

Photojournalism & Documentary Photography

Level 4

M4X01602

Visual Studies 1

Handbook

Tutor: Paul Duerinckx



Matt Stuart

VISUAL BLOG

Throughout the year you are required to keep an online Visual Blog that tracks your research and development to support your activities during the Visual Studies Module. This will be an individual journal that will be able to be reviewed regularly by the lecturing staff. If you already have an online blog, you must create a separate one for this module.

This blog will function like a Visual Diary* and material included should be: practical research, contextual research, experiments, reflection and evaluation, influences (examples of other works, photographers and artists) with relevant analysis etc. The aim of the blog is to encourage you to reflect on your progress continually throughout the year, structuring your research and development.

Work Required

- Visual Research blog reflecting your research/activities during the Visual Studies module.
- The blog must have a minimum of two updates per week.

Acquire feedback from staff whenever possible.

- You should use a blog site such as www.blogger.com or Wordpress.com or Tumblr.com. These are quite easy sites to use and there is plenty of guidance on each. Please consider that the blog should be visually rich so learn how to add images, video and other materials.
- This blog **MUST** be updated on a regular basis. You are assessed, in part, on your conceptual development and you must demonstrate this by keeping your blog 'active' from start to finish. The blog will be regularly reviewed.

* Please note, this blog is for Visual Studies only, you will still be required to provide a traditional Visual Diary in support of your Personal Work in Major Studies A1 and B1.

Submission Information:

Hand in: Thursday 10th January 2019

Feedback: Thursday 6th February 2019

Week One - 4th October
Seminar Title:

Introduction to Photojournalism and Documentary Photography

Keywords/Terms

Terms and concepts - Photojournalism, Documentary, Reportage; the history and themes of these practices

Week Two - 11th October

Seminar Title:

Life design Session

Week Three - 18th October

Seminar Title:

Introduction to Photojournalism and Documentary Photography Pt.2

Keywords/Terms

Photojournalism, Documentary, Reportage; the history and themes of these practices

Task: Bring an image or series to next session for discussion

Week Four - 25th October

Seminar Title:

Developing Research Skills - Seminar on discussing images, research books, Library

Keywords/Terms

Image, Context, Discourse

Week Five - 1st November

Seminar Title:

Paul Duerinckx talks about his work

Keywords/Terms

Developing a practice and originating ideas

Task: Engage in some street photography. Bring results to the next session.



APPROACH 1991-5077-8-202

- BE MORE AGGRESSIVE
- GET MORE INVOLVED (TALK TO PEOPLE)
- STAY WITH THE SUBJECT MATTER (BE PATIENT)
- TAKE SIMPLER PICTURES
- SEE IF EVERYTHING IN BACKGROUND RELATES TO SUBJECT MATTER
- VARY COMPOSITION? 9 ATTN GET MORE
- BE MORE AWARE OF COMPOSITION
- DON'T TAKE BORING PICTURES
- GET IN CLOSER (USE RANGE LENS)
- WATCH CAMERA SHAKE (shoot 250mm or above)
- DON'T SHOOT TOO MUCH
- NOT ALL EYE LEVEL
- NO MIDDLE DISTANCE

Tony Ray-Jones

Week Six - 8th November

Seminar Title:

Viewing Street Photography Task

Keywords/Terms

Learning through practice

Week Seven - 15th November

Seminar Title:

Artes Mundi - Chapter Art Centre Trip

Keywords/Terms

Visual research task

Week Eight - 22nd November

Seminar Title:

Blog Update

Keywords/Terms

Blog as research and thinking space

Task: Weekend Project

Week Nine - 26th November

Seminar Title:

Documentary Documentary

Keywords/Terms:

Contextualising Documentary Practice

Task: Viewing-Reviewing

Week Ten - 3rd December

Seminar Title:

Reviewing Review

Keywords/ Terms:

Critical approaches to work

Week Eleven - 13th December

Seminar Title:

Student-led Blog Reviews

Keywords/ Terms

Discussion & Feedback about students blogs

Week Twelve - 10th January

Visual Blog Hand in.

Week Thirteen - 17th January

Assessment of blogs

Week Fourteen - 7th February

Blog Feedback Tutorials

Reading List

“If your pictures are not good enough, you aren't reading enough.”

Tod Papageorge

Berger, John. *Ways of Seeing*, Penguin Classics, London, 2008 (Reprint edition)

Barthes, Roland. *Camera Lucida* (London: Vintage, 2000)

Bate, David. *Photography: Key Concepts* (London: Berg, 2009)

Ingledew, (2011) *A-Z of Visual Ideas: How to Solve any Creative Brief*. London: Lawrence King

Kemp, M (2015) *Art in History*, London: Profile Books

Gregory, D (2015) *Art Before Breakfast: A Zillion Ways to be More Creative No Matter How Busy You Are*. USA: Published Chronicle Books

Sturken, M & Cartwright, L (2009) *Practices of Looking* 2nd edition, Oxford: Oxford University Press

Sontag, S (2004) *Regarding the Pain of Others*, London: Penguin

Wells, Liz (ed.). *Photography: A Critical Introduction, Fourth Edition* (London: Routledge, 2009)

www.medialens.org

www.indymedia

www.acurator.com

www.lensculture.com

www.time.com/tag/photography

<http://www.bloggingbasics101.com/how-do-i-start-a-blog/>

Exhibitions:

Artes Mundi, National Museum Wales, Cardiff, 26/10/18 - 24/02/19

Rachel Maclean, Chapter, Cardiff, 20/10/18 - 20/01/19

Yinka Shonibare, Glynn Vivian Art Gallery, 22/ 09/18 - 24/02/19

Fiona Banner, Mission Gallery, 22/09/18 - 10/11/1



Henri Cartier-Bresson



Robert Frank



Lee Friedlander

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: n/a

2. Knowledge and Understanding Skills – 40%

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

The blog posts need to reflect a wide range of visual research and show an active engagement with concepts and theories discussed in the taught sessions. Independent research is key to demonstrating a deeper level of knowledge and understanding.

3. Cognitive and Intellectual Skills – 20%

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment :

The module requires you to analyse and demonstrate critical thinking through the discussion around your blog posts. It is important to demonstrate how and why something is relevant to your creative research. You need to be able to reflect on the connections between different areas of research and how they create a context for your thinking.

4. Practical Skills – 20%

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

The blog needs to demonstrate that you are able to engage with online platforms. You must be able to keep the blog active (3 posts per week) and current over the semester, ensuring that you are engaged practically with the ongoing skills whilst working with this platform.

5. Transferable Skills for Life and Professional Practice – 20%

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

The blog needs to be a structured document of your creative research demonstrating that you are able to make a live professional platform for your thinking and visual research.

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

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Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.
		exercise of some personal responsibility.	of minor weakness.				



Katy Grannan

Further Information

Attendance

All students are required to attend scheduled classes and Faculties will record academic attendance on a weekly basis. After three consecutive missed contacts, the Faculty will write to you and ask you to meet with the appropriate programme representative. If you have two further consecutive missed contacts you will be sent a final warning by the Faculty Office.

If you have legitimate reasons for absence (including the instance of illness or injury) you must produce evidence. Authorised absence will not be counted against you. The confirmation of the authorised absence will be lodged.

If you cannot provide reasonable justification for absence or you fail to attend after receiving a final warning then the Faculty will ask the Registry to withdraw you from the programme within two months of the last recorded date of attendance.

Any student with a cumulative attendance for the academic year below 70% will be send an end of year warning letter by the Faculty to warn that attendance is below the level expected by the University and if poor attendance continues, may lead to being withdrawn from the programme.

Personal Study-time

Although your lecture/seminar commitment is 2 hours per week, your commitment to that module should be half a working day. The other hours should be made up with independent study. This is most likely to be spent researching in the library, watching films, going to see local and regional exhibitions as well as live performance events. The seminar sessions are not enough to meet the module requirements as demonstration of independent research is essential to creating an active and alive blog. For a blog to be beneficial it needs to be regularly engaged with, therefore a minimum of 2 blog posts per week is required. You need to get into good habits with time management early on; this will help you keep to your deadlines.

Handouts and Note-taking

At the start of your module you will be given (or these are made available on Moodle) handouts which detail the module's content, often broken down into a weekly Programme, and a reading list to help you start your research for that module. Often a tutor may give you a handout related to that week's seminar – you may go over this in class, or be asked to read it in your own time – make sure you do, and keep these and your notes in a folder for that module. This will become very useful source material for the rest of your course.

It is extremely important to make notes during a seminar. This does not mean you have to write down every word your tutor says, but rather that you develop a skill in selecting 'bullet points' of information from what is said. This is a skill you will develop over time and it is a very important one. It will help with your broader studies for the course.

Further Information

To submit the blog, the URL link needs to be emailed to paul.duerinckx@uwtsd.ac.uk

Information on *The Griffith Library*

Dynevor Centre for Art, Design and Media De La Beche Street
Swansea
SA1 3EU

Telephone: (01792) 481030 Fax: (01792) 644076

Borrowing Rights

Undergraduate Students 12 items Postgraduate Students 20 items Loan Periods
Ordinary Loan 3 weeks Limited Loan 1 week Short Loan Overnight
Part Time Student Loan 3 weeks Restricted Loan 2 days

Renewing Your Items

You can renew items in 4 ways: via TaliPrism, in person at the counter or by self service kiosk or by telephone. Please note that renewal of short loans and reserved items is not permitted.

Further Information Plagiarism

Plagiarism (L. plagiarius - a kidnapper)

In the course of your studies, you will read the work of others, and incorporate their ideas into your assignments. You will agree with some and you should say why you do; you will disagree with others and you should say why. What you must never do is to attempt to pass it off as your own either by copying out their phrases and sentences and not acknowledging this, or by appropriating their arguments and ideas as if it were your own. That is a form of kidnapping – you are stealing the ideas and thoughts of another's mind and pretending that they are your own. It is cheating.

Plagiarism is an Unfair Practice and is subject to a number of procedures, for details of which you may consult the University of Wales Trinity St David (UWTSD) Quality Handbook, which is held in the library. You really don't want to risk being on the receiving end of those procedures! To stay safe: if you use the exact same words, put them in quotes and reference them. If you use an idea, but put this into your own words, it must still carry a reference to its source. If you borrow a phrase (it might just be two words) that is the invention of someone else, this needs to be in quotes and referenced too.

Links for Extenuating Circumstances, guidance on compensatory measures can be found on the Moodle page for this module.

