



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Fall

**Year:** 2025

**Course Prefix:** ART

**Course and Section #:** 2710 - 01

**Course Title:** Documentary Photography

**Credits:** 3

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### *Course Description*

Teaches the art of telling stories through lens based media. Studies how to take a story from concept to publication. Explores methods of publication of imagery in magazines, newspapers, web sites, social media, annual reports, etc. Uses historical documentary references to inform contemporary ways of telling a story. Includes the use of still and moving imagery.

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### *Course Attributes*

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

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### *Instructor Information*

**Instructor Name:** Reid Elem

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### *Student Learning Outcomes*

- 1 Experiment with the techniques of photographic materials;
- 2 Examine photographic process as a way of conceptual expression;
- 3 Experiment with the possibilities of photographic materials;
- 4 Synthesize the relationship of process and subject matter;
- 5 Explain processes and concepts in your own work;
- 6 Discuss the cultural significance of photography;
- 7 Create conceptual imagery using alternative photographic processes;
- 8 Construct and organize a series of photographs;
- 9 Evaluate photographic techniques through group critiques.

\*\*\* Student Learning Outcomes that need to be updated in Course Leaf:

- 1 - Examine photographic process as conceptual expression;
- 3 - Experiment with the possibilities of photographic storytelling;
- 4 - Synthesize the relationship of narrative concept and subject matter;
- 5 - Explain concepts in your own work;
- 6 - Discuss the cultural significance of photography;
- 7 - Immerse yourself in subject matter as outlined by faculty;
- 8 - Immerse yourself in subject matter chosen by you;
- 9 - Construct and organize a series of photographs;
- 10 - Evaluate narrative storytelling through group critiques.

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## ***Course Materials and Texts***

Materials:

A DSLR or Mirrorless Camera

Memory Cards

A portable digital storage device

Text: None required

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

Grade breakdown will be as follows:

Attendance:	10% (Late arrival to class results in half credit for that day)
Assignments:	70% (Photography and responses)
Participation:	20% (Each student gets credit for participation)

Per university policy, the following grading scale will be used to calculate all grades:

A	94–100
A-	90–93.9
B+	87–89.9
B	84–86.9
B-	80–83.9
C+	77–79.9
C	74–76.9
C-	70–73.9
D+	67–69.9
D	64–66.9
D-	60–63.9
E	0–59.9

The letter grade “A” is considered an exceptional grade indicating superior achievement; “B” is a grade indicating commendable mastery; “C” indicates satisfactory mastery and is considered an average grade; “D” indicates substandard progress and insufficient evidence of ability to succeed in sequential courses; “E” (failing) indicates inadequate mastery of pertinent skills or repeated absences from class.

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## Required or Recommended Reading Assignments

No required textbook

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### General Description of the Subject Matter of Each Lecture or Discussion

Module 1 – Weeks 1 – 4: History of Documentary Photography, Autobiographical Photography, Ethics of Documentary Photography, Documentary film screening.

Module 2 – Weeks 5 – 8: Street Photography, Environmental Portraits, Critiques of Street Photography and Environmental Portraits.

Module 3 – Weeks 9 – 12: Photography as Activism, Using photography to convey a sense of place, How to edit photographs in black and white.

Module 4 – Weeks 13 – 16: How to digitally archive your photographs, Final project pitches, Documentary film screenings, Works in progress #1, #2 and #3 for final projects.

Module 5 – Week 17: Final projects are due and final critique and assessment is performed.

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## *Required Course Syllabus Statements*

### Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you. Due to the subject matter discussed in this course, AI will be discussed minimally but it is becoming more relevant in regards to the history of photography as a witness to history, truth, myth, & propaganda. The use of generative AI would have limited practical applications in this course but I felt it prudent to give some guidance on its uses.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on the topic;

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Using AI to answer questions on quizzes, tests, or in class.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the use of any information gleaned based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Any use of AI tools must be properly disclosed, documented, and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be

generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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### **Using Remote Testing Software**

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.