

PHOTO LIGHTING
& BUSINESS PRACTICES
MEJO 489



Cynthia Liu

Dimming the Sun

Welcome to MJ 489!

In this course we will improve your technical abilities by teaching you how to see and utilize light, both natural and artificial. We will enhance your creative ability through visual exploration, and build your portfolio with images that display your style. We will also explore basic business practices, including pitching ideas, negotiating, contracts and basic business promotion.

Professor Pat Davison
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Required Text:
The Hotshoe Diaries
Joe McNally

Office Hours:
TTH 9:30-10:30 or by
appointment

COURSE GOALS AND OBJECTIVES

- To understand and apply the fundamentals of lighting in photojournalism
- To learn to see light and develop a personal style
- To enhance your beginning photojournalism portfolio
- To understand basic freelance business practices

At the end of the semester students will be able to:

- Effectively operate basic lighting equipment
- Analyze fashion, still life and portrait lighting techniques
- Conceive and execute conceptual images
- Understand freelance terms & create basic promotional materials

COURSE STRATEGIES

We start with the basics of lighting, and will learn them through assignments that are typical of a photojournalist or freelance photographer.

You will negotiate a contract, produce a portrait series and invoice for a "client".

You will pitch and produce a final project consisting of a portrait, fashion or illustration series, or picture story.

Lectures will be informal, and may include guest speakers and slide shows with examples of the techniques being discussed.

Labs will include location shoots. Each assignment will be critiqued.



Linnea Howe

Freelance Series

EXPECTATIONS

This class is about light, vision and style. To find your vision, you will need to push outside of your comfort zone daily, take risks and push your personal boundaries. Take ownership of your learning.

I expect you to have a clear concept and a plan behind your assignments.
I expect images that are advanced, properly focused, exposed and toned.
I expect you to make images that have excellent lighting and composition.
I expect professionalism including presentation, ethics and captions.
I expect your best effort, and I expect you to spend the time to be excellent.

Please understand that this class requires a lot of work and a lot of pre-shoot preparation. Students need to coordinate ideas, people, props, gear and locations. Most problems can be solved by starting early and planning well. Winging it at the last minute rarely works. Excuses for poor planning don't work either. Everyone is experiencing challenges. They are to be expected, in class and later in your career. Be a problem solver and make it your habit to use good planning and preparation.

COVID 19 NOTE Because of our unusual circumstances, planning and concept will be even more important. PRIORITIZE SAFETY.

EQUIPMENT

You will need a digital 35mm HD/SLR camera system with manual controls, interchangeable lenses and a flash. We will use multiple flashes and light shaping equipment that is available for checkout from the school.

Compared to a lot of professional camera gear, the flashes we use are not expensive. If you can afford to buy your own gear, it will be very useful for freelance like weddings, senior portraits, etc. and should pay itself off after a few jobs. It is an investment, but once you have it you can begin freelancing and gain experience.

Gear can be borrowed from the Park Library through this website:

<https://equipmentroom.mj.unc.edu/>. Here is link to their collection of instruction manuals for the gear they lend:

<https://guides.lib.unc.edu/equipment-room/instruction-manuals>.

You may want to consider low interest student loans to buy your own gear. If you borrow from the school, realize you are responsible for any lost, damaged, or stolen equipment, and your access to gear may be limited.

You will need to buy your own CF or SD cards - as large as possible. You should have two hard drives for your personal photography archive, one is for backup. I suggest you get at least 4TB drives, USB 3.0 or equivalent.



Micah Haycraft

Final

READING **MONDAYS**

You will not be tested on your reading, but you will write a 1-2 paragraph response on the J489 Facebook page by 5pm the Sunday prior to the due date. Your responses will count towards the participation grade. The reading due dates are listed in the Assignments doc.

Textbooks:

“The Hot Shoe Diaries”

Joe McNally

PHOTO **SUNDAYS**

Find one photo project or photographer who utilizes lighting techniques similar to what we’re learning in the coming week, and post it to the Facebook page by 5pm Sunday. After 5pm, review your classmate’s posts and vote for your fave by “liking” it. We will often talk about the winners the following week.

PORTFOLIO

You will turn in a halfway and a final portfolio. Details in the Assignments doc.

FINAL EXAM

The final project will count instead of a final exam. If possible, the class will meet for a screening and Patluck with other classes (if possible).



Journey Dreyer

Illustration

GRADING

I always do my best to be fair and accurate, but because of the unusual challenges presented by Covid, I will strive to be accommodating if you are facing unusual challenges. Please communicate.

Our class has some very specific guidelines:

- 1) Assignments are due at the very minute class begins!
- 2) Any assignment not turned in will, obviously, receive zero points.
- 3) Reshoots. You will be allowed to reshoot 2 assignments, due with portfolio.
- 4) You must submit captions and metadata with every image. See LR Workflow.
- 5) On multi-week projects, you must turn in work for each week or lose points.

Although this is a subjective world, there must be a final say, and that is where I come in. I am the editor. The vital element that must be included in any assignment: Is your concept clear and engaging to the viewer? By looking at lots of conceptual work over the semester, through PhotoSunday and critiques, you will increase your understanding of what makes a strong concept and how to execute it.

Much of your feedback for your projects will occur during class critiques. I will attempt to comment on every person's work. If you want more feedback, be proactive during class or come see me during virtual office hours or by appointment for one-on-one feedback. You may also seek feedback from our TA.



Cynthia Liu

Window Light

Grading Criteria:

Concept: idea, plan, execution, captions, does it tell a story? is it publishable?

Aesthetic: creativity, mood, light, composition, graphics, color

Technical: propping, posing, styling, exposure, imaging, presentation

ASSIGNMENTS AND DUE DATES

01 Window light portrait	(50)
02 Speedlight - Flash in Real Life	(50)
03 Speedlight - Dimming the Sun & Color Balance	(50)
04 Speedlight - Drag Shutter	(50)
05 Speedlight - Multiple Flash	(50)
06 Freelance, Part A - Negotiation, Contract, Portfolio 1	
06 Freelance, Part B - Portrait Series, Invoice	(100)
07 Freelance - Website, Cover letter, Internship list	(50)
08 Freelance - Final Project Pitch Session	
09 Fashion/Illustration, Invoice	(100)
10A	
10B	
10C	
Patluck! Final Project & Portfolio 2, re-shoots	(200)
Participation	(100)
Total	(800)

Grading scale is

>92%=A; 90-92=A-; 88-89=B+; 83-87=B; 80-82=B-; 78-79=C+; 73-77=C; 70-72=C-; 68-69=D+; 60-67=D; <59=F

INCLUSIVE AND ACCEPTING SPACE

Everyone is welcome here. We may have difficult discussions in this class, and I want everyone to be mindful of the power of words and how they can impact others.

Simply, be thoughtful of others and be aware of your own privilege.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.



Lauren Cmiel

Illustration

ATTENDANCE:

University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Class Policy:

My policy is that unexcused absences result loss of 2 percentage points from your final grade. Please communicate with me early about potential absences.

Please be aware that you are bound by the Honor Code when making a request for a University approved absence. (source: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>)

Attendance is absolutely necessary to succeed in this class. We will be moving steadily and covering large amounts of new information in every class. You alone are responsible for the material covered in each session. Even missing a class for a justifiable reason will require you to get the notes from someone else. And you must make every effort to be in class to present your work for critiques. Because of Covid, whether we meet in person or remotely may be flexible.

HONOR CODE:

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

SYLLABUS CHANGES

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

ARS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

COUNSELING AND PSYCHOLOGICAL SERVICES

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to the website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim - titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON NON-DISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY STATEMENT

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

MASK USE

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your

classmates and me - as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

SEEKING HELP:

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem - whether the problem is difficulty with course material, a disability, or an illness.

ACCREDITATION:

The School of Journalism and Mass Communication's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the last six bullet dots under "Professional values and competencies" in the link above.



Maddee Burt