

JN134 – Introduction to Photojournalism

Fall 2017 Syllabus

Instructor: **Rob Priewe**

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Course Description (CRN 23110)

This course introduces students to photojournalism and documentary photography. Lectures, presentations and assignments will cover topics such as taking photos for story-telling; evaluating images for relevance and impact; writing accurate and descriptive captions; using advanced camera equipment and techniques; editing digital images for online and print presentation; and the laws, ethics and history of photojournalism.

As part of this class your work will be posted to an online blog that can be shared with The Commuter, LBCC's student-run newspaper and online site. Publishing your photos in print and online is one of the primary objectives of this class. These also can provide work samples you need to begin building your portfolio.

Note: *This course is not Photography 101, nor is it Photoshop 101. If you signed up for this class, the expectation is that you have some familiarity with photography and using a camera. Likewise, you should have some experience using some form of digital imaging software, even if it's as basic as iPhoto, Instagram, Flickr or posting photos online using Facebook.*

Outcomes for this Course

At the conclusion of this course, successful students will be able to:

- Describe the unique role of photojournalism in the media and in society, including consideration of ethical issues, media law and the First Amendment.
- Identify the qualities that make a successful documentary image/photo, and demonstrate the ability to use camera equipment to create a successful documentary image/photo.
- Apply digital imaging techniques, including print and online presentation.
- Recognize, understand the contribution of, and share the work of significant figures in the history of photojournalism.
- Learn to gather facts and other information to enhance your photos with words.
- Build a portfolio of work that you can share with readers, The Commuter and potential employers.

NOTE: *This course does not include taking photos of your family and friends, your boss or co-workers, except in a few rare instances. Should this occur, your photo grade may be reduced at least one letter grade, and possibly to zero, in which case you will have to shoot a different topic. Keep in mind potential **conflicts of interest** as you line up your assignments.*

About the Instructor

Consider me a resource for ideas, insights and contacts acquired during more than three decades

in journalism. Much of that experience comes from my work as a reporter and editor at the Corvallis Gazette-Times. That experience includes writing news, sports stories and opinion pieces, along with shooting and editing photos.

Through professional connections such as the Associated Collegiate Press, the Society of Professional Journalists and the Oregon Newspaper Publishers Association, I can help guide you if you want to pursue a career in media. For more information and media links, see the class blog at robpriewe.blogspot.com or follow me on Twitter -- @robpriewe.

Office hours: After class from 11 a.m. to noon Monday and Wednesday; and by appointment. Just send me an email and we'll set a time to meet.

Course Schedule

10-10:50 a.m. Monday and Wednesday; and 10-11:50 a.m. Friday in SSH-120 (South Santiam Hall, Room 120, Computer Lab)

Required Text

- "It's What I Do: A Photographer's Life of Love and War," by Lynsey Addario (*Copy on reserve at LBCC Library*).
- "Reporter's Guide to Multimedia Proficiency" by Mindy McAdams (*Available for download through Moodle*).

Equipment

Camera – You will need access to a digital camera that is capable of processing at least 10 megapixels. A digital, single lens reflex-type camera is preferred for most of your assignments. However, a high-end fixed lens digital camera with adjustable shutter and aperture controls will work. Even your cell phone camera can work in a pinch. A limited number of DSLR cameras are available for checkout on a 24-hour or weekend basis. See Rob to check out a camera.

Flash Drive – You will need a **5 gigabyte** or better flash drive for storing and accessing your work. *Personal files cannot be left on the photo lab computers.* Or consider saving photos online by opening an account on Flickr, Photobucket, Picasa, Google or another online photo site.

Course Structure

This "lecture/lab" course is comprised of two 50-minute lecture/presentation sessions on Monday and Wednesday, and a two-hour lab on Friday to edit and post images for your assignments. There is no "open lab" access to SSH-120 outside of your scheduled class time, and other campus computer labs have limited hours and software applications. So you should plan on completing all of your lab work either in the Friday lab or on your own computer.

Grading

Photo Assignments – 250 points (Nine assignments; 25-50 points each -- Drop the lowest graded assignment)

Forum Blog Posts or Quizzes -- 100 points (Weekly online discussions or a quiz; 10 points each)

Participation -- 50 points (5 points per week)

Photographer of the Week -- 25 points (Online report and a 5-minute presentation on a famous photojournalist)

Lynsey Addario Book Report -- 25 points (500-word essay on "It's What I Do.")

Commuter Photos – *To earn an A in this course, students must shoot at least **THREE** assignments that get published in *The Commuter*.*

A – 90 to 100 percent (405 and above)

B – 80 to 89 percent (360 to 404 points)

C – 70 to 79 percent (315 to 359 points)

D – 60 to 69 percent (270 to 314 points)

F – 59 percent and below (269 points and below)

Total possible points -- 450

Commuter Assignments

To earn an A in this class, students must earn at least 405 points AND and **GET PUBLISHED** at least **THREE** photo assignments in *The Commuter* or another publication. *Your Commuter photos can double as your class assignments.*

To make this happen, you need to link up with an editor at *The Commuter* and make arrangements not only to shoot the assignment but also to get the photos to the newspaper **ON TIME**. Deadlines vary depending on the assignment. A good place to get photo ideas for your class assignments is *The Commuter's* weekly staff meeting. There is no limit on the number of *Commuter* assignments you can shoot. This is an opportunity to not only gain valuable experience but also to improve your photos and your grade through EXTRA CREDIT.

Weekly Quiz or Blog Post

Each week you will have either:

- A Quiz on that week's textbook reading and/or classroom discussions, current events, guest speakers and activities; or
- Forum questions related that week's photo topics. You will post your detailed responses on your blog. The Forum Questions will generally be posted on Moodle during the week, and must be completed before the end of class on Friday. Grading on your Forum posts will be based not only on the depth and thoughtfulness of your answers, but also on spelling and grammar, which reflect your abilities as a photojournalist.

Your Blog

During the first week of class, you will create your online blog, which you will use to "post" your assignments. Remember, your blog is a public space for all the world to see, so only post what you want the world to see!

While I recommend you use Blogger to start, you are free to use any of the blogging services out there, including WordPress and Tumblr. To follow the blogs of other students in the class, see "Rob's Class Blog" at robpruwe.blogspot.com.

Instagram/Twitter

We will use Instagram and Twitter during the term to keep up with current events, learn about things in the world of photojournalism and let people know about the photos we are taking or working on in class. Sign up for an account during the first week of classes at [Instagram.com](https://www.instagram.com) or [Twitter.com](https://www.twitter.com). Then start following those who can help expand your knowledge of photojournalism.

Photographer of the Week

One of the best ways to learn photojournalism is to study the work of historic and contemporary photographers. For this assignment, you will do some research on a noted photojournalist and present what you find out in a **300- to 500-word blog post** and a short presentation to the class, including showing about 12 examples of his/her work and explaining your photographer's "claim to fame." Your blog post should include biographical information on your subject as well as an in-depth description of their photography and techniques. Finally, select your favorite photos from their work, and tell your readers why that work stands out to you.

Lynsey Addario Book Report

This term we will read Lynsey Addario's memoir, "It's What I Do," which chronicles her beginnings as a freelance photographer and culminates with her award-winning work in war zones around the world. This book report is your way to articulate what you learned from Addario's story, how it broadened your understanding of the work of photojournalists and what lessons or techniques you were able to use in your own photojournalism this term.

Photo Assignments

These assignments are designed to develop your skills as a photojournalist -- **NOT YOUR ABILITY TO TAKE PHOTOS OF FAMILY AND FRIENDS! Beware of potential conflicts of interest.**

Your assignments will generally include three photos -- **OVERALL, MEDIUM and CLOSE-UP**. You will post all three photos on your blog each week. Looking for these three photos for each assignment will give you practice "working the scene" and better prepare you for your final project -- the Photo Essay.

Post **NO MORE** than your three required photos for your assignments. However, feel free to add additional blog posts if you have more photos or other items you would like to share with readers.

Another expectation is that you will shoot a **DIFFERENT SUBJECT** for each assignment. So, for example, if you go to a sports event for one assignment, you cannot use a crowd shot for a feature photo later in the term. Likewise, if you shoot behind the scenes at the Commons kitchen one week, you cannot return to that topic for another assignment later in the term. You need to get out there and experience a variety of photo assignments and settings. This variety will make you a better photojournalist.

News Photos – The main criteria will be capturing people doing things, and crafting photos that tell a story (e.g. LBCC students in a chemistry lab, faculty working out at the Activity Center, culinary students preparing lunch). In addition to editing and posting your photos, you must include a caption that clearly notes what is going on in the photos, including who, what, when and where.

Environmental Portrait/Mug – Take photos of an LBCC instructor, staff, student or other subject. Shoot a combination of tight mug shots and wider environmental portraits (e.g. portraits that use the surroundings to show something about the subject’s background, job or interests). Edit your best mug (in black and white) and your best environmental portrait (in color) for reproduction and post with caption information.

My Neighborhood/My Hometown – Tell the story of a neighborhood with photos. This assignment includes three photos: A well-known or interesting landmark; an environmental portrait of somebody in the area, perhaps a neighbor or someone who works there; and a news photo that shows a neighborhood routine or activity. Post all three photos with captions on your blog.

Sports/Action Photo – Shoot an organized sporting event or other campus or community activity involving action. Consider sports such as LBCC volleyball or baseball, along with area tennis, soccer or cross country teams, and activities such as dance classes, karate and skateparks. Edit your best action shot, along with an overall and close-up, and post them with caption information.

Photo Story – Shoot a photo story focusing on people involved in a local event (e.g. a festival, farmers market, volunteer activity) or people involved in a social issue (e.g. homelessness, recycling, education). Or pick a theme (e.g. people at work; public service; going green). Select your best FIVE images and edit them for a photo essay that will be posted online. Be sure to include at least one of each type of photo we’ve worked on this term -- close-up, medium and overall.

Revising Photos

To improve your grade, you are encouraged to **edit and revise your photos** throughout the term. You can “re-submit” your photos for a higher grade, even if they have been published. Be sure to let the instructor know that you have revised your assignment, and RETURN THE ASSIGNMENT CRITIQUE SHEET. One of the most important lessons of this course is the *process* of journalism, which puts a premium on revising work for publication.

Moodle

We will utilize LBCC’s online learning system for a variety of functions. By logging on to Moodle you can access your grades, forums, quizzes, the syllabus, photo ideas and other information. To get started, log on to LBCC's eLearning site at elearning.linnbenton.edu. If you’ve never used Moodle before, you’ll find a good tutorial on your Moodle home page.

Course Outline and Assignments

NOTE: *This syllabus may be revised by the instructor as needed.*

Week 1 – Sept. 25-29: Introduction

- Monday: Introduction - What is photojournalism?
- Wednesday: “Camera/Photojournalism Basics” -- *Bring your camera/instruction manual to class; Shoot photos*
- Friday: “Camera/Photojournalism Basics - Part 2”; *Bring your camera/instruction manual to class; Create your blog; Post First Photos on Blog, share via Instagram/Twitter*

Week 2 – Oct. 2-6: Shooting News and Feature Photos

- **Read for Friday Sections 7-9 of Mindy McAdams’ “Multimedia” guide on Moodle**
- Monday: Weekly Critique; Taking News Photos, Watch "Celebrate What’s Right with the World" video
- Wednesday: Introduction to Photo Editing; Photographer of the Week; Quiz/Forum blog due Friday
- Friday: Open Lab - Photoshop basics; *Post a Campus News Photo*

Week 3 – Oct. 9-13: News Portraits

- Monday: Weekly critique; Portraits
- Wednesday: More on the Environmental Portrait/Mug
- Friday: Open Lab - *Post a News or Feature Photo Assignment*; Moodle Forum due

Week 4 – Oct. 16-20: The Ethical Photojournalist

- Monday: Weekly Critique; Legal and Ethical Issues
- Wednesday: Photographer of the Week; Moodle Quiz/Forum due Friday
- Friday: Open Lab - *Post Portrait/Mug Assignment*

Week 5 – Oct. 23-27: Covering Issues

- Monday: Weekly Critique; Covering Issues; My Hometown project
- Wednesday: Photographer of the Week; Moodle Quiz/Forum blog post due Friday
- Friday: Open Lab - *Post News or Feature Photos*

Week 6 – Oct. 30-Nov. 3: Editing Your Photos

- Monday: Monday Morning Critique; Photo editing
- Wednesday: Photographer of the Week; Moodle Quiz/Forum blog post due Friday
- Friday: Open Lab - *Post Photographer's Choice-Free Shoot*

Week 7 – Nov. 6-8: Shooting Action

- Monday: Guest Speaker?
- Wednesday:
- Friday: *NO CLASS - Campus closed for Veterans Day observance*

Week 8 – Nov. 13-17: A History of Photojournalism

- Monday: Open Lab - **Post My Hometown/My Neighborhood Photos**; Forum blog post

due Friday

- Wednesday: Weekly Critique; Discuss final Photo Essay project; History of Photojournalism; Photographer of the Week; Moodle Quiz/Forum blog post due Friday; Photo Essay proposal
- Friday: Open Lab -- **Post Sports/Action Photo**

Week 9 – Nov. 20-22: History Making a Living as a Photographer

- Monday: Weekly critique; Photographer of the Week.
- Wednesday: Open Lab - **Deadline for late and resubmitted assignments**; Lynsey Addario Book Report due.
- Friday: *NO CLASS - Campus closed for Thanksgiving holiday*

Week 10 – Nov. 27-Dec. 1: Class Wrap-up

- Monday: Weekly critique
- Wednesday: Moodle Quiz/Forum blog post due Friday
- Friday: Open Lab - **Post Photo Story**; *Turn in all photo equipment*

Final Meeting – 8-9:50 a.m. Monday, Dec. 4 – Sign up for meeting with Rob

Participation

You should show up for each class ready to discuss the assigned readings and participate in various activities. Your Participation score will include a weekly in-class activity worth 5 points. You can earn up to 50 participation points for the term.

Cultural Richness at LBCC

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to nurturing the development of culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Statements of Inclusion and Nondiscrimination

The LBCC community is enriched by diversity. Everyone has the right to think, learn and work together in an environment of respect, tolerance and goodwill. We will work toward creating a community without prejudice, intimidation or discrimination. *(Related to Board Policy #1015)*

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age or any other status protected under applicable federal, state or local laws.

Seven Positive Expectations:

Students at LBCC:

1. Take responsibility for learning material, participating in class activities, advocating for personal needs and knowing rules of the educational environment.

2. Follow the direction of faculty and staff, including providing information and identification when requested.
3. Respect the learning environment within the classroom and follow safety guidelines.
4. Maintain honesty and integrity in all work, communication and interactions.
5. Properly use college equipment, computers and facilities, including timely return of loaned camera equipment and other materials.
6. Follow all college regulations, including those posted in special labs and classrooms, such as rules governing electronic devices.
7. Follow state and federal laws.

For more information see "Student Rights and Responsibilities Handbook," which can be found online at linnbenton.edu, under the "Current Students" tab.

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Late Assignments and Class Enrollment

- Any assigned coursework with a fixed deadline that is not turned in on time may be reduced at least one letter grade. Assignments that are posted or turned in two weeks or more after the deadline will earn a maximum of half credit.
- "I" grades (incompletes) will not be granted.
- Students who don't show up for all classes the first week will be dropped from the class.
- Students who have medical conditions affecting their performance in class, documented disabilities, or special needs should contact the instructor and the Office of Disability Services (541-917-4789) during the first week of the term.

If you withdraw from class

Students who are unable to successfully complete the course should withdraw by submitting the proper paperwork prior to the end of the 7th week of class. For more information on withdrawing, including refund dates, see www.linnbenton.edu/future-students/make-it-official/registration.

A Word About Plagiarism

Do your own work! Claiming someone else's work as your own or using text, photos or ideas without attribution can lead to your failing an assignment or the class. *Don't copy and paste!*

Plagiarism is subject to disciplinary action as described in LBCC's guide on Students' Rights and Responsibilities and Conduct, which is available online in the "Administration Information" section under the "Current Students" section of the Linn-Benton home page – linnbenton.edu.

Lab User Rules

- **No food or drinks allowed in the lab – No Exceptions!** Place any food or drinks in the designated area adjacent to the lab space.
- **You can download, copy and save your day’s work on the computer, but you must back up all your work onto your own flash drive after each lab.** Files left on the desktop are automatically deleted overnight when the lab is shut down. *Now that you have been advised, loss of work due to failure to back it up will not be accepted as an excuse for missing deadlines.*
- **There is no access to the lab outside of your designated lab hours.** Projects are designed to be completed during Friday labs. If you have access to Photoshop or other photo editing software outside of class you are free to work on your projects there, as long as you meet deadlines. *Missing classes will not be accepted as a reason for missing deadlines.* **Note:** The Commuter office also has computers equipped with photo-editing software that you are welcome to use when newspaper staff are present.
- **Please be courteous in using computers during lectures and presentations.** In other words, I don’t want to see Facebook when the instructor or a guest is speaking!
- **This class is authorized to use only Photoshop, Lightroom, Bridge and InDesign.** Please refrain from “playing” with other software as it may affect the work being done by graphics students who also use this lab.

The Writing Center

LBCC’s Writing Center is an excellent source of help organizing, developing and revising written assignments. The Writing Center is in the Learning Center on the second floor of Willamette Hall. It is open to students from 9 a.m. to 4:30 p.m. Monday through Friday. Students also can use the Writing Centers at the Benton Center and the Lebanon Center.

You also can get help through the Online Writing Lab (OWL). For more information, call 541-917-4708 or go online to the www.linnbenton.edu/writing-center.

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