

**PARSONS SCHOOL OF DESIGN**  
**SUMMER INTENSIVE STUDIES • SUMMER 2019 • PRE-COLLEGE**

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**COURSE TITLE:** Parsons Summer Intensive Studies | Photography: Digital/Video (Pre-College)

**COURSE NUMBER:** PNNY 1131 C1 | CRN 1084

**DATES:** July 8–July 26, 2019 | **MEETING TIME:** Monday-Friday, 9am-3:50pm |

**Morning session:** 9am-12pm / **Afternoon session:** 1pm-3:50pm

**SEMESTER/YEAR:** Summer 2019

**BUILDING / CLASSROOM:** 6 East 16th Street, New York, NY 10011 |

**Morning session:** Room #704 (7th Floor) / **Afternoon session:** Room #703 (7th Floor)

**INSTRUCTOR:** Amy Finkel ([amy@newschool.edu](mailto:amy@newschool.edu)) | **T.A.:** Des Magness ([magnd302@newschool.edu](mailto:magnd302@newschool.edu))

**CLASS WEBSITE:** <http://portfolio.newschool.edu/summer19/>

### **COURSE DESCRIPTION**

New York City provides visual inspiration for students exploring digital photography. Students learn to structure and narrate stories on video and in photography as they collaborate to create short digital films. Professionals visit the class to discuss their craft and share work. This course is recommended for students with some photography experience. Students must have a DSLR digital camera. Beginners should take Photography: Analog and Digital.

This class investigates the current practices, strategies, and materials used in digital photographic printing and video production/editing. Students refine and expand their image and video editing, file management, and workflow techniques to produce high-quality output. They engage in production, developing the ability to see and talk about color, tone, material, and the quality of the final digital and print output. Understanding color space, post-production methods, and the intersection of light and material, is fundamental to the course. Students will divide their days between on-site shoots and in-the-field technical training, museum/gallery visits, digital lab work, and classroom screenings, lectures, and critiques. Students gain an understanding of contemporary approaches to various fields of photography and digital video. Critiques of student work will also be held weekly. With an emphasis on storytelling and experimentation, students are taught to apply both conceptual and technical skills to their work. Studio assignments provide the student with a broad overview of current technologies and historical perspectives. Throughout the summer session, students will archive their experiences and post projects to a personal blog (a “learning portfolio”). Studio time and class critiques enable students to build a series of images reflecting aesthetic, conceptual, and technical exploration of digital output techniques.

### **FACULTY BIO**

Amy Finkel is an award-winning documentary filmmaker, designer, photographer, and writer. She is the founder and creative director of Sailor Beware, an agency that specializes in photography, video work, and web design. She is a Part-Time Associate Teaching Professor at Parsons School of Design and an Adjunct Professor at NYU; she teaches classes in photography, design foundations, color theory, typography, visual culture, video editing, studio art, and web design. Amy has served as a judge for IDA’s Documentary Achievement Awards and for New York Festivals. Amy also acts as a ‘Doctor’ for New York Foundation for the Arts’ “Doctor’s Hours for Filmmakers.” Amy holds an MFA in Design and Technology from Parsons, as well as a BA in Theater, English, and Music from Connecticut College. Amy’s documentary, *Zing! Went the Strings of My Heart*, was nominated for the Pare Lorentz Award by the IDA. Her first feature-length documentary, *FUREVER*, premiered at Hot Docs in 2013 and has since screened in over 60 film festivals worldwide. Its distributors are PBS and Gunpowder & Sky (FilmBuff/Cinetic). Amy’s photography and writing appear in assorted publications. A native of Seattle, Amy lives in Brooklyn, NY.

## **LEARNING OUTCOMES**

By the successful completion of this course, students will have:

- A strong portfolio created containing related images and video for presentation at a public exhibition at the end of the course.
- Gained confidence in presenting and discussing your work through rigorous weekly critiques and writing assignments.
- Expanded knowledge of photographic history and contemporary digital practice through assigned readings, gallery/museum visits, and visiting artist talks.
- A web presence created for your digital work and experience of NYC through frequent learning portfolio posts.

## **ASSESSABLE TASKS**

The objective of this course is to help expand your photographic knowledge and artistic vision.

### **1. FIELDTRIPS & FIELDWORK**

Much of this course takes place outside of the classroom; there will be weekly trips to museums, galleries, and other interesting locales in NYC that exhibit works that correspond to class assignments. Over the next three weeks, take advantage of the opportunity to fully emerge yourself in your urban surroundings. From the culturally diverse flow of people in ever-evolving neighborhoods, to the layered artifacts and audio/visual stimuli of public spaces; examine the city from a creative, personal, and critical perspective. Students will be expected to gather material for each of their projects in their NYC surroundings with their own equipment, supplemented with equipment rented from the Parsons Equipment Center (EQC) on the 9th Floor of 55 West 13th Street.

### **2. DISCUSSIONS, CRITIQUES, & PARTICIPATION**

Students will be asked to present their work formally to the rest of the class during final critiques for each project (weekly). Everyone will be expected to participate during critiques and in-class discussions.

### **3. DEVELOP YOUR OWN RIGOROUS CREATIVE PROCESS**

Treat each assignment as a chance to not only apply the methods and techniques learned in class, but also to develop your own unique way of learning and experiencing. The work leading up to your final projects is just as important and valuable as the end result.

### **4. WORK HARD**

This class is going to be a fun three weeks, but it'll be intense, without question. With a group of such diverse individuals of various ages, backgrounds, and technical levels, it is incredibly important that all students fully participate to get the most out of the course. Much of what you will learn will be from the experience of your peers. The work demands ALL of your effort to bring critical discussions into the classroom for true potential for growth.

### **5. TAKE RISKS**

We each have our own set of strengths and different ways of understanding. During this class, it's important that you step outside of what feels comfortable and re-examine how you think. Take risks. Ask questions. Explore the unknown. Think beyond the obvious or ordinary. Develop a unique point of view.

### **6. DOCUMENT YOUR EXPERIENCE & PROGRESS**

During the culmination of this class, each student will present a personal website/blog called a "Learning Portfolio," which will serve as a formal visual and written document of your class experience. The written component of this course is essential to helping you form an intent-driven design methodology, leading you to more successful articulations and presentations of your ideas.

### **7. DEVELOP A UNIQUE POINT OF VIEW OR WAY OF SEEING**

Through the practice of recording, collecting, sampling, documenting and archiving, you will be asked to analyze your observations and develop a point of view. This is perhaps the most important part of the course. With the same cityscape as a backdrop for class assignments, we will begin to see how each student uniquely interprets their surroundings and applies the conceptual and technical fundamentals learned in class.

## 8. ENJOY YOURSELF

Despite the rigorous workload and intensity of the class, the purpose is to have fun! Make this month a memorable one; work hard and come away with an impressive body of work.

### EVALUATION & FINAL GRADE CALCULATION

All class assignments must be completed on time. Your grade will be based on the quality of your effort, your class participation, your class attendance, and on your final portfolio. The following criteria will be used in evaluating your work during the semester, according to the following percentages:

#### 25% | ACTIVE CLASS PARTICIPATION / ATTENDANCE (Progress, Growth, Effort)

How much did you contribute to class discussions, lectures, and critiques? Were you a valuable asset to your fellow students? How much time and effort did you put into each assignment? Have you shown progress in your creative and technical capabilities?

#### 30% | FINAL PROJECTS

Final Projects will be graded based on problem solving (both creative and technical); your sketches, research, exploratory and design resolution will be considered as well as the final execution of your projects. Did you complete the assignments on time? How well did you complete the assignments? Did you surpass the requirements and push the boundaries of the assignments?

#### 25% | HOMEWORK & IN-CLASS WORK

How well did you complete each of your in-class and homework assignments? Were they prepared properly and in time for class presentations? How well did you complete the assignments? Did you surpass the requirements and push the boundaries of the assignment?

#### 20% | DOCUMENTATION (ELP)

How dedicated were you to your sketchbook and website/blog? Did you keep a consistent index of your work? Can you track your process with these documentation/exploratory devices? How well did you complete each of the assignments in your process book and blog?

**100% | TOTAL:**

### COURSE OUTLINE

<u>WEEK/DATE:</u>	<u>TOPICS / ACTIVITIES:</u>	<u>HOMEWORK:</u>
<b>WEEK 1</b> <b>Mon 7/8</b>	<b>AM:</b> <ul style="list-style-type: none"><li>• Student Orientation in the U.C. auditorium, 63 Fifth Avenue</li></ul> <b>PM:</b> <ul style="list-style-type: none"><li>• Student &amp; Instructor Introductions</li><li>• Overview of Syllabus + Class Website</li><li>• Intro to student Learning Portfolios My.newschool.edu</li><li>• Introduction to Project 1: "Inspired By" <i>Due Fri</i></li><li>• Class Surveys</li><li>• Tour of Parsons / Facilities</li></ul>	<b>TONIGHT:</b> <ul style="list-style-type: none"><li>• Bring cameras + lenses + media cards + batteries (etc.) — EVERYTHING! Something to take notes on. Also bring your hard drives to class!</li><li>• Class Survey</li><li>• Two Readings</li><li>• Complete your class site ("ELP")</li></ul> <b>DUE:</b> Tomorrow, 7/9
<b>WEEK 1</b> <b>Tues 7/9</b>	<b>AM:</b> <ul style="list-style-type: none"><li>• Student ELPs: Completion</li><li>• Reformatting your hard drives</li><li>• Intense DSLR/manual settings class! (How to use / setup / Equipment / Shooting / computers, etc)...</li></ul>	<b>TONIGHT:</b> <ul style="list-style-type: none"><li>• Photo shoot prep for tomorrow</li><li>• Nightly writing (due Thurs, 7/11)</li><li>• One reading</li><li>• Take/post sample photos (5-10) using techniques learned in class today + Writing assignment</li></ul>

	<p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• How-to cont. for the rest of class...</li> </ul>	<p><b>DUE:</b> Tomorrow, 7/10</p>
<p><b>WEEK 1</b> <b>Wed 7/10</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• Photo Composition</li> </ul> <p><b>LATE AM - PM:</b></p> <ul style="list-style-type: none"> <li>• Field trip! (Surprise)!</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• 5-10 photo essay from your time out in the field.</li> <li>• Finish last night's reading assignment.</li> </ul> <p><b>DUE:</b> Tomorrow, 7/11</p>
<p><b>WEEK 1</b> <b>Thurs 7/11</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• In-Class write</li> <li>• Discussion about reading</li> <li>• Screening: Jem Cohen's <i>Lost Book Found</i></li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• More Photo composition discussion (analyzing photographs / concepts).</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Project 1: "Inspired By"</li> <li>• Gallery walk prep</li> </ul> <p><b>DUE:</b> Tomorrow, 7/12</p>
<p><b>WEEK 1</b> <b>Fri 7/12</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• Critique: Project 1</li> <li>• Discussion about Project 2 (due Tuesday 7/16)</li> </ul> <p><b>PM:</b></p> <p>Field Trip: Photo galleries!</p>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Nightly write: gallery assignment</li> <li>• Project 2: "The <i>Flâneur</i>" (Due Tues, 7/16)</li> <li>• Bring photographs to retouch/color correct on Monday on your hard drive</li> </ul> <p><b>DUE:</b> Monday, 7/15</p>
<p><b>WEEK 2</b> <b>Mon 7/15</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• File/photo management</li> <li>• Adobe Bridge Discussion</li> <li>• Adobe Camera Raw editing</li> <li>• Photoshop editing (retouching + color correction + actions + masking)!</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• Photoshop (Cont) + Printing: Epson P800</li> <li>• Purchase tickets for our field trip wed 7/17 to ICP.</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Project 2: "The <i>Flâneur</i>" (6-10 printed photos total + artist's statement)</li> </ul> <p><b>DUE:</b> Tomorrow, 7/16</p>
<p><b>WEEK 2</b> <b>Tues 7/16</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• Critique: Final Project 2: "The <i>Flâneur</i>"</li> <li>• Discussion about plotter/durst printing</li> <li>• Intro to Final Project 3: "Self/Reveal"</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• Mary Ellen Mark's <i>Streets of the Lost</i> viewing</li> <li>• Screening: Mary Ellen Mark &amp; Martin Bell's <i>Streetwise</i></li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Nightly write about <i>Streetwise</i></li> <li>• Notes on Self/Reveal</li> </ul> <p><b>DUE:</b> Tomorrow, 7/17</p>
<p><b>WEEK 2</b> <b>Wed 7/17</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• Field trip: ICP!</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• Art + photography + animation video extravaganza!</li> <li>• Introduction to Final Project 4: The Moving Image</li> <li>• Come up with partners for video projects</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Project 3: "Self / Reveal" (Due Thurs &amp; Friday)</li> <li>• Rent video equipment in pairs to take out tomorrow afternoon.</li> </ul> <p><b>DUE:</b> Tomorrow, 7/18</p>

<p><b>WEEK 2</b> <b>Thurs 7/18</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• How-to: Mics, tripods, audio recorders, and video recording</li> <li>• Naming conventions &amp; file management with video</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• In-the-field recording: audio + video</li> <li>• Meetings to discuss projects</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Meet with partner to create video proposal + shot plan + materials list + start of storyboards</li> <li>• Audio and Video file creation (bring files to class tomorrow on drive—make sure files are mirrored on both partner drives).</li> <li>• Project 4: The Moving Image is due next Thursday at 9am</li> </ul> <p><b>DUE:</b> Tomorrow, 7/19</p>
<p><b>WEEK 2</b> <b>Fri 7/19</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• Discussion about artist's statements</li> <li>• Final Project Critique: "Self / Reveal"</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• SCREENING → Wendy Apple's <i>The Cutting Edge</i></li> <li>• Camera Angles + Editing Discussion</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Bring any video or audio footage you captured over the weekend to class on Monday (media cards + card readers + hard drives)</li> <li>• Project 5: TO FEEL (Final bonus—optional—photo essay: due Wednesday, 7/24)</li> </ul> <p><b>DUE:</b> Monday, 7/22</p>
<p><b>WEEK 3</b> <b>Mon 7/22</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• PORTFOLIO REVIEW DAY</li> <li>• Shooting in the field/working in class with your partner</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• How-To (In-depth): Video editing in Adobe Premiere</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Keep working on your projects!</li> <li>• Wear comfortable shoes tomorrow for field trip!</li> <li>• SEND PHOTOS FOR FINAL EXHIBITION TO PRINT BY TOMORROW at 4pm!!!</li> </ul> <p><b>DUE:</b> Tomorrow, 7/23</p>
<p><b>WEEK 3</b> <b>Tues 7/23</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• How-To (In-depth): Video editing in Adobe Premiere Cont.</li> </ul> <p><b>LATE AM – PM:</b></p> <ul style="list-style-type: none"> <li>• Field Trip!! MOMI</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Finalizing you final video and photo projects (video only if you've chosen not to do the photo essay) and preparation for the exhibition!</li> <li>• Email to Amy: final artist's statements for use in exhibition (I'll edit them down for polish/grammar) — Send by Wed at 6pm.</li> </ul> <p><b>DUE:</b> Tomorrow, 7/24</p>
<p><b>WEEK 3</b> <b>Wed 7/24</b></p>	<p><b>AM + PM:</b></p> <ul style="list-style-type: none"> <li>• Work in class (w/ editing help in the classroom) or in the field ALL DAY TODAY</li> <li>• Group meetings scheduled with Amy/Des throughout the day.</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• Project 4: VIDEO is due tomorrow</li> <li>• Final Artist's statements + Exhibit info listing: due by email to Amy at 7pm today!</li> </ul> <p><b>DUE:</b> Tomorrow, 7/25</p>
<p><b>WEEK 3</b> <b>Thurs 7/25</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• Exporting your video projects in correct res to my drive so I can create a Vimeo project with all of your projects together on it for online viewing.</li> <li>• Discussion about getting missing assignments in by next Thursday</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• Critique: Final Photography Essays!!!</li> <li>• Critique: Final Videos!!!</li> <li>• Evaluations!</li> </ul>	<p><b>TONIGHT:</b></p> <ul style="list-style-type: none"> <li>• SLEEP! REST! Congratulate yourselves on a job well done! What an intense program—great work!</li> <li>• Final exhibition (and class party) tomorrow!</li> </ul>

<p><b>WEEK 3</b></p> <p><b>Fri 7/26</b></p>	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• Mount your work for the exhibition</li> <li>• I will have made a project reel with your high res video work on it—it'll screen in the auditorium during your exhibition.</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• FINAL EXHIBITION: Space TBD (last year's exhibition: 66 5th Avenue, Kellen Auditorium + 2 West 13th Street Lobby: 2-4pm)</li> <li>• Take down your work/pack up at 4pm</li> </ul>	<p><b>NO MORE HOMEWORK!!!</b></p>
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## **MATERIALS & SUPPLIES**

If you're unsure about anything on the list below, would like additional guidance, or you'd like to learn about buying something used or renting equipment for the summer from Parsons or elsewhere, please let me know; I'm happy to provide ideas/options.

- **Digital SLR camera with one lens** (whatever lens you'd like to have on there). This must be a DSLR camera, not simply a point and shoot—you MUST be able to access the manual controls. You don't need to know how to use them, you just have to be able to access them! I can't stress this enough; I'll happily teach you how to use our DSLRs manually, many students have only ever used theirs in automatic mode; you each have different skill sets.
- **Two memory cards for your camera** (usually this is a CF, SDHC, or MicroSDHC card). The bigger the better here—I'd go for a 32 or 64gb card if possible. Having an additional backup card is even better. CF cards are more expensive (and they're bigger in size). Look at your camera manual or email me the camera brand/model and I'll provide options, if you need assistance. Some cameras can't handle cards of a certain size, so you'll definitely want to look this up.
- **At least one camera battery, but preferably two.** Again, look at your manual and it'll tell you what battery you need. The generic versions of batteries are not usually as good as the proprietary models, but either works.
- **Your camera's battery charger.**
- **Your camera's manual (or a link you can get to quickly to view it online).**
- **Memory card reader and USB/Firewire cable.**
- **TWO 1TB (or larger) USB or Thunderbolt External Hard Drives** Ideally, you'd get drives in two different colors so that you can distinguish between them; one will be used for backups, which is extremely important to learn proper practice. If you'd like drive suggestions, I'm happy to provide info about favorites. If you're prone to dropping things or are clumsy, I'd go for the [rugged laacie hard drives](#). They're more expensive, but it's worth it if you already know you're accident-prone. / \* **SUPER IMPORTANT** \* / These MUST be Mac-formatted (or formatted for both—the "Fat 32" Codec) if they're drives that you already own. We will be using entirely mac-based systems in the classroom. If you already have a drive and you'd like to know what that means/if it applies to you, email me. And when it comes to video in particular, the bigger the better with these drives!
- **An NYC MetroCard with at least \$30-\$50 on it.** (or three 7-day unlimited ride MetroCards since you're only here for 3-weeks). We will be going on a lot of field trips and you'll need to have a card *at the ready* so that we can go places easily and quickly, but we won't be taking the subway daily so you probably don't want to have an unlimited card; most of you will be living within walking distance of campus.
- **\$75-100 cash** (for various supplies, museum visits, presentation supplies, etc).

**OPTIONAL** (if the spirit moves you and it's in your budget/fits in your luggage):

- **An external flash for your DSLR.** (Some of your DSLRs have flashes built in and you won't need either for the course—it's just fun to have if you want to play around with a few things).

- **A tripod.** If you're getting a new one, make sure the tripod will hold a DSLR camera. A camera tripod will only work for photography, not video. That is, they will work for video, but they're not meant to be used to move fluidly for video). You can rent video tripods free of charge from the school.
- **Additional Lenses.**
- **A lens hood** (we can talk about what this is when you're in class).
- **A comfortable camera bag or backpack.** We will be doing a lot of walking at times. Protect your backs!

## **COURSE READINGS & RESOURCES**

- Course readings will be posted on the class site: <https://portfolio.newschool.edu/summer19/reading-materials/>
- Creative resources may be found at this URL on the class site: <https://portfolio.newschool.edu/summer19/creative-resources/>
- Lynda.com video tutorials: free for Parsons students! Info about setting up your account here: <http://answers.library.newschool.edu/faq/68286>

## **ACADEMIC RESOURCES**

The university provides many resources to help students achieve academic and artistic excellence. These resources include:

- The University (and associated) Libraries: <https://library.newschool.edu>
- The University Learning Center: <https://www.newschool.edu/learning-center/>
- University Disabilities Service: <https://www.newschool.edu/student-disability-services/>

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will conduct an intake and, if appropriate, the Director will provide an academic accommodation notification letter for you to bring to me. At that point, I will review the letter with you and discuss these accommodations in relation to this course.

- Parsons Equipment Center | 55 West 13<sup>th</sup> Street (between 5<sup>th</sup> & 6<sup>th</sup>): <https://it.newschool.edu/services/learning-resources/equipment-center>
- Technology Labs around campus: <https://it.newschool.edu/services/learning-resources/technology-labs>
- Adobe Creative Cloud for Students (Free): <https://it.newschool.edu/services/learning-resources/adobe-creative-cloud-students>
- Technology lab scanners: <https://it.newschool.edu/services/learning-resources/scanning>
- Lab hours (updated daily): <https://it.newschool.edu/hours/this-week>
- For further information about digital resources, click here: <https://it.newschool.edu>

## **PRINTING: GENERAL**

The New School's computer labs are accessible to all Summer Intensive Studies students. Digital access is available throughout the school, with primary facilities at:

- 6 East 16th Street, 6th and 7th floors (*where our classroom is*)
- 55 West 13th Street, 8th and 9th floors
- 63 Fifth Avenue, Lower Level rooms 101, 106, and 107
- 66 Fifth Avenue, Lower Level rooms 003 and 005
- 2 West 13th Street room 1000
- Print Output Center, University Center room 432

## **PRINTING: HIGH QUALITY PHOTO PLOTTERS & ARCHIVAL DIGITAL-C PRINTS**

- Printing on the Photo Plotters (semi-gloss only / printer points purchase) located in the University Center at



63 Fifth Ave (Room U432): <https://it.newschool.edu/services/learning-resources/printing/photo-plotters> or my how-to on the class site: <https://portfolio.newschool.edu/summer19/printing-at-the-u-c-4th-floor-plotters-the-durst/>

- Printing on the Professional Durst Printer (all paper types / credit card purchase) located in 66 5<sup>th</sup> Avenue (Room N502): <http://resources.parsons.edu/labs/durst/> Here's their how-to guide: [https://docs.google.com/document/d/1yv6JRXHr\\_7MTHer6hd493UXplG90fOwyFRUHJ1vgmws/edit](https://docs.google.com/document/d/1yv6JRXHr_7MTHer6hd493UXplG90fOwyFRUHJ1vgmws/edit) (or my how-to on the class site: <https://portfolio.newschool.edu/summer19/printing-at-the-u-c-4th-floor-plotters-the-durst/>)

## **GRADING STANDARDS**

- A [4.0] = Work of exceptional quality, which often goes beyond the stated goals of the course
- A- [3.7] = Work of very high quality
- B+ [3.3] = Work of high quality that indicates higher than average abilities
- B [3.0] = Very good work that satisfies the goals of the course
- B- [2.7] = Good work
- C+ [2.3] = Above-average work
- C [2.0] = Average work that indicates an understanding of the course material; passable Satisfactory completion of a course is considered to be a grade of C or higher.
- C- [1.7] = Passing work but below good academic standing
- D [1.0] = Below-average work that indicates a student does not fully understand the assignments; Probation level though passing for credit
- F [0.0] = Failure, no credit
- Grade of W = The grade of W may be issued by the Office of the Registrar to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript.
- Grade of Z = The grade of Z is issued by an instructor to a student who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an "F," which would indicate that the student technically completed requirements but that the level of work did not qualify for a passing grade.
- Grades of Incomplete = The grade of I, or temporary incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student's academic life is interrupted by a medical or personal emergency. This mark is not given automatically but only upon the student's request and at the discretion of the instructor. A Request for Incomplete form must be completed and signed by student and instructor.

## **DIVISIONAL, PROGRAM, AND CLASS POLICIES**

**CANVAS / CLASS WEBSITE / EMAIL:** Use of Canvas may be an important resource for this class. Students should check their New School email account regularly; emails and announcements about class developments or correspondence related to homework/coursework will be sent there. It is crucial that you check our class site (<http://portfolio.newschool.edu/summer19>) before coming to class each day; all homework assignments will be posted there, along with links to homework assignments, daily outlines, final project descriptions, and ELPs.

**CELL PHONES / ELECTRONIC DEVICES:** The use of electronic devices (phones, tablets, laptops, cameras, etc.) is permitted when the device is being used in relation to the course's work. All other uses are prohibited in the classroom and devices should be turned off before class starts. Faculty have the right to ask for your phone during class time if there is repeated infringement of this rule.

**RESPONSIBILITY:** Students are responsible for all assignments, even if they are absent. Late assignments, failure to complete the assignments for class discussion and/or critique, and lack of preparedness for in-class discussions, presentations, and/or critiques will jeopardize your successful completion of this course.

**ACTIVE PARTICIPATION & CRITIQUE:** Class participation is an essential part of class and includes: keeping up with reading, assignments, projects, contributing meaningfully to class discussions, active participation in group work, and



coming to class regularly and on time. Critique is also one of the most important components of this class, so be excited that you will have a fun, safe, and engaged environment in which to develop your 'crit' skills. Critiques serve, not only for you to receive critical feedback on your work, but also to expand your vocabulary through the articulation of your thoughts. You will learn from the design processes, ideas, and works of others. Attendance during critiques is mandatory.

**ATTENDANCE & HOMEWORK:** *Attendance at all class sessions is mandatory.* Each class day consists of two sessions, a morning and afternoon. **Students enrolled in the three-week Summer Intensive Studies program who miss more than two sessions may fail the course.** Independent work to be completed outside of class (approximately 3 hours per day, including each weekend day) is assigned each day and is an important part of the program. All homework assignments will be posted to the class website (<http://portfolio.newschool.edu/summer19/>). Students who do not meet requirements may be asked to leave the program.

After two absences, a student will be required to meet with program administrators to discuss continuing in the program. The student will be issued a dismissal warning. In the event of a third absence, the student may be asked to leave the program. No refund will be issued, and university housing must be vacated immediately.

If a student is over 20 minutes late, they are tardy. Two tardies are the equivalent of one absence.

The SIS attendance guidelines were developed to encourage students' success in all aspects of their academic progress. Full participation is essential to the successful completion of coursework and enhances the quality of the educational experience for all, particularly in courses where group work is integral.

Students who must miss a class session should notify the instructor and arrange to make up any missed work as soon as possible. A student who anticipates an absence should immediately inform the faculty and explain any circumstances in writing.

Permission to leave class early must be given by the faculty.

**DELAYS:** In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, Des, your T.A., will give you an in-class assignment.

**ACADEMIC HONESTY & INTEGRITY:** Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. The full text of the policy, including adjudication procedures, is found on the university website under Policies: A to Z:

<https://www.newschool.edu/about/university-resources/policies/>. Resources regarding what plagiarism is and how to avoid it can be found on the Learning Center's website:

<https://www.newschool.edu/learning-center/resources-workshops/>.

The New School views "academic honesty and integrity" as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of faculty members and other students). Academic dishonesty results from infractions of this "accurate use". The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity. Please see the complete policy in the Parsons Catalog.

**CLASS POLICY REGARDING THE ACKNOWLEDGEMENT OF PHOTOGRAPHIC SOURCES:** If you choose to present any photograph taken by a peer, either in our academic environment or via any form of social media (or any source outside the academic environs), you must give credit to the photographer. Said photographer's full name must accompany the photo, along with either "photograph by: \_\_\_\_insert-student/photographer's-name-here\_\_\_\_", or "photo credit: \_\_\_\_insert-student/photographer's-name-here\_\_\_\_". External links to personal social media accounts is not required, but may also be included if you and your peer both agree to do so.

### **OUTLINE OF TOPICS TO BE EXPLORED IN THIS CLASS:**

- Photo Composition
- DSLR Cameras/Functions
- Aperture/Shutter Speed
- Depth of Field/Focus (DOF)
- Color Temperature
- Lenses
- Exposure Control/Contrast
- White balance
- Working w/ light (artificial/natural)
- Metering
- ISO
- File formats
- Online photo archiving
- Gallery & Museum tours
- Mics / Audio Recording
- Video Transitions
- Editing / Photo Manipulation
- Photo Correction
- Color Correction
- Filters
- DSLR Accessories
- Media Setup/Archiving
- Fields of Photography/Video
- Gestalt psychology
- Rules of design/organization
- Historic & contemporary imagery
- Video editing
- Adobe Premiere Pro (vs. FCP)
- Blogging with WordPress
- DSLR Video vs. Video Cameras
- Concepts of Nonlinear Editing
- Video Effects
- Stop motion Photo/Video
- Time Lapse Photo/Video
- Printing
- Digital Printing Paper
- Color Profiles/ICC Profiles
- Analog vs. Digital
- Juxtaposition
- Ethics in Photography
- Inspiration vs. Imitation
- Shot plans
- Character study/Revealing truth
- Subject behavior/psychology
- Photo licensing & ownership
- Video Titling
- Video Media Import/Organization
- Video Output

**★ BRING YOUR CAMERA, BATTERY, MEMORY CARD, HARD DRIVE & CARD READER TO CLASS EVERY DAY! ★**  
(unless otherwise noted)