

**Industry Perspectives: Visual Narratives**  
**PUR 4243 (VISL) 29001 - (1 credit)**  
**10:40 a.m. - 11:30 a.m., Tuesdays**

**\*\*\* NOTE: This class is taught remotely. All lectures are online via Zoom.\*\*\***

**Instructor:** Joe Newman is located in Washington, D.C., and will teach remotely.

**Office hours:** Please make an appointment by email at josephfnewman@ufl.edu or c. (202) 445-1391.

**Course Prerequisites:** None.

**Course Description:**

Students in this class will learn how images, both still and video, can create visual narratives and how those images can make an impact in public interest communications. Students will learn not only what makes an impactful image but how to use these images in advocacy campaigns. This course will rely heavily on student engagement during class discussions and will include a final project in which students will analyze how a specific nonprofit organization used images and videos in an advocacy campaign.

**Course Objectives and Learning Outcomes:** By the end of this course, you will be able to:

1. Explain how public interest communicators can best use still and moving images in their advocacy campaigns.
2. Explain why certain photographs and videos have a visceral appeal and how to apply the basic principles of messaging to visual narratives.
3. Explain composition and editing techniques that create more impactful and engaging images.
4. Understand the creative process in advocacy campaigns and how communicators work with photographers, videographers and designers to conceptualize and create visual narratives.

**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.

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### ***DIVERSITY STATEMENT***

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#### **Diversity statement**

We will cover an array of topics and delve into many issues in this class. While we expect rigorous discussion and even disagreement during our class discussions, we ask that you engage in discussion with care and empathy for the other students in the classroom, recognizing that people come from diverse backgrounds and have an array of perspectives. Our aim is for students from all backgrounds to find this course valuable and to view the diversity that students bring to the class as a resource and benefit. We aim to present materials that are respectful of diversity of ethnicity, race, culture, gender, sexuality, disability, age and socioeconomic status. However, we recognize the materials may have limitations, and we encourage suggestions for additional materials that offer diverse perspectives. Please let us know if you have any ideas as to how to make the course more effective for you and/or other students. If something was said in class (by anyone) that makes you uncomfortable, please talk to one of us about it. (Anonymous feedback is an option as well). If any class meetings conflict with your religious events, please let us know so that we can make arrangements for you.

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### ***CLASS LOGISTICS***

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## **Deadlines**

Communications work is deadline oriented. Deadlines must be met. If they are not, you will not receive credit for the assignment. The only exceptions will be for students with medical emergencies (you must have a doctor's note) or other genuine, documented emergencies. Please notify us as soon as possible if you have an emergency that will prevent you from completing an assignment.

If submission of your assignment is delayed because of technical issues with Canvas, please report the problem immediately, receive a ticket number from the UF Computing Help Desk and email it to me immediately. The ticket will document the time and date of your issue.

For technical issues related to Canvas, contact the UF Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP (4357).

## **Format for writing assignments**

Please use AP style for all writing assignments. If you don't have the AP Stylebook, you can subscribe to it online (<https://www.apstylebook.com/> on-line/) or you can purchase a hard copy.

## **Course technology**

You will need reliable Internet access and a reliable computer with Microsoft Word (or other word processing software that can generate a .doc or .docx file), Adobe flash (for viewing video content) and Adobe PDF reader. **Please bring your computer to class.**

## **Class attendance**

Attendance is important, as class participation is a key part of your learning and will factor into your grade. To get the most out of the class, you must be present and on time for class and participate in discussions and class activities. Being present doesn't simply mean you're in the room; it also means you're attentive and not texting, checking email, doing other work or using social media during class. For the online classes, it means your camera is on and you participate in the class discussions, chats, polls and other activities.

We recognize that things crop up and that students may have to miss part, or all, of a class during the semester. For that reason, at the end of the semester, we will drop your lowest participation grade. To be fair to those who do attend class, we will assess participation whether you attend class or not. The only exception is for a documented medical issue that leads you to miss class. If you miss class, it is your responsibility to make up lost work, get notes from another student or otherwise ensure that you have caught up on anything you missed.

## **Class-related notifications**

Please log in to Canvas daily to check for class-related announcements. You may set up alerts to forward messages directly to your UF email address. To adjust your notification settings in Canvas, [follow these guidelines](#).

## **Grading**

Because working in communications involves brainstorming and collaborating with

colleagues, and because it's more fun to learn by seeking answers to questions through discussion rather than listening to a straight lecture, participating in class will be key to your learning.

Likewise, the assignments you do outside of class will be critical because you will be applying concepts covered in class and in the reading assignments. The final project – a “visual case study” of an advocacy campaign – will provide a chance for you to put together all that you have learned in class.

Here's how the grading will be weighted:

√ Class participation (includes discussions, activities and any in-class assignments): 33%

√ Writing assignments (outside of class): 33%

√ Final project (visual case study) – 34%

For more information, please see the university's policy on [grades and grading](#).

### **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 by visiting <https://disability.ufl.edu/students/get-started/>. 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.

### **Course professionalism**

Please be on time to class. Please do not text, check email or social media unrelated to the class, browse unrelated websites or do other work during class. Please be collegial and respectful in your interactions with your fellow students, and welcome and treat with respect the diverse perspectives of others. Violators will be asked to leave the class.

### **Academic honesty**

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. Read the Honor Code [here](#). You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask us.

In every assignment for this course, you must clearly attribute the source of your information, including information obtained from organizations' web sites or internal documents. You may not copy anything word for word, regardless of the source, without putting quotes around it and crediting the source.

## **AI Policy for Student Work**

In this course you may be asked to use generative AI for some assignments. AI is commonly used in the profession, so familiarity with generative AI tools is important. However, do not let your creative thinking and editing skills lapse! When AI is allowed or encouraged in assignments, you will need to document how AI was used. This could include providing your original prompts, showing the editing that you did to the created content, or using appropriate citation of information obtained via generative AI. If you are using AI when not explicitly allowed, that is considered a violation of the honor code as you are presenting content as your own that was not fully created by you. There are various AI detection tools available (built within Canvas and externally such as ZeroGPT), and many AI platforms follow very formulaic response patterns. If the instructor is concerned that your work is not your own, he will try to verify the originality of your work. If unable to do so, he may ask you to resubmit the assignment, detailing how you arrived at your submission.

## **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. 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/](https://ufl.bluera.com/ufl/)

[Summaries of course evaluation results are available to students here.](#)

## **Recording of class**

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 SCHEDULE

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*Note: This schedule may change as the semester progresses to reflect the progress and needs of the class.*

### **Week 1 (Aug. 27): Welcome! Course overview.**

The instructor will provide an overview of the course and what we'll be learning and doing. He'll talk about his background and ask you to introduce yourselves.

### **Week 2 (Sept. 3): Why composition matters**

Students will analyze the compositional elements of photographs to understand how angles, perspective and subject placement affect the visceral impact of an image. We'll look at the editing decisions that make a difference.

### **Week 3 (Sept. 10): No words needed**

Is a picture really worth 1,000 words? Students will analyze different advocacy/marketing pieces, which use few, if any, spoken or written words to convey a message. Students will identify the messaging principles that are conveyed through the images and discuss their effectiveness.

### **Week 4 (Sept. 17): Copyright, fair use and AI**

What should PR pros know about U.S. copyright laws and the use of images in advocacy campaigns? How does AI change the playing field?

### **Week 5 (Sept. 24): Doing it right**

These non-profit organizations are leading the way with their use of photographs and videos in their campaigns, social media and websites. We'll discuss what they're doing right.

### **Week 6 (Oct. 1): Politically, speaking**

As the election approaches, political advertising will flood the airwaves and social media platforms. We'll look at several ads and talk about what narratives are promoted and how the imagery used supports those narratives.

### **Week 7 (Oct. 8): Final Project**

We'll discuss the expectations for the final project and presentation, including the components required for the case study.

**Week 8 (Oct. 15): Storytelling in action**

We'll hear from a guest speaker, an experienced communicator and storyteller, who will talk about her work using photography to support nonprofit organizations.

**Week 9 (Oct. 22): To meme or not to meme**

Memes and social media can be effective tools in reinforcing a message. Students will look at examples of memes used to advocate in the public interest and analyze the images used.

**Week 10 (Oct. 29): Fundraising**

Students will look at how some nonprofit organizations used photos and videos to spark some of the most successful fundraising campaigns ever.

**Week 11 (Nov. 5): How images work together**

Students will also look at how a series of photos can be used to build a visual narrative.

**Week 12 (Nov. 12): Final project work**

The class will not meet online this week. Instead, students will schedule a 15-minute zoom meeting during the week with their instructor to get feedback on their project.

**Week 13 (Nov. 19): Using graphics**

Infographics, charts and illustrations are an important part of any media strategy. How can we design and use them effectively?

**Week 14 (Nov. 26): Thanksgiving Week - NO CLASS****Week 15 (Dec. 3): Where do you go from here?**

Students will share insights from their case studies, particularly how concepts and principles were applied in real-world situations.

**FINAL PROJECT:** Students will create a "visual case study" of a public interest advocacy campaign, focusing on the campaign's use of still and moving images. The case study will define the problem or issue that the campaign sought to address and analyze what role visuals played in the campaign.

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**READING MATERIALS**

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**BOOK AND ARTICLE EXCERPTS.** To be provided in Canvas.

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## ADDITIONAL UF RESOURCES

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### 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.](#)