

**media photography 1      Spring 2008      Dr. Tim Gleason**

**Section A: MW 10:20am-12:30pm**

**Section B: TR 12:40pm-2:50pm**

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www.uwosh.edu/d2l; Office: MW 9:10-10:10, 1:50-2:50; TR 8:00am-9am**

**Description:** This is both an introductory media photography class and an introductory photography class. I assume you enter this class with no photography experience. Do not expect to be an expert after one semester. Just enjoy your photography.

**Purpose:** To learn the fundamentals of photography and to be able to complete basic media photo assignments.

**Equipment:** You are required to have regular access to either a (1) SLR or rangefinder camera that has manual controls for focusing and making exposures. Cheap cameras are found on eBay; OR (2) some digital EVF cameras that allow similar controls.

**Grading:** You will be held to the high standards applied to other journalism classes and introductory photography classes. My standards are based on my experience teaching at three universities in two different states, as well as being a former student of five different photo professors. Your grade will consist of assignments and in-class activities and quizzes. More specifically, your grade is made up of:

Five photo assignments at 100 points each	500
Final project	350
In-class/lab activities and quizzes	150
<b>TOTAL</b>	<b>1000</b>

**Attendance:** Attendance/participation and timeliness is mandatory. I will take attendance every day. Activities will often be unannounced. The 20 percent of your grade for in class/lab includes your attendance and participation in class discussions and critiques. I reserve the right to not repeat information or offer material after it has already been offered in class or lab. Make-up opportunities for in-class activities or quizzes are generally not allowed.

**Late Assignments:** Assignments are due at the beginning of class on the day specified for each assignment. Any assignment not submitted at the stated time and day will be docked 10 points per class beginning with the class session it was due. Final projects are docked at 10 points per day on 24-hour cycles.

**Academic Honesty:** Refer to the student handbook for more information. You must be aware of this information. Any work you submit must be your own creation.

**Source: UW Oshkosh Student Discipline Code**

**UWS 14.03 Academic misconduct subject to disciplinary action.**

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**Assignments:** Photography assignments will be graded using higher standards as the semester progresses.

Assignments are to be submitted inside an 11 x 14 inch (or close to that) envelope or in an expandable folder. Presentation is always important so don't submit assignments in messy envelopes. Enclosed should be:

- your negatives or CD-R
- critique sheet with exposures in the boxes
- printed photographs with captions
- index prints or digital contact sheets

Please have your name on the outside of the envelope. Note that photographs submitted of the local wildlife (squirrels, etc) are frowned upon. If the wildlife is acting like the killer rabbit in Monty Python's *The Holy Grail*, then this might be acceptable.

Assignments are based on John Szarkowski's five characteristics of the photograph: the thing, the detail, the frame, time, and vantage point.

Drop digital files of your images in the "Dropbox" in Desire2Learn. Each assignment has its own folder within the dropbox. The images should be 300 resolution jpegs. You won't be able to access these images after you drop them.

### **The Thing: Portrait and Self-portrait**

Objective: To demonstrate you can operate the camera, scan and make digital prints, based on our lecture and lab activities.

Submit two photographs. Make sure you use Kodak or Fuji color negative film in 400 ISO only and use 24 or 36 exposures, if using a film camera. I would get 36 if I were you.

#1) An environmental/personality portrait. This image should say something about the subject. Caption should identify person.

#2) Self-portrait of yourself doing what you often do or that shows your personality. Include caption in third person form.

Hints: Be careful about what shows in your backgrounds. Make the photos really show a personality. Avoid cliches. Do we need many more shots of students studying at computers?

## **The Frame**

Objective: To get you in the habit of looking at scenes in different ways.

Photograph a scene in a horizontal format and a vertical format of the same subject to get two different photos. Scan and include caption in the file so it will print out.

#1) Horizontal photograph from a horizontal negative/frame.

#2) Same general scene, but take a vertical photo from a vertical negative/frame.

Hints: The format you use should emphasize the inherent qualities of the subject.

## **Time**

Objective: To demonstrate basic understanding of different shutter speeds and how they are used. Scan and include caption in the file so it will print out. Put shutter speed and f-stop in caption.

Use a fast (high) shutter speed and a slow (low) shutter speed to your advantage. This can be of different subjects.

#1) Fast shutter speed.

#2) Slow shutter speed.

Hints: The fast shutter speed should stop action. Use it so it is obvious. For example, if you stop a car on High or Algoma with a fast shutter speed, how do I know it really isn't stopped? You will probably need to place your camera on something stable for the slow shutter speed photo. Remember to use the appropriate f-stop when changing shutter speeds,

## **Vantage Point**

Objective: To demonstrate how scenes will look different from different perspectives. Scan and include caption in the file so it will print out.

#1) Shoot a subject from a low angle.

#2) Shoot the same or a different subject from a high angle.

Hint: Hold onto your camera tightly when photographing from really high places.

## **The Detail**

Objective: To demonstrate you understand what depth of field is and how it affects detail; to demonstrate improved scanning and Photoshop skills. Put shutter speed and f-stop in caption.

This assignment requires you to take the otherwise same photos using different f-stops. By using widely different apertures you will have some images with noticeable backgrounds and others with blurry backgrounds. You must use the same lens for each photo. If you have a zoom lens, then you must use the same focal-length setting. Do NOT change your focus point.

#1) Photograph a subject with the widest lens opening you can use, such as f2 or f4. Set your lens aperture to this widest setting and find the shutter speed that matches it. On a sunny day you might not be able to set your shutter speed to a number high enough to please your meter. In this case, adjust your aperture one stop at a time until you have a good exposure.

#2) Photograph the same subject with a small f-stop like f22 or f16. This will be easy on a sunny day. If you don't have much light then this will be hard. The reason is a small aperture doesn't allow in much light and if there isn't much available light, then you will need a slow shutter speed. Shutter speeds slower than 1/60 or 1/250 can cause blurring, so you might need to stabilize it. Set your lens aperture to the smallest setting and try to find a compatible shutter speed. If you can't use a shutter speed fastest enough, then you may open up your aperture until you find a decent combination.

Hints: The more the backgrounds differ in depth of field the better your grade.

## **Final Project**

Objective: To demonstrate overall mastery and ability to cover a subject from various perspectives.

I will accept proposals for color presentations from those who have subjects that merit color. You must have earned an A- or better on three of the previous assignments to be eligible for consideration.

The form of presentation will be in PowerPoint (you will be given instructions on how to use this). You should aim to turn in 5-7 excellent photos of either a feature/news photo story/essay or an advertising campaign.

Hints: You really do need to cover your subject more than once. Most people can't do it on one visit. Don't wait until the end of the semester to start on this.

## Questions and Comments

I pay attention to students' comments that are made to me directly or on evaluations. I like to share them with new students so they know what to expect. My goal is to get everyone up to the level that they could take any advanced photo class in the country.

#1 How is the workload or difficulty? This is a journalism class and the expectations are similar to those of other journalism classes and art photography classes. This is NOT a blow-off class "just because it is photography."

#2 Why do I need this kind of camera? To really learn photography you need to use the proper tools. Without the camera, it would just be a digital imaging class.

#3 Why are aesthetics important? Anyone can take a snapshot of their pet, just like anyone can write a letter to their grandmother. However, we are aiming to make pictures that other people will be interested in, like how you learn to write news stories that will interest many people.

**Supplies:** This will be expensive, but I tried to keep costs down.

First assignment will be on any film requiring process C-41 and has an ISO of 400. You may choose other ISO film after the first assignment. Digital camera users should manually adjust their ISO.

Can of compressed air, also known as canned air, if shooting film. This can often be found more cheaply at office supplies stores sold as canned air for computers.

You probably want a jump or flash drive (USB drive) to store images.

The text is the *National Geographic: The Ultimate Field Guide to Photography*. 2006.

## Journalism Lab Disk Options

There are several ways to save files in the labs, in order to have your files saved and saved correctly make sure you know the options.

**NOVELL ACCOUNT (highly recommended):** The Novell accounts are space on the UW-Oshkosh sever that every student has available to them, links that connect you to the server are on the launcher, desktop or dock of every lab machine. It is a free option that holds up to 75MB of data.

Go to <http://www.acs.uwosh.edu/novell/> for more information

Free service of UW-Oshkosh

Warning: if you go over the 75mbs, the Novell server might corrupt your files when you save them.

**CD-R/RW:** Lab machines in 128 and 148 are equipped with CD-RW drives. If you place a blank CD into these machines it will show up as a normal disk that you can drag files to. **Remember:** disks are not “burned” until you try to eject them, depending on the size of the CD a disk can take as long as 15 minutes to finish burning.

Disks cost about \$5 for a 10 pack of CD-R, slightly more for CD-RW (read & write)

**“Flash” Drives:** Flash drives are a term for small, keychain sized drives that can plug into the USB ports on the Keyboards of any of the machines in the labs. They are a great option because unlike Zip disks they contain no moving parts and are very reliable. Also they can connect to any computer that has a USB port, Mac or PC. That way you won't have to buy a zip drive to access your files at home. Remember that like any other disk you have to drag it to the trash to “eject” it before you can remove the drive from the USB port.

Cost from \$30-80 depending on size, available online or at most department stores.

### Tentative Schedule

- |                  |   |
|------------------|---|
| Week 1 (2/4-5)   | -Introduction; film and exposure; discuss first assignment and final project  |
| (2/6-7)          | - Film and exposure; Camera basics; <b>Read 6-43</b>  |
| Week 2 (2/11-12) | -Digital camera basics; digital camera demonstration; <b>Read 44-95</b>   |
| (2/12-13)        | - Camera basics. <b>Bring camera and roll of film. Also bring instructional manual and anything that might confuse you</b>                              |
| Week 3 (2/18-19) | -Photoshop Basics; <b>Read 210-251</b>  |
| (2/20-21)        | -Scanning; <b>bring your film sleeved, air and a removable disk if you use one to save photos. If using digital, bring digital images; Read 320-337</b> |
| Week 4 (2/25-26) | -Digital imaging for your first project.  |

- (2/27-28) -Finish digital imaging during first hour; **Submit Asg1 (portraits) for critique at beginning of second hour;** discuss next assignment
- Week 5 (3/3-4) -Spot News and general news and captions; **Read 118-153;** open lab
- (3/5-6) -Features and captions; open lab
- Week 6 (3/10-11) -Digital imaging;
- (3/12-13) -**Submit Asg 2 (Frame) after first hour;** discuss next assignment
- Week 7 (3/17-18) - Sports, captions; open lab
- (3/19-20) - Portraits and captions.
- Week 8 (3/24-25) -SPRING BREAK
- (3/26-27) - SPRING BREAK
- Week 9 (3/31-4/1) - Caption lecture and exercise; lab open afterwards
- (4/2-3) -Digital imaging for one hour; **Submit Asg 3 (Time);** discuss future assignments
- Week 10 (4/7-8) - Law and Ethical theories/practice
- (4/9-10) -Photo Essay examples and practice editing; **Read 108-9**
- Week 11 (4/14-15) -Advertising examples; digital imaging time
- (4/16-17) -- Open lab first hour; **Submit Asg 4 (Vantage Point) as digital image for critique after first hour; discuss next project.**
- Week 12 (4/21-22) --Photo Jeopardy
- (4/23-24) -- PowerPoint practice
- Week 13 (4/28-29) - Open lab

- (4/30-5/1) - **Submit Asg 5 (Detail) as digital image for critique after first hour**
- Week 14 (5/5-8) - Work on final project all week
- Week 15 (5/12-13) -**Final projects are due at end of session on Day 1**
- (5/14-15) -**Day 2 is for critique**

**Scanner/Classroom Room Rules**

1. Don't be a slob. We all have to use these spaces. Pick up after yourselves.
2. Ask for advice. It is free.
3. Don't hit something that doesn't work.
4. Don't store files on computer.
5. Do not make degrading comments about the Buffalo Bills, pro soccer or my windowless office.
6. No country music, hip hop or rap to be played in my presence.
7. Share advice.

**Helpful hints!**

If you are confused about grading standards, then please ask me and I will be happy to explain. Or, if you are having any technical problems it is best to let me know as soon as possible.

## Quick Reference Sheet

Did you remember to?

- Resize (Image>Image Size; Resolution to 300)
- Sharpen\*
- Tone (Image>Adjustments> Curves *or* Levels)
- Clone out dust or scratches
- Crop out distracting details
- Write caption in description of File>File Info
- Place thin rule around photo
- Use jpegs (quality 12) and drop files in Desire2Learn

What are some of the things I cannot do?

You cannot remove objects in your photos without permission. The removal of blemishes and reflections might be acceptable.

What do I do differently for the final project?

“Photoshop” your high-resolution images. Make a copy of your images by File>Save As and rename your file. You now have two versions. Take the copy and change the resolution to 72 and make sure your image size is in the 6x9 or 8x10 range. Insert the 72 resolution images into Power Point.

Submit the low res and high res images in Desire2Learn. Also submit the Power Point in Desire2Learn.

You don’t need captions on your prints since they will be in Power Point.

Submit prints of high res images and Power Point presentation. You can print all the slides on one sheet by going into the Print window and choosing Options and then Power Point.

How do I make a digital contact sheet?

Make digital contact sheets with images 4x5 (File>Automate>Contact Sheet II).

\*According to Photoshop (the following is quoted material):

**To use Unsharp Mask to sharpen an image:**

- 1 (Optional) If your image is multilayered, select the layer with the image you want sharpened. The Unsharp Mask can only be applied to one layer at a time, even if layers are linked or grouped. You can merge the layers before applying the Unsharp Mask filter. For more information on merging layers, see [Merging and stamping layers](#).
- 2 Choose Filter > Sharpen > Unsharp Mask. Make sure the Preview option is selected.

Click the image in the preview window and hold down the mouse to see how the image looks without the sharpening. Drag in the preview window to see different parts of the image, and click + or - to zoom in or out.

Although there is a preview window in the Unsharp Mask dialog box, it's best to move the dialog box so you can preview the effects of the filter in the document window.

- 3 Drag the Radius slider or enter a value to determine the number of pixels surrounding the edge pixels that affect the sharpening. The greater the radius value, the wider the edge effects. And the wider the edge effects, the more obvious the sharpening.

Adjusting the Radius value depends on the subject matter of the image, the size that the image will be reproduced at, and output method. For high-resolution images, a Radius between 1 and 2 is usually recommended. A lower value sharpens only the edge pixels, whereas a higher value sharpens a wider band of pixels. This effect is much less noticeable in print than on-screen, because a 2-pixel radius represents a smaller area in a high-resolution printed image.

- 4 Do one of the following:

- Drag the Amount slider or enter a value to determine how much to increase the contrast of pixels. For high-resolution printed images, an amount between 150% and 200% is usually recommended.
- Drag the Threshold slider or enter a value to determine how different the sharpened pixels must be from the surrounding area before they are considered edge pixels and sharpened by the filter. For instance, a threshold of 4 will affect all pixels that have tonal values that are different (on a scale of 0 to 255) by 4 or greater. So, if adjacent pixels have tonal values of 128 and 129, they will not be affected. To avoid introducing noise or posterization (in images with fleshtones, for example), use an edge mask or try experimenting with Threshold values between 2 and 20. The default Threshold value (0) sharpens all pixels in the image. For more information on using an edge mask for selective sharpening, see [Selective sharpening](#).

If applying Unsharp Mask makes already bright colors appear overly saturated, convert the image to Lab mode and apply the filter to the Lightness channel only. This sharpens the image without affecting the color components.

## Critique Sheet

Name:

Assignment:

Grade:

Place your camera settings for each frame in the proper box (such as 125<sup>th</sup>@f5.6).

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

### Instructor's Comments

Excellent

Weak

Film Exposure

Film Sharpness

Print Lightness/Darkness

Print Contrast

Print Sharpness

Interest

Aesthetics

Met Requirements

Dust, Scratches