

# CMM-2500 - M36>

## > Media & Society >

## > Lab Section >

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From <http://digitalsynopsis.com/design/27-funny-graphic-designer-posters-charts/>

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**Class meets:** T from 2:30 to 3:45 in PAH 19

**Office Hours:** M & W from 11 to 1 p.m.  
or by appointment.

**Course credit:** 1.0 Hours

**Prerequisite:** CMM-1000

## COURSE DESCRIPTION

In this one-credit course, you will learn some introductory-level technical and creative skills to generate three media projects that will highlight and (re)present societal topics and/or meaningful events, among others. These skills pertain to the areas of photography, graphic design; and video and audio production. Throughout the semester, you will learn some basic graphic design principles to envision extremely effective and appealing visual messages. We will cover to the basics of photography composition with any type of camera (DSLR, point-and-shoot, and cellphones or tablets). We will continue with an introduction to Photoshop CS6 to create imaginative composite layered documents that include type, color, and photographs. From the still image, we will shift to the moving image. You will learn the most basic filming techniques and will put them into practice with any type of video recording device (DSLR, point-and-shoot, cellphones or tablets). After shooting some footage, you will edit it with Windows Movie Maker or iMovie and will create a video documentary. And, finally, you will learn how to record voice overs and how to edit them into clean, clear, and powerful audio documents with Audacity. As the course introduces you to some of the basic technical skills across these areas of media production, you will also learn "how to be an independent learner" and how to "troubleshoot" any setbacks that may arise.

## COURSE GOALS

The main three goals for this course are for you to:

- Develop some basic skills for media production using specific hardware (cameras, cellphones, tablets) and software (Photoshop, Windows Movie Maker or iMovie, and Audacity).
- Recognize the constitutive nature of communication. That is, the technical and creative skills that you develop will become the tools to construct certain mediated social realities.
- Develop a critical sensitivity to noticing what media products construct and how they do it.

# STUDENT LEARNING OUTCOMES FOR CMM 2500-M36

Student Learning Outcomes SLOs	Assessment Tools
<i>At the end of the semester students will know how to:</i>	<i>SLOs will be measured in:</i>
● Apply basic graphic design principles as you put into practice the following skills:	📁 Project #1 & Mini Project #1
● Use selection tools in Photoshop CS6.	📁 Project #1
● Manage layers in Photoshop CS6.	📁 Project #1
● Create appropriate type in Photoshop CS6.	📁 Project #1
● Use appropriate colors in Photoshop CS6.	📁 Project #1
● Create photo compositions in Photoshop CS6.	📁 Project #1
● Apply basic documentary making principles as you put into practice the following skills:	📁 Project #2
● Shoot footage from a variety of angles and with different frames.	📁 Project #2 & Mini Project #2
● Cut, split, and trim video files in Windows Movie Maker or iMovie.	📁 Project #2 & Mini Project #2
● Add transitions to video files in Windows Movie Maker or iMovie.	📁 Project #2 & Mini Project #2
● Add artistic effects to video files in Windows Movie Maker or iMovie.	📁 Project #2
● Add text to video files in Windows Movie Maker or iMovie.	📁 Project #2
● Add a music track to the video project in Windows Movie Maker or iMovie.	📁 Project #2 & Mini Project #2
● Add sound effects to the video project in Windows Movie Maker or iMovie.	📁 Project #2 & Mini Project #2
● Export their final video projects using Windows Movie Maker or iMovie.	📁 Project #2 & Mini Project #2
● Apply basic principles of voice overs as you put into practice the following skills:	📁 Project #3
● Audio record an appealing voice-over for their video project.	📁 Project #3
● Cut, trim, and split their voice-overs using Audacity.	📁 Project #3
● Remove background noise from their voice-overs using Audacity.	📁 Project #3
● Apply effects to their voice-overs using Audacity.	📁 Project #3
● Export their final voice-overs using Audacity.	📁 Project #3
● Add a voice-over to a video project in Windows Movie Maker or iMovie	📁 Project #3

## COURSE DYNAMICS

Overall, the structure of the course will include quick applied lectures, in-class exercises, in-class project work. The effectiveness of how the class unfolds highly depends on your attitude, work and, discipline. I expect that you have a positive attitude in class; I expect that you always come to class ready to think, ask questions, work, follow instructions, and be ready to improvise. This course requires that you are an active learner inside and outside the class. In the end, being active in class will result in achieving the skills outlined above and in an enjoyable experience. Let me know how I can help you meet these requirements in order to learn succeed in CMM-2500-M36

## REQUIRED MATERIALS

- External hard drive or Flash drive (16 or 32 GB).** You will save all your work in an external drive. Think that you may be handling large video, audio, and music files.
  - Simultaneously to using an external drive, you should back up your media files in one of the many free cloud services. See recommended point #7 below. Corrupted drives, lost, and/or accidentally erased files are not excuses for getting an extension on any of the projects. Treat your media files with utmost care. **Back them all up frequently.**
- Headphones.** Since you are going to edit video and audio files in the lab, you will need headphones to be able to listen to your recordings without bothering your peers. Without headphones, you won't be allowed to play sound in the computer lab. In addition to all this, the computer in labs do not have speakers.
- Video Recording Device:** The possibilities are quite varied. You don't need to purchase expensive equipment to record video. You can use any of the many devices that you may already have with you. You can use your cellphone's video recording capability to shoot your footage for Project #2. Alternatively, you can also use a tablet, a point-and-shoot camera, or a DSLR camera. Make sure that your video quality is acceptable (set the video quality to the highest). If you don't have access to any of these devices, please let me know.
- Audio Recording Device:** The possibilities here are quite varied as well. You don't need to purchase expensive equipment to record audio. You can use your cell phone or tablet and download some of the many free audio recording applications. For iOS, you can download "Voice Record" by Dayana Networks Ltd. It's free and it allows you to control the recording intensity. You can also use your computer's internal microphone, your webcam's embedded microphone, or if you feel like it, there are relatively inexpensive condenser microphones available in Amazon (about 15 euros).

## RECOMMENDED MATERIALS & RESOURCES

5. **A Micro-SD to USB Adapter** to transfer audio and video files from your cellphone to the computer (if you use a cell phone to audio and video record). Alternatively, you can install **Dropbox** (<http://dropbox.com>) in your cellphone and transfer them to your computer over a Wi-Fi connection.
6. **A Cloud Storage Account:** I recommend Mega (<https://mega.nz>) to back up all your media files. Mega offers 50GB for free. But you can use a different one as well such as <http://dropbox.com>.
7. **WeTransfer** (<https://www.wetransfer.com>). From this website, you can email files of up to 2GB for free. You will use wetransfer to submit your assignments.

## COURSE ASSIGNMENTS

Please keep track of your scores as you receive them from me.

ASSIGNMENTS	POINTS	APPROX VALUE	MY SCORE
<b>Project #1 – Photoshop Poster</b>	80	25%	
<b>Project #1 – Detailed Written Procedures.</b>	20	6.2%	
<b>In-Class Work/Participation</b>	10	3.1%	
<b>Project #2 – Video Documentary</b>	80	25%	
<b>Project #2 – Detailed Written Procedures.</b>	20	6.2 %	
<b>In-Class Work/Participation</b>	10	3.1%	
<b>Project #3 – Voice-Over for Project #2</b>	60	19%	
<b>Project #3 – Detailed Written Procedures.</b>	10	3.1%	
<b>In-Class Work/Participation</b>	10	3.1%	
<b>Mini Project #1 – Poster Analysis (1 page)</b>	10	3.1%	
<b>Mini Project #2 – Magic Tricks Exercise.</b>	10	3.1%	
<b>Total Score</b>	<b>320</b>	<b>100%</b>	

## SHORT DESCRIPTION OF ASSIGNMENTS

*Below you can find a short description of the assignments for this class. I will provide more detailed instructions in class.*

**PROJECT #1.** The objective of this project is to create a visually powerful poster that highlights or gives voice to a social cause, social event, a location, or socially meaningful group of people. To carry out this project, you will learn some basic photography techniques (you'll use your own photos), graphic design principles, and the necessary Photoshop CS6 tools (layers, selection tools, masks, type and so on).

**PROJECT #2.** The objective of this project is to create a video documentary of a socially meaningful place, group of people or event. You will use basic filming techniques to shoot footage that you will edit with Windows Movie Maker or iMovie. Prior to filming anything you will have to create a storyboard to guide your steps in the field and in the editing room. Your video montage will contain background music, sound effects, transitions, opening and closing credits, text, and dialogue (if relevant).

**IMPORTANT:** Read about project #3 before starting Project #2.

**PROJECT #3.** The objective of this project is to create a voice-over for your **Project #2**. You will draw from basic principles to record engaging voice-overs and with the help of Audacity (audio editing software), you will edit (trim, copy, repeat), clean (remove clips and noises), and apply effects to it. Prior to recording the voice-over, you will have to write up the voice over in a document and you will subsequently combine it with the storyboard from **Project #2**. Using Audacity, you will generate the necessary audio tracks that will be incorporated into the **Project #2** final video. Accordingly, the recording of the voice-over will have to be coordinated with the finalized video from **Project #2**. In other words, as you shoot and edit your **project #2**, you should anticipate the voice-over or narration that you will include and where you'll include it. Also, think that you will be able to re-edit parts of **Project #2** so that the voice over fits well. It's important that you keep track of your thinking about the voice-over as you work on **Project #2**.

In sum, this project should be roughly the same as **Project #2** with the difference that it'll have a voice-over or narration and potentially some edits to the video, music, and dialogue for the voice-over to fit.

**MINI-PROJECT #1: Poster Analysis.** I will ask you to analyze an existing poster by a renowned designer/source. This is a one-page assignment focused on quality more than quantity. More detailed instructions will be provided in class.

**MINI-PROJECT #2: Magic Trick Exercise.** Inspired in Zack King's vine videos, I will expect that you do something along the lines of the tele-transportation video or any many other tricks. I will show you some examples in class from him and some that I have done myself.

**Additional Requirement:** All three main projects require that you write 1 and 1/2 to 2 pages explaining the steps that you followed (e.g. the techniques that you applied) and the rationale for doing so. Furthermore, you need to include the stylistic choices that you made throughout the process. You need to write and explain each of the steps that you followed in a way so that somebody else can replicate your project and understand why you did it.

## SUBMISSION OF ASSIGNMENTS

**Project #1 Submission of materials.** You will submit your Project #1 [www.wetransfer.com](http://www.wetransfer.com). In one folder, you will include the following materials:

- Final poster in a pdf with the following file name: "*Project#1 Final Poster-Your Name & Last name.pdf*" (**Graded material**).
- The different hand drawn drafts your poster went through before you finished it (you can take a picture of it and embed it in word document (**Graded material**)).
- Project #1's Detailed Written Procedures in a word document with the following file name: "*Project #1 Detailed Written Procedures-Your Name & Last name.docx*" (**Graded Material**).
- The Photoshop file. The one with the .psd extension. Use the following file name: "*Project #1-Working File-Your name & Last name.psd*" (**Graded Material**).
- All the pictures that you have taken.
- All the images that you have used and their source. Here is a sample file name that you should use: "*flower from Pixabay.jpeg*"

**Project #2 Submission of materials.** You will submit your Project #2 [www.wetransfer.com](http://www.wetransfer.com). In one folder, you will include the following materials:

- Your final video documentary in .mp4 or .mov format with the following name: "*Project#2 Final Documentary-Your name & Last Name.mp4*" (**Graded Material**).
- The storyboard that you designed prior to filming or editing. You can take a picture and embed it in a word document with the following file name: "*Project #2 Storyboard-Your Name & Last name.docx*" (**Graded Material**).
- Project #2's Detailed Written Procedures in a word document with the following file name: "*Project #2 Detailed Written Procedures-Your Name & Last name.docx*" (**Graded Material**).
- All the pictures that you have taken.
- All the images that you have used from online sources and their origin. Here is a sample file name that you should use: "*flower from Pixabay.jpeg*"
- All the footage that you have filmed.
- All the footage that you have used from online sources and their origin. Here is a sample file name that you should use: "*Sunrise from Pixabay.mp4.*"
- All the sound effects that you used from online sources and their origin. Here is a sample file name that you should use: "*birds chirping from Pixabay.mp3.*"
- All the music that you used from online sources and their origin. Here is a sample file name that you should use: "*Upbeat tune for Intro from Pixabay.mp3.*"
- If your folder exceeds 2GB, you'll probably have to send two different folders since wetransfer.com does not allow more than 2GB. Unless you have a paid subscription.

**Project #3 Submission of materials.** You will submit your Project #3 [www.wetransfer.com](http://www.wetransfer.com). In one folder, you will include the following materials:

- Your final video documentary in .mp4 or .mov format that includes your voice over with the following name: "*Project#2 Final Documentary with voice over-Your name & Last Name.mp4*" (**Graded Material**).
- The voice over script in a word document with the following file name: "*Project #3 Voice Over Script-Your Name & Last name.docx*" (**Graded Material**).
- Project #3's Detailed Written Procedures in a word document with the following file name: "*Project 3 Detailed Written Procedures-Your Name & Last name.docx*" (**Graded Material**).
- The Audacity Project file. The one with the .aup extension. Use the following file name: "*Project #3-Working File-Your name & Last name.aup*" (**Graded Material**).
- All your audio files that you have recorded.

## INDEPENDENT LEARNING AND WORK

You will get acquainted with some hardware and software during class and while I'll give you in-class introductory demonstrations of these tools, you are required to seek other sources of information about them. This is not just a random requirement. One of the most important skills in the fields of communication and media production is the ability to find answers and solve problems independently or in small groups. I will share resources with you and show you the means to research "how to use technology." If you have trouble finding an answer to a problem, by all means, email me and I will personally help you find it.

For this course, you're expected to work on your assignments both within and outside the lab. For some projects, you will be required to do some field work, which means that you need to plan your time to do so (e.g. taking pictures, shooting some footage, interviewing someone...) But, you will also have in-class work time during almost every class period. We only meet once a week and if you don't plan your project work time efficiently, it is very easy to fall behind. So, organize yourself and make sure you work on your projects on a weekly basis. And, as always, ask me for help when you need it.

## **ATTENDANCE, PARTICIPATION AND DISCUSSION POLICIES**

**ATTENDANCE:** Attendance is mandatory for this course to run properly. We only have 16 class periods this semester. Let's make it count. I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no WhatsApp, no Facebook, and no other social media use in the classroom). Later arrivals are highly discouraged since they are disruptive for the class. Being 20 minutes late or later will count as an absence. If you are unable to attend class, it is your responsibility to find out what assignments, handouts, activities, or instructions you missed. I will post any materials necessary for our class in a shared Google Drive folder. The schedule at the end of the syllabus contains a description of what will happen each in each class. Ask me and/or your classmates to make sure you do not miss anything.

**ABSENCES:** Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. In other words, you're excused from being present in class, but you're not excused from doing your work (e.g. submit assignments on time). I will use my discretion to excuse medical or other situations.

**ABSENCES & PENALTIES:** This is a one-credit course that has 16 class periods of 75 minutes. You are allowed only 2 unexcused absences. More than 2 unexcused absences will significantly lower your grade (minus 5 points per unexcused absence after the second). Missing 5 or more classes will be grounds to earn a failing grade.

**ABSENCES & ASSIGNMENT SUBMISSIONS:** If you're sick and can't come to class the day an assignment is due, DO SUBMIT IT ELECTRONICALLY VIA <https://www.wetransfer.com>. This service allows you to send up to 2GB to anybody with an email address. You are more credible if you miss class and send the assignment due (even if it is incomplete) than if you don't send the assignment. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

**LATE WORK:** You will lose 10% of your score—per day—in any graded assignment submitted late without an official excuse. Submitting an assignment on time means to turn it in class or electronically on the day that it is due (depending on what has been specified in your instructions). If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out a solution.

## **MISCELLANEOUS POLICIES**

**CLASSROOM BEHAVIOR:** Any behaviors that disrupt the flow of class in any way will not be tolerated. **Laptops, tablets, and cellphones** ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course. Students using these devices for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use them in the classroom.

**POLICY ON STUDENT - INSTRUCTOR COMMUNICATION:** If you need to contact me outside the classroom, use the email address listed in this syllabus. Since some parts of the semester are busier than others, in some situations I will be able to respond to your emails fairly quickly. However, during busier times you will have to allow 24 to 48 hours for my response.

## **COLLECTION OF ASSIGNMENTS FOR ASSESSMENT PURPOSES**

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Thus, copies of your work for this course, including our three projects and their

accompanying materials may be kept on file for institutional research, assessment, and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor

## GRADE DESCRIPTION

⊗ **A**—An “A” performance is a superior performance. To earn an “A” on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an “A” in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade “B” shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a “B” in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

### LETTER GRADES & PERCENTAGES

100-94%	93-90%	89-87%	86-84%	83-80%	79-77%	76-74%	73-70%	69-60%	59% >
<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>

## ACADEMIC INTEGRITY GUIDELINES

**Students are required to abide by the Academic Integrity guidelines summarized below.**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: [http://www.slu.edu/Documents/Madrid/academics/Academic\\_integrity.pdf](http://www.slu.edu/Documents/Madrid/academics/Academic_integrity.pdf). Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

## TITLE IX STATEMENT

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

## STUDENT ACCOMODATION STATEMENT

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

**Note:** Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

# STUDENT ACCOMODATION STATEMENT

W K	DY	Class Description	Class Content & Materials	Assignments Due
<b>W 1</b>	T Jan 16	-Introduction to the course. -Introduction to Graphic Design.	<u>Introductions.</u> <u>Graphic Design:</u> You'll get an introduction to Graphic Design?	
	Sun Jan 21	<b>Last day to drop a class without a grade of W and/or add a class Last day to choose Audit (AU) or Pass/No Pass (P/NP) options</b>		
<b>W 2</b>	T Jan 23	<b>-Photoshop CS6:</b> -Selection Tools: Geometric Selections, Freehand Selections, Edge-based Selections, and Color-based Selections.	<u>How to use the different Selection Tools:</u> You'll learn the basics of selections in Photoshop: Move selected areas; manipulate selections; rotate selections; duplicate selections. <u>Graphic Design:</u> You'll learn about elements and principles of design.	<b>Optional:</b> Watch VT#1 Folder (Video Tutorial) & VT#2 Folder
	F Jan 26	<b>No Class Today</b>		
<b>W 3</b>	T Jan 30	<b>-Photoshop CS6:</b> -Layers: Organize images in layers; create, view, hide, and select layers; rearrange layers; apply blending modes to layers; resize and rotate layers; apply a gradient to a layer; apply a filter to a layer; add text and layer effects to a layer; add an adjustment layer.	<u>Working with Layers:</u> You'll learn what layers are and their importance in Photoshop. <u>Graphic Design:</u> Layouts and Layout sins.	<b>Optional:</b> Watch VT#3 Folder
<b>W 4</b>	T Feb 6	<b>-Photoshop CS6:</b> -Add guides to align images; apply color effects; apply filters to selections; and add layer styles	<u>Image Composition:</u> You'll learn how to create image compositions using a variety of effects, filters, and styles. <u>Graphic Design:</u> Layouts and Layout sins.	<b>Optional:</b> Watch VT#4 Folder
<b>W 5</b>	T Feb 13	<b>-Photoshop CS6:</b> -Designing Type: Position text in a composition; format text, distribute text along a path; design paragraphs of type.	<u>Typographic Design:</u> You'll learn how to insert, format, and distribute type in your compositions. <u>Graphic Design:</u> Type and Color Basics	<b>Optional:</b> Watch the VT#5 Folder  <b>Mini-Project #1 Due Today.</b>
	W Feb 14	<b>Registration for Summer 2018 semester begins</b>		
<b>W 6</b>	T Feb 20	In-class work time for Project #1	In-class work time for Project #1	<b>Project #1 Due Today.</b>
	Th Feb 22	<b>Winter Break (no classes)</b>		
	F Feb 23	<b>Winter Break (no classes)</b>		
<b>W 7</b>	T Feb 27	<b>-Documentary Storytelling:</b> -Story Basics, Story Structure, Time on Screen, Creative Approaches.	<u>Introduction to Documentary Storytelling:</u> You'll learn what a documentary is and its basic components.	<b>Optional:</b> Watch VT# 6.1, & 6.2
<b>W 8</b>	T Mar 6	<b>-Documentary Storytelling:</b> -The Storyboard. -Framing the Shot, Perspective, POV, Camera Angle, Movement, Continuity, Transitions, Lighting, Type, & Audio.	<u>Introduction to Documentary Storytelling:</u> You'll learn to design a storyboard to plan the shooting and editing of your documentary.	<b>Optional:</b> Watch VT# 6.3 & 6.4. -Bring your Video Recording device to class.
	F Mar 9	<b>Last day to drop a class and receive a grade of W</b>		



<b>W 9</b>	T Mar 13	<b>-Documentary Storytelling:</b> -Shooting techniques. -Cellphones and Selfie Sticks.	<u>Introduction to Documentary Storytelling:</u> You'll learn basic techniques to capture professionally-looking footage.	<b>Optional:</b> Watch VT# 6.5 folder. -Bring your Video Recording device to class.
<b>W 10</b>	T Mar 20	<b>-Video Editing:</b> <b>-Working with OpenShot Video Editor 2.4.1:</b> -Import video, rotate it, split and trim it. -Insert and manipulate photos. -Export your project.	<u>Introduction to Video Editing:</u> You'll gain some foundational knowledge necessary to start editing your footage in iMovie.	<b>Optional:</b> Watch VT# 7.1.1 to 7.1.9 -Bring your footage from the previous day of class.
		<b>-Video Editing:</b> <b>- Working with OpenShot Video Editor 2.4.1:</b> -Transitions and Cuts: Cross-dissolve, Cross-blur, Fades, Wipes, Cross-zoom, Ripple, L-cut, J-cut, Cut-away, Jump-cut, Cross-cutting.	<u>Introduction to Video Editing:</u> You'll learn about transitions and when to use them (or not).	<b>Optional:</b> Watch VT# 7.1.10, 7.1.11 & VT# 6.4 (again) -Bring your footage from the previous day of class.
<b>W 11</b>	T Mar 27	<b>Easter Week (no classes)</b>		
<b>W 12</b>	T Apr 3	<b>-Video Editing:</b> <b>- Working with OpenShot Video Editor 2.4.1:</b> -Video Effects, Titles, & Music: -Video speed, reverse play, stabilization, color correction, titles, music track, edit to the beat, detach audio track, audio effects and adjustments.	<u>Introduction to Video Editing:</u> You'll learn some basic corrective and creative visual effects along with some basic music and audio adjustments.	<b>Mini-Project #2 Due Today.</b> <b>Optional:</b> Watch VT# 7.1.12 to 7.1.22 -Bring your footage from the previous day of class.
<b>W 13</b>	T Apr 10	<b>-Audio Editing.</b> <b>-Audacity:</b> -Introduction to voice-overs. -Introduction to voice-recording techniques.	<u>Introduction to Audacity:</u> You'll learn some basic knowledge about voice overs and how to record audio.	<b>Project #2 Due today in class.</b> -Bring your Audio Recording device to class.
<b>W 14</b>	T Apr 17	<b>-Audio Editing.</b> <b>-Audacity:</b> -Import audio files, the audacity interface, trimming, splitting, and silence.	<u>Basic edits:</u> You'll learn some basic audio editing skills to start processing your audio files.	<b>Optional:</b> Watch VT# 8.1 & 8.2.
<b>W 15</b>	T Apr 24	<b>-Audio Editing.</b> <b>-Audacity:</b> -Effects: Equalization, echo, noise removal, compression, normalization, and other special effects.	<u>Effects and Processing:</u> You'll learn some more advanced audio editing skills to make your voice-over sound as professional as possible.	<b>Optional:</b> Watch VT# 8.3 & 8.4
<b>W 16</b>	T May 1	<b>Labor Day (No classes)</b>		
	W May 2	<b>Local Holiday (No classes)</b>		
<b>W 17</b>	T May 8	<b>Final Exam: Project #3 from 12 pm to 3 pm (in-class screening of Projects) Bring Project #3 in a pendrive and "wetransfer" it to me.</b>		

# Final Exams Schedule

SPRING 2018					
	4 May (Fr)	7 May (Mn)	8 May (Tu)	9 May (Wd)	10 May (Th)
<b>08:30-11:30</b>	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30	Tu classes that meet at 8:00
<b>12:00-15:00</b>	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00 & 12:30	Tu classes that meet at 12:30
<b>15:30-18:30</b>	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 16:00	Mn classes that meet at 17:30
<b>19:00-22:00</b>	---	---	Mn classes that meet at 18:30 & 19:00	Tu classes that meet at 19:00	---

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## ONLINE RESOURCES

*This is not a comprehensive list of resources. There are lots of great resources online, but also lots of bad ones. Nonetheless, it is a good starting point if you're not sure where to begin.*

**Graphic Design:** *White space is not your enemy: a beginner's guide to communicating visually through graphic, web and multimedia design.*  
<http://cw.routledge.com/textbooks/9780240824147/>

**Photoshop CS6:** *How To Get Started With Photoshop CS6 - 10 Things Beginners Want to Know How To Do.*  
<https://www.youtube.com/watch?v=OjRqZiAgoHo>

**iMovie Tutorials:** <https://www.youtube.com/watch?v=470MQCDx5OQ> ; <https://www.youtube.com/watch?v=gqNXhDEFgEk>

**OpenShot Video Editor Tutorials:** <https://www.openshot.org/videos/>

**Audacity:** *Here are some Audacity YouTube Tutorials.* [https://www.youtube.com/results?search\\_query=audacity+tutorial](https://www.youtube.com/results?search_query=audacity+tutorial)