

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2022
<b>Discipline:</b>	Journalism and Technical Communication
<b>Course Number and Title:</b>	JTC 430 Advanced Digital Documentary Photography
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Dr. Pete Seel
<b>Semester Credit Hours:</b>	3

**Prerequisite:** This is not an introductory course. Completion of one (1) digital photography course (or an equivalent course on photographic or video fundamentals) is required. This course will have limited technical instruction. Students will be asked to provide an example of a prior photo story, a portfolio (with 10-15 images) via URL, for admission to this course. See the syllabus for more detail.

### COURSE DESCRIPTION

This is a hands-on course in the conceptualization and creation of **transmedia blog posts that combine photography, videography, and text**. Course content will analyze conceptual, photographic, and editing criteria for the creative transmedia documentation of people, places, and themes. After port visits on the voyage, students will submit a multimedia blog post focused on their personal experiences while traveling in that nation. Students will be guided by the instructor and peers in the course to create meaningful posts that highlight new cultural knowledge based on interactions with local citizens. Ethical issues concerning the documentation of overseas populations will be addressed, as well as the need to obtain permission to film in some sensitive religious locations on the voyage. **Students will be invited to submit their best work for potential posting on the Semester at Sea website.**

### LEARNING OBJECTIVES

**At the completion of this course, the student will be able to:**

- 1) Take photographs and video segments that document unique aspects of diverse cultures.
- 2) Write compelling blog posts that integrate text, photos, and video.
- 3) Define the steps involved in building rapport with documentary subjects.
- 4) Explain the transmedia editing process for creating effective documentary posts.
- 5) Describe multiple Internet-based distribution strategies for documentary blog posts.
- 6) Explain the need to gain advance permission before filming in sensitive locations.
- 7) Explain why travel blog production is an interesting career choice for documentarians.

### REQUIRED TEXTBOOKS AND SUPPLIES

AUTHOR: Simon, S.

TITLE: *The Passionate Photographer: Ten Steps Toward Becoming Great*

PUBLISHER: Ilex

ISBN #: 978-1781576366

DATE/EDITION: 2<sup>nd</sup> edition 2019

## REQUIRED EQUIPMENT

Each student must have a **digital camera** with a still image resolution of at **least 16 megapixels that can also record quality high-definition video (at 1080 X 1920 pixels)**. Each student will also need to provide **one 32 GB USB flash drive** for presenting blog assignments in class. It would also be helpful to have a **stable, quality tripod** and an **image stabilizer** for recording quality hand-held video, but these are optional. Also needed is a **laptop for transmedia story editing** and a **downloading device for SD cards**.

## REQUIRED SOFTWARE

Each student enrolled in the course will need to have **digital photo and video editing software** installed on a personal laptop computer or tablet. **Adobe Photoshop and Premiere Elements** are recommended for their lower cost and utility for image editing, but students are welcome to bring similar software on their laptops, if familiar with other editing options.

## TOPICAL COURSE OUTLINE

### Embarkation Day – September 9

Day	Lecture/Discussion Topic	Read in <u>Advance</u> of Class	Due
1	Course orientation.		
2	DSLR camera operation review and taking creative portraits.	Simon text: Step 5 on portrait photography.	<b>Bring camera to class.</b>
3	Documenting <i>place</i> – and creative blog and caption writing	Simon text: Step 5 on lessons learned.	Take portrait of your partner after class.
4	Technology review – working with digital files and file management.	Simon text: Step 1, up to Lessons Learned.	<b>Portrait and bio of your partner.</b>
5	Review photos and video clips from last port.	NA	<b>Blog post #1 is due.</b>
6	Examples of place-oriented photography. Review new blogs.	Simon text: Step 1, Lessons Learned.	<b>Blog post #1 is due.</b>
7	Creative lighting for documentary photography	Simon text: Step 2 on Volume.	<b>Long-form blog story topics are due.</b>
8	Critique of Blog #1 entries.	Simon text: Step 2, Gear and Technical Proficiency.	<b>Blog entry #2 is due.</b>

Day	Lecture/Discussion Topic	Read in <u>Advance</u> of Class	Due
9	Critique of Blog #1 entries. Review for exam #1.	Simon text: Step 3, Working it.	
10	<b>Exam #1.</b> Lecture on image composition.	Simon text: Step 3, Autofocus and Composition.	<b>Prior port blog entries are due.</b>
11	Building rapport in long-term documentary production.	Simon text: Step 4, Concentration.	<b>Prior port blog entries are due.</b>
12	Critique session for prior port blog entries.	Simon text: Step 4, Lessons Learned.	<b>Prior port blog entries are due.</b>
13	Creative advanced lighting for photo and video production.	Simon text: Step 6, Lighting.	<b>Prior port blog entries are due.</b>
14	Critique session for prior port blog entries.	Simon text: Step 6, Lighting Lessons Learned.	<b>Prior port blog entries are due.</b>
15	Editing the long-form photo/video documentary. Review for exam #2.	Simon text: Step 7, Art of the Edit.	<b>Field Class blogs are due.</b>
16	<b>Exam #2.</b> Exemplars of the long-form documentary.	Simon text: Step 7, Editing Lessons Learned.	
17	Complete critiques of field class blogs. Lecture on self-assessment.	Simon text: Step 8, Assessment.	<b>Prior port blog entries are due.</b>
18	To pose or not to pose, that is the question.	Simon text: Step 8, Lessons Learned.	<b>Prior port blog entries are due.</b>
19	Career Goals and Strategies - Pt. 1. Critique session.	Simon text: Step 9, Goals and Strategies.	<b>Prior port blog entries are due.</b>
20	Career Goals and Strategies - Pt. 2. Critique session.	Simon text: Step 9, Lessons Learned: Teach It.	Critique long-form project content.
21	Publishing your work – and online publishing options.	Simon text: Step 10, Publication.	Critique long-form project content.
22	Career Perseverance. Critique session.	Simon text: Step 10, Lessons Learned: Perseverance.	<b>Prior port blog entries are due.</b>

Day	Lecture/Discussion Topic	Read in <u>Advance</u> of Class	Due
23	Formal critique of final long-form projects. Review for exam #3.	NA	<b>Final long-form projects are due.</b>
24	<b>Final Exam #3.</b> Formal critique of final long-form projects continues.	NA	
25	<b>Final Class</b> Complete the critique of long-form projects.	NA	

## Disembarkation Day – December 22

### FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

#### Field Class & Assignment

**STUDENTS: Field Class proposals listed below are not finalized.** Confirmed ports, dates, and times will be posted to the [Fall 22 Courses and Field Class page](#) when available.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute 20% of the contact hours for each course.

Field Class Title: Transmedia Travel Storytelling

#### Activities:

Students travel with a local guide to a series of scenic locations where they will photograph the environment and perhaps meet and photograph (with permission) fellow travelers and local citizens.

1. After photographing at least three locations, students can explain the visual attraction of these sites and how they might be used to build a transmedia site about the region and country.
2. After the field class, students can articulate the market for travel blogs and explain how their images and text will enhance the reader's understanding of the places documented.
3. Students can articulate the environmental issues involved in protecting these sites from the potential damage caused by tourism.

### Outcomes:

Students will travel by bus or van to visit multiple locations and take photographs and video clips at each site. Each student will document the field class day for the reflective transmedia essay (see below).

Assessment: Each student will complete a 15-20 image/video clip reflective transmedia blog entry illustrating what they observed at these sites that includes a textual analysis of how their photographs and video clips document local environments and include the student's reflections on how the process of documentation affects future visitor-ship and global tourism. Save and submit on a flash drive.

### **Comparative Experiential Project**

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Students will work individually during port visits to produce a series of ***six travel blogs about the ports we've visited on the voyage*** – which you are welcome to post in a port after its critique session on the ship. Students in the course are encouraged to document the shore experiences of their fellow students and their interaction with local citizens in the port and in their travels ashore. These posts will be critiqued by the instructor and fellow students after each port visit to improve their quality. **Some of the best examples of student work in the course will be posted (with their permission) on the Semester at Sea website.**

### **METHODS OF EVALUATION / GRADING SCALE**

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

points	project
120	<b>Comparative Experiential Project</b> (six ports documented in photos, text, and video) @ 20 points each
75	<b>Three exams</b> @ 25 points each
60	<b>Field class</b> transmedia blog post (20% of grade)
45	<b><u>In-class projects/ participation</u></b>
<b>300</b>	<b>Total points possible</b>

points	%	grade
291	97	A+
279	93	A
270	90	A-
261	87	B+
249	83	B
240	80	B-
231	77	C+
210	70	C
180	60	D
<150	50	F

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than
93-96%: A	83-86%: B	70-76%: C	60%: F
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

### Tips for success in this course:

- **Complete the readings, attend the course lectures, and take notes as you do – you will need to cite specific course lectures and readings to meet the midterm and final examination requirements.**
- **Be prepared to critique your own work and that of your fellow students.** This is a studio-type course in that each student will be expected to show their photographic work on a regular basis and also constructively critique the creative work of your peers.

## CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.

- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

## LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code. **This integrity policy also applies to all creative work submitted by students – all of it must be your own work.**

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## RESERVE BOOKS FOR THE LIBRARY

None

## FILMS

TBA

## ELECTRONIC COURSE MATERIALS

None