

# Photojournalism

CRMM 4526-001, 6526-001; ART 4526-001

Spring 2023

Daniel Scruggs

M-W 9:10-10:35 p.a., MJ 202

**Office:** Zoom, Otherlands Coffee Shop, Bell Tower, French Truck

**Office Hours:** Meetings are by appointment only due to my work schedule outside of teaching

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## COURSE REQUIREMENTS

### Catalog description

Advanced skills and photojournalism techniques for online and publication photography; emphasis on portraiture, sports, features, general news and learning adaptability in photography.

### Prerequisites

JOUR 3526 or permission of instructor

### Textbooks, Software and Required Materials

**Textbook:** *Kobre, Kenneth, Photojournalism: The Professionals' Approach; 7th edition* (This is the only required text and must be purchased.)

**Flashdrive, Memory Card, Cloud Storage;** You will need to have some way to store large image files to act as a backup for your photos.

**Any other reading materials** will be provided in PDF format or links shared through email or canvas and will be updated throughout the semester.

### Classroom format

CRMM/ART 4526 builds upon the skills taught in JOUR3526, leading to proficiency in critical thinking, execution of advanced photography skills, and editing techniques used in visual storytelling.

This course is designed to advance students' understanding of photography through intense hands-on repetition with the physical camera and its foundational settings, while the assignments will push each student to step out of their comfort zone and demand the usage of various photographic techniques, combined with technical knowledge of the camera's settings and the required ability to adapt quickly and intentionally to capture photos of the assigned topic or theme. Showcasing the ability to capture an early morning political rally, followed by an indoor conference before lunch, then a feature of a local chef in their new restaurant, moving to cover the local high school football rivalry with the intentions of ending the day by getting photos of a symphony performance in a dark theater, only to get called to a highly intense protest rally at 10pm. The true focus is to advance the students' comprehension of how to see and capture images that tell a story, and be capable and adaptable enough to adjust camera settings on the fly for any and every situation, and still produce quality photos that show an impactful story.

Students will learn about general news photography, portraiture with ambient light and off camera flash, features, sports action photography, and photo essay. Throughout the semester, students are required to complete weekly "PhotoChallenges", engaging and constructive peer critiques, and produce quality work on multiple photo/video projects as individuals and groups, which will be combined into a final portfolio. The activities reinforce principles of photography and editing techniques by allowing the students to see for themselves what changes occur in an image when they change the settings rather than watching someone else show them. Students are expected and encouraged to fail at various attempts in order to understand the impact they can have on the outcome of a photo. The final portfolio will combine all the skills learned throughout the class into a practical representation of the student's ability.

We will follow this classroom format in conducting the class: 1. Presentation of the week's topic by the professor. 2. Technical Demonstration by the professor or a workshop-style approach in which each student should have their camera with them in order to learn by doing. 3. Presentation of the week's PhotoChallenge and announcement of the upcoming assignments 4. Students will submit their PhotoChallenge work by a specific weekly deadline. Once the deadline occurs and the understanding is that all photos should have been turned in by the entire class, the students will provide a blind critique of all photos turned in by the class. At the next class meeting, we will go over the photos and critiques, specifically the ones that offer quality, inspiration, and provide teachable examples ranging from quality work to failed attempts. 5. Lab Work will be spread across the rest of the assignments, exercises, and experiences. 6. Additionally, the class will frequently escape the classroom in order to find different perspectives and scenes so that students are not attempting to learn how to take ambient light photos in a dark classroom when that topic is best learned outdoors with the ambient daylight.

## Accessing the course website

1. Go to the University of Memphis online learning home page: <http://memphis.instructure.com>
2. Log in using your University of Memphis username and password.
3. In the Term Year course list available to you, click on the link for CRMM 4526 to enter your course

and read the instructions on the welcoming page

## Grading

### *Grading Philosophy:*

A= Excellent quality photos and work that exhibit understanding and intention under the settings and foundational principals, while also showing an obvious grasp on composition, editing, and other photographic choices that are inherently subject in contrast with the more technical, foundational elements, which should add up to work that could be used with minimal editing.

B=Good to excellent work and exceeds requirement, but would require revision to be used professionally;

C=Satisfactory work and adequately meets requirement, but would need significant revision;

D=Barely satisfies minimum requirement and below average quality;

F=Unsatisfactory work and does not meet minimum requirement.

### **Grade Distribution:      Assignment Point Value**

Attendance	10%
Portfolio	10%
Photo Assignments	35%
Quizzes	5%
Photo Essay Proposal	5%
Photo Essay	25%
Video	10%

Grades to be assigned:

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

### *Grade Distribution:*

- a. attendance, 10% (full attendance will earn 10 points, missing one without excuse will earn 8 points, missing two without excuses will earn 6 points, missing three without excuses will earn 4 points, missing four without excuses will earn 2 points, missing five and above will earn 0 points); Note: excused absences may be granted only when you present legitimate documents to the professor. If there is no document, there will be no excuse. Only within one-week time frame of absence, i.e. seven days from the absent date, can the excused absences be granted. After seven days, there is no consideration of excused absences. Emails and telephone calls don't count as documents.
- b. Portfolio contribution 10% (you will contribute photographic works from this class to your journalism professional portfolio {note: the portfolio is required

of all journalism students as a department-wide requirement and art students would have to follow this requirement in this class}

- c. PhotoChallenges make up 15% (these are weekly small assignments based on different genres of photos) The breakdown of this percentage will be based largely (think  $\frac{2}{3}$ ) on just submitting an obviously intentional photo for each challenge and the rest is based on showing general improvement in your personal skill plus your active participation in critiquing the other students' photos honestly.
- d. Weekly Quizzes 5% (based on class presentations, textbook readings and discussion in class)
- e. Photo Essay Proposal 5% (only large-scale written assignment in the semester)
- f. Photo Essay 25% (the largest photo project)
- g. Video 10% (the only video assignment in the semester)

Special Note to Graduate Students: You have to write a 1000-word essay on web related technology which is 10% of your grade. The total grade for graduate students would be 110%, not 100% as for undergraduate students.

All projects and assignments are mandatory and must meet the specified deadline. **Late work is not accepted. All Quizzes, Projects and Assignments are due by Sunday midnight (11:59 p.m. Sunday).**

## COURSE SCHEDULE

Schedule and syllabus are subject to change based on the needs of this class.

### *Week 5, Feb 5: Introduction Photojournalism: Photographing People in Ambient Light*

- Photographic Technical focus - simple portrait demo outdoors
- ~~Presentation~~
- Portrait Photography : overview, posing and examples
- PhotoChallenge – Environmental Portrait, Ambient Light
- Discuss Sports Photography Assignment - Choose Specific Events + Dates

### *Week 6, Feb 12: Sports Action*

- Presentation: Sports Photography
- Discussions:
  - Camera Bag & Kit
  - Camera Settings: Action vs. Still

## Reading

- Photojournalism, Chap. 6: "Sports"
- Photojournalism, Chap. 16: "Law"
- Photojournalism, Chap. 8: "Camera Bag"

PhotoChallenge – Capture Movement = Show Frozen Action, Motion Blur (subject), Motion Blur w/ Frozen Subject

## *Week 6, Feb 19: People and Their Environment - Location Lighting*

- Photographic Technical focus - location lighting demo
- Presentation on Environmental Portrait
- Reading
  - Photojournalism, Chap. 5: "Portraits"
  - Photojournalism, Chap. 9: "Lighting"
- PhotoChallenge – Environmental Portrait w/ OCF

## *Week 7, Feb. 26: Feature Photo Part I*

- Technical focus – composition demo
- Presentation on Feature Photo Genre and Captioning
- Reading
  - Photojournalism, Chap. 11: "Photo Editing"
  - Photojournalism, Chap. 4: "Features"
- PhotoChallenge – Dramatic Angle Photo

## *Week 8, March 11: Feature Pictures Part II*

- Technical focus – Lens selection
- Reading
  - Photojournalism, Chap. 15: "Ethics"
- Photo Assignment #4 – Action (Critical Moment Catch) Feature

## *Week 9, March 18: Photo Essay Assignment*

- Presentation: Photo Essay project requirements  
<https://www.masterclass.com/articles/how-to-create-a-photo-essay#4-photo-essay-examples>
- Reading
  - Photojournalism, Chap. 1 "Assignment"
  - Photojournalism, Chap. 11 "Photo Story" / Photo Essay
- Photo Essay – Photo Essay Proposal

### *Week 10, March 25: Photo Essay Assignment*

- Presentation: Photo Essay project requirements  
<https://www.masterclass.com/articles/how-to-create-a-photo-essay#4-photo-essay-examples>
- Reading
  - Photojournalism, Chap. 1 “Assignment”
  - Photojournalism, Chap. 11 “Photo Story” / Photo Essay
- Photo Essay – Photo Essay Proposal

### *Week 8, Apr 1: Special Topic: A sense of place*

- Presentation: Landscape and Architecture Photography
- Photo Assignment #6 – Sense of Place: Memphis

### *Week 9, Apr 8: General News*

- Presentation: Newsworthy Photos
- Technical focus – overalls, seeing the wider picture
- Discuss Photo Essay Ideas and Topics
- Reading
  - Photojournalism, Chap. 3: “General News”
- Photo Assignment #7 – General News Photo

### *Week 10, Apr 22: Photo Essay*

- Photo Essay – Photo Essay
- Portfolio Completion
- Photo Assignment– Final Portfolio Work

## **ASSESSMENT AND OUTCOMES**

### **Professional Values and Competencies in CRMM 4526**

- Apply the principles and laws of freedom of speech and press, both in a global context and in the United States.
- Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.
- Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.
- Present images and information effectively and creatively, using appropriate tools and technologies.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply current tools and technologies appropriate for the communications professions in which they work.

### How professional values and competencies will be met

#### *Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically)*

- Analyze how narrative or news is communicated through still images and videography.
- Identify various steps in planning and development of photojournalistic work.
- Illustrate an awareness of technical skills needed for studio and action photography.

#### *Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies)*

- Compose work in studio and action settings.
- Show advanced knowledge of pre- and post-production editing methods.
- Produce photo and video work through a photojournalistic or documentary perspective.
- Compile a collection of work to broaden their portfolio.

### How assessment of student learning will be met

#### *Awareness*

- Become aware of skills and equipment used by photographers and videographers operating as advanced professionals.

#### *Understanding*

- Understand the creative process of shooting and editing multimedia that tells a story.

#### *Application*

- Creation of projects that include photography, documentary-style video, interactive web projects and a portfolio of images; all showcasing proficiency in multimedia planning, editing and production.

## JOURNALISM AND STRATEGIC MEDIA POLICIES

### Portfolio requirement

As an undergraduate student in the Department of Journalism and Strategic Media, you are required to develop and maintain an active portfolio of your work. Portfolios begin in JRSM 3900/3905. The portfolio should contain samples of coursework and/or professional experiences and should develop as you build skills. Portfolios will undergo a final, external review while you are enrolled in your capstone course.

You may use any type of web hosting for your portfolio, but it must have an independent and professional URL. You may use any content management system, but you are encouraged to use WordPress, Wix, or SquareSpace. It is also encouraged to purchase a URL if you plan to use the portfolio long term. You must keep the portfolio active for six months following graduation from the University of Memphis.

You should have a professional email address you plan to use throughout your professional life, via a common email service, such as Gmail.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Professional social media links (minimum LinkedIn)

You may wish to include a blog, video reels, photograph galleries, presentations, design PDFs, audio files or writing pieces as examples of professional work. The professional work should ultimately be tailored to the career you seek after graduation. Your portfolio should show a unique blend of work.

### **Email**

You must have your UofM email account activated. If you are using another provider, such as Google, you are required to have all UofM emails forwarded to that account. Go to the [account management website](#) for information about implementing email forwarding. You are required to check your email daily.

### **Electronic devices**

Some classes require a tablet, laptop or a smartphone. Others do not. Instructors will set the policy for their specific classes.

### **AI/Chat GPT**

The use of artificial intelligence software, such as Chat GPT, is prohibited in some courses and required in others in Journalism & Strategic Media. Please refer to specific guidelines for this course in the course-specific part of the syllabus.

### **Attendance**

Class attendance is mandatory in Journalism & Strategic Media. You may be assigned a failing grade for the semester for nonattendance or habitual tardiness.

### **Course repetition**

Majors and minors who fail to earn the minimum passing grade (C-) in a class required by your program of study in Journalism & Strategic Media after three attempts will be dropped from the program.

You may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. Substantially reworking the original submission, or working with the same general idea, may be permissible upon discussion and with written approval from the professor of the current course.

### **Academic integrity**

The University of Memphis expects all students to behave honestly and follow the policies stated in the Student Code of Rights and Responsibilities. If you need more information about the University policy on academic integrity visit the [Office of Student Accountability's website](#).

In addition to University-wide policies, the Department of Journalism & Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses



or receiving any assistance from others for work assigned to be done on your own, as acts of cheating and punishable to the degree determined appropriate by the course instructor and department chair. Punishment may include grade reductions or seeking dismissal of the student from the University.

Further, you are expected to comply with copyright and intellectual property laws and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for rating originality of your ideas and to evaluate proper use and assignment of sources. All creative work may be checked for policy adherence by the professor. The only exception to this policy is your online portfolio and its attendant pieces (for example, the résumé and logo). By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com's restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor's procedures may be penalized or may not be accepted at all.

### **Online SETEs**

You are encouraged to complete the SETEs evaluation of this course. If completed, once the instructor has posted final grades, you can immediately see that grade. To access evaluation forms, log in to MyMemphis; click the "Student Pages" dropdown menu and select "My Resources" and find the SETE evaluation forms; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. Completing the SETE will only take a few minutes. Faculty take the evaluations seriously and use them to improve courses and instructional quality. Your feedback is essential and is appreciated.

### **Deadlines**

All deadlines are firm. Because Journalism & Strategic Media is a professional program, students are expected to understand and comply with deadlines. Students needing an extension on an assignment must receive approval from the instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

You may be permitted to make up missing work if it is for an absence because of illness or other catastrophic emergency, such as a death in the family that can be documented.

### **AP Style and grammar**

All written work in this class must follow the AP Stylebook and accepted rules of grammar and punctuation. You are responsible for learning these rules and checking your work for errors.

### **Disability and accommodations**

If you need an accommodation based on the impact of a disability, contact Disability Resources for Students at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations.

### **Diversity and inclusivity**

The Department of Journalism & Strategic Media values diversity in all its forms. Some of these forms include ability, age, appearance, ethnicity, gender identity, immigration status, language, nationality, race, religion/spirituality, sex, sexuality, socio-economic status, and other personal identities and

experiences. As such, students are expected to participate in fostering an inclusive environment that respects the differences of others.

Students are expected to approach their work through a diverse lens. Creating messages that resonate with diverse audiences requires an understanding of a variety of perspectives, which are carried out through multiple platforms, such as digital and traditional media outlets.

The department seeks to foster healthy and positive classroom discussions and experiences. As such, faculty and students are expected to remain respectful and professional at all times.

### **Weather policy**

Always check with local media, the University of Memphis website regarding inclement weather.

### **Student support**

If you are experiencing personal or academic challenges including, but not limited to food or housing issues, family needs, or other stressors, visit the Student Outreach & Support page to learn about resources that can help: <https://www.memphis.edu/deanofstudents/crisis/index.php> or contact the Dean of Students Office at 901-678-2187, or in person in Suite 359 in the University Center for assistance. You may also talk with course instructors about the challenges you are experiencing. Instructors may be able to assist in connecting you with campus or community support.