

media photography 1		Dr. Tim Gleason
	fall 2013	
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MW 2pm-3pm		TR 8:00am-9:00am, 1pm-2pm

Course Description: Study and practice of photography related to journalistic publications and online media. Laboratory work includes use of cameras digital imaging equipment.

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. *No flash photography allowed.*

“The camera is an instrument that teaches people how to see without a camera.”
Dorothea Lange

Equipment: You are required to have regular access to a digital camera with manual controls over exposure and focus. A tripod is required.

Text: The text is *A Short Course in Digital Photography* by Barbara London and Jim Stone, 2nd edition.

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:

Five *black-and-white* photo assignments at 100 points each=500

Final project in *color*=250

One-minute video on your final project=100

Discussions, attendance, quizzes=150

TOTAL 1000

MEDIA PHOTO 1 LEARNING OBJECTIVES

Learning objectives are used to show you what are the important things I am trying to teach you and for you to learn. You need to use the self-assessment form available online to evaluate yourself three times during our time together. Please note that some things you will learn immediately, while other things you won't learn until the end. So, don't freak out if you get to the middle of the semester/session and you haven't been taught it yet. You are NOT being graded on your self-assessment. This simply enables me to help you as an individual if you are having trouble with something, but also for me to seek means of improving my teaching if a number of students are struggling with the same problem.

Broadly speaking, we are dealing with understanding ideas and applying skills and techniques. While being aware of creative thinking process is an objective, you will not assess yourself on this aspect.

UNDERSTANDING

- o Ethical issues applicable to photojournalism
- o Legal issues applicable to photojournalism and advertising photography
- o How to approach photojournalism assignments
- o The risks involve in doing photojournalism
- o How to build a series of photographs

APPLICATION

- o Make properly exposed images using manual function on camera
- o Make sharp images and blurry images when applicable
- o Improve use of depth of fieldo Improve composition skills
- o Use Photoshop to edit images by
 - o Adjusting tone and contrast
 - o Improve image sharpness
 - o Crop images to improve aesthetic qualities
 - o Prepare images for print and web

Attendance/Participation: Attendance/participation and timeliness is mandatory. I will take attendance every day. Activities may be unannounced. The 15 percent of your grade for discussions, attendance, quizzes includes your attendance record and participation in class discussions, especially 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 discussions or quizzes are generally not allowed. Working on your photos during lab is important because getting feedback is vital for improvement. Participation is especially important during critiques.

You are allowed three no-questions-asked absences. It doesn't matter if you are sick, at a university event, stuck on in traffic, etc. On a fourth absence you lose half of that 15% (equal to one letter grade), and on a fifth absence you lose the whole 15%. Use your absences wisely.

If you are hospitalized and will miss more than two classes, you can ask the dean of students' office to write a note on your behalf. Athletes who expect to miss classes due to games need to give me a schedule in advance.

Late Assignments: Assignments are due at the specified time mentioned in class or on the schedule. Any assignment not submitted at the stated time and day will be docked 10 points per class session and time it was due. Late final projects are docked on a 24-hour basis.

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 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: All photos turned in for grades must be taken during the semester to be fair to all students. You cannot use photos previously taken. Assignments are based on John Szarkowski's five characteristics of the photograph: the thing, the detail, the frame, time, and vantage point.

Photography assignments will be graded using higher standards as the semester progresses. Photos will be posted to your own blog or Website with captions, and you must post a link in the D2L Discussion forum. There are three things you need to do: turn in physical materials, post images to your blog or Website, and submit high-resolution images to D2L. Below are the instructions.

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

- USB/CD-R/DVD-R with all edited and unedited images
- digital contact sheets
- 300 res prints (hi res) with captions
- Critique sheet downloadable from D2L Here is a quick overview of how to share your images with me and the class:

(1) Post 72 resolution photos (about 10" if vertical, max 12" if horizontal) with captions to your blog.

(2) Upload 300 resolution images to D2L Dropbox, captions optional, for the appropriate assignment (3) Link in D2L Discussion for appropriate assignment. Make sure to choose the link opens in new window option.

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.

Blog or Website: If you don't already have one, get a blog or Website from hosts like Blogspot or Wordpress. It has to be open to the public or you can have

access settings that allow just the class to view the page. However, class members should not be required to create an account to view it. Images should be posted at resolution, which are low-resolution copies of the images printed and put in D2L. Post link to D2L.

D2L: 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.

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

#2) An environmental/personality self-portrait (of yourself). 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. Do not crop in a way that changes the orientation.

#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. 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, and improvement in Photoshop. 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 even 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 fast 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: Color Series; Video

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

The *form of presentation will be in Soundslides* (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 in color. You will turn in the usual material. Using sound in Soundslides is optional—use only when appropriate.

Hints: If a journalistic subject, 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.

You will also need to *make a video* that lasts approximately one minute. The subject of your video is your final project. For example, you can talk about how you came up with the concept, how you did it, or a part of the project that would look good on video. Think about utilizing the concepts learned in the five B&W assignments. See my YouTube video on using iMovie to make your video. (<http://www.youtube.com/watch?v=saVrDMGrze0>) Uploading it to YouTube is recommended. However, you can use other sites to host your video.

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: You probably want a jump or flash drive (USB drive) to store images for editing. Please be aware you need to drag this drive to the trash to eject it.

Titan Files/Titan Drive: Titan Files is a university server storage system allowing you to save and access files from any computer with internet access. You may also use Titan Drive, which is a cloud storage service provided through Google. Be careful of using some services like Dropbox, which have settings to reduce the quality of your files.

CD-R/DVD-R: Disks are not “burned” until you try to eject them, depending on the size and speed of the disk it can take as long as 15 minutes to finish burning. Expect to have one disk per assignment. Alternatively, you can submit your unedited shots on a USB (jump) drive.

TENTATIVE SCHEDULE

Lectures with “*” means there is an abbreviated lecture in D2L as mp3 files.

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| Week 1 (9/4) | - Introduction; Self-assessment 1 ; ISO and exposure; discuss first assignment and final project |
| Week 2 (9/9-11) | -ISO and exposure; Camera basics; Read Chapter 1

- Camera basics. Bring camera with charged/new batteries and roll of film, if used. Also bring instructional manual and anything that might confuse you; Read Chapter 2 |
| Week 3 (9/16-18) | - Photoshop Basics— bring guide and pic; Chapters 3-5

- Using Adobe Bridge for previewing and contact sheets; setting up your blog; review pics if reshoot is needed; Chapter 7 |
| Week 4 (9/23-25) | - Digital imaging time—attendance is taken

- Finish digital imaging during first hour; Submit Asg1 (portraits) for critique at beginning of second hour; discuss next assignment |
| Week 5 (9/30-10/2)* | - Spot News and general news and captions; Chapter 8; open lab

- Features and caption lecture Chapter 9 |

- Week 6 (10/7-9) - Digital imaging time for next assignment—attendance is taken
- **Submit Asg 2 (Frame) after first hour**; discuss next assignment
- Week 7 (10/14-16)* - Sports, captions; lab activity
- Portraits; lab activity
- Week 8 (10/21-23) - Caption wrap-up; about 90-minute lab for next assignment with attendance taken
- Digital imaging for one hour; **Submit Asg 3 (Time)**; discuss future assignments
- Week 9 (10/28-10/30)- Law and Ethical theories/practice; **self-assessment 2 due**
- Photo Essay examples and practice editing
- Week 10 (11/4-6) -Digital imaging time
- Digital imaging time; **Submit Asg 4 (Vantage Point) as digital image for critique after first hour; discuss next project.**
- Week 11 (11/11-13) - Advertising examples; lab for next assignment—attendance taken; **Photo Jeopardy bring text, notes**
- Working in color (Color Balance, Hue/Saturation); Photoshop web pages (**bring 5-7 photos**); Past Photo II videos
- Week 12 (11/18-20) - Digital imaging time—attendance taken
- **Submit Asg 5 (Detail) as digital image for critique after first hour**
- Week 13 (11/25-11/27) – Soundslides Plus lesson and practice (**bring any 5-7 photos**); if you miss class you are to watch a screen-shot video and follow the Media Photo I and II Guide on Soundslides

- **Thanksgiving break; eat turkey, watch football**

Week 14 (12/2-4) - **In-Class Exam/Quiz; Lab**

- **Self-assessment 3 due; Lab—attendance taken**

Week 15 (12/9-11) - **Final projects are due at end of session on Day 1**

-**Day 2 is for critique (missing critique day counts as a double absence)**

Classroom Rules

1. Don't be a slob. We all have to use these spaces. Pick up after yourselves. Eating is prohibited in the lab in accordance with department policy.
2. Ask for advice. It is free.
3. Don't hit a computer that doesn't work. It will get even with you.
4. Don't store files on computer. They are deleted on reboot.
5. No opera, country music, hip hop or rap to be played in my presence during lab. 80s music, indie/folk (Mumford and Sons, Decemberists), and polka are preferred. Introducing me to Duran Duran or Pat Benatar will get you extra credit.
6. Share advice.

Helpful hints!

If you are confused about grading standards, 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.

Critique Sheet (Download from D2L)

Name:

Assignment:

Grade:

Instructor's Comments

Excellent

Weak

Print Lightness/Darkness

Print Contrast (Too B&W or Too Grey)

Print Sharpness

Interest

Aesthetics

Met Requirements

Final Project Color

Final Project Sequence or Coherence

Final Project Video Story

Final Project Video Visuals

Final Project Video Sound