

### ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

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### Programmatic Student Learning Outcomes/Mission

The mission of the **Visual Journalism** Program is to offer a contemporary, professional curriculum grounded in truthful, ethical, and creative storytelling that embraces the highest level of craftsmanship, advancing the field of journalism.

### Program Description

The 120 semester credit Bachelor of Science in Visual Journalism program emphasizes the practice of ethical, journalistic storytelling, and incorporates a broad based experiential educational approach. The program consists of 69 semester credits that cover six primary areas of technical and creative focus under the umbrella of journalistic storytelling, including the opportunity to take 12 credits in electives. Primary areas include photojournalism, documentary film production, audio documentary, journalistic writing, multimedia journalism, website design and strategies for developing a web presence. Students also take 6 semester credits in business courses and 45 semester credits in Liberal Arts designed to both support their professional goals as journalists and broaden their understanding and experience of other subject areas.

Upon the completion of the Visual Journalism Program students should be able to:

- Create compelling, visually-driven nonfiction stories, using the latest tools of digital media. (Visual Literacy, Adept, Global)
  - Collaborate effectively as members of a creative team. (Collaboration)
  - Apply professional ethical standards for nonfiction storytelling and digital journalism. (Ethics)
  - Employ business practices and strategies to advance career aspirations. (Adept, Global, Problem Solver)
  - Apply techniques of critical thinking while creating and evaluating works of visual journalism or documentary. (Visual Literacy, Problem Solver)
  - Communicate effectively in the field of mass media, in both written and oral forms. (Communication)
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**Course Title**                      **Picture Story**

**Course Code**                     **VJN280**

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Credit Hours                      3 Semester

Contact Hours                    4 Hours

Prerequisites                      VJN240 or CMO364

Course Type                        Lecture/Lab

# Course Syllabus

Instructor               Jesse Groves  
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Term Start/End Date   September 8 – December 18, 2015

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## Course Description

This course is the development and producing of socially relevant in-depth projects by students. The approach emphasized will use classic photojournalism picture story methods and skills to tell the story at length. The use of multiple single photographs and multimedia are presentation forms used in the class for visual storytelling.

**Learning Objectives**     Upon completion of this course the student should be able to:

- Further define and explore non-fiction narrative style storytelling.
  - Undertake the research necessary to find suitable journalistic subjects that will lead to successful stories about people in the local community
  - Work on stories of varying length and depth that have broad journalistic appeal.
  - Produce quality in-depth stories that will add to their Visual Journalism portfolio.
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Required Textbook(s) **MAGNUM STORIES**, Edited by Chris Boot, and one biography chosen from an approved list provided by the instructor. (See class handout.)  
**Photojournalism, The Professional's Approach** by Kenneth Kobre, 6<sup>th</sup> edition, 2008

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## Course Outline

**Week 1:** Introduction to the structure of the class, reading assignments, deadlines, photo assignments and the picture story process, i.e., developing narrative non-fiction story telling with one person as their subject.

**Week 2:** Historical and contemporary Picture stories that are successful in structure, theme and execution. Lecture on the linear process of storytelling, editing and producing story ideas.

**Week 3:** Lecture on utilizing optimum mediums for the storytelling process. Researching a topic of interest to the student that is socially relevant to people who live in the local community.

**Week 4:** Introduction of Picture Story #1 and the use of stills, sound, video and multimedia to successfully capture and tell a story with depth.

**Week 5:** Continued exploration of deeper research and processes of pitching and proposing an idea for a story. Group Editing & Work in progress review of Picture Story #1.

**Week 6:** Researching topics of local, national and international interest that is socially relevant to the those who live in the local community. Contemporary use of website picture stories. Critique Picture Story #1. Picture Story #2 pitch

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**Week 7:** Introduction of the structure of a picture story, the editing process and management of time with subject. Continue critique of Picture Story #1.

**Week 8:** Ethics of working in a close and intimate environment with subjects. Understanding themes and methodologies to understanding and producing stories of interest in today's world. Work in Progress of Picture Story #2. Picture Story #3 Pitch

**Week 9:** Working in a community over long periods of time and dynamics that are produced overtime. Lecture on the flow of pictures during layout and the impact on the overall story. Group Editing & work in progress Picture Story #2.

**Week 10:** Understanding Journalistic Ethics within the Picture Story. Maintaining character development in the process of shooting your story. Critique of Picture Story #2.

**Week 11:** Understanding the skills needed to be a great storyteller and maintaining the methods needed in a professional world. Work in Progress on Picture Story #3

**Week 12:** Lecture on how layers information in a single photograph contribute to overall message and perception of the Group Editing & work in progress on Picture Story #3

**Week 13:** Group Editing & final work in progress for Picture Story #3

**Week 14: Critique of Picture Story #3**

**Week 15: Critique of Picture Story #3**

## GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

The student's overall grade for this class is derived from a combination of online instructional activity, class participation, assignments, quizzes and exams, projects, and final project/final exam. A student's grade will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

Grade Weighting		Grading Scales		
		Percent	Letter	Numeric
Course Area	%	93–100	A	4.00
Class Participation Area	5%	90–92	A-	3.70
Written Work/Research	10%	87–89	B+	3.30
Picture Story 1	15%	83–86	B	3.00
Picture Story 2	30%	80–82	B-	2.70
Picture Story 3	40%	77–79	C+	2.30

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		73–76	C	2.00
		70–72	C-	1.70
		67–69	D+	1.30
		60–66	D	1.00
<b>Total</b>	<b>100%</b>	0–59	F	0.00

## DEFINITIONS OF CRITERIA USED IN GRADING

Outstanding = A	Outstanding work, showing insight and demonstrating excellence in skill and craft. Work goes well beyond what is required
Superior = A-, B+	Superior work, shows clear understanding and thorough demonstration of skill and craft
Good = B, B-	Competent work, clear understanding, often showing creativity and good use of skills
Satisfactory = C+, C, C-	Adequate understanding, inconsistent demonstration of skills, some elements missing or problems with priorities
Unsatisfactory = D, F	Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated

## ATTENDANCE POLICY

Each faculty member takes attendance for each class period and posts it to the student's record through the portal. Once absences equal 20 percent of the total number of class meetings, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the 20 percent has been reached. Students may review their attendance through the student portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or

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breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

## ACADEMIC INTEGRITY STATEMENT

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else's work as one's own work including images and motion clips. Using work previously submitted for another purpose, without the instructor's permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.
- **Plagiarism** – Submitting as one's own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.
- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.
- **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.
- **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization's standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:
  - Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.
  - Brooks Institute will only use legally acquired software on our computers.
  - Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.
  - Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.
- **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

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## CREDIT ASCRIPTION ADDENDUM

**VJN280- Picture Story - 3 semester credit hours**

**Type: Lecture/Lab**

**Credit Ascription- The amount of hours spent outside of class and assignment alignment with Course Learning Objectives**

Course Learning Objectives

1. Further define and explore non-fiction narrative style storytelling.
2. Undertake the research necessary to find suitable journalistic subjects that will lead to successful stories about people in the local community
3. Work on stories of varying length and depth that have broad journalistic appeal
4. Produce quality in-depth stories that will add to their Visual Journalism portfolio

The following indicates the **minimum** number of hours per assignment:

WEEK #	ASSIGNMENT TITLE	HOMEWORK HOURS	ASSIGNMENT OBJECTIVES
WEEK 1	Feature 1 Sequence	4	1,2
WEEK 2	Feature 1 Sequence	4	1,2
WEEK 3	Creative 1 Farmers Market, Research	6	1,2,3
WEEK 4	Creative 1 Farmers Market, Research,	6	1,2,3
WEEK 5	Creative 1 Multimedia, Creative 3 Making a Difference, Final prints, Research	8	1,2,3
WEEK 6	Creative 2, Making a Difference, Research, Assignment Website, Reading book report	6	1,2,3,4
WEEK 7	Creative 2 Making a Difference, Research, Assignment Website, Reading book report	6	1,2,3,4
WEEK 8	Creative 2 Making a Difference, Research, Feature 2 Coastal Living,,Reading book report	8	1,2,3,4
WEEK 9	Creative 2 Multimedia, Creative 3 Journalistic Interesting, Research, Reading book report	6	1,2,3,4
WEEK 10	Creative 3 Journalistic Interesting, Research	6	1,2,3,4
WEEK 11	Creative 3 Journalistic Interesting,	6	1,2,3,4
WEEK 12	Creative 3 Journalistic Interesting,	6	1,2,3,4
WEEK 13	Creative 3 Journalistic Interesting, Creative 3 Multimedia	6	1,2,3,4
WEEK 14	Creative 3 Multimedia	6	1,2,3,4
WEEK 15	Creative 3 Multimedia, Final Prints	6	1,2,3,4
TOTAL		90	