



## **ART/COMM 230: Visual Communication: Storytelling through Photography**

### **Course Syllabus**

**Spring Semester 2020**

**Instructor:** Philippa Stannard, MFA

**Credits:** 3

**Contact Hours:** 45

**Prerequisites:** None

**Class Hours:** TBA

**Office Hours:** TBA

**Course Type:** Standard Course

**Lab Fee:** 70 €

### **Course Description**

A photograph has the ability to convey emotion, mood, narrative, ideas, and messages – all of which are important elements of storytelling. You can easily take a photograph, but not all photographs tell rich stories. How can we create engaging and compelling stories with a set of photographs? How has it been done by other photographers, both past and present? What stories are we interested in telling? What will we include and what will we leave out? Each student will choose and plan a “story” to research and explore through the photographic medium.

*“Photography is a major force in explaining man to man” - Edward Steichen*

### **Learning Outcomes and Assessment Measures**

By the end of the course, students will have:

- developed a deeper understanding of the concept of storytelling and the power of narrative;
- an instilled sense of responsibility for what you choose to photograph and present;
- communicated an idea or story effectively with photographs;
- critically examined the digital landscape of communication technologies as emergent narrative forms and genres for storytelling;
- developed skills in using technology as a tool in communication of stories; and
- improved communication skills.

## Learning Outcomes

## Assessment Measures

*(Course requirements that will be used to assess students' achievement for each learning outcome)*

Develop an understanding of storytelling and power of narrative within the context of the photographic language

Quiz, Assignments, Critiques

Awareness and responsibility for subjects photographed and ideas communicated

Critiques, Readings and Assignments

Use of technology to optimize and present a story with photographs

Assignments

Critically examine the digital landscape of communication technologies as emergent narrative forms and genres for storytelling

Quiz, Readings, Assignments, Written and Oral Report

## Course Materials

### Readings

*Storytellers: A Photographer's Guide to Developing Themes and Creating Stories with Pictures* by Jerod Foster  
*Seeing Things* by Joel Meyerowitz

## Assessment

Photographic assignments (4)	80%
Quizzes and class participation	10%
Oral reports and presentations	5%
Written reports	5%

## Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	
B	83% - 86%	Superior
B-	80% - 82%	
C+	77% - 79%	
C	73% - 76%	Satisfactory

C-	70% - 72%	
D+	67% - 69%	
D	63% - 66%	Low Pass
D-	60% - 62%	
F	59% or less	Fail (no credit)

### Course Requirements

Grades are based on class attendance, class participation, quizzes, the quality and punctuality of turning in written and photographic assignments, and overall improvement. Assignments are due on the assigned date. For every class that your assignment is late, your grade on the assignment will drop by one letter grade, unless you have a written note from a doctor.

#### *Photographic assignments (4) (80%)*

You will have four storytelling assignments due during the semester. Each assignment will consist of taking at least 300 photographs exploring your theme or storytelling idea and choosing your best photographs that tell your visual story. Please post these assignments on our Facebook page *Storytelling in Perugia*. Assignments will be shared with the class in a 10-minute presentation of your photographs, captions, and story. There will be a group critique and evaluation of the project and its overall effectiveness.

#### Assignment 1: *Power of a Photograph*

Six edited and optimized photographs.

Choose a subject and photograph it. The time of day, camera angle, and distance to subject, placement of subjects, etc. can imply and give meaning to a photograph. How can you use these tools to create and give meaning to your photographs? How can you make your subject appear and/or be perceived differently?

- From above – can make subject appear small and vulnerable
- From below – can make subject appear big and powerful
- Eye level (mid-level) – can make subject appear straightforward and equal
- Slanted angle – diagonal horizon lines give a sense of instability and precariousness
- Far away – gives information about setting/background and how it relates to the subject and gives the appearance of distance and objectiveness
- Up close – shows more detail of subject by blurring background, lending more intimate, involved, and personal flavor to the photograph. Extreme close ups can create tension.
- Medium shot – allows you to show several different elements without being too distanced or too close and is good for showing relationships between subject and other things
- Point of view – gives the perspective of a particular person and can make the viewer see things from the point of view of the subject
- Warm light – 'golden hour', more emotionally engaging
- Cool light – middle of the day, more clinical and harsh
- Low light/darkness – the unknown, mysterious

- Bright light/overexposure – overwhelming, exposed
- Soft light, hard light, etc.

Assignment 2: Non-Linear Storytelling: Tell us about yourself with a photograph....

- Six edited and optimized photographs.
- You know yourself better than anyone else in the world. We all have a self-identity that includes how we see ourselves and expectations of how we want the world to see us. Here is your chance to show us something about you. Tell us about yourself in six self-portraits. Each self-portrait should be in a different location. What meaning does the location give to each photograph? What part of yourself are you going to use to tell *your story*? Your heritage, personality, hobbies, dreams, and hopes for the future are all launching pads for generating images that say something real about you. You could include parts of yourself that you are proud of as well as other parts that you may not like! Each self-portrait does not have to say everything, but each image should reveal important information about you. Imagine how content in each image could imply meaning, and how your audience could interpret the image. Think about how composition, perspective, and lighting can complement the content in each photograph.

Examples:

What makes you feel vulnerable? Take a picture from above to show us.

What makes you feel powerful/invincible? Take a picture from below.

What is something that you are scared of or worried about? Take a picture of it in low light at a horizontal angle.

Assignment 3: Linear Storytelling: Spring Break

- Six edited and optimized photographs.
- A common multiple image story that many of us will be familiar with will be the wedding. It tells a story - from the bride getting dressed to the father walking her down the aisle - and there is always a photo of the ring going on the finger and THE kiss. Other important shots could be cutting the cake, throwing the bouquet, first dance, etc. The idea is to capture a series of images that tell a story and try to capture the essence of an event or subject.

Your third assignment story is telling us about what you do during your break. Document the event. Packing your bags? Traveling a long time in the train? Take pictures of it! Eating new foods? Photograph them! Feeling happy? Sad? Excited? Tired? Energetic? How can you go beyond the obvious to show us these emotions in a photograph? Tell us the story of what you did that week. Here is a list of common photographs included in a storytelling photo-essay.

Write a brief description of what you will do to prepare your travels, how you will get there, and what you plan to do there. This will help you get a good idea of the shots that you need.

- Introduction or Establishing Shots

The perfect establishing shot is one that gives a good idea of the setting and context of the story being told. A story's emotional dynamic is conveyed through establishing shots as well. If you think about a good novel, it is often the first few paragraphs that determine whether people will buy and read the book in full or not – the same is true with visual stories. Introductory shots should give people a reason to go deeper into the story.

- Medium Shots

Characters are introduced through medium shots. Not just human characters either. Medium shots bring all parts of a story into greater focus, and they bring the viewer to any and all subject matter that is

significant to the story. They include parts of the environment, including activities, relationships, and exchanges.

- Close-Ups

Highlight smaller details that help make the content of a story. Close-up shots provide personal and more intimate tie with the story being told.

- Human Involvement

People make stories interesting and can provide viewers relational perspective, not only in their physical proximity to other elements in the image, but in contrast to those elements. Including a person or group of people in the frame invites a viewer to put himself/herself in their shoes. Pictures of people can include gestures, portraits, and focusing on the eyes. Pay special attention how the lighting and composition can affect the meaning of the photograph.

- Color

Colors have cultural and universal meaning. For example, a photograph taken at night might evoke fear or uncertainty. You can use color to convey the emotion that you are trying to evoke. Black and white images can be powerful by drawing the viewers' attention to the subject. Black and white images can give a timeless dramatic look to your images.

White – pure, clean, empty, hopeful, beautiful

Black – mysterious, mean, elegant, traditional, death

Red – dangerous, energetic, powerful, strong, loud

Orange – happy, spontaneous, creative

Yellow – peaceful, passive, wise

Green – growing, natural, fresh, unified

Blue – trustworthy, peaceful, structured, strong, wise

Purple – royal, luxurious

#### Assignment 4: Visual Photo Essay

- Six to ten photographs, each with a title or caption to give meaning or significance in order to bring the viewer closer to your particular photographic vision and experience.

- This assignment is open for you to choose the subject. Feel free to get creative and interpret a theme or story of your choice. It can be linear or non-linear. You will write a one-page proposal discussing ideas for your photo essay.

#### Sample Grading Sheet

In order to make the criteria and grading standards for your assignments clearer, I have come up with the following system/grading sheet. This will help you understand what you are doing correctly and what you can improve upon. If you disagree or would like a better explanation of any grade, please come and discuss it with me.

Each assignment is worth 60 points, 10 points for each photograph. Each photograph will be graded based on: composition (5 points), lighting (1 point), viewpoint (1 point), editing (3 points), focus (-1 point if not in focus), and exposure (-1 point if not exposed correctly).

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Photograph	Composition / 5	Lighting / 1	Viewpoint / 1	Editing / 3	Focus y/n	Exposure y/n	Total /10
1							
Notes:							
2							
Notes:							
3							
Notes:							
4							
Notes:							
5							
Notes:							
6							
Notes:							
<b>Total:</b>	<b>/30</b>	<b>/6</b>	<b>/6</b>	<b>/18</b>			<b>/60</b>
60-56 points = A Exceptional      55-54 points = A- Excellent      49-48 points = B- Superior 53 points = B+ Superior          52-50 points = B Superior          43-42 points = C- Acceptable 47 points = C+ Good                46-44 points = C Satisfactory      37-36 = D- Very low pass 41 points = D+ Low pass          40-38 = D Low pass 35 and Below = F							
NOTES:							

*Quizzes and class participation (10%)*

You will be given quizzes on your readings and on what we have learned in class. Class participation refers to active participation during critiques, discussion or readings, photo walks, and any other activity during class time.

*Oral reports and presentations (5%)*

Everyone will research a photographer and give an *oral and written report* on their chosen photographer. I suggest researching a photographer that photographs something that you are interested in. For example, if you are interested in cooking, type “food photographer” into Google to help you familiarize yourself with popular food photographers. You can also use the websites listed at the end of the course syllabus as a good starting point. Make sure the photographer that you choose has enough information available to write a six-page paper. **Your paper and your oral report are both due on the day that you sign up to give your presentation.**

The *oral report* will be given to our class as a PowerPoint, Keynote or other type of visual presentation in which you explain the life and work of your photographer, what you think about their work, and show 20 examples of their work. The images should be of a higher resolution, as they will be enlarged on the TV monitor. (Google→ Image search→ tools→ image size→large) Please talk about your photographer’s life, artistic style, compositional techniques, etc. We are interested in your creative analysis and interpretation. The oral report should last about 15-20 minutes.

Be prepared to give your oral presentation at the beginning of class. Your preparation will be included as part of your grade. You may either put your presentation on a thumb drive, which can be used to open the file on the classroom computer, or you may use your own computer if it has a HDMI port. Do not count on e-mailing your presentation to yourself to open up minutes before you give your presentation as internet here can be unreliable.

*Written reports (5%)*

Everyone will research a photographer and give an *oral and written report* on their chosen photographer. The

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written paper on your chosen photographer should be at least six pages long, typed, and double spaced. *I am interested to know what YOU think about their work.* Tell me why you chose them, describe their photographic career. I do not want to read a paper that is half quotations. Limit the number of quotes to a minimum, including no more than three. How did they get into photography? What contributions did they make to the world of photography? What genre of photography do they practice? What is unique about their images? Is there a subject or theme that ties their work together? I am interested in your creative analysis and interpretation. Try to summarize their photographic style. Your bibliography should include at least five sources.

### Additional Course Information

We will be using Facebook to post assignments and Instagram to post singular photos.

Photo Editing Software - We will be learning to use *iphoto, Snapseed, and Instagram*. iPhoto is the photo organizing and editing program that you probably already know if you have a Mac computer. Snapseed is a wonderful photo editing app for mobile devices. You are probably already familiar with Instagram, we'll be using the editing mode instead of the filter mode. Once you understand the basics of these programs, you can pretty much get the hang of most simple photo-editing software. There are many, many wonderful apps out there that are excellent for photo-editing. Please feel free to explore and share any that you find interesting.

Here is a short list of some interesting ones:

- Snapseed
- Camera +
- VSCO Cam
- Photoshop Express
- TouchRetouch
- Color Splash
- AfterLight
- Mextures
- Instagram
- Polarr
- Fotor

### **On-line Resources:**

[www.fstopmagazine.com](http://www.fstopmagazine.com) – F-Stop Magazine is an online photography magazine featuring contemporary photography from established and emerging photographers from around the world. Each issue has a theme or an idea that unites photographs to create a dynamic dialogue among the artists.

[www.lensculture.com](http://www.lensculture.com) – This site is one of the most authoritative resources for contemporary photography. Lensculture highlights work from every continent and from diverse points of view: documentary, fine art, nature, photojournalism, activism, street photography, sports, fashion, poetic, personal, abstract, and human.

[www.magnumphotos.com](http://www.magnumphotos.com) – Magnum Photos is a photographic cooperative of great diversity and distinction owned by its photographer members. With powerful individual vision, Magnum photographers chronicle the world and interpret its peoples, events, issues, and personalities.

[www.photo.net](http://www.photo.net) – Photo.net is a site for photographers to connect with other photographers, explore photo galleries, discuss photography, share and critique photos, and learn about photography.

[www.epa.eu/](http://www.epa.eu/) – As a leading global news photo agency, epa transmits an average of 1000 pictures per day, generated by a network of more than 400 photographers worldwide. Its image production covers news, sports,

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entertainment, arts, and culture.

[www.worldpressphoto.org/](http://www.worldpressphoto.org/) – World Press Photo aims to support professional press photography on a wide international scale. Promotional activities include an annual contest, exhibitions, stimulation of photojournalism through educational programs, and creating greater visibility for press photography through a variety of publications.

[lenscratch.com](http://lenscratch.com) – Lenscratch is considered one of the ten photography-related blogs you should be reading by Source Review, Wired.com, Rangefinder, and InStyle Magazine.

[www.photography.nationalgeographic.com/photography](http://www.photography.nationalgeographic.com/photography) – National Geographic!

[www.masters-of-photography.com/](http://www.masters-of-photography.com/) – This site allows you to browse through a list of well-known photographers, read related articles, and resources, as well as view photographs. Those not overly familiar with many of the photographers will find the Photographer Summaries helpful in browsing the site.

[www.digitalcamera-hq.com/digital-cameras/](http://www.digitalcamera-hq.com/digital-cameras/) – Digital Camera offers unbiased, informative reviews from camera experts and everyday users looking to share their own experiences. It is not a store, but this site can help you find a great camera at the best price.

[www.rleggat.com/photohistory/index.html](http://www.rleggat.com/photohistory/index.html) – In addition to pen-portraits of many of the most important photographers of the period, rleggat contains information on some of the most significant processes used during the early days of photography.

[www.nytimes.com/multimedia](http://www.nytimes.com/multimedia) – This site has a diverse collection of some of the most recent photographs, videos and slideshows in the New York Times.

[www.lens.blogs.nytimes.com/](http://www.lens.blogs.nytimes.com/) – The photojournalism blog of The New York Times.

### Attendance Policy

Class attendance is **mandatory**. Students are allowed two “free” absences, which do not need to be justified. Each additional absence, unless for a very serious reason, will lower the students’ grade by one grade level (i.e., a final grade of a B+ would be lowered to a B). If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class. Furthermore, times and dates indicated for exams, quizzes, presentations, and any other graded assignments cannot be changed for any reason.

Presence during mandatory field trips is especially important for student performance in class. Missing a mandatory field trip, unless for a very serious reason that is communicated to the professor and Umbra Academic Director in a timely manner, will lower students’ final grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

### Academic Integrity

All forms of **cheating** (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and **plagiarism** (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

### Classroom Policy

*We will be using computers, cell phones, Facebook and Instagram during class to edit and post our photographs. We will be using them during dedicated editing and photo taking times. Please refrain from using these devices etc. during class time when we are doing*

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*other activities such as photography reports or demos. Participation in class is part of your grade.*

Students are expected to follow the policy of the Institute and demonstrate the appropriate **respect** for the historical premises that the school occupies. Please note that **cell phones** must be turned off before the beginning of each class. **Computers and other electronic devices** cannot be used during class lectures and discussions.

## Schedule of Topics, Readings, and Assignments

### WEEK 1

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*What can photographs transmit? : Introduction to your photo taking device, presentation and discussion of images.*

- Introduction in pairs
- Introduce partner
- Ball name game
- Go over syllabus
- Add new members to our Facebook group “Storytelling Perugia” and Instagram account “storytellingperugia”
- Instagram: storytellingperugia, pw: photography
- Facebook: Storytelling Perugia

To do before next class:

- Research a photographer that you might be interested in doing your report on.
- Bring camera to next class, with full battery life!

#### Readings

Joel Meyerowitz, Seeing Things, 2016

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*How do cameras work? : Aperture, Shutter, and ISO*

- Name game
- Sign up for photographers and report dates
- Quiz on reading
- Slide show: Aperture, Shutter, and ISO
- Discuss compositional and camera techniques that can make photographs more effective, and what they “say” to us in our photographs.

To do before next class:

- Research a photographer that you might be interested in doing your report on.
- Take lots of photographs and familiarize yourself with your camera and its particular functions.
- Bring camera to next class, with full battery life!

#### Readings

Jerod Foster, The Photographic Storyteller, 2012

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WEEK 2

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*Using your camera... how does your camera work?*

- Name game
- Sign up for photographer and report dates
- Quiz on reading
- Using Aperture, Shutter, and ISO with your camera
- Tips and tricks for achieving depth of field and blurry motion with point and shoot and cell phone cameras
- Basic questions to think about for your first assignment:  
What is my subject? How can I present my subject and photograph it differently?

How can I use light, distance, and angle to change the meaning of my photographs?

To do before next class:

- Upload one photo onto Instagram account, storytellingperugia. We will view and critique them next class.
- Take lots of photographs and familiarize yourself with your camera and its particular functions.
- Bring camera to next class with full battery life!

Readings

Jerod Foster, Shooting Story, 2012

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*Focal length and reality: How camera lenses can distort and change the way our reality is captured...*

- View photographs on Instagram, critique
- Review camera as needed
- Slide show: how does composition, WB, exposure, and focal length effect the meaning of a photograph?
- Demo: Histograms, WB, exposure, contrast, saturation, definition and clarity, highlights, shadows, sharpening and noise reduction

To do before next class:

- Keep taking photos for ASSIGNMENT 1
- Bring your computer with the photographs that you have taken uploaded. Be prepared to pick your best images for ASSIGNMENT 1.
- Upload one photo to Instagram.

Readings

Jerod Foster, Storytelling Images, 2012

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### WEEK 3

#### *How to identify and select your best images*

- Quiz on reading
- Discussion of reading
- View and critique images on Instagram
- Demo: identifying and selecting your best images
- Histograms, how can they help us? What do they tell us?
- Different photo editing programs/apps; which one is right for you?
- View and select best images

To do before next class:

- Keep taking photos for ASSIGNMENT 1
- Bring your computer with your ASSIGNMENT 1 photographs uploaded. Be prepared to edit your best images for ASSIGNMENT 1
- Choose an editing program for your computer./cell phone Have it installed and working properly before next class.
- Upload one photo to Instagram

#### Readings

David duChemin, *It Means Something*, 2012

#### *Editing your images*

- View photos on Instagram, screen pic examples to edit
- Demo: basic edits
- Exposure, white balance, contrast, and saturation
- Discuss camera angles, lighting, mood, effects, etc. What do these images communicate?
- Problem images and how to fix them
- View and select best images
- Working on assignment 1

To do before next class:

- Upload your ASSIGNMENT 1 photos to our Facebook page "Storytelling Perugia"

### WEEK 4

*ASSIGNMENT 1 DUE: Power of a Photograph; Six photographs, optimized as needed, posted to Facebook.*

- View ASSIGNMENT 1 photographs on Facebook
- In-depth critique
- Grading
- Better editing; review editing on photographs from ASSIGNMENT 1

To do before next class:

- Bring your camera, Photowalk
- Start taking photographs for ASSIGNMENT 2, Non-Linear storytelling
- Write a page about yourself. Bring it to class.
- Upload a photograph on Instagram

*Continue critique of ASSIGNMENT 1 photographs*

- View ASSIGNMENT 1 photographs on Facebook
- In-depth critique
- Grading
- Better editing; review editing on photographs from ASSIGNMENT 1
- Review and discuss what you wrote about yourself. How can we transform this information into a photograph?

To do before next class:

- Bring your camera, Photowalk
- Keep taking photographs for ASSIGNMENT 2
- Upload a photograph that describes you on Instagram

**WEEK 5**

*PHOTOWALK*

- View photographs on Instagram
- Brainstorming: creative ways you can choose the camera angle, shot, lighting, time of day, and background to give more emphasis and meaning
- Anyone left to sign up for photo reports?

To do before next class:

- Keep taking photographs for ASSIGNMENT 2
- Upload ASSIGNMENT 2 photographs to your computer and pick your best 6 images. This should be done before next class.
- Upload a photo to Instagram
- Bring your computer to class

*Better editing, looking at problem images and how to edit them*

- View Instagram photographs, screen pic, examples of better editing
- Demo: definition, highlights and shadows, SNAPSEED and CAMERA PLUS
- Working on ASSIGNMENT 2, help editing and choosing best images as needed

To do before next class:

- Edit and upload your ASSIGNMENT 2 photos to our FB page.

**WEEK 6**

*ASSIGNMENT 2 DUE: Six photographs, optimized, as needed, posted to Facebook*

- Student-led critique
- Class discussion, critique, and grading
- Better editing; review editing on photographs from ASSIGNMENT 2

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*Continue critique of ASSIGNMENT 2 photographs*

- Student-led critique
- Class discussion, critique, and grading
- Reports by

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To do before next class:

- Upload a photograph to Instagram
- Research a linear storytelling photographic essay. You can find a plethora of prize winning photographic stories at [www.pulizer.org](http://www.pulizer.org). Look for the feature photography winners. You will be sharing this with our class and leading a discussion on the story and techniques used to communicate ideas, feelings, and information.

**WEEK 7**

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*Introduction to Linear Storytelling and 3<sup>rd</sup> Assignment*

- View photographs on Instagram
- Presentation Linear Storytelling photographic essays
- Discussion of techniques used to communicate ideas, feelings, and information.
- Reports by

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To do before next class:

- Critical thinking: writing a short paragraph about what you will do during fall break. Identify shots needed to tell the story and which angles/distance you will take them from.
- Upload a photograph to Instagram

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*Photography and Marketing: What makes us want to buy something? How are photographs used to accomplish this ?*

- View photographs on Instagram
- Discussion of your break. What do you have planned? What will the story be? Dig deeper that bucket lists of things you've seen and places you will go. What are your objectives? Why are you choosing to see certain things? Brainstorming.
- List ideas for photographs needed to tell the story of your break.

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To do before next class:

- Upload a photograph to Instagram

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**SEMESTER BREAK**

## WEEK 8

### *View Linear Storytelling Photographs*

- View images on Instagram. Discussion.
- Better editing, looking at problem images, and exploring how to edit them.
- Identifying key images

To do before next class:

- Work on Assignment 3
- post an image to Instagram
- Bring computer to class to edit photographs

### *Image and Text: How can text be used to bring meaning to an image?*

- View images on Instagram. Discussion.
- Title of photo essay
- captions and text
- Editing key images

To do before next class:

- Upload Assignment 3 to FB, along with captions.

## WEEK 9

### *Critique Assignment 3*

- View images on Facebook
- Presentation of photo-essays
- Student-led critique and discussion
- grading

### *Critique Assignment 3 (continued)*

- View images on Facebook
- Presentation of photo-essays
- Student-led critique and discussion
- Grading
- Discussion on 4<sup>th</sup> Assignment

To do before next class:

- Write a one page synopsis of your ideas for Assignment 4. Due next class.

## WEEK 10

### *Photo reports and 4<sup>th</sup> Assignment brainstorming*

- Group discussion of ideas for 4<sup>th</sup> Assignment.
- Reports  
by \_\_\_\_\_
- Reports  
by \_\_\_\_\_

To do before next class:

- Start photographs for ASSIGNMENT 4
- Post a photo to Instagram

### *Photo-reports and Better Editing*

- Reports  
by \_\_\_\_\_
- Reports  
by \_\_\_\_\_
- View image on Instagram
- Text and images: how can text give greater meaning to our photographs?
- Group discussion of challenges and progress of ASSIGNMENT 4

To do before next class:

- Bring your computer, we will be editing the images for ASSIGNMENT 4.
- Post photo to Instagram

## WEEK 11

### *Working on 4<sup>th</sup> Assignment*

- Critique images on Instagram
- Better editing

To do before next class:

- Post an image to Instagram

*Working on 4th Assignment*

- View Instagram images
- Class discussion
- Better editing
- Discussion: choosing photographs, which ones look best small? Which ones look best big? Which ones should *you* print?

To do before next class:

- Post Assignment 4 to FB
- Choose photographs that you would like to consider printing. Make sure they are the highest quality version possible. Review photographs and tweak edits necessary for printing.

**WEEK 12**

*Critique of Assignment 4*

- Student-led critique
- Class discussion
- Grading
- View and discuss photographs for printing

**WEEK 13**

*Choosing and Preparing Photographs*

- Reports  
by \_\_\_\_\_
- Reports  
by \_\_\_\_\_
- Identifying images to print.

*Preparing and Printing Photographs*

**WEEK OF FINAL EXAMS AND SPECIAL ACADEMIC EVENTS**

The Final Exam and Special Academic Events Calendar will be provided later in the semester.