2. Complete Module 3 Activity: Working with still images to create a slideshow
  3. Take Module 3, Quiz 1: Common types of cutting
- 

## MODULE 4: AUDIO

### To Do

1. Watch [Audio \(08:35\) PDF](#)
2. Watch [Premiere Pro tutorial: Working With Audio in Premiere Pro \(05:14\)](#)
3. Watch [Premiere Pro tutorial: Working With Audio in Audition \(07:46\)](#)
4. Watch ["Graphic Titler Tool in Premiere Pro"](#)

### Quiz(zes) & Assignments

5. Complete Module 4 Activity: Interview Plus B-roll Edit
6. Take Module 4, Quiz 1: Audio

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## MODULE 5: PHOTOGRAPHY & IMAGES

Note: All due dates can be found in Canvas.

### Part 1 - To Do

1. Watch [Image Size](#) (05:38) [PDF](#)
2. Watch Lynda.com [Photoshop CS6 Essential Training Ch. 9 "Understanding File Formats"](#) (04:36)
3. Watch [Image Files](#) (05:39) [PDF](#)
4. Watch [A Tour of the Photoshop Interface \(5m 41s\)](#)
5. Watch [Understanding file formats \(7m 11s\)](#)
6. Read White Space is Not Your Enemy Ch. 9: "Adding visual appeal"

### Part 1 - Quiz(zes) & Assignments Part 1

1. Take Module 5, Quiz 1
2. Complete Module 5: Activity - Photoshop Duotone Activity
3. Complete Module 5: Activity - Animated GIF

### Part 2 - To Do

1. Read [Visual Communication by Paul Martin Lester, Section 4, "The Media Through Which We See"](#)
2. Read "[Blogger Beware: You CAN Get Sued for Using Photos You Don't Own on Your Blog](#)"
3. Watch [Analyzing Images](#) (09:49) [PDF](#)
4. Watch [YouTube video: LeBron James Nike Ad Banned in China](#) (00:29)
5. Watch [YouTube video: God Made a Farmer, 2013 Dodge Super Bowl Commercial](#) (02:03)

### Part 2 - Discussion - Post & Replies

1. Contribute to the Module 5: Image Analysis discussion

### Part 2 - Quiz(zes) & Assignments

1. Take Module 5, Quiz 2
2. Complete Module 5: Activity - Photoshop Banner Ad

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## MODULE 6: VISUAL ETHICS AND PERSUASION

### To Do

1. Read [Ch. 7 “Advertising in an Image-Based Culture” in Media Ethics: Cases and Moral Reasoning, but Christians, et al.](#)
2. Read ["Should We? The Ethics of Publishing Graphic but Newsworthy Photos is not Straightforward."](#)
3. Read [Images that injure: Pictorial stereotypes in the media](#)
4. Read [“Honor journalist James Foley: Don’t watch the video”](#)
5. Read [“The war photo no one would publish”](#)
6. Read: ["Photoshop, Models, and the Law: How Far is Too Far?"](#)
7. Watch [Ethical Approaches to Analyzing Images \(08:15\) PDF](#)
8. Watch [Visual Persuasion \(11:22\) PDF](#)

### Discussion - Post & Replies

1. Contribute to the Module 6: Images and Ethics Discussion

### Quiz(zes) & Assignments

1. Complete Module 6 Activity: InDesign Booklet Exercise
- 

## MODULE 7: DESIGN ELEMENTS AND LAYOUT

### To Do

1. Read the following chapters, all from WSINYE:
  - a. Ch. 1 What is design?
  - b. Ch. 2 Step away from the computer
  - c. Ch. 3 I need to design this today
  - d. Ch. 4 Layout sins
  - e. Ch. 5 Mini art school
  - f. Ch. 6 Layout
  - g. Ch. 13 Designing for the web
2. Watch [Visual Cues \(08:12\) PDF](#)
3. Read [Graphic Design Tips](#)

4. Take [Module 7, Quiz 1](#)
5. Watch the following sections in [WordPress.com Essential Training](#)
  - a. Getting to Know WordPress
  - b. Managing Your Account on WP.com
  - c. Create Pages
  - d. Customize Your Site
6. Watch [Design Principles and Layout](#) (11:36) [PDF](#)

### Quiz(zes) & Assignments

1. Complete InDesign Layout Exercise
  2. Complete Working in WordPress
- 

## **MODULE 8: COLOR AND PRINTING**

### To Do

1. Read WSINYE Ch. 8 Color Basics
2. Read WSINYE Ch. 14 Fit to Print
3. Read [“Court says T-Mobile owns the color magenta”](#)
4. Read [Color Design Workbook reading](#)
5. Watch [Color Models](#) (14:22) [PDF](#)
6. Watch [Color Theory](#) (06:53) [PDF](#)
7. Watch [Color Meanings and Uses](#) (08:32) [PDF](#)

### Quiz(zes) & Assignments

1. Take Module 8, Quiz 1
2. Complete the Module 8 Activity: InDesign Color Exercise

### Prepare

1. Prepare for the upcoming Final Project

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## MODULE 9: TYPOGRAPHY

### To Do

1. Read WSINYE Ch. 7 Type
2. Read [“How typeface influences the way we read and think”](#)
3. Watch [“Typography 101” \(12:33\) PDF](#)
4. Watch [“Type Terminology” \(08:22\) PDF](#)
5. Read ["How to Improve Typography in Your Designs"](#)
6. Read [Helvetica Viewing Guide](#)
7. Take Module 9, Quiz 1
8. After you have completed all requirements for this module, move on to Module 10

### Discussion - Post & Replies

1. Contribute to the Module 9: Strong Uses of Typeface

### Quiz(zes) & Assignments

1. Complete Module 9 Activity: Kerning
2. Complete Module 9 Activity: Business Card Typeface exercise

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## MODULE 10: BANDING AND LOGO DESIGN

### To Do

1. Read [“How Gap learned a hard lesson in consumer resistance”](#)
2. Read White Space is Not Your Enemy Ch. 10: “Infographics”
3. Read ["Raster Versus Vector Images"](#)
4. Watch [Illustrator Basics: Chapter 6 "Illustrator"](#)
5. View [Example Style Guide 1](#)
6. View [Example Style Guide 2](#)
7. Watch [“Branding and Logo Design” \(11:00\)PDF](#)
8. Watch [“Designing a Killer Resume” \(8:54\)](#)

### Discussion - Post & Replies

1. Participate in the Infographic Discussion post and replies

### Quiz(zes) & Assignments

1. Complete the Module 10 Activity: Tracing a shell in Illustrator
2. Complete the Module 10 Activity: Personal Infographic in Canva

### Prepare

2. Prepare for the upcoming Final Project
  3. After you have completed all requirements for this module and this course, please remember to complete your course evaluation.
- 

## **FINAL PROJECT**

### Assignments

The final project is composed of four parts. Refer to the Canvas course for detailed instruction .pdf's.

1. Style Guide (20%)
2. Resume (25%)
3. Portfolio Website (55%)