Miyazaki International College

Course Syllabus

SPRING SEMESTER, 2022

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| Course Title ( Credits ) | ​Japanese Photographic Expression And Methods (3 Credits) |
| Course Designation for TC |  |
| Content Teacher | |
| Instructor | Iain Stanley |
| E-mail address | istanley@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-206 (720) |
| Office hours | Mon, Tues & Thur: 16:15-17:15 |
| Language Teacher | |
| Instructor |  |
| E-mail address |  |
| Office/Ext |  |
| Office hours |  |

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| Course Description: | | |
| ​Through an examination of visual communicative structures, as well as hands on photographic techniques, students will develop an understanding of how Japanese photography has influenced and been influenced by Japan’s culture, society and art forms. Although not the primary focus, the course will also compare western photographic traditions with Japanese photographic expression. | | |
| Course Goals: | | |
| * To understand Japan’s place in photographic history * To learn about the role Japan has played in global photographic development * To improve intensive reading skills * To develop summarization skills * To learn about cameras and photographic techniques * To learn about the role social media plays in current Japanese photography * Small group discussion skills * Small group presentation skills * Guided use of various forms of multimedia | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction/Syllabus | Icebreakers Syllabus explanation |
| 2 | Japan Photographic History  / Storytelling | Reading Discussion Moodle work |
| 3 | Japan Photographic History / Storytelling cont’d | Intensive Reading Skills Jigsaw Reading – J Photo companies |
| 4 | Genres of photography | Intensive Reading Famous J Photographers Small group discussions |
| 5 | Genres of photography cont’d | Picture discussions Practical techniques |
| 6 | Portraiture | Intensive Reading Show and tell Jigsaw handout |
| 7 | Portraiture (cont’d)  Depth of Field  Aperture | Compare and contrast  smartphones  Practical techniques |
| 8 | Composition – Leading Lines | Intensive Reading Show and tell Jigsaw handout |
| 9 | Composition – Leading Lines cont’d | Compare and contrast Practical techniques |
| 10 | Composition – Rule of Thirds | Video/ multimedia work Individual Work + Small group presentations |
| 11 | Composition – Rule of Thirds | Multimedia examples of ROT Famous J exponents of ROT |
| 12 | Colour Theory | Practical aspects of achieving CT Field work Student discussion and comparisons |
| 13 | Colour Theory cont’d – Practical Applications | Mutlimedia examples of famous CT exponents (incl BnW) Colour wheel comparisons Chart matching |
| 14 | Understanding your equipment | Practical aspects of understanding gear, incl lenses Field work Student discussion and comparisons |
| 15 | Understanding  Gear | Small group discussions Small group comparisons Real world examples |
| 16 | Mid-Semester Review | Mid-Semester Review |
| 17 | Macro Photography | Reading Multimedia examples |
| 18 | Macro Photography cont’d | Practical aspects of achieving Macro Field work Student discussion and comparisons |
| 19 | Monochrome Photography | Practical aspects of achieving BW Field work Student discussion and comparisons |
| 20 | Monochrome Photography cont’d | Intensive Reading Multimedia examples incl. Japanese exponents Moodle work |
| 21 | Composition Choices – Framing your ideas | Practical aspects of achieving ideal composition Field work Student discussion and comparisons |
| 22 | Composition Choices – Framing your ideas cont’d | Jigsaw Reading Multimedia examples incl. Japanese exponents Moodle work |
| 23 | Working with models | Practical aspects of directing Field work Student discussion and comparisons |
| 24 | Working with models cont’d | Relay Reading Multimedia examples incl. Japanese exponents Moodle work |
| 25 | Posing – Light and Positions | Practical aspects of posing Field work Student discussion and comparisons |
| 26 | Final Project (Intro) | Reading, Info, Questions for clarification |
| 27 | Final Project | Reading time Pactical aspects Techniques explored |
| 28 | Final Project | Reading time Pactical aspects Techniques explored |
| 29 | Final Project | Reading time Pactical aspects Techniques explored |
| 30 | Final Project (presentations) | Small group presentations Small group discussions exhibition of work |
|  | Final Exam |  |
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| Required Materials: | | |
| Smartphone/Point and Shoot camera/DSLR Camera (no need to buy a new camera (just use whatever you already have) Interchangeable lenses (can buy cheaply at Daiso for smartphones) Folder for handouts Tablet for use with Moodle | | |
| Course Policies (Attendance, etc.) | | |
| **Attendance and Participation**  The student takes responsibility to manage weekly research, assignments, and projects under the guidance of the teacher. The teacher is available to the student during the teacher’s posted office hours.  **Assignment Deadlines**  Assignments are due according to the syllabus schedule above.  **Academic Integrity**  MIC’s Academic Honesty policy prohibits cheating, fabrication, and plagiarism. The Bulletin and Handbook of Student Information explains this policy. Students should understand it and ask the instructor if they have any questions. Violating the Academic Honesty can result in failing an assignment, being asked to withdraw from the course, or other appropriate actions. | | |
| Class Preparation and Review | | |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. | | |
| Grades and Grading Standards | | |
| Classwork and group participation – 25% In-class projects – 25% Mid-semester Exam – 20% Final Exam – 30% | | |
| Methods of Feedback: | | |
| Email In-class discussion - Zoom 1-1 appointments available - Zoom Office Hours - Zoom | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s): Diploma Policy Objectives (School of International Liberal Arts)  1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  2. The ability to understand and accept different cultures developed through acquisition of a broad  knowledge and comparison of the cultures of Japan and other nations  3. The ability to identify and solve problems  4. Advanced communicative proficiency in both Japanese and English  5. Proficiency in the use of information technology | | |
| Notes: | | |
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|  | | Advanced | Proficient | Developing | Emerging | No Attempt |
| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussions  Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner. | Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner. | Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships | Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis | Insufficient effort or evidence of achievement |
| Information Gathering |
| Assessment of Credibility |
| Advanced Communication Proficiency | Public Speaking | Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance. | Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted. | Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult o understand or interpret. | Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence. |
| Social Skills |
| Professional Skills |
| Global Perspectives | Cultural Relevancy | Fully engaged in current events and shows and understanding of social inequalities and cultural differences. | Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life. | Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy. | Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events. |
| Awareness of Current Events & Global Issues |
| English Language Ability | Reading | Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary. | Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone. | Adequate English ability; must reference dictionary often | Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions |
| Writing |
| Oral Communication |
| Japanese Language Ability | Reading | Able to express one’s self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary. | Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone. | Adequate oral and written communication; tends to have difficulty clearly expressing ideas. | Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions |
| Writing |
| Oral Communication |