

**AEC 5541: Instructional & Communication Technologies in
Agricultural and Life Sciences
SUMMER 2020**

Course is available through UF's e-Learning Support Services: <http://elearning.ufl.edu/>

INSTRUCTOR:

Ricky W. Telg, Ph.D.
University of Florida
101B Bryant Hall
Gainesville, FL
Phone: 352-273-2094
E-Mail: rwtelg@ufl.edu

TIME

Unless otherwise noted in the outline or directions this semester, our course will follow this schedule:

- Day 1 of the week is Monday.
- The last day of the week is Sunday.
- Most assignments will be due by 11:55 p.m. Eastern Time on **MONDAYS**.
- Your initial online discussion entry each week is due by 11:55 p.m. on each **THURSDAY** that they are assigned.

COURSE DESCRIPTION

AEC 5541 will focus on the planning and production of written, electronic, and visual instructional and communication materials for programs in agricultural and life sciences contexts, including but not limited to school-based education, extension programs, and organizations. Students will learn skills and knowledge in the following areas:

- Digital video production and editing
- Digital photography
- Print layout and design
- Media literacy

OBJECTIVES

After this course, the student should be able to:

- Use instructional and communication technologies to produce instructional/informational materials and media presentations for classroom, extension, and organizational use.
- Be more “media literate” in how agricultural and life sciences topics are presented visually.

TEXT/REQUIRED READINGS:

Agricultural Communications in Action: A Hands-On Approach by Telg & Irani.

ISBN-13: 978-1-1113-1714-0 or ISBN-10: 1-1113-1714-3

Other course readings are posted on the course's website.

GRADING

A = 930-1000
A- = 900-929
B+ = 860-899
B = 830-859
B- = 800-829
C+ = 760-799
C = 730-759
C- = 700-729
D+ = 660-699
D = 630-659
D- = 600-629
E = 599 and below

ASSIGNMENTS

Exam	100
Discussion posts	80 (8 @ 10 points each)
Shooting video and critique	50
Media analysis	125
<u>Final Project</u>	
Peer critiques of final project materials	50 (25/video, 25/print)
Proposal	50
B-roll, interview, photos, critique	75
Video script	50
Print piece (draft)	50
Video (draft)	50
Print piece (final)	110
Video (final)	110
<u>Instructional material plan</u>	<u>100</u>
	1000

University grading policies: For information about UF grades and grading policies, please visit <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Late assignment policy: A **10-percent per day** deduction will be assessed for assignments turned in late. Work more than a week late will **not** be accepted. This policy will be strictly enforced.

Linked-In Learning tutorials: The University of Florida has an agreement with Linked-In Learning (formerly Lynda.com) to provide FREE online tutorials to students and faculty on many software programs. If you feel “rusty” with any program, after being introduced to it in an AEC course, it is highly recommended that you take it upon yourself to go through some of the Linked-In Learning tutorials available through **UF e-Learning:** <https://elearning.ufl.edu/>.

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities, Online Course Evaluation Process

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: **“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."**

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Course Evaluation Process: 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/>.

SCHEDULE

WEEK 1 (Begins 5/11)

(1) Message Development, (2) Instructional Design and the Production Process, (3) Selecting Technology and Instructional Materials

READINGS: EXAMPLE FINAL PROJECT PROPOSAL
Example Script

TEXT: Introduction to Agricultural Communications: ENTIRE CHAPTER 1
Effective Communication and Message Development: ENTIRE CHAPTER 2

WEEK 2 (Begins 5/18)

(1) Media Literacy, (2) Message Sensation

WATCH: *Jaws* w/ no music (<https://www.youtube.com/watch?v=-fnq1s-babs>)

WATCH: *Food Lion*
(<https://mediasite.video.ufl.edu/Mediasite/Play/95fcd54b04484fe6a9498ed5e80d33171d>)

WATCH: *Tamper with Nature*
(<https://mediasite.video.ufl.edu/Mediasite/Play/b1275594e7ac478892e0a0933b46fa2b1d>)

READINGS:

- [A Little Learning is Dangerous: The Influence of Agricultural Literacy and Experience on Young People's Perceptions of the Agricultural Industry](#)
- [Is Perception Reality? Improving Agricultural Messages by Discovering How Consumers Perceive Messages](#)
- [The Power of Words: Exploring Consumers' Perceptions of Words Commonly Associated with Agriculture](#)
- [Visualizing Values: A Content Analysis to Describe a Value Congruent Video Message Campaign Used in Agriculture](#)

WEEK 3 (Begins 5/25)

Persuasion, story, advertising, and documentaries

TEXT: Persuasion and Persuasive Informational and Educational Campaigns: ENTIRE CHAPTER 15

Communications Campaign Development: ENTIRE CHAPTER 17

WATCH: From 39:27 to 46:03 of the 2004 PBS Frontline episode titled *The Persuaders* (<http://www.pbs.org/wgbh/frontline/film/showspersuaders/>).

WATCH: *Chiptole "Scarecrow"* (<https://www.youtube.com/watch?v=IUtnas5ScSE>)

WATCH: *God Made a Farmer* (<https://www.youtube.com/watch?v=AMpZOTGjbWE>)

WATCH: *RAM Truck response* (<http://www.youtube.com/watch?v=0HHZw9bsVrE>)

WATCH: Documentary *GMO OMG*
(<https://mediasite.video.ufl.edu/Mediasite/Play/84447bea00014e04b0c6b28c4670c6c41d>)

READINGS:

- [Postsecondary Students' Reactions to Agricultural Documentaries: A Qualitative Analysis](#)
- [Consumer Perceptions of the U.S. Agriculture Industry Before and After Watching the Film Food, Inc.](#)
- [Changing Appetites & Changing Minds: Measuring the Impact of Food, Inc.](#)
- [Narrowing the Farm-to-Plate Knowledge Gap through Semiotics and the Study of Consumer Responses Regarding Livestock Images](#)

DUE: FINAL PROJECT: Proposal

WEEK 4 (Begins 6/1)

Video Shooting

TEXT: Video and Audio Production (pp. 180-182, 187-194, 199), *Introduction, Is a Video Production Right for You?, Video Equipment, Audio Equipment, Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web*

WATCH: Example videos from IFAS Research Discoveries YouTube channel:
https://www.youtube.com/playlist?list=PLzEF_ljQASFvNgYnzhlecJfe_a-fcKV4Z

WATCH: Example videos from Florida Museum of Natural History's YouTube channel:
<https://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp>

WEEK 5 (Begins 6/8)

(1) Audio and Lighting (2) Video Editing, (3) Storytelling, Scripting, and Storyboarding

TEXT: Video and Audio Production (pp. 196-199), *Video Editing Video Editing Concepts*
Video and Audio Production (pp. 184-187), *Script Writing, News Writing for TV and Radio Stories*
Media Writing (p. 86-91), *News Writing for TV and Radio Stories*

WATCH: Clips from *Jurassic Park* (<https://mediasite.video.ufl.edu/Mediasite/Play/e37c0bc6572348a28f6c3d237b1ab4ba1d>) and *Spider-Man* (<https://mediasite.video.ufl.edu/Mediasite/Play/36da5db44768496cb6e93a3ca5c21c451d>)

READINGS: Downloadable two-column script (in Word)
Example script 1
Example script 2
Example script 3

DUE: MEDIA ANALYSIS

DUE: SHOOTING CRITIQUE

WEEK 6 (Begins 6/15)

(1) Photography, (2) Photo Composition, (3) Photo Editing

TEXT: Digital Photography and Photographic Editing: ENTIRE CHAPTER 9

DUE: FINAL PROJECT: Video script

WEEK 7 (Begins 6/22)

BREAK WEEK!!!!

WEEK 8 (Begins 6/29)

(1) Print Layout and Design, (2) Brochures, Fliers, and Posters

TEXT: Document Design: ENTIRE CHAPTER 6

DUE: FINAL PROJECT: B-roll, interview, photos, critique

WEEK 9 (Begins 7/6)

Visual communication

TEXT: Visual Communication: ENTIRE CHAPTER 8

READINGS: [Does PowerPoint Make Us Stupid?](#)
[Is PowerPoint Making Us Stupid?](#)

WEEK 10 (Begins 7/13)

CRITIQUE WEEK!!!!

DUE: FINAL PROJECT: Print draft

DUE: FINAL PROJECT: Video draft

DUE: PEER CRITIQUES OF FINAL PROJECT MATERIALS (DRAFTS)

WEEK 11 (Begins 7/20)

(1) New Media and Marshall McLuhan, (2) Social Media Best Management Practices, (3) How Companies Use Social Media, (4) Online Presence

TEXT: New Media: ENTIRE CHAPTER 12

Future of Agricultural Communications: ENTIRE CHAPTER 18

WATCH: *Eagle Eye*

<https://mediasite.video.ufl.edu/Mediasite/Play/7c7ff6a393aa4ed6a5de2d4c3ebd68511d>

READINGS:

- [Survey Shows Colleges Consult Facebook in Admissions Process](#)
- [How to Clean Up Your Presence and Make a Great First Impression](#)
- [5 Reasons to Care About Your Online Presence, and 3 to Forget About It](#)

WEEK 12 (Begins 7/27)

EXAM

WEEK 13 (Begins 8/3)

DUE: FINAL PROJECT: Project plan AND final versions of print, video

ASSIGNMENTS

SHOOTING VIDEO + CRITIQUE

Shoot video of something going on around you. It could be at work or at home. Some ideas of what you can do include the following (but you can do *whatever*):

- Everyday life on the farm
- Playing Frisbee with your dog
- Saddling a horse
- Playing peek-a-boo with your child

You need video to support your story. Shoot a variety of shots to tell your story. Try different angles. Try different perspectives. (**This video will NOT be edited**, so the sequence of shots may be out of order. That's OK. All I am concerned about is to provide you feedback on how you shoot the video shots.)

The video you shoot must include these elements:

- General "b-roll" of at least eight different shots
- A sequence of shots (long shot, medium shot, etc.)
- **At least one interview, shot in proper interview form/style (proper nose room, lead room).**
 - The interview does **not** necessarily have to pertain to the story topic. I will critique this by how well the interview is framed. You only need approximately 15 seconds of interview video. The interview can be at the beginning, middle or end of the "shooting critique" assignment.
- The video should be a total of **at least 1 minute in length and no longer than 3 minutes in length.**

After you have shot the video, watch it and **critique** it. The critique must include the following information:

- The purpose of the video shots. What were you trying to explain?
- The types of shot you chose. Why did you choose a long shot? a low-angle shot?
- The "usability" of the shots. Were they shaky, out of focus? Could they be used in a "real" situation?
- How to improve. What would you do differently? What **WILL** you do differently with video you shoot in the future?

You do **not** have to comment on **EVERY** shot, but you do need to provide me with an overall impression of what you did. Grading will be based primarily on the written critique. However, I also will view the video and comment on the shot compositions. The written critique should be **NO LONGER THAN TWO PAGES** in length (double-spaced) and written with **correct** grammar and punctuation.

You can submit the video either by uploading it directly to Canvas OR uploading it to your YouTube or Vimeo personal account and then providing the link in Canvas.

The written critique will be uploaded to Canvas.

DISCUSSION POSTS

Most weeks there will be at least one discussion question in the modules. Students are required to provide responses to **at least one** of the questions in the discussions section.

- **INITIAL POSTS:**

- **Initial posts** are due by 11:55 p.m. Eastern Standard Time on **THURSDAYS**.
- **Initial posts must be at least 150 words.**

- **FOLLOW-UP POSTS:**

- In addition to the initial posts, students are required to respond to at least one other student's post. The **follow-up posts** are due by 11:55 p.m. on **SUNDAYS**.
- These subsequent comments can be fewer words.

Some questions throughout the semester will focus on course readings, materials, and videos and (potentially) current events.

Questions may also include that students find examples of the following:

- Good (or bad) examples of what we are discussing in a given week. For example, if the topic is on photography, students would find good (or bad) photo examples and explain why they are a good (or bad) examples. Students would provide the online link to the examples.

OR

- Resource/source materials on the topic we are discussing. This could be new apps, websites, videos, whatever. Students would provide a brief analysis/critique about the resource and a link to it.

FINAL PROJECT

The final project is to develop an educational, promotional, or demonstration video and a corresponding print document, along with a plan of how these materials and two other materials that you **won't** create would be implemented. The project topic **must** be selected in consultation with Dr. Telg.

The **final project** will be submitted in several stages:

- Proposal
- Video script
- B-roll, interview, photos, critique
- DRAFTS
 - Print document
 - Video
- FINAL PROJECT
 - Print document
 - Video
 - Instructional media plan

You may use this assignment as a way to develop materials for your employment. In other words, I would prefer that this **NOT** be “busy work.” If you can use it, then create it in such a way that you can incorporate it into REAL LIFE for you. However, if you don't have a good idea of how you could incorporate the final project into “real life,” you can create something else. Here are some ideas that past students have done:

- Making a pizza
- Saddling a horse
- Grooming a dog
- Building a pig pen
- Grooming a horse
- Being interviewed for a job
- Developing a step-by-step for an Extension demonstration project or a lab procedure for an agricultural education classroom
- Promotional videos for College of Agricultural and Life Sciences (CALs) departments

The Proposal (50 points)

The **proposal** should be **two to three pages (double-spaced)** in length and contain the following:

- The purpose of the project. Include how you integrate the video and print piece. Be sure to specify what kind of print piece (brochure, flier, etc.).
- Who the target audience is. Specify the demographic and psychographic characteristics of your audience.
- What you plan to do to achieve your purpose.
- Outline/synopsis of major content you plan to cover (**this should be a detailed outline**).
- Description of who you plan to interview/use in your video and print material and why.
- A timetable of getting the project done this semester.

Video Script (50 points)

You will write a **script** for the video. You will detail the types of shots you will need to correspond with the narration. You will use the **two-column script format** provided in class. For interviews, write in what you **think** the person will say.

B-roll, interview, photos, critique (75 points)

- You will provide examples of **b-roll (cover video)** and an **interview** that you shot for the final video.

- You will also provide **five to no more than 10 photos** that you may plan to incorporate into the print document or video.
- In addition, you will write a **brief critique** – similar to the one for the SHOOTING CRITIQUE assignment (no longer than two pages, double-spaced) – to explain what you shot and what you would do differently. Provide a brief description of the photos and how these will be used in your print document and/or video. The critique must include:
 - The purpose of the video shots. What were you trying to explain?
 - The types of shot you chose. Why did you choose a long shot? a low-angle shot?
 - The “usability” of the shots. Were they shaky, out of focus? Could they be used in a “real” situation?
 - How to improve. What would you do differently? What WILL you do differently with video you shoot in the future?
- Again, the video clips (b-roll and interview) do not need to be edited, but they should be submitted in one video file – either as a YouTube link or uploaded in Canvas.

DRAFTS of major “pieces” (print, video) (50 points each)

Draft versions of the major pieces of the final project (**print, video**) will be due in **week 10**. Students will peer evaluate your work. You will then take their comments and make revisions before you submit the final versions.

- **The DRAFT print piece will be submitted to Canvas as a PDF.**
- **You will upload the video to your YouTube account and provide the link in Canvas OR upload it directly to Canvas**

Print Piece (110 points)

Each student will create a 1- to 2-page print piece (with corresponding photos) that goes with the video. Examples of print pieces include news or feature stories, brochures, advertisements, fliers/handouts, or information pages. The print piece must include at **least two photographs or graphics**; the photographs can be ones that you take or that are supplied to you. Please keep in mind that pixilated photos are BAD, and that will affect your grade negatively. Grading will be based on appropriate content (that is grammatically correct), appropriate layout and design, and effective use of photographs and graphics.

You will be graded on the following:

The Information

- Grammar, spelling, and punctuation are correct.
- Presentation of message (not too much or too little text; presented in a way that allows reader to scan the document quickly and understand the message through use of subheads, bullet points).
- Matches your target audiences’ needs and reading level given your topic.

Proper Use/Incorporation of Document Elements and Principles

- **Text/typography** is executed perfectly making every word effortless to read. Considerations for text: Legible, one or two typefaces, proper font selection (serif and sans serif), font style (regular, bold, italics).
- **Visuals and graphics:** These need to be clearly representative of your message and design theme. They also need to obviously look like they “go together” well. Visuals and graphics also need to be print quality with no evidence of compression (pixilation) or resizing disproportionately.
- **Headings and titles** help break up the text. If headings and titles are incorporated into the document, they should not be overused.
- **White space:** Proper use of white space (blank space) in the document....not too much and not too little.

- **Simplicity: The fewer the elements, the more pleasing it is to the eye.** Document should not be “overwhelming” in its design.
- **Unity: The general layout should look similar.** Similar colors or design elements should be employed.
- **Balance: formal (symmetrical) or informal (asymmetrical).** Design looks balanced.
- **Color** is employed, but color does not overwhelm the design. Color also has a purpose.

Composition of Photographs and Graphics

- Photographs and graphics should adhere to basic composition criteria.
- Photos should not be pixilated or blurry.

The print piece will be submitted as a PDF to Canvas.

Instructional, Promotional, or Demonstration Video (110 points)

Each student will submit a short, edited, instructional, promotional, or demonstration video. The video should be **two to five minutes** in length. (It can be longer, but not too much longer, unless you talk with Dr. Telg.)

- **Demonstrations** offer step-by-step instruction concerning a process or procedure. The information explained in the video can be delivered at a basic level or more advanced level, depending on the audience.
- **Promotional/educational** videos help explain and persuade a topic or issue related to your organization.

The finished video should include at least one on-camera interview OR have someone who is on camera as a host. Grading will be based on composition (lead room long/medium/close-up shots, angles), sequencing (no jump cuts), and content (does the video get across the content/idea?). Each video **should** include:

- An introduction, a step-by-step process OR promotional content, and a conclusion
- Proper shot sequencing (long, medium, close-ups)
- No jump cuts. Do NOT cover jump cuts with dissolves, if at all possible (which means close to “never”).
- At least **two** on-screen titles or text graphics (names, intro text, credits, whatever)
- **Promotional/informational videos** will need at least one interview.

You will be graded on the following:

Video Composition/Framing

- Student incorporated a variety of and appropriate visuals.
- Appropriate and diverse shot angles were used throughout the video. Framing/composition of shots was exceptional. Proper shot sequencing (long shot, medium shot, close ups, cut-ins, cutaways) were used.
- Framing (head room and lead room) was appropriate on all shots.
- Use of pans, tilts, and zooms were kept to a minimum or had a reason/purpose to be used.

Editing/Storytelling

- The message of the video is understandable for the target audience.
- An introduction and conclusion were provided, along with the step-by-step process or promotional content.
- Editing of sound clips (soundbites) made the program understandable.
- Student ensured that persons in the video used appropriate vocabulary for the target audience.
- Video did not have continuity errors or jump shots.
- Student incorporated appropriate use of edits, effects/transitions and photos.
- No black frames or “flash frames” (where you see a frame of another shot) were present.

Technical Issues

- Names and other on-screen text were spelled correctly.
- At least two on-screen titles or text graphics were included.
- Video and/or music faded out at the end of the program at the same time.

You will upload the video to your YouTube account and provide the link in Canvas OR upload it directly to Canvas

Instructional Material Plan (100 points)

As part of your instructional material plan, you must also **select two other media elements**. These could include a brochure, social media, PowerPoint presentation, pamphlet, poster, or other similar media.

Therefore, you will include the following:

- Video
- Print piece
- Media 1 (that you don't create as part of the final project)
- Media 2 (that you don't create as part of the final project)

The instructional material plan **must** include the elements below. You may wish to include the sections as subheadings for your paper. You may use bullet points to illustrate some information in each of the subheadings. You should be as detailed as possible in each section of the plan. The paper should be free of grammar and spelling mistakes. The plan should be no longer than four pages, double-spaced.

- Project summary (synopsis of the entire project)
- Description of the problem/purpose
- Projected outcomes (objectives)
- Analysis of the target audience
- Reasons why the each medium/material – including the video and print document that you actually created and the two you didn't produce (four media/materials total) – were chosen to communicate to the audience
- Include the strengths and weaknesses of each medium used for the project and the two media forms not developed
- Evaluation procedures and criteria (How will you know you've met your objectives?)

In addition, as part of the Instructional Material Plan, you are required to provide a **short paragraph on how you incorporated the comments of the peer evaluations** of your print piece and video into the final/revised pieces. Be as specific as possible. This should be a separate section in your overall Instructional Material Plan.

Peer Critiques (50 points)

Small groups of students will peer critique the drafts of the print piece and video for the FINAL PROJECT. You will complete critiques of related content to help your classmates critically assess the overall effectiveness of the content, including components used, content, and cohesiveness. Grading will be based on thoughtfulness of responses, as well as correct grammar and punctuation. A **rubric** will be provided to students that will be used to critique the drafts. Each critique should be about 150 to 200 words. Students are expected to provide thoughtful/insightful, constructive, and positive feedback on each piece.

MEDIA ANALYSIS

For this assignment, watch an agriculture-, food-, natural resources-, or environmental-oriented documentary that you find and prepare a **media analysis**. Remember that the focus of this assignment is how **agriculture and/or natural resources** is portrayed. Several documentaries are available through streaming services such as **Netflix, Hulu, and Amazon**. Search for documentaries with such key words as “food,” “agriculture,” and “farming” or “farm.”

Your paper should be **at least two full pages single-spaced**, but no longer than four pages. Please use Times New Roman, 12-point font and correct margins. You will submit ONE paper for your group. Be sure that everyone’s name in in your group is on the paper. Use the following sections below as you develop your media analysis paper.

Plot synopsis

- Brief overview of the major plot and characters (one paragraph)
- Major actors/producers (one paragraph)
- Brief description of at least one major agriculture or natural resources issue/topic in the movie (one paragraph for each issue/topic described)

Analysis

- Provide a brief overview of what you found with visuals, audio, and writing/narrative in your analysis.
- How do all three (visuals, audio, writing/narrative) contribute to the major agriculture issue you identified?
- How do specific examples OR the video/movie overall incorporate persuasive methods (ethos, pathos, logos)?

Message sensation

- Select a five-minute section of the documentary and analyze it using the message sensation guides discussed in class. Describe what you find.

Your background + “is it reality?”

- Interpretation of analysis: Do the examples you described previously and video/movie (overall) represent “reality”?
- Briefly discuss how your background (as individuals) influenced how you perceived the program.
- Discuss how other audiences might perceive the program.

ADDITIONAL RESOURCES

Following are some resources that you may find of interest. We will not have access to the same programs as we create the materials for this semester. **You are allowed to use any software to complete the assignments.** If you do not have access to programs for the assignments, there are **freeware** options available, though they will not always be as high quality as programs that are paid for, such as Adobe's Creative Cloud Suite.

LINKED IN LEARNING is an online training resource partner of UF. The Linked In Learning library has over 1,000 courses to guide in understanding various aspects of technology. You will log in using your GatorLink ID and password. Depending on the software and tools you are using to create your final project, Lynda.com may be useful in learning different aspects of the software. Go to the university's **LinkedIn Learning account (bottom, right side of <https://elearning.ufl.edu/>)**.

Free or Low-Cost Communication/Design Software Programs

VIDEO

- Adobe Premiere Rush: <https://www.adobe.com/products/premiere-rush.html>
- VideoPad: <https://www.nchsoftware.com/videopad/index.html>
- Movavi: https://www.movavi.com/videoeditor/?asrc=main_menu
- **Mac:** iMovie: <https://www.apple.com/imovie/>

VIDEO APPS (apps are Apple or Android compatible, unless specified)

- Adobe Premiere Rush: <https://www.adobe.com/products/premiere-rush.html>
- VideoPad Video Editor: <https://www.nchsoftware.com/videopad/index.html>
- Adobe Premiere Rush: <https://www.adobe.com/products/premiere-rush.html>
- Magisto: <https://www.magisto.com/>
- **ANDROID:** KineMaster Pro: <https://kinemaster.pro/>
- FilmoraGo: <https://filmora.wondershare.com/filmorago-video-editing-app/>
- **iOS (APPLE):** GoPro Quick and GoPro Splice (iOS): <https://gopro.com/en/us/news/introducing-the-gopro-mobile-creative-suite-featuring-quick-and-splice>
- **iOS (APPLE):** LumaFusion: <https://luma-touch.com/lumafusion-for-ios-2/>
- **iOS (APPLE):** iMovie: <https://www.apple.com/imovie/>
- **iOS (APPLE):** Apple Clips: <https://www.apple.com/clips/>

PRINT LAYOUT

- Canva: <https://about.canva.com/>
- Scribus: <https://www.scribus.net/>
- Word (as part of the Microsoft Office suite)
- **PC:** Publisher (as part of Microsoft Office)
- **Mac:** Pages

PRESENTATION

- PowerPoint (as part of the Microsoft Office suite)
- Prezi: <https://prezi.com/>
- **Mac:** Keynote

In addition to programs that are often included with PCs and Macs, there are other programs that are available for purchase and cost considerably more.

Higher-end (and more costly) Communication/Design Software Programs

VIDEO

- **Mac or PC:** Adobe Premiere
- **Mac only:** Final Cut Pro X

PRINT LAYOUT

- **Mac or PC:** Adobe InDesign