

VIC 3001 Sight, Sound, Motion – Fall 2024

Instructor: Sasha Matar, Adjunct Lecturer

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Office Hours (Virtual only): Wednesday through Friday (flexible for most of the day) by appointment. See <https://calendly.com/sasha-matar> to schedule an appointment.

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 Description

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.

Prerequisite: Sophomore standing

Course Format

This course is a completely asynchronous class. Each week you will have readings, lectures, discussions, assignments, and short quizzes. All of this comes together with the large project due at the end of the semester (there are no exams just quizzes). You must keep up with the readings to fully understand issues and intelligently complete your assignments and quizzes.

** This syllabus is subject to change as appropriate and necessary. Updates will be posted on Canvas.*

Required Book

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

Please note that this course will be participating in the UF All Access program. Login here <https://www.bsd.ufl.edu/AllAccess> and Opt-In to gain access to your UF All Access course materials. UF All Access will provide you with your required materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.

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.

Availability

Please feel free to reach out to me any time during the semester. I'm available by email and will try to get back to you within 24 hours. If you would like to set an appointment, you can see times I have available here: <https://calendly.com/sasha-matar>

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.

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 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

Course Professionalism

Students are expected to conduct themselves in a professional manner at all times. Carefully consider how you participate and the assignments you submit. You can use humor and demonstrate creativity but think ahead to how it will reflect on you. Use your best professional judgment. Projects should not contain nudity, profanity, illegal activities or situations that would put you or others in danger.

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.

Student 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 \(Links to an external site.\)](#). 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.

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 94.0-100%	C 74.0-76.99%
A- 90.0-93.99%	C- 70.0-73.99%
B+ 87.0-89.99%	D+ 67.0-69.99%
B 84.0-86.99%	D 64.0-66.99%
B- 80.0-83.99%	D- 61.0-63.99%
C+ 77.0-79.99%	E below 61.0%

Follows current UF policies

(<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>). NOTE: To continue taking public relations courses (PUR) you must pass this class with a C or better.

Recording of Class

Although the class is already recorded, the same rules as other online/in-person classes still apply. 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.

University Honesty Policy

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here](#) to read the Conduct Code. If you have any questions or concerns, please consult with me.

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. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Campus Resources

U Matter, We Care: If you or someone you know is in distress, please contact 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](#).

AI Submission of Intellectual Property

When submitting materials to AI tools, such as assignment instructions or other content, ensure you have the appropriate permissions for any copyrighted elements. Additionally, avoid sharing any information protected under FERPA, including personal data from educational records (provided via ChatGPT, 2024).

AI Policy for Student Work (AI is allowed/integrated into assignments)

In this course you will be allowed 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 I am concerned that your work is not your own, I will try to verify the originality of your work. If unable to do so, I may ask you to resubmit the assignment detailing how you arrived at your submission.

Academic Resources

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

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 "The Wonder of Us"
5. Watch "How and Why We See" (12:07) PDF
6. 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. Watch "Microsoft Child of the 90s" (01:41) Complete the [Module 1 Activity: Introduce Yourself Using Youtube](#)
2. Take [Module 1, Quiz 1: How and Why We See](#)

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

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

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

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

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:
 1. Ch. 1 What is design?
 2. Ch. 2 Step away from the computer
 3. Ch. 3 I need to design this today
 4. Ch. 4 Layout sins
 5. Ch. 5 Mini art school
 6. Ch. 6 Layout
 7. 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](#)
 1. Getting to Know WordPress
 2. Managing Your Account on WP.com
 3. Create Pages
 4. 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

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

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

1. Prepare for the upcoming Final Project
2. 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%)