Fall 2020 Syllabus *(subject to change)*

Photojournalism, COMM 207-201
Monday, 5:30-8:00 pm, online
Professors: Stacey Wescott and Nancy Stone
Office hours: Mondays before or after class or upon request
Swescott1@luc.edu and Nstone2@luc.edu or cell: 312-802-8303 and 312-802-8318

Aug.24 - NS & SW

- Introduction to the class and each other
- Slide show of examples of photojournalism
- Student Introductions
- Equipment and technology walk-thru with Jillian
- Ethics of photojournalism and social media - NS
- Photo and story assignment sheets- read thru - SW
- Caption writing - SW
- New assignment: something familiar

Aug. 31-SW

- Assignment due Aug. 30 @ noon: Something familiar
- Class review of the something familiar assignment
- Discussion: Protest photography and the role of the photojournalist
- Examples of protests photos, how to be safe, comprehensive and inclusive
- New assignment: Protest photo-essay

Sept.7

- LABOR DAY, no class

Sept. 14 - SW

- Assignment due on Sept. 13 @ noon: Protest photo-essay
- Class review of Protests photo-essay
- Discussion: shutter speeds and apertures
- Examples of different camera shutter speeds and apertures
- New assignment: shutter speeds and apertures

SEPT. 21- NS

- Assignment due on Sept. 20 @ noon: Shutter speed
- Hands-on food photography with Chicago Tribune photographer Abel Uribe. You will be shooting food for this assignment!
- Class review: Food photography camera settings and best practices
- New assignment: food photography

SEPT 28-NS

- Assignment due Sept. 27 @ noon: Food photography
- Class review of shutter speed and/or food photography
- Discussion: Portraits, light sources and color balance
- Examples of different light sources
- New assignment: Portraits and light sources

OCT. 5 - SW

- Assignment due on Oct. 4 @ noon: Portraits, light sources and color balance
- Class review of Portraits, light sources and color balance assignment
- Discussion: Sports and fast action photography
- Elements for shooting a sports photo-essay

    a. High ASA
    b. Fast shutter speed 1/1000
    c. Shallow depth of field
    d. Camera on follow focus
    e. Camera on continuous shooting

- New Assignment: sports photo-essay

OCT.12 - SW

- Assignment due on Oct. 11 @ noon: Sports photography
- Class review of sports photography
- Discussion: Coronavirus photo-essay: neighborhood, city, campus
- Discussion: Elements of photo-essay
- New Assignment: Coronavirus photo essay

OCT.19 -NS

- Assignment due on Oct.18 @ noon: Coronavirus photo essay
- Class review of Coronavirus photo essay
- Discussion: Weather and feature photos
- New assignment: Weather and feature photos

OCT. 26 -NS

- Assignment due Oct. 25 @ noon: Weather and feature photos
- Class review of Weather and feature photos
- Discussion: Inspiring photojournalist essay
- Discussion: Final projects photo essay

- New assignment: Inspiring photojournalist essay
- New assignment: Final project photo essay outline **- this long-term photo essay is worth 35% of your final grade**

NOV. 2 - NS & SW

- Assignment due Nov. 1 @ noon: inspiring photojournalist essay
- Assignment due Nov. 1 @ noon: Final project outline
- Individual zoom meetings about final project outlines and shooting lists with professors

NOV. 9 - NS & SW

- Assignment due Nov. 8 @ noon: first round of final project photo essay
- Assignment due Nov. 8 @ noon: inspiring photojournalist essay
- Discussion: photojournalism and safety.
- Assignment: Watch movie Hondros (on Netflix) about war photographer Chris Hondros and complete essay form.

NOV. 16 - NS & SW

- Assignment due Nov. 15 @noon: essay on Hondros film
- Class discussion about Hondros
- Individual zoom meetings about round 2 of photos in your final project photo essay
- Keep working on your final project photo essay

NOV. 23- THANKSGIVING BREAK

NOV. 30

- Assignment due Nov. 29 @ noon: Final project photo essays
- **Day 1 of final project photo essay presentations begin**

DEC. 7

- **Day 2 of final projects presentations begin**

Loyola Grade Scale
A: 100-94
A-: 93-90
B+: 89-88
B: 87-83
B-: 82-80
C+ 79-78
C: 77-73
C-: 72-70
D+: 69-68
D: 67-63
D-: 62-60
F: 59-0

Grading

- Each assignment will be graded according to effort and adherence to assignment instructions. If students are not clear or have questions, it is your responsibility to contact the professor.
- Students are expected to bring a camera to class because there may be instances where we head out to shoot assignments together during class time.
- Class attendance is required. There will be one unexcused absence allowed. All other absences require a note or check in with the professors to discuss. All other absences are considered unexcused and will affect your overall grade.
- You will be expected to participate in class discussions and projects, most of which cannot be replicated out of class. Participation accounts for up to 20% of your final grade.
- Assignment sheets should be completed and used to provide relevant and accurate caption information. This information should be in your powerpoint presentations next to the image being described
- Photos assignments should be submitted in Sakai by noon on the Sunday before class. Work should be turned in on time. Late assignments are subjected to lower points
- By the end of the semester, student work should show improvement in technique, composition, and creativity.
- Assignment points will be assigned according to difficulty and time required to complete it.
- . School of Communication Statement on Academic Integrity
- A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola

University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

- Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.
- Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:
- · Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- · Providing information to another student during an examination;
- · Obtaining information from another student or any other person during an examination;
- · Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- · Attempting to change answers after the examination has been submitted;
- · Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- · Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- · Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- · Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.
- Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:
- · Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;

- · Submitting as one's own another person's unpublished work or examination material;
- · Allowing another or paying another to write or research a paper for one's own benefit; or
- · Purchasing, acquiring, and using for course credit a pre-written paper.
- · Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
- The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at https://www.luc.edu/academics/catalog/undergrad/reg_academi cintegrity.shtml .
- Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.
- The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for

- academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.
- Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:
- http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .
- The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.
- 14. Students with Disabilities: Students who need special accommodations for exams or class meetings because of a learning disability will provide you with a letter documenting the type of accommodations needed. If they claim to have a physical or psychological condition that hinders their ability to perform in class, medical documentation must be provided to the Student Accessibility Center (SAC) and that office will assess whether or not your collaboration is required. These matters are confidential. The following language should be included on your syllabus:
- Please include this language on your syllabi: Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from the Student Accessibility Center confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.
- 15. Official University Policy for Students missing classes while representing Loyola:
- You may not penalize students who are absent while representing Loyola if the student gives you proper documentation. This includes students participating in intercollegiate athletics, debate, model government organizations, etc. You must allow make up exams and make any handouts missed available to the student. It is up to the student to get lecture notes from someone and to properly document their absences.
- 16. Military Service: Students who have been called into the armed services of the United States and who are consequently withdrawing from the university before the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in question but no academic credit. If they withdraw after the end

of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

- Other Important School of Communication Policies
- Office Hours: All faculty members are responsible for holding regular office hours and publishing those hours for their students. A reasonable effort should be made to accommodate students whose schedules conflict with the faculty member's normal office hours.
- University Core Courses: If you are teaching a university core course (meaning that it counts toward any Loyola Undergraduates' foundational requirements), it should have the following components:
- a) Writing: This includes term papers, other written assignments or essay exams.
- b) A Final Exam: All core courses must have a final exam and it must be administered on the date and time specified on the exam calendar.
- Core Curriculum Advising: This is done in the Office of First & Second Year Advising (if the student is a freshman or sophomore) or by the Academic Advisor or the Assistant Dean in the SOC (juniors and seniors). SOC faculty are responsible only for doing major advising. Questions about major requirements should be directed to the respective major's Program Director.
- Writing Intensive Courses: Writing Intensive courses are part of a university wide program, "Writing Across the Curriculum". Consequently, all SOC faculty teaching courses with this designation are expected to receive training and adhere to relevant criteria. That includes the following:
- a) Receive instruction on WI criteria with major area designee; Ad/PR and Ad Creative--Pam Morris; Communication and Advocacy & Social Change--Elizabeth Lozano; Film & Digital Media—Meghan Doughtery; and Multimedia Journalism--Patty Lamberti.
- b) Submit course syllabus to Dean's Office and Program Director one month in advance of the semester the course is to be taught.
- c) Make revisions to syllabus if required for approval.
- d) Only faculty who comply with criteria for teaching Writing Intensive courses will be assigned to teach them.
- Student Advising: All full-time faculty members (SEE ADVISOR LISTING BELOW) are expected to be available for student advising. This includes keeping a minimum of one office hour per week for each three credit hour class taught. Students may have questions

regarding internships, majors and career choices in addition to your course assignments.

- If you do not have an answer to a student's question, please do not guess. The SOC Academic Advisor and the Assistant Dean are your primary sources of accurate information for student advising. Internship coordinators for each major would know about procedures and policies, Program Directors are familiar with major requirements, and the Associate Dean's office is here to support faculty with integrity issues, behavioral matters and/or grade grievance issues.
- Any answer you give to a student regarding their anticipated graduation date should be provisional. In other words, you may not have all the facts available. Graduation evaluations and degree conferrals are completed by the Academic Advisor and the Assistant Dean who are best able to inform students about their anticipated graduation date. Please encourage them to set up a meeting with their academic advisor (who may be the Assistant Dean).

Technology Information

This course will require the use of technology. While students are not expected to own any specific technology for this course, they will be required to use technology to access course content, to complete and submit assignments and to communicate with the instructor and other students outside of designated class times.

The University has provided each student with a Loyola network ID to access institutional resources. It is expected that electronic communication with students will be via the Loyola ID and Loyola's email system, which can be accessed at: https://outlook.luc.edu/.

Your Loyola ID and password is your main resource for accessing Loyola systems. The Password Self-Service systems allows students, faculty, and staff on the University network to reset their own network password quickly and independently. Go to: http://www.luc.edu/its/services/password-self-service.shtml to learn more and to manage your password.

Course materials will be provided via the Sakai learning management system, which can be accessed at: https://sakai.luc.edu/. It is expected that students will access and submit assignments and other coursework via the Sakai system using their Loyola ID and password.

This course may include online activities such as live (synchronous) or outside of designated class time (asynchronous) activities. For online synchronous activities the instructor may require the use of computers with webcams and microphones. For these types of activities it is expected that students have access to and setup the necessary equipment prior to the online class. To learn more about technology support for online course activities go

to: http://www.luc.edu/online/resources/technology/.
Digital Media Services (DMS) manages and maintains a number of multimedia and digital media computer labs and services across the Lake Shore and Water Tower campuses. Students can visit the labs to checkout various technologies, receive consultation, and access various types of training for coursework. More information on hours of operation can be found at: http://www.luc.edu/digitalmedia/.
While the instructor will provide access to certain technologies and course materials within the Sakai learning management system, students may require additional technology support. The Information Technology Services (ITS) Help Desk provides general technology support. Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service. To learn more about Help Desk services and the hours of operation please go to: http://www.luc.edu/its/helpdesk/.

Students with Learning Disabilities

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – please email me or schedule a meeting with me

Syllabus + Privacy Statements

Block Video Downloads by Students:

To limit the circulation of recordings of students (e.g. recorded synchronous sessions, student presentations) beyond the classroom, and their possible use for "commercial purposes" as described in the Illinois Publicity Act, students' ability to download video recordings will be restricted beginning in Spring 2018. All systems currently used by Loyola for recording (Panopto, VoiceThread, and Zoom) will be set to prevent

students from downloading videos. This will not impact students' ability to view the recordings when the student has an internet connection. If there is a need for students to download specific recordings, please contact the Office of Online Learning for guidance (online@luc.edu). **Faculty retain the ability to download recordings.**

Written Consent of Students:

In alignment with Illinois law and the University Privacy Statement (above), instructors who wish to use an online class recording that includes student activity beyond the class in which it was recorded may do so only with the informed written consent of the students involved or if all student activity is removed from the recording. A release form created by the Office of the General Counsel must be signed by students (Appendix A). We are currently working with ITS to develop a digital consent form that will allow for a student's digital signature. This will enable online students to more easily access and sign this required form. **Details regarding accessing and storing written consent forms was sent to all online faculty in January 2019.**

Student Recording Release Form

4. Recording Guidelines for Online Faculty:

Faculty are asked to follow the following guidelines regarding recording students in online classes:

- Only store recordings on Loyola-approved systems that restrict access to class members (ITRS can provide instructions).

- Inform students that recordings will only be available to members of that class and that all recordings will be unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule)

- Inform students that video recordings cannot be downloaded and can only be viewed when the student has an internet connection.

- Request that students share any concerns they may have about being recorded privately with the instructor prior to the first recording (e.g. the first synchronous session) and provide an option for students who request not to be recorded to participate via audio-only.

Rambler Resources for Student Success Online

Check out these resources to help you succeed onliine this fall!

- As part of our Rambler Resources for Student Success Program, **Online Student Success Sakai sites** have been created in order to help students succeed academically this fall.
    - **New Student Success Online Sakai Site** (Instructions)
    - **Current Student Success Online Sakai Site** (Instructions)
- **The Academic Success @ Loyola Faculty Module** includes academic resources that faculty will be able to mirror in their course Sakai sites. **Here are instructions** (PDF) for faculty on how to add the Academic Success @ Loyola module to their Sakai site.
- **Online Learning Resource Guide**
- **Navigate** is a student-centered mobile app that provides the best way for Loyola students to interact with their advisors. **Explore Navigate!**
- Visit our **Resource Rundown** to help you succeed online this fall!