

media photography 1 summer 2012 Dr. Tim Gleason**Online: No scheduled meetings****Office: 3485 Sage Hall, 424-7298; Email: gleason@uwosh.edu**

My portable devices won't always let me e-mail from university webmail, so I sometimes respond from drtimgleason@yahoo.com or another email account, but please do not send emails to the yahoo account. Even if I respond from yahoo, keep sending to uwosh account.

www.uwosh.edu/d2l for class materials**Office Hours: Upon request****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.

General Objectives: Learn the fundamentals of photography and to be able to complete basic media photo assignments. *No flash photography allowed.*

You will complete basic (yet important) digital imaging tasks appropriate for photojournalism. This is NOT a Photoshop class. You will learn proper sharpening, toning, caption printing, cropping, color balance and hue. Advanced techniques not appropriate for photojournalism are taught in the advertising design class.

Software: Online students will need access to Adobe Photoshop (preferably 5 or 6) and Soundslides Pro. You may download free trials of both programs. Adobe limits your trial to 30 days, so don't download it until you need it. Some students make the mistake of downloading it early to practice, and they end up losing the free trial before the term ends. You can download a trial version, known as demo here, of Soundslides Plus. Do not download the basic version. There is currently no time limit on Soundslides Plus.

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.

UNDERSTANDING

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

APPLICATION

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

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. A digital camera is recommended over a film camera.

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 <i>black-and-white</i> photo assignments at 100 points each	500
Final project in <i>color</i>	300
Discussions, quizzes	200
TOTAL	1000

Attendance/Participation: Attendance/participation and timeliness is mandatory. The 20 percent of your grade for in class/lab includes your participation in online class discussions and critiques. Make-up opportunities for discussions or quizzes are generally not allowed.

Late Assignments: Any assignment not submitted at the stated time and day will be docked 10 points per 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 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: Assignments are based on John Szarkowski's five characteristics of the photograph: the thing, the detail, the frame, time, and vantage point. All photos submitted must have been made specifically for this class and for these assignments.

Photography assignments will be graded using higher standards as the term progresses. Photos will be posted to your own blog or Website with captions, and you must post a link in the D2L Discussion forum. You need to: post images to your blog or Website, and submit high-resolution images to D2L. Also submit contact sheet PDF to D2L. You may be asked to submit physical materials.

Here is a quick overview:

- (1) Upload 300 resolution images to D2L Dropbox, captions optional, for the appropriate assignment
- (2) Upload your contact sheet(s) PDF to the same dropbox (see Photo I and II guide) of all photos taken for this assignment. Yes, all.
- (3) Post 72 resolution photos (max 10" if vertical, max 12" if horizontal) with captions to your blog
- (4) Link in D2L Discussion for appropriate assignment. Make sure to choose the link opens in new window.

Below are the instructions. A schedule follows.

Blog or Website: If you don't already have one, get a blog or Website from hosts like Blogspot or Wordpress. Blogspot seems to work better for embedding the

final projects, but those with Wordpress can keep them. The blog has to be open to the public to view the page. Your fellow class members should not be required to create an account to view it. Images should be posted at 72 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 may or may not be able to access these images after you drop them.

Physical materials: I reserve the right to request assignments 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. If requested from you, enclosed in the envelope should be:

- CD-R or DVD-R
- Digital contact sheets
- 300 res prints (hi res) with captions

Physical materials are not required of everyone, but I reserve the right to see them upon request.

The Thing: Portrait and Self-portrait

Objective: To demonstrate you can operate the camera and process digital images based on our lecture and lab activities.

Submit two photographs. Remember to post captions with pics in blog post.

#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 clichés. 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.

#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 blog 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.

#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: Color and Series

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

The presentation will be made in Soundslides Plus (see Media Photo I and II guide). You should aim to turn in 5-7 excellent photos of either a feature/news photo story/essay or an advertising campaign in color.

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 session to start on this.

Critique Participation

I will critique every assignment and post my comments for everyone to see on your blogs. All members of the class are to comment on the photo as part of your participation grade. I will make note of the most helpful comments and the people who wrote them. Critiques are to be made by the *end* of that day (i.e., midnight) so that I can review your critiques the next day. Post, link and upload photos by 8am of the chosen day and class has until midnight of the same day to post

comments. Most people do their picture posting the night before to avoid having to set the alarm clock.

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.

TENTATIVE SCHEDULE

Color Key: You should print and/or view this schedule in color for quick reference.

Red means a photo assignment is due at the time of the “critique.” This means that classmates and your instructor are able to make comments on your blog at this time. Posting your photos after this time means your assignment is late.

Orange means you have an online quiz to take.

Green means you have a reading and you are required to participate in a related D2L discussion.

Blue means you have a reading or podcast. See university bookstore site for required texts. These readings may have dedicated Q&A and a D2L discussions that are not required, and they only exist to help you get some answers on any confusing material.

Purple shows you a scheduling notice, such as lab or no class activities

Note: Every assignment has its own podcast. Listen at your convenience but it is required listening. Only the podcast for the final project is scheduled to ensure you work on this in advance.

Week 1

July 9, Monday

Upload Self-Assessment to appropriate Dropbox. Fill out the first column. Please keep a digital copy you can add to for future assessments.

Sometime today post any two photos of your own on your blog to show me your shooting and Photoshop editing. Post a link in D2L under Discussion topic of "Test." You do NOT need to upload these test photos to D2L's Dropbox. You will NOT be graded or critiqued on these photos. It just shows me you are able to successfully post and link photos.

[Read London/Stone 1 Camera and 2 Lens](#)

July 10, Tuesday

8am Post a fascinating portrait of a celebrity found online in D2L discussion area so class can comment throughout the day. Who can find the most interesting portraits?

[Discussion of Kobre 1 Assignment and 5 Portraits](#)

[Read London/Stone 3 Light and Exposure and 4 Digital Darkroom](#)

July 11, Wednesday

[Discussion of Kobre 2 Spot News](#)

[Gleason's notes/podcast on Spot News](#)

[Read London/Stone 5 Image Editing](#)

July 12, Thursday

[Discussion of Kobre 3 General News](#)

[Gleason's notes/podcast on General News](#)

[Read London/Stone 8 Lighting](#)

July 13, Friday

8am critique of Assignment 1 (Portrait & Self-Portrait; note no flash allowed for all assignments)

Week 2

July 16, Monday

Discussion of Kobre 4 Features

Gleason's notes/podcast on Features

Read London/Stone 9 Seeing Like A Camera

July 17, Tuesday

Critique 8am of Assignment 2 (Frame)

Discussion of Kobre 6 (Sports)

Gleason's notes/podcast on Sports

July 18, Wednesday

Discussion of Kobre 7 (Photo Editing)

July 19, Thursday

Discussion of Kobre 8 (Camera Bag)

July 20, Friday

Critique 8am of Assignment 3 (Time)

Upload Self-Assessment to appropriate Dropbox. Fill out the second column. Please use same Self-Assessment #1 document for Self-Assessment #2.

Discussion of Kobre 9 (Strobe)

Week 3

July 23, Monday

Discussion of Kobre 10 (Covering Issues)

Gleason's notes/podcast on final project

July 24, Tuesday

Critique 8am of Assignment 4 (Vantage Point)

Discussion of Kobre 11 (Photo Story)

July 25, Wednesday

Discussion of Kobre 12 (Multimedia)

July 26, Thursday

Discussion of Kobre 13 (Video)

July 27, Friday

Critique 8am of Assignment 5 (Detail)

Discussion of Kobre 14 (Illustration)

Week 4

July 30, Monday

Discussion of Kobre 15 (Ethics)

July 31, Tuesday

Discussion of 16 (Law)

August 1, Wednesday

Discussion of Kobre 17 (History) and 18 (Turning Pro)

August 2, Thursday

Critique final project 8am

Upload Self-Assessment to appropriate Dropbox. Fill out the third column. Please use same document you used for Self-Assessments #1 and #2, and tally all scores.

August 3, Friday

Quiz to be completed by 8pm; open 8am-8pm

What Do I Look for?

Exposure

Sharpness

Lightness/Darkness

Contrast (Too B&W or Too Grey)

Interest

Aesthetics

Met Requirements

Final Project Color

Final Project Sequence or Coherence