

# **JN134 – Introduction to Photojournalism Spring 2020 Syllabus**

Instructor: **Rob Priewe**

North Santiam Hall 114 ~ 541-917-4563 ~ [rob.priewe@linnbenton.edu](mailto:rob.priewe@linnbenton.edu)

Twitter: [@robpriewe](https://twitter.com/robpriewe) ~ Class blog: [robpriewe.blogspot.com](http://robpriewe.blogspot.com)

Instagram: [rpriewe](https://www.instagram.com/rpriewe) ~ [linkedin.com/in/robpriewe](https://www.linkedin.com/in/robpriewe)

## **Course Description (CRN 40579)**

Welcome! 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 camera equipment and techniques; editing digital images for online and print presentation; and the laws, ethics and history of photojournalism.

*\*Note: Obviously, this is going to be an interesting term! I anticipate that much of our work will center around how you, your family and your community are coping with the coronavirus. With that in mind, be sure to take pictures using your cell phone anywhere and everywhere that show our “new reality.” We’ll talk more about this during our class sessions.*

As part of this class your work will be posted to an online blog that can be shared with The Commuter, LBCC’s award-winning 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.

## **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.

## **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](http://robpriewe.blogspot.com) or follow me on Twitter -- @robpriewe.

**Office hours:** Before or after class Monday, Wednesday and Friday, or just send me an email and we'll set a time to meet online.

### **Course Schedule**

10-10:50 a.m. Monday and Wednesday; and 10 to 11:50 a.m. Friday online through Moodle and Zoom.

### **Required Text**

- “It’s What I Do: A Photographer’s Life of Love and War” by Lynsey Addario

### **Equipment**

**Camera** – Unless your phone is from the last millennium, you should be able to complete most of the assignments for this class with your cell phone. If, however, you have a fancy Canon or Nikon model (or even an older point-and-shoot digital camera), please feel free to use it, too! The college has a number of DSLR cameras available for checkout. Let me know if you’d like to check one out and we can make it happen.

**Online Photo Site** – I recommend you open an account with one of the many online photo storage sites, whether Google Photos, Flickr, Photobucket, Picasa or another site. Google Photos will generally be able to handle all the needs you’ll have for this class, and makes it especially easy to post photos on your blog,

### **Course Structure**

This “lecture/lab” course consists 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. Plan on completing all of your lab work by the end of our time on Friday.

### **Grading**

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

**Google Doc Entries, Blog Posts or Quizzes** -- 100 points (Weekly online discussions or a quiz; 10 points each)

**Photographer of the Week** -- 50 points (Online report and a 5-minute presentation on a famous photojournalist)

**Lynsey Addario Book Report** -- 50 points (400- to 500-word essay on “It’s What I Do.”)

**\*Commuter Photos** – *To earn an A in this course, students must earn at least 405 points AND have at least **TWO** assignments published in The Commuter. This shouldn’t be an issue for any student in the class as the newspaper’s editors are looking forward to working with you and including your work in the school newspaper, whether online or in print.*

- 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 **TWO** photo assignments in The Commuter or another publication. ***Your Commuter photos can double as your class assignments.***

To make this happen, we'll have opportunities to check in with the editors of The Commuter, along with posting photos on your class blog and via Instagram that can also be published by the school newspaper. A good place to get photo ideas for your class assignments is The Commuter's weekly staff meeting, which you will be welcome to attend. 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 Google Doc Entries, Blog Posts or Quizzes**

Each week you will have either:

- Forum questions related that week's photo topics. You will post your detailed responses via Google Docs. 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 responses 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. *Don't just answer the questions in number order in two or three words.*
- A Quiz on that week's reading and/or classroom discussions, current events, guest speakers and activities.
- A post on your class blog on a topic of interest or questions/topics assigned by the instructor.

### **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. To follow the blogs of other students in the class, see "Rob's Class Blog" at [robpriewe.blogspot.com](http://robpriewe.blogspot.com).

### **Instagram**

We will use Instagram during the term to keep up with current events, learn about people and

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. Then start following those who can help expand your knowledge of photojournalism. Part of each week's assignment will be posting one of your photos on Instagram.

### **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 **400- to 500-word blog post** and a short presentation, including displaying 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 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. 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 a local business one week, you cannot return to that same business 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. Folks on the city bus; People playing disc golf at a nearby park; Workers at a local takeout restaurant). 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 instructor, staff, student or other interesting

subject. Shoot a combination of tight “mugshots” 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 and your best environmental portrait 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 a sporting event/practice 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. Keep in mind that you may need a 300mm telephoto lens to excel on this assignment.

**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 SIX 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. This assignment also can be completed as a two-person team, where you will post a total of eight photos to tell your story.

### **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 in The Commuter. Be sure to let the instructor know that you have revised your assignment and what you “fixed.” 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 – April 6-10: Introduction**

- Monday: Introduction - What is photojournalism? Humans of LBCC; **Shoot photos**
- Wednesday: “Camera/Photojournalism Basics”; **Shoot photos**

- Friday: “Camera/Photojournalism Basics - Part 2”; Create your blog; ***Post First Photos on Blog, share via Instagram***

### **Week 2 – April 13-17: Shooting News and Feature Photos**

- **Read “It’s What I Do”: Prelude and Ch. 1 “No Second Chances in New York”**
- 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: Lab - Photoshop basics; ***Post Humans of LBCC II Photos***

### **Week 3 – April 20-24: News Portraits**

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

### **Week 4 – April 27-May 1: The Ethical Photojournalist**

- Monday: Weekly Critique; Legal and Ethical Issues
- Wednesday: Photographer of the Week; Moodle Quiz/Forum due Friday
- Friday: Collegiate Day?

### **Week 5 – May 4-8: Covering Issues**

- Monday: Lab - ***Post Portrait/Mug Assignment***
- Wednesday: Photographer of the Week; My Hometown project; Weekly Critique
- Friday: Lab - ***Post News or Feature Photos***; Forum blog post due

### **Week 6 – May 11-15: Shooting Action**

- Monday: Weekly Critique; Action Photos
- Wednesday: Photographers of the Week; Shooting action photos (*Note: A 300mm lens really helps!*)
- Friday: Lab - ***Post Photographer's Choice-Free Shoot (Portrait/Mug; Humans of LBCC; Event)***

### **Week 7 – May 18-22: Editing Your Photos**

- Monday: Weekly Critique
- Wednesday: Photographer of the Week; Moodle Quiz/Forum blog post due Friday
- Friday: Lab -- ***Post Sports/Action Photo***

### **Week 8 – May 25-29:**

- Monday: *No Class - Memorial Day Holiday*
- Wednesday: Discuss final Photo Essay project; Photographer of the Week; Moodle Forum blog post due Friday
- Friday: Lab - ***Post My Hometown/My Neighborhood Photos***; Forum blog post due

### **Week 9 – June 1-5: Is it Photojournalism? Or Art?**

- Monday: Weekly Critique; Photojournalism or art?
- Wednesday:
- Friday: Lab - **Deadline for late and resubmitted assignments**; Lynsey Addario Book Report.

### **Week 10 – June 8-12: Class Wrap-up**

- Monday: Weekly critique
- Wednesday: Lab - **Post Photo Story**; Forum blog post due Friday
- Friday: Class wrapup; *Turn in all photo equipment*

### **Participation**

You should show up for each class ready to discuss the assigned readings and participate in various activities. If you miss a class, you miss a lot!

### **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.

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the CFAR website ([www.linnbenton.edu/cfar](http://www.linnbenton.edu/cfar)) for steps on how to apply for services or call 541-917-4789.

### **Basic Needs Beyond the Classroom**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support ([resources@linnbenton.edu](mailto:resources@linnbenton.edu), or visit on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). That office can help students get connected to resources to help. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable

them to provide any resources that they may possess.

### **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](http://linnbenton.edu), under the "Current Students" tab.*

### **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. No assignments will be graded if turned in a month after the deadline.
- "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.**

### **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](http://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 homepage – [linnbenton.edu](http://linnbenton.edu).

### **The Writing Center**

An excellent resource available to students is the Writing Center, where they can get help organizing, developing and revising written assignments. The Writing Center is located in the



Learning Center on the second Floor of Willamette Hall. For more information, call 541-917-4708 or see [www.linnbenton.edu/current-students/study/learning-center/writing-assistance](http://www.linnbenton.edu/current-students/study/learning-center/writing-assistance).

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