Photojournalists are called upon to create imagery to tell stories, often-times accompanying a written piece. This course provides an introduction to skills necessary to begin a journey towards becoming a photojournalist. Its focus is on the technical and compositional skills needed to create powerful images. There is a wide breadth of photographic projects a photojournalistic will be called upon to create, and thus, students will create multiple photographic projects of varying genres. Weekly critiques include discussion of student work as well as analysis of the work of contemporary photojournalists. Students are expected to complete weekly shooting assignments and examine the work of numerous photographers.

**Course Website:** [http://courses.kevinripka.com/photo](http://courses.kevinripka.com/photo)

**Room:** Adler W336

**Time:** TuTh 3:30–4:45pm

**Instructor:** Kevin Ripka

**Address As:** Professor Ripka

**Contact:** kevin-ripka@uiowa.edu

**Office:** W341

**Drop-in Hours:**
Tu 1:45pm–3:30pm
We 10:45am–12pm
& by appointment

**Course Description**

Photojournalists are called upon to create imagery to tell stories, often-times accompanying a written piece. This course provides an introduction to skills necessary to begin a journey towards becoming a photojournalist. Its focus is on the technical and compositional skills needed to create powerful images. There is a wide breadth of photographic projects a photojournalistic will be called upon to create, and thus, students will create multiple photographic projects of varying genres. Weekly critiques include discussion of student work as well as analysis of the work of contemporary photojournalists. Students are expected to complete weekly shooting assignments and examine the work of numerous photographers.

**Course Objectives**

- Understand the technical aspects of photography and a digital workflow by successfully producing images from capture through digital development
- Gain skills in composition and frame awareness by practicing techniques within weekly assignments
- Understand visual communication and storytelling via single images and groups of images produced by the student
The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified particular learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes here: (website link). We regularly assess the curriculum to determine whether students are achieving these outcomes.

This course contributes to these learning outcomes by helping you achieve proficiency in understanding and applying the principles and laws of freedom of speech and press in real space and cyberspace. The following outcomes are this course's learning objectives:

**Law and Ethics Learning Goal**
Students will demonstrate knowledge of the main areas of media law, including libel, invasion of privacy, obscenity, commercial speech, intellectual property, and the freedom of the press.

**Media Literacy Learning Goal**
Students will learn how to create and disseminate media messages in various forms.

**Writing and Storytelling Learning Goal**
Students will demonstrate the ability to gather factual story elements, and to evaluate and express them in logical, narrative forms for multiple media and audiences.

**Multiculturalism Learning Goal**
Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.

**Media History Learning Goal**
Students will demonstrate knowledge of technological innovations in print and electronic communication and their impact on media publishing industries for mass audiences, showing an awareness of their distinct political, social, and economic contexts and uses.

**REQUIRED TEXTS**
Books are available in the Resource Center if you do not wish to buy. Also, many readings will be provided.


As a UIowa student, you also have access to the lynda.com website to learn more. You can log in with your UIOWA ID. Look for the institutional login at the bottom of the login page.
REQUIRED MATERIALS

PHOTOGRAPHY EQUIPMENT (PROVIDED BY SJMC)
- DSLR Camera
- 50mm/1.8 lens
- Zoom lens (wide to telephoto)
- SD Card
- Tripod
- Flash unit and off-camera flash cord
- Cords to connect camera (USB) or memory card reader

OTHER (FOR YOU TO PROVIDE)
- Foam board, aluminum foil, tape (to create a reflector)

SUGGESTED (FOR YOU TO PROVIDE)
- Extra SD Cards - minimum 16GB
- Backup Storage - 1TB recommended
- 5-in-1 43" Pop-out Reflector (don't need foam board if you get this)

The school will loan you the equipment, but you are welcome to provide your own. However, you will need specific equipment for this course. See professor with equipment if you plan on using your own equipment.

GRADING

The course uses an additive model of grading. You begin with zero points and earn towards your final grade.

Total Points Available: 1200

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Points to Letter Grade Conversion

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TECHNIQUE ASSIGNMENT GRADING:

For most of the technique assignments you will submit 10 photographs. This does not mean that to successfully complete the assignment you should only take 10 photographs. This class is about exploration. It could take you 100 photos to get 1 photo that successfully and strongly meets the criteria.
ASSIGNMENTS 1, 2, AND 7 are mostly technical in nature. For the 100 points, composition will not be taken into account, instead, they will be graded on how technically correct the image is in reflection to what technique you are trying to accomplish. It is paramount that you use these assignments to learn how to accomplish these technical objectives. Do not hand in images that are not technically correct or you will not get the 10 points for each image.

ASSIGNMENTS 3, 4, AND 5 are about compositional principles. As such, you can strongly or weakly exemplify these. Therefore, images will be graded on a scale of how well you exemplified the compositional principle for the image:

<table>
<thead>
<tr>
<th>Not exemplified</th>
<th>Weakly exemplified</th>
<th>Adequately exemplified</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

The images should also be technically correct. Points will be deducted as follows for technically incorrect photos:

**Major Technical Problems (should reshoot)** -5
- Egregiously incorrect exposure including highlight clipping of main subject
- Camera shake evident
- Out-of-focus/missed focus

**Minor Technical Problems (should re-edit)** -3
- Slight exposure issue
- Color balance issue

The point of these assignments is to go out in the world and find interesting images. As such, you may not hand in photos of the same thing/setup for any of the 10 images in the assignment. For each image of the same thing/setup you will be penalized -2pts.

**GENRE ASSIGNMENTS:**
Each genre assignment (assignments 6, 8, 9, 10, and 11) will have its own rubric provided on the assignment sheet.

With the exception of assignment 6, individual photos in the genre assignments will be judged as weak, adequate, or strong.

**STRONG PHOTOS** possess obvious focal points and lines well-placed within the frame. They exhibit the concept they are supposed to (such as peak action) very well. They are visually compelling.

**ADEQUATE PHOTOS** exhibit the concept they are supposed to (such as peak action), but lack the acumen of composition and visual quality of strong photos.

**WEAK PHOTOS** are not well-composed and only partially exhibit the concept they are supposed to.
Finding subjects is often the hardest. As such, here is a rundown so you can begin to think about your subject matter for each genre assignment ahead of time.

**SPACESHIP (STILL LIFE):** You will photograph 3 or 5 objects (foods/items) that, if you were to be taken away from earth on a spaceship and could not bring any belongings, you feel like you could barely live without. The focus of this project is controlling light by exploring window light, lamps, and reflectors to create form and compositional triangles for dynamic composition.

**PORTRAIT/FASHION:** You will need a model. This assignment requires you to photograph a person in two outfits. You will also photograph both outside and inside. The focus of this project is using found light and flash, posing, and methods of framing people.

**EVENT COVERAGE:** You will go to an event and take photos to run with a story about it. Taking notes on who is in your photos will be paramount as all captions should include name and age of person.

**SPORTS (PEAK ACTION):** For this assignment you will need to go to a sporting event. You will focus on creating peak action images of both the players on the field and the fans at the event.

**FEATURE PROFILE STORY:** You’ll cover a soft news story of a person who is involved with/doing something interesting (for example, a professor doing interesting research). You will take a creative portrait of the person, as well as candid shots of the person doing their interesting thing.
COURSE OBJECTIVES

The following topics will be presented for you to understand and explore:

PHOTOGRAPHY TECHNICAL CONCEPTS
- Exposure & Metering
- Aperture & Depth-of-Field
- Shutter Speed
- ISO
- Focal Length, Angle-of-View, and Focal Compression
- Shooting Modes (Aperture Priority, Shutter Priority, Manual)
- Properties of Light
- White Balance
- Exposure Compensation
- RAW & JPG Files
- Resolution
- Using a Flash Unit
- Crop Factor
- Histograms

COMPOSITIONAL & CREATIVE CONCEPTS
- Motion (Blur & Freeze, Panning)
- Figure-Ground Contrast
- Depth-of-Field
- Layers (Foreground, Middle Ground, Background)
- Focal Points
- Compositional Structures (Rule-of-Thirds, Golden Rectangles/Fibonacci Spiral, Golden Triangles, Phi Grid)
- Balance (Symmetry, Asymmetry)
- Rhythm
- Repetition
- Implicit Lines
- Explicit Lines
- Movement
- Triangles
- Dutch Angle
- Viewpoint
- Frame-in-Frame

PHOTOJOURNALISTIC SKILLS
- Portraits & Posing
- Reporting & Caption Writing
- Peak Moments (Tensions & Resolutions)
- Feature Photography
- Ethics
- Critique

SOFTWARE SKILLS
- Adobe Lightroom
  - Managing Photos and Catalogs
  - Basic Digital Darkroom Skills (Exposure, Contrast, Color Balance, Sharpening)
  - Cropping
  - Exporting JPG images
- Adobe Photoshop
  - Retouching
Course Policies

Course Vibe

Why You May Not Like Me

Do I want you to like me? Of course. Do I ultimately care if you like me? Not really. I'm not here to be the kind of friend that has your back even when you're wrong. I'm the kind of friend that will call you out and force you to re-inspect yourself and change for the better.

Reasons to not like me include:

- **I will challenge you.** I don't care what level you are or think you are at the subject I am teaching, you're still a student for a reason. Heck, I've been a working professional for about 20 years and still am always unhappy with my work. All projects can be better because there is no perfection in what we do. I will try to wring every last drop of effort and ability out of you and then try to get even more. I will always play devil's advocate and ask you to second guess yourself and the product you are creating. I will always ask you to work harder. I believe you will not be successful in our profession if you have an attitude of "good enough."

- **I give A LOT of negative feedback.** And it's not me being a jerk. Sure, I'll give you positive feedback, but the negative feedback will far outnumber the positive. This is because you are still learning. If you already knew how to do this stuff, you'd be a working professional. I fully believe we learn more from our mistakes. Mistakes are good. Failure is good.

- **I will not let you get away with anything you want.** See the policies below. They are gospel.

- **My projects have a lot of instructions and I expect you to follow them.** I believe in a concept called "deliberate practice". As such, when I write instructions I am purposefully putting in elements to get you to address a specific concept. In the real world, projects are carte blanche. But here, we are exploring specific things.

- **My personality isn't for everyone.** Or, at least my personality that you see in this context. I try to be fun and funny (or at least my definitions of those), but, ultimately, this is work. The fun should derive from that. I can also be terse and matter-of-fact without regard for your feelings. Again, because this is a context of work and work ethic. Trust me, I am a different personality in a different context. Work hard/play hard. But this is not a place of play and I am not here to be your friend. I'm here to be your teacher. Some people find me unapproachable. But, that's a misconception and if you interact with me one-on-one outside of the classroom I am generally much more chill.

Why You May Like Me

- Because you are mature and respect me for the reasons in the previous section.

- Because I (obsessively) care about giving you the best learning experience I can.

- Because I am passionate and not boring.

When course eval time comes, I want you to judge me as a good and effective teacher preparing you for the professional world. Not an easy teacher.

Course Truisms

No matter which of my classes you are in, the following is true:

- **The Material is Cumulative**

  This means, you can't ignore portions of the class and expect to be fine. Each concept builds on other concepts. This is why you should not miss classes (but if you do, come to my office to discuss what you missed).

- **To Get an A in my Classes, You Need to Fail**

  Whether design, photography, or storytelling, creating something is about iteration. Iterations are failures, but they are fail forwards. Further iterations are built on the backs of those failures. If you only have one idea or try one thing, it is likely not the best solution, and you will have real failure (a poor project). But, if you explore multiple potential solutions, it is likely you will find a successful solution. You need to give ample time to make a draft and then honestly assess and address issues with the work. And to keep doing that until you have a good final product.
Learning is Ultimately on You
If you do not understand something, or miss a class, the onus is on you to find out further about the subject or ask for clarification or repetition. I am not a mind reader. Once I present a concept, if there are no questions I assume you are aware of it, have taken note of it, and understand it.

Time on Task
Learning a craft requires time and deliberate practice. According to the student handbook, students in a three-credit course should expect to spend 6 hours outside of class time on the course.

Read and Re-Read Instructions
I put in a lot of effort on crafting my exercises and projects. There are specific instructions to ensure you are addressing specific concepts. I will generally go over instructions quickly (giving a gist) in class, but you should stop and read all instructions before starting (or re-starting) and before handing in. If you are unsure of something, ask.

You are Being Prepared to be a Professional
As such, you don't get points for things you are expected to do such as attend class, be on time, and present your projects in a professional manner. However, you can and will lose points if you do not meet these expectations.

I'm Super Flexible
This is your class. I know what I want to teach you, but I'm flexible (about certain things). If there is something the class really wants to learn/do or some project in our class isn't working out, let me know and I'll see how I can accommodate. Do you really want a tutorial on something? Just ask.

If You Aren't Having Fun, It's You
Having fun isn't the right words. Engaged is probably better. The work in my classes isn't digging ditches—it's creating something. The act of creating should be engaging. You should have feelings of pride and happiness when you complete something. If you're not feeling that, I bet you are not letting yourself get engrossed in our material. Creating something is an amazing act. Practice meraki.

The Subjects I Teach are Not as Subjective You Think
You may think that, because I teach visual things, that it is subjective. But no. Art is subjective. We are making communication. In our context there is no right and wrong as in rote knowledge. However, there is effective and ineffective and there are multiple solutions that can fall in either of those categories or anywhere in between. So I have to suss out where it falls on the scale, and, yes, that is a bit subjective. However, I believe I am very good at formalizing what it is that makes a piece effective and asking you to apply those concepts.

I Want to Give Everyone an A
But what I want to do and what I will do are two different things. You earn an A. You earn each grade I give you. I try to facilitate you getting an A as best I can. But remember that whole thing above about the learning being on you? The earning is on you, too.

As an Educator, I am Here to Serve You
Don't mistake that for me being a customer service representative or fast food worker. I am not here to please your demands. Think of it more akin to a police officer. I maintain order and provide a service that is in society's and your best interest. I don't necessarily make you happy.

You are Entering a Portfolio-based Profession
As such, you should leave my class with portfolio-quality work. I could easily complain about the state of grade inflation. But the skinny of it is that no one at a job interview cares about what grade you got on one of your portfolio pieces. They are the ones giving you the grade that matters. They want to see:

- An understanding of core concepts. In visual communication, these can pretty much be summed up as contrast, space, and position to create hierarchy, grouping, balance, and movement.
- Flashes of talent and potential. This is using the core concepts but also showing creativity and ability.
- Attention to detail. Everything matters. A misspelled word matters.
- Creative thinking. Nothing trite or overdone. Throw away your first ideas.

General Policies
The policies in this document (all sections) are for multiple reasons:
They take the time and emotional stress off of me so I can focus on teaching, refining course content, helping you learn in and out of class, and giving you useful, actionable feedback of your work.

They are preparing you for being a professional. If you are already prepared, these policies really won't affect you at all because you do the things you need to do and don't try to take advantage or take the easy route.

They assure everyone is being treated equally. By formalizing these policies and applying them to all students equally, you can be assured that no one is getting special or harsher treatment. Let's face it, instructors are real people. We have feelings and biases. Just like anyone else you like or dislike certain people for your own reasons (my perceptions of you is usually tied to how I perceive your work ethic in class and how much interaction I have with you). I will apply these policies to everyone. Ruthlessly.

If You Hand in Work That Disregards Instructions
When you disregard the instructions, it makes it hard to grade for the concepts I am trying to teach you. There is a difference between not understanding something (see mulligan section) and not bothering to read the instructions.

If your work comes in and misses whole important portions of the instructions, I will not grade it. I will send you an email telling you to reread the instructions (not specifically what you missed). You will have 24 hours to rectify. You will be docked for being late (see late penalties section below).

Don't Plagiarize
Design/Photography/Art is often inspired by other people's works. However, outright copying a piece is considered cheating and will be dealt with as such. Start with something you like and make it your own with your own spin on it. That's how plenty of people work.

If plagiarism is determined, you will fail the assignment.

Stay off Phones, Social Media, News, Other Classwork, Etc. During Class Time
Our class is not that long. You can focus on this class and its material for this period without outside distraction. Plus, it's flat out rude and disrespectful to be on these things when your instructor is talking.

Obviously, the exception is when I ask you to be on social media or your phones because we really do need to use them in this major.

Come Prepared
You should have what you need for our class. I always tell you ahead of time when you need something. Check the course website.

There are also times I ask you to prepare content for certain projects. DO NOT come to the class (usually a work day) and prepare it there. Have it ready so you can engage in the next part of the project.

I reserve the right to dock you points on a project for not coming prepared.

Right to Change the Course and Course Schedule as Needed
I reserve the right to change the course and schedule as I deem fit. I only do it with your best interest in mind such as when I think the class needs to learn slightly different material or needs more time on a project.

Image and Template Use
In my design courses and assignments, you may use found photography, ephemera, printed matter, etc, however, you must manipulate, re-translate, or in some way alter the meaning of the images enough to make them “your own” unless otherwise noted.

While we are working under fair use as students, you should get in the habit of using properly licensed images and will be required to do so.

You may not use templates in any of my courses unless specifically allowed to do so. Evidence of a template will result in an automatic zero on the assignment.

Communication with the Instructor
Across our department, the general vibe is that instructors are referred to by their first names by the students. I don't love that or agree with it. I never called a professor by their first name. However, most bosses in this industry go by first names. As such, I defer to the general rule. Most of my life, people have referred to me by my last name "Ripka". It is fine address me as "Ripka", "Kevin", or "Professor Ripka". Your choice.

**Face-to-face communication is my preferred method to interact with you.** I have set student drop-in hours posted on courses.kevinripka.com, the syllabus, and on my door (W341). Further, I am available by appointment. I am there a lot and have my door open when it is fine to pop in, so feel free to do so. I will not set up appointments later than 5pm or on weekends.

**When you do email me, don't expect an email back quickly.** Sometimes it will happen, other times it will not. The weekends are my time. I will generally be less accessible then.

As far as email goes, I do not expect a formal email, however, you aren't texting me either. Write out words. Be polite. Use proper grammar. Remember you are not emailing a friend, you are emailing someone who is technically a superior. Email me as you would a boss who let's you call them by the first name. Business casual ain't just a way to dress, it's a way to address. See what I did there?

I will not respond to any email regarding grading. That is face-to-face conversation. You can email to request to speak about a grade, but drop-in hours are probably the best.

**Critiquing your Peers**

All of my classes will require you to critique work created by your peers. The following are guidelines:

- **You do not call something "bad" or "terrible".** Instead, say things like "I don't think this is working because..." or "I believe this could be stronger by...". The key is giving actionable feedback.

- **You are not allowed to say "I like it".** Ok, you can say that, but that is not all you are allowed to say. You have to unpack it. Why do you like it? Put it in terms of the concepts we have discussed.

Remember that we are all students. Just because someone gives you particular feedback, doesn't mean it is right. Accept the critique and think critically if it is useful.

**Everyone is an Equal in My Classroom**

I don't care what physical characteristics, sexual preferences, religious affiliations, place of origin, political affiliation, or any other quality you have. **Everyone deserves to be an equal and treated with mutual respect.** I believe that to be true for the world-at-large, but I don't control the world, I only control my classroom. As such, show respect to each other when you are in my classroom.

Honestly, I think our students are great and I've never had a problem in the classroom along these lines. But don't be the first. There will be repercussions.

**Upload EXACTLY What I Ask You to Upload to ICON**

I specify with every exercise/project what should be handed in and how (almost always ICON). I do this because I want you to get used to certain file formats and provide all assets. I spend way too much time chasing down people to hand it in correctly and I don't intend to continue doing this.

Look at the information (located in the left sidebar under project name) on the instruction sheets before you upload. I will consider the project late if I have to email you for the right thing for me to grade. See the late deductions below.

You should know how to zip (compress) a folder (and that you zip folders of files, not individual files) by this point in your education. If you do not, refer to [http://multimedia.jmc.uiowa.edu/help/software-help/mac-os/compressing-files/](http://multimedia.jmc.uiowa.edu/help/software-help/mac-os/compressing-files/). Zip folders full of files, not individual files.

**Final Grading**

Personally, I already feel like my grading is generous. **Grades will not be rounded up.** You earn what you earned. If you are on the border, you should have been aware and put in the work to get to the next level.

Below you'll find policies of how your final grade can be reduced. Do not be surprised if the final grade you receive is lower than your final grade in ICON because these things must be compiled at the end by hand. The end of the semester is stressful not only for you, but for instructors. By making this formal and mechanical, it reduces that stress. It also sets up clear expectations from you for the semester.
Attendance

I only teach workshop classes. Attendance is important because you are working with me there to give active feedback and help during an assignment and give your peers critique.

Absences in Two Day-a-Week Courses

- **3 Absences are "Paid Time Off"**

  You are given 3 absences as "paid time off". These are to accommodate simple sicknesses (colds, flus), medium-level life events (death of grandparent), and using your time in a way other than this class (skipping, job interview, mental health day).

  I do not require you to email me about these absences, however, it is nice if you do so I know what is going on. You absolutely should email if you miss 2 classes in a row as I really am concerned about you and would like to know why you are not in class multiple times in a row.

  You should not take these for the sake of taking them. Your classes are your job. Do your job.

  There is no need to bring notes from student health for simple things like a cold or flu. You will not be given additional absences for doing so. Apparently they say they are not going to give those anymore, but they still do in my experience.

- **4 to 7 Absences**

  Should you reach your 3 "paid time off" absences, your final grade will be reduced on a sliding scale for each absence over 3.

    - 4 absences (2 weeks missed) = 2% reduction of final grade
    - 5 absences (2.5 weeks missed) = 5% reduction of final grade
    - 6 absences (3 weeks missed) = 10% reduction of final grade
    - 7 absences (3.5 weeks missed) = 15% reduction of final grade

- **8 Absences = Automatic Failure**

  If you miss 8 classes, you've missed 4 weeks of class (over 25%). That's ridiculous and unacceptable in a workshop-type class. You automatically will receive an F for the semester. This is non-negotiable.

Absences in One Day-a-Week Courses

- **1 Absence is "Paid Time Off"**

  You are given 1 absence as “paid time off”. This is to accommodate simple sicknesses (colds, flus), medium-level life events (death of grandparent), and using your time in a way other than this class (skipping, job interview, mental health day).

  I do not require you to email me about these absences, however, it is nice if you do so I know what is going on. You absolutely should email if you miss 2 classes in a row as I really am concerned about you and would like to know why you are not in class multiple times in a row.

  You should not take these for the sake of taking them. Your classes are your job. Do your job.

  There is no need to bring notes from student health for simple things like a cold or flu. You will not be given additional absences for doing so. Apparently they say they are not going to give those anymore, but they still do in my experience.

- **2 to 3 Absences**

  Should you reach your 1 "paid time off" absence, your final grade will be reduced:

    - 2 absences = 5% reduction of final grade
    - 3 absences = 15% reduction of final grade

- **4 Absences = Automatic Failure**

  If you miss 4 classes, you've missed 4 weeks of class. That's ridiculous and unacceptable in a workshop-type class. You automatically will receive an F for the semester. This is non-negotiable.

Excused Absences

There are absences that allow for mitigation of the above policy. These are major items that require documentation which should be sent to me. This should come before the event where possible. These include:
• Accommodations requested by a University office (Student Counseling, Student Disability Services, Athletics, etc)
• Department-sanctioned Requests (for instance, if you travel for a class, in which case your instructor should inform me)
• Hospitalization (please provide documentation)
• Mandatory Religious Obligations (discuss with me at beginning of semester)
• Death of a parent or sibling (email me as soon as possible)

You should reconsider taking "paid time off" absences if you have excused absences, but it is understood that these things may come after you have already taken some PTO days. These will always be a case-by-case basis. But, if you know you missed 3 days when excused absences happen, you should not think you have carte blanche (skipping) to add the 3 PTO days on top of them. Of course, you may get sick or something and have to take a day or two.

If you know you will miss class, come to my office beforehand to discuss any material you will miss. Depending on the situation, you may be granted an extension for any work due, but assume the original due date.

For CLAS policies see: CLAS Attendance Policies.

**Work Days are NOT Optional**

When a work day is included in our schedule, it is because your instructor has deemed it helpful to provide a co-working space where you have the safety net of the instructor for questions that may arise in producing your project. They are not optional days. Missing one counts as any other missed class.

If you think you are completed with whatever project we are working on, you should review it with me as I can help you make your work stronger. You can then use the class to implement those suggestions. In my experience, when students think they are done, they are not done. Done (in our context) would mean you get all the points in the rubric.

**All Absences are Tracked in ICON**

You should check this regularly. Disputes must come within 2 weeks of date of entry. The end of the semester is not the time to dispute earlier absences.

**When You Miss Class**

Missing class does not mean you are excused from the material covered or a due project.

In some classes I note that you will lose points for not being in class when something is due. This can be mitigated by discussing with me and handing in the work early.

It is your responsibility to hand in anything due beforehand. It is also your responsibility to find out what you missed.

DO NOT send an email asking what you missed. You are to come to my office to review the materials.

**Punctuality**

It is expected that you are at the class earlier than the start time. The start time of the class is when the instructor expects to begin. That said, I always start talking at 3 minutes after the start time as a grace period.

If you come after I have starting talking, you are late. You will be marked in ICON as late.

**Late Penalty on your Final Grade**

I understand things happen. Therefore, I give you a couple of freebies for being late. But chronic lateness says more about you such as you don’t leave early enough or care enough to get to class.

3 Times Marked Late = 2% reduction of final grade

Each additional marked late after 3 = 0.5% reduction of Final Grade

This is tracked on ICON and compiled at the end of semester.

**Punctuality Accomodation for Distant Previous Class**
There are semesters you may have one class far away from your next class. You will need to provide me with documentation that this is true if you ask for accommodation because you may often miss the grace period. You should do this the first week of classes.

**Due Dates and Extensions**

Ours is a world of deadlines. All projects should be completed and submitted by dates indicated in ICON.

**Lateness Penalty**

Any project marked late in ICON will be subject to a point reduction.

The following is the penalty schedule:

- 10 point project = 3 point late reduction
- 20 point project = 5 point late reduction
- 25 point project = 5 point late reduction
- 50 point project = 7 point late reduction
- 100 point project = 10 point late reduction

I’m not a monster. If it’s 5 minutes late, it’s fine. But, you are in a professional program. You need to learn time management and the importance of deadlines.

If you are having technology issues with uploading to ICON, you need to email me your work. If the file size is too big, downsize as much as possible and send to me (pdf, small jpg, even a screenshot) and let me know this is your only issue. The work should be fully finished and you need to prove that.

**Work (without a granted extension) is Not Accepted After 24 Hours Late**

If a project/exercise is not submitted within 24 hours of the due time without reaching out to me about what is happening and getting my sign off, it is a zero.

Radio silence when you are late on a project is unprofessional.

I will only give sign off if it was an unavoidable circumstance. Your poor time management is not unavoidable. If you know you can’t get something done, you should have secured an extension (see below).

**Extensions**

I fully understand that you are juggling 5 classes (or more) and maybe work, extracurricular things, and life in general. This is why I feel I give ample time to complete assignments. I feel it is up to you to manage your time and allow yourself ample time to complete a project or prepare what you need for a project (like when you have to schedule an interview).

Extensions will be granted as long as you ask for them well before your project is due. They will not be granted after the due time. They will not be granted within 2 hours of the due time. But I’d rather you put the time into your project and do it right than slap something together to get it in.

At the same time, you should not ask me for multiple extensions during the semester unless you are having issues with items mentioned in the excused absences section. They are not because you have poor time management skills.

There will be certain projects where I will not grant an extension unless it is due to one of the excused absence reasons above.

**Flipped Classroom "Reading" Quizzes**

Graphic Design and Web Design Basics are both flipped classroom courses. As such, before many classes you will watch a recorded lecture and take an associated “reading” quiz on ICON. ICON automatically grades these for me.

These are due before the class period. However, I allow them to be active on ICON for one week after the due date because it is important you watch the lectures. If you take them during this one-week grace period, I will subtract 15% of available points from the quiz at the end of the semester when I am compiling grades. Don’t be surprised by this at the end.
Mulligans

I am fully committed to you learning the material you are presented in class. As such, I offer mulligans on foundational exercises built to learn the key concepts. (In Graphic Design they are called exercises, in Web Design missions, and in Photojournalism assignments.)

Mulligans are for work that is wrong because you don’t quite understand the material. They are not for work that is poorly done, incomplete, or not handed in. As such, you only can hand in a mulligan if you have:

- Handed the exercise in on time
- Completed the exercise in its entirety and to the instructions (what I deem is a “best effort”)

You will have one week after your feedback and grade is submitted through ICON to resubmit.

Major projects (and anything else noted) do not have mulligans as they are given longer timelines and you have every opportunity to review your project with me before you hand it in.

Extra Credit

I do not offer any extra credit in my courses. This is because I believe I give you every opportunity to be successful in my class by allowing mulligans on exercises, high availability to you to help you with your work, and am generally very accommodating.

Do not ask me for extra credit.

Good Habits When Working with Files

Save your work. Often. Every single program on a Mac uses command + s to save documents. You should be saving as you go. I am in the habit of saving versions. What this means is that, if I make a major change to a document, I save it as docname_v2 using v # to denote to myself where it is in my work. That way, if I wind up wanting to go back, I can open the previous file.

Don’t save your work on the lab computers. You should have an external drive to save your work (or use a cloud service like dropbox or google drive). You never know if a computer will be wiped or go down. Make sure you’re saving all assets for a project. You should create a new folder for each project to keep all related assets. Don’t leave things in the downloads folder.

Understand files and file types. First off, an application is different than a file. For instance, you don’t save your file to photoshop. You save your file with photoshop. You should understand how to save files, how to make folders, and where to find files and folders on the Macs. It is also important, particularly in my visual communication classes, to understand why and when to use various file types. Do not overlook this simple base knowledge. This is why I ask you to prepare and upload specific file types to ICON.

Recommendation Requests

I am willing to give good students letters of recommendation. However, I have the following ground rules in place:

- I need to know you from more than coming to one course. Two courses is usually enough for me to get to know you as a student. But being in my class and actually spending time interacting and getting to know you outside of the class (my office hours) is way better.
- You should only ask if you ended my course with an A. I feel I give lots opportunity to do well in my classes with things like mulligans and being available to you if you don’t understand something. If you didn’t take that opportunity, how can I really give you a good recommendation?
- Understand that I am not the best reference for an academic program. I’m really only a reference if you want someone to weigh in on your ability to create and make projects for a professional grad program. Due to the nature of my classes I have no idea if you would make a good researcher. Ask one of the academic faculty instead of me if you plan on submitting to a research-intensive grad program.

College of Liberal Arts and Sciences Important Policies and Procedures

Some of the policies relating to this course (such as the drop deadline) are governed by its administrative home, the College of Liberal Arts and Sciences, 120 Schaeffer Hall.

Absences and Attendance
Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use this absence form to aid communication; the instructor will decide if the absence is excused or unexcused (Form).

**Academic Integrity**

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College’s Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

**Accommodations for Disabilities**

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

**Administrative Home of the Course**

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: https://clas.uiowa.edu/students/handbook.

**Communication and the Required Use of Email**

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

**Complaints**

Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences. For more information, see https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

**Final Examination Policies**

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals. Visit https://registrar.uiowa.edu/final-examination-scheduling-policies.

**Nondiscrimination in the Classroom**

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (diversity.uiowa.edu).

**Sexual Harrassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.