

Photojournalism Lessons in Six Modules

Elizabeth Cyr, JRN 808

Abstract: Anticipating the need to teach photojournalism skills in small segments as a part of larger curricular goals, the following photojournalism modules are paced for a week's worth of work each, covering the major skills and products expected by student journalists. Many of the tasks correlate to Common Core Standards in English Language Arts as well as the Michigan Merit Curriculum in Visual Arts which have been articulated on the course syllabi for Journalism 1, Journalism 2, Yearbook and Advanced Journalism.

Sources: A *good deal* of supportive material is copyrighted and provided by Julie Price, for which I am entirely grateful. Other sources are noted in Modules.

Notes:

1. Each module will be worth 100 points.
2. All classes will begin with Module 1.
3. Depending on the course, some will move to Module 2 and one to Module 3.
4. All Modules will be covered by the end of the courses.
5. Before Module 1, students will be introduced to camera care and equipment organization protocols.
6. Direct instruction and practice of caption writing will be covered in different parts of the curriculum.
7. KQED #DoNow curriculum will be a large part of the Journalism 1 course. Photo story will be one week's response. Students will also be making info graphics, ThingLinks, and other social media texts.
8. Humans of Stockbridge is a social media project that author-extends from the original Humans of New York photo stories (HONY). Coverage of participants extends from Stockbridge High School students, faculty, and staff to community members in local businesses and institutions.

Module 1: Oh, Snap!

Organization, Composition & Interviewing Basics

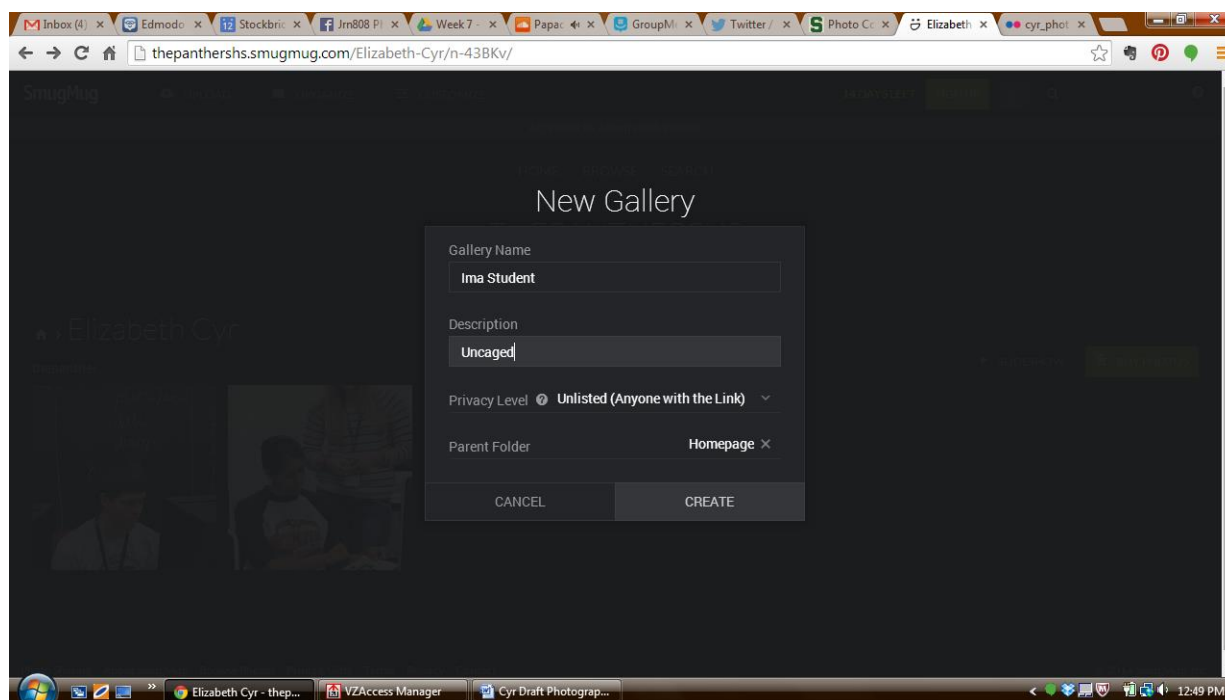
Objective: Journalism students will be able to evaluate and create photos and micro copy (very small) for publication in web and print student publications while using DSLR camera and digital media tools to shoot and publish their work.

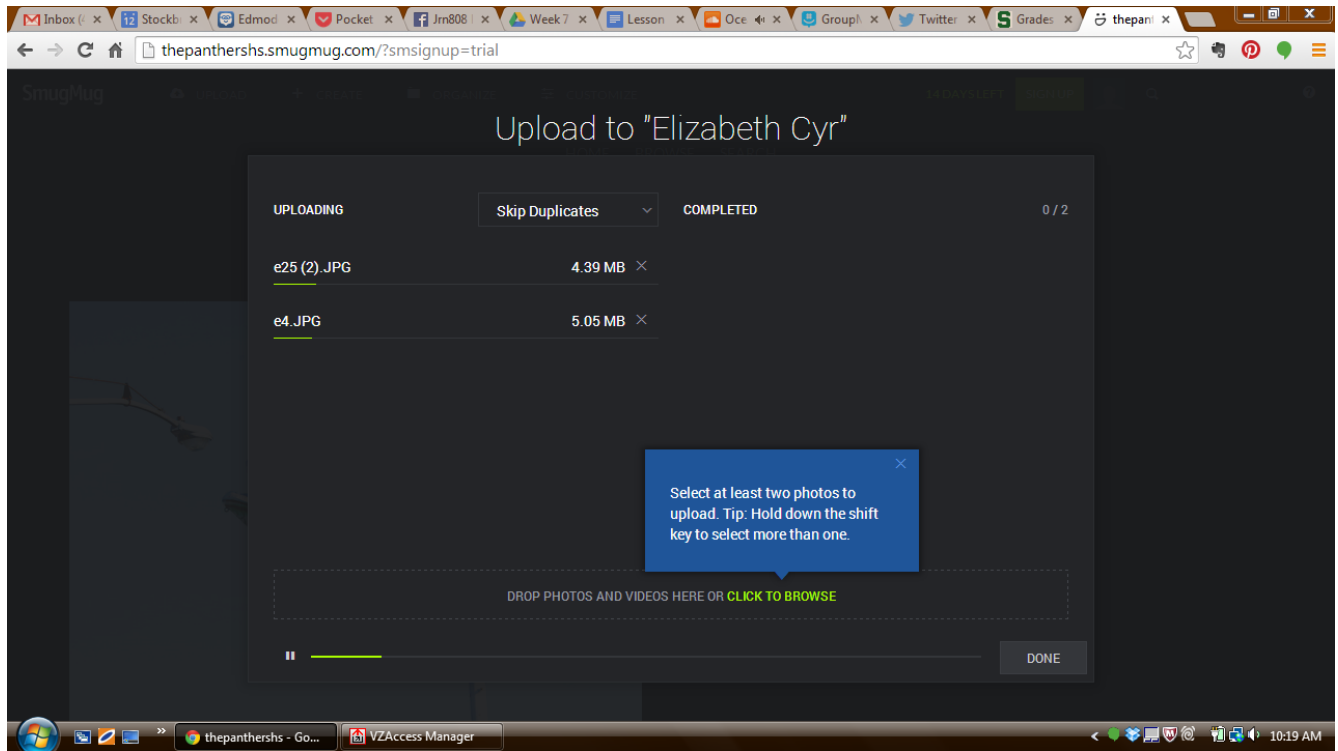
Create: Demonstrate ability to log in to staff SmugMug account and make a gallery for work on publication. (10 points)

Lecture on SmugMug

1. Make a gallery of your name within your publication (e.g. thepanthershs)
2. Upload all usable photos
3. Name photos according to publication key wording system (See Elizabeth's example)

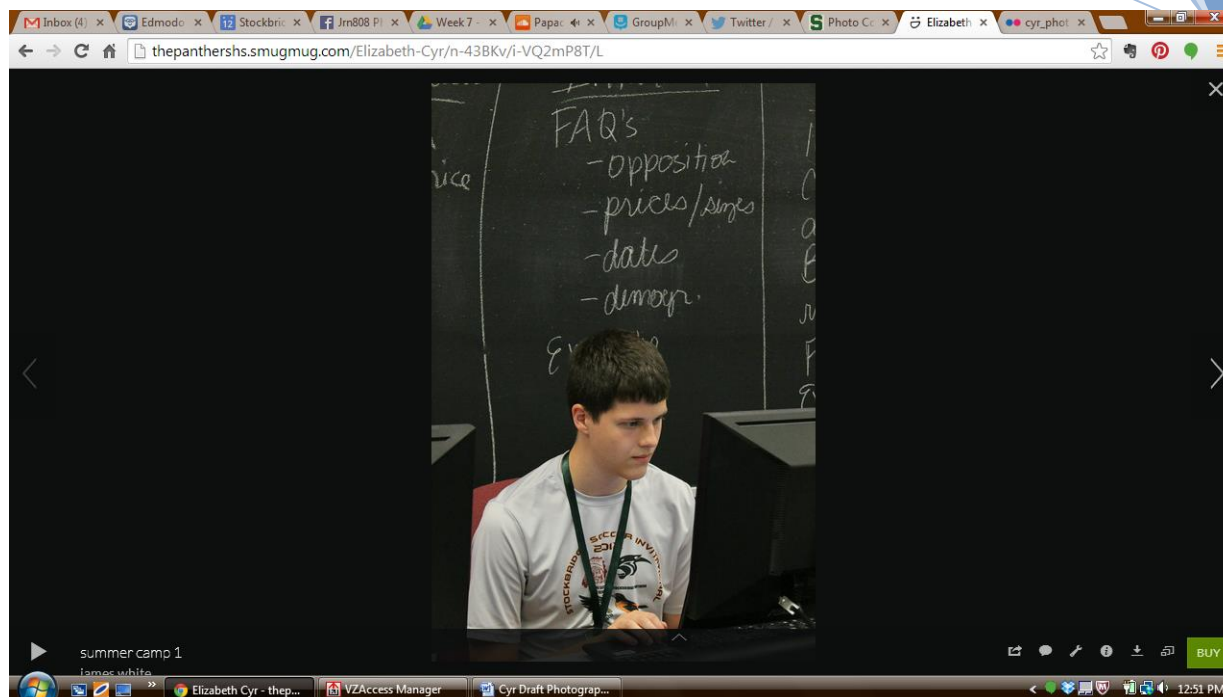
I. Make a new gallery





II. Upload to your gallery

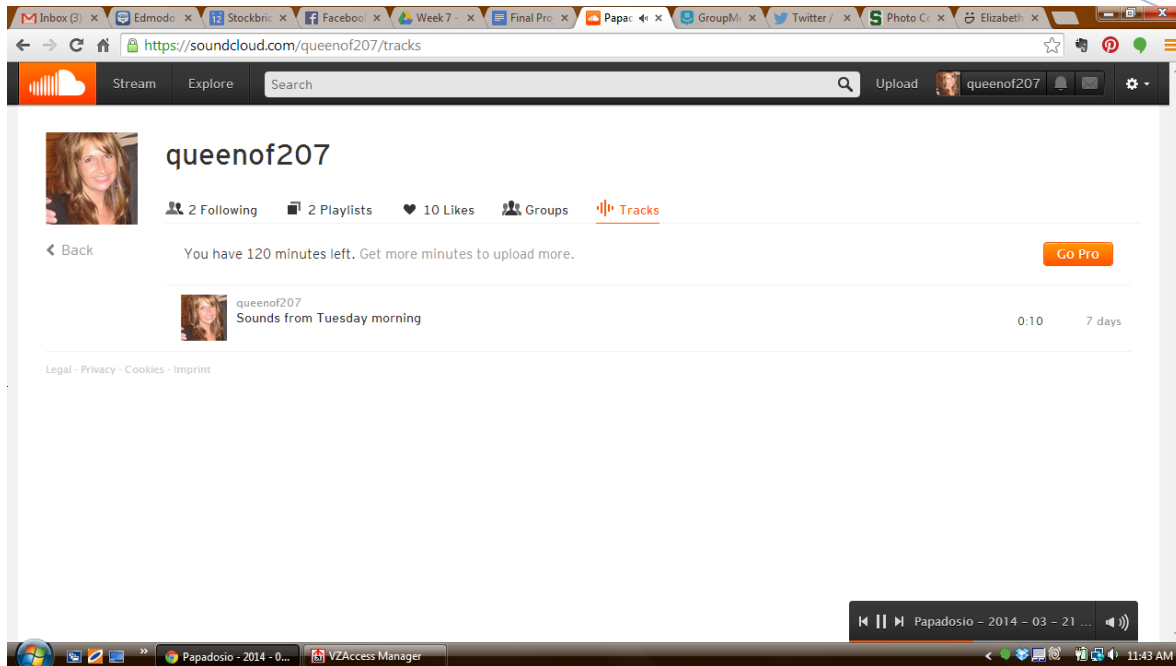
III. Name and key word your photos (lock and password protect)



Create: Demonstrate the ability to create a SoundCloud account and record interviews in conjunction with photo shoots. (10 points)

Lecture on Sound Cloud

1. Make a Sound Cloud account for interviewing on every photo assignment
2. Sounds will be shared with your editors (from here on out)
3. Files must be kept in your personal account for the entire publication year



Lecture of composition types using Flickr examples

<https://www.flickr.com/photos/125035187@N02/sets/72157645131389949/>

Evaluate these photos using rubric and identify each composition type

Lecture on Humans of Stockbridge

Model: Humans of New York (Facebook site)

Technique: Brandon Stanton discusses how to interview strangers while taking photos (YouTube video)

<https://www.youtube.com/watch?v=fyoJ7ItZgcA>

Assignment: Submit via SmugMug, one of each composition techniques (30 points)

1. strong center of interest
2. rule of thirds
3. framing
4. strong tones
5. selective focus: shallow depth of field
selective focus: deep depth of field
6. curves
7. repetition / repetition with contrast / pattern
8. filling the frame

Photojournalism Modules

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Publication: Using one of the composition techniques above, shoot and interview a Stockbridge student for “Humans of Stockbridge” project. (50 points)

Module 2: Going the Distance!

Shooting in manual, shutter speed & depth of field

Objective: Journalism students will be able to understand and apply usage of camera parts and functions through guided instruction to create photo compositions of shallow and deep depth of field.

Lecture with lots of guided instruction and checks for understanding using Powerpoints of “DSLR Guts” https://www.youtube.com/watch?v=h_mw1dMIFAA&feature=youtu.be

and

“Camera Functions”

<https://www.youtube.com/watch?v=EEgc13fF0AQ&feature=youtu.be>

Use Elizabeth’s notes as a guide

<https://docs.google.com/a/panthernet.net/document/d/1ZhGAfcKFbS5yo0BzzMid8eCmWbKVugCK5ifttPmMzxE/edit>

Assignment: In groups of three (3) create a Google Doc called TeamName_GoingTheDistance! (50 points)

1. Save it in the folder shared with you called Module 2.
2. Find your online manual for the camera you are using and make a link to it as the first entry in your document. Trust me; you will need to refer to it.
3. Lecture on Creative Exposure using Powerpoint version of:
https://www.youtube.com/watch?v=663j_tBTTtQ&feature=youtu.be

Practice:

1. Evaluate and verbally critique Elizabeth’s depth of field shots of Flickr
<https://www.flickr.com/photos/125035187@N02/sets/72157645191093029/>
2. With assistance from teacher, attend a couple class sessions around the school, beginning in the art room and take one shallow depth of field and one deep depth of field shot

Publication: Demonstrate ability to shoot a specific depth of field photo of a Stockbridge High School student experience using manual camera operations to be published on the official Uncaged Facebook and Twitter social media accounts. (50 points)

Module 3: Stop It!

Shooting in manual, shutter speed & sports action photography

Objective: Journalism students will be able to apply usage of camera parts and functions through guided instruction to create stopped-action sports photography.

Lecture: Review of creative exposures and additional information on ISO from

<http://photographylife.com/what-is-iso-in-photography>

and

<http://www.exposureguide.com/iso-sensitivity.htm>

Practice:

1. Evaluate and verbally critique Elizabeth's sports action shots on Flickr
<https://www.flickr.com/photos/125035187@N02/sets/72157646116634202/>
2. Online camera simulator, using settings to practice stopping action
<http://camerasim.com/apps/camera-simulator/>
3. With assistance from teacher, attend a session of sports and fitness class to shoot action in class.

Assignment: In teams of three, find one professional sports photographer to research and present to class. Write three questions to ask photographer and contact her or him, explaining your research and asking your questions. Present the photographer's brief bio, best work and response to your request in a presentation to the class. (40 points)

Publication: Demonstrate ability to shoot one stopped-action sports photo of a Stockbridge High School fall sport using manual camera operations to be published on the official Uncaged Facebook and Twitter social media accounts. (60 points)

Module 4: Worth a Thousand Words!

Shooting in manual & environmental photography

Objective: Journalism students will be able to shoot environmental photography that tells the story of person's life that can stand alone or be used with a news story, feature or profile in newspaper, yearbook or social media environments.

Practice:

1. Evaluate and verbally critique Elizabeth's environmental photos shots on Flickr
<https://www.flickr.com/photos/125035187@N02/sets/72157645336516757/>
2. Study one professional photographer's environmental photography
<http://www.poppphoto.com/how-to/2013/10/tips-pro-brian-harkin-environmental-portrait-photography>

Assignment: In teams of three, find one professional photographer (who is known for environmental photography) to research and present to class. Write three questions to ask photographer and contact her or him, explaining your research and asking your questions. Present the photographer's brief bio, best work and response to your request in a presentation to the class. (40 points)

Publication: Demonstrate ability to shoot one environmental photo in conjunction with Humans of Stockbridge using manual camera operations to be published on the official Uncaged Facebook and Twitter social media accounts. (60 points)

Module 5: Like You Were There!

Shooting in manual & covering school events or topics in photography

Objective: Journalism students will be able to shoot photography that tells the story of an event or topic that can stand alone or be used with a news story, feature or profile in newspaper, yearbook or social media environments.

Practice:

1. Evaluate and verbally critique Elizabeth's event photos shots on Flickr
<https://www.flickr.com/photos/125035187@N02/sets/72157645841330769/>
<https://www.flickr.com/photos/125035187@N02/sets/72157646255633575/>

Assignments:

1. Topic: In conjunction with the weekly **#DoNow** prompt, research and report on the topic given. Create a photo story to be published that responds to the prompt in a rhetorical manner. The photos will present the argument (3-5 photos).

Sample: <http://blogs.kqed.org/education/2014/06/27/income-inequality/>

2. Event: Chose an event related to academics, clubs or sports in the Stockbridge community and create a photo story to be published that explains the purpose and pathos of the participants. The photos will present the story (3-5 photos and captions).

Publication: Demonstrate ability to shoot photos using manual camera operations to be published on the official Uncaged Facebook and Instagram social media accounts as well as the #DoNow Twitter feed. (100 points)

Module 6: Bend It, But Don't Break It!

Shooting in manual & understanding the purpose and limitations of the digital darkroom

Objectives: Journalism students will be able to shoot nature or still photography that indicates an understanding of natural light, aperture and ISO, work that can stand alone or be used as part of another graphic element in newspaper, yearbook or social media environments. Journalism students will be able to evaluate and apply the appropriate photo adjustments, making judicious corrections to improve their photos in the digital darkroom.

Practice:

1. Using three of Elizabeth's or your own work, evaluate your photo in PhotoShop, considering correction of tonal balances of the following aspects:
 - a. Histograms
 - b. Curves
 - c. White balance
2. Lecture using Powerpoint on Photo Adjustments
<https://d2l.msu.edu/d2l/le/content/151693/viewContent/1110778/View>
3. Evaluate Elizabeth's Barbie ThingLink
<https://www.thinglink.com/scene/538065299052691457>

Assignments:

1. Correct two photos using tonal adjustments. Submit the original photo and the corrected version together. Write a very short explanation of what corrections were made. Name the photos with the following protocol (30 points):

LastName_TAOriginal1 *and* LastName_TAOriginal2
LastName_Adjusted1 *and* LastName_Adjusted2
2. Choose a photo to desaturate (make black & white while saving color information) Submit original and desaturated photo together. Write a very short explanation of why you chose the photo and how it works in B&W. Name the photos with the following protocol:

LastName_ColorOriginal
LastName_Desaturated

Publication: Demonstrate ability to shoot nature or still photography with specific employment of natural light to be used as a backdrop to a ThingLink for the #DoNow topic of the week to be published on the official Uncaged Facebook and Instagram social media accounts as well as the #DoNow Twitter feed. (100 points)