

# Sight, Sound, and Motion

## VIC3001 SYLLABUS



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# Course Information and Introduction

## Course

VIC 3001: Sight, Sound, and Motion

## Prerequisites

Sophomore standing

## Class Times

Online

## Instructor

Maria Esterline

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

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

## Instructor Contact

Use Canvas Mail for all course-related questions. This is the best way to reach me.

Please allow 24-48 hours for a reply. Please consider this timeline when asking about any assignments with due dates.

## Zoom Meeting Link

Link provided upon meeting request.

## 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.

## Technical Requirement

### Minimum Technology Skills

To complete your tasks in this course, you will need a basic understanding of operating a computer and using Adobe Creative Cloud suite of software and OneDrive.

For more detailed information about technology skills, please refer to other information in the Syllabus and course orientation module.

## Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review before starting their program.

This course requires students to acquire Adobe Creative Cloud suite of software (Illustrator, Photoshop, InDesign, Premiere Pro, Audition) and OneDrive to ensure the success of this course.

For more detailed information about technology requirements, please refer to other information in the Syllabus and course orientation module.

## Software requirement

**Adobe Creative Cloud:** 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 reside 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 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 LinkedIn Learning homepage.

**OneDrive:** You must use OneDrive for this course to save and submit assignment files. You can also use this tool to collaborate on projects and ensure your important documents are backed up. To access OneDrive, visit: <https://portal.office.com/>.

You will be required to enter your UF ID and password to access OneDrive..

## 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 is 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 at 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

If 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 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 were 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 or 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

## Assignment Feedback Response Time

Grading and feedback on assignments occur within one week of the assignment's due date.

## 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 percent 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

Letter Grade	Range
A	100%to94%
A-	< 94%to90%
B+	< 90%to87%
B	< 87%to84%
B-	< 84%to80%
C+	< 80%to77%
C	< 77%to74%
C-	< 74%to70%
D+	< 70%to67%

D	< 67%to64%
D-	< 64%to61%
F	< 61%to0%

## 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.bluer.com/ufl/](https://ufl.bluer.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](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450

## 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.

# Course Topics and Assignments

## MODULE 1

<b>Title</b>	Photography Part 1
<b>Objectives</b>	<p>At the end of this module, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Classify the usages of file formats.</li> <li>2. Identify how file formats serve specific purposes based on their features and characteristics.</li> <li>3. Identify appropriate file formats and their respective uses.</li> <li>4. Create and export an animated GIF in Photoshop.</li> <li>5. Prepare Photoshop files using the video timeline and duotone technique.</li> <li>6. Apply cropping, masking, layering, and selection techniques in Photoshop.</li> </ol>
<b>Activities</b>	<p>Photoshop Activity: Duotone</p> <p>Photoshop Activity: Clipping Mask</p> <p>Quiz - Image Analysis, Formats, and Approaches</p>

## MODULE 2

<b>Title</b>	Photography Part 2
<b>Objectives</b>	At the end of this module, you will be able to:

	<ol style="list-style-type: none"> <li>1. Identify online sources for obtaining legal, high-quality photographs and vectors.</li> <li>2. Classify the six approaches to analyzing images.</li> <li>3. Identify components of sound photo composition.</li> <li>4. Design a banner advertisement using Photoshop that incorporates text and imagery, adheres to specified pixel dimensions, and aligns with effective web graphic design principles.</li> <li>5. Demonstrate the process of creating a static JPEG in Photoshop.</li> <li>6. Apply cropping, masking, layering, selection, and typography techniques in Photoshop.</li> </ol>
<b>Activities</b>	<p>Photoshop Activity: Banner Ad</p> <p>Photoshop Activity: Layer Mask</p> <p>Quiz: Image Analysis and Visual Communication Quiz</p> <p>Discussion: Image Analysis Discussion</p>

## MODULE 3

<b>Title</b>	Visual Ethics and Persuasion
<b>Objectives</b>	<p>At the end of this module, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the six ethical approaches to analyzing images.</li> <li>2. Discuss ethical similarities and differences in persuasive communication vs. photo and video journalism.</li> <li>3. Identify techniques in persuasive visual communication.</li> <li>4. Create an animated GIF in Photoshop.</li> <li>5. Apply video editing techniques in Photoshop to prepare and edit a short video file using the video timeline feature.</li> </ol>
<b>Activities</b>	<p>Photoshop Activity: Animated GIF</p> <p>Discussion - Images and Ethics Discussion</p>



Quiz: Visual Persuasion Quiz

Quiz - Ethical Approaches To Analyzing Images Quiz

## MODULE 4

### Title

Color and the Printing Process

### Objectives

At the end of this module, you will be able to:

1. Identify psychological vs. physiological approaches to color.
2. Identify the best printing options for a given scenario.
3. Apply the appropriate color model in InDesign.
4. Identify the following color systems: CMYK, PMS, RGB, and hexadecimal.
5. Choose appropriate color schemes in a given scenario.
6. Identify color pairings on the color wheel and identify the meanings of these pairings.
7. Create a print tactic in InDesign that demonstrates the use of graphic design principles

### Activities

InDesign Activity: Flyer

Project Series Activity: Portfolio Color

Quiz: Color

## MODULE 5

### Title

Design Elements and Layout

### Objectives

At the end of this module, you will be able to:

1. Identify principles of graphic design
2. Recognize basic visual cues and their associations
3. Identify best practices for print, web and mobile
4. Create a print tactic in InDesign that demonstrates use of graphic design principles

### Activities

InDesign Activity: Magazine Layout

Quiz: Design Elements and Layout

## MODULE 6

<b>Title</b>	Typography
<b>Objectives</b>	<p>At the end of this module, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize the evolution of type design in a historical context</li> <li>2. Identify general categories of typefaces and their associations from a design perspective</li> <li>3. Define basic terminology related to typeface design and measurement</li> <li>4. Create an effective business card layout that demonstrates layout, typography and color principles.</li> </ol>
<b>Activities</b>	<p>Illustrator Activity: Business Card Typeface</p> <p>Illustrator Activity: Pen Tool</p> <p>Discussion - Strong Uses of Typeface</p>

## MODULE 7

<b>Title</b>	Branding and Logo Design
<b>Objectives</b>	<p>At the end of this module, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify relevant visual cues for sound logo design</li> <li>2. Develop a design tactic evidencing consistent use of color, typeface, and imagery</li> <li>3. Identify appropriate file types for logos</li> <li>4. Create a basic vector image in Illustrator using the pen tool</li> <li>5. Identify the guidelines for effective resume design</li> <li>6. Create a simple website using WordPress</li> </ol>
<b>Activities</b>	<p>Project Series Activity: WordPress Portfolio</p> <p>Illustrator Activity: Drop Flyer</p>

## MODULE 8

<b>Title</b>	Sight, Beauty, and Motion
<b>Objectives</b>	<p>At the end of this module, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize the difference between the physiological and psychological ways of seeing</li> <li>2. Identify a symbol, index and icon according to semiotic theory</li> <li>3. Identify the use of metonymy in visual communication</li> <li>4. Employ layout design skills, enhance audience understanding through strategic graphic elements, simplify complex information for clarity, foster creativity in design choices, and develop critical thinking in the context of layout and composition</li> </ol>
<b>Activities</b>	<p>Illustrator Activity: Infographic</p> <p>Quiz- How and Why We See</p>

## MODULE 9

<b>Title</b>	Video Formats, Framing, and Composition
<b>Objectives</b>	<p>At the end of this module, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the components of the various common video formats and frame rates</li> <li>2. Identify the various common fields of view used in video production</li> <li>3. Identify specialty angles used in video production</li> <li>4. Identify composition techniques commonly used in video</li> <li>5. Identify the different visual vector types and their relative strengths</li> <li>6. Import provided media into a Premiere Pro project</li> <li>7. Export media from Premiere Pro</li> <li>8. Create a new project file in Premiere Pro</li> </ol>

**Activities**

Premiere Pro Activity: Bird Clips Editing

Quiz- Formats and Frame Rates/Field of View and Camera Angles

Quiz- Composition/Visual Vectors

## MODULE 10

**Title**

Editing and Continuity

**Objectives**

At the end of this module, you will be able to:

1. Identify examples of jump cuts, graphic match cuts, cutaways, and cut-ins
2. Identify the meaning of the 180-degree rule and its role
3. Identify examples and non-examples of edits that honor the mental map
4. Edit a series of clips for continuity, adjusting opacity and audio levels appropriately
5. Add a pre-built transition to an edit (specifically, a cross dissolve to indicate the passage of time)
6. Match common Premiere Pro keyboard shortcuts to their functions
7. Edit a series of still images to create a visually engaging and cohesive slide show that utilizes animations and audio

**Activities**

Premier Pro Activity: Eight Clip Edit

Quiz: Common types of cutting

## MODULE 11

**Title**

Audio

**Objectives**

At the end of this module, you will be able to:

1. Identify components of sound waves and their effects on sound quality

**Activities**

2. Identify common pick-up patterns of professional microphones
3. Identify common styles of professional microphones
4. Edit a series of sound bites with the provided B-roll for technical smoothness and clarity
5. Select and isolate proper audio channels in Premiere Pro

Premier Pro Activity: Interview Plus B-roll Edit

Quiz: Audio

## MODULE 12

**Title**

Final Project

**Objectives**

At the end of this module, you will be able to:

1. Develop a personal brand style guide encompassing visual elements like color schemes, typography, and imagery.
2. Articulate the essence of your personal brand through intentional design choices.
3. Create a creative and visually engaging resume that not only communicates your professional qualifications but also reflects your unique personality and design sensibilities.
4. Design and construct a portfolio website that serves as a comprehensive showcase of your work. Explore the principles of web design, ensuring a user-friendly experience while highlighting your skills and accomplishments.
5. Create a cohesive and unified visual identity to ensure consistency across all elements of the project, aligning your personal brand moodboard style guide, resume, and portfolio website.

**Activities**

Project Series Activity: Your Personal Brand