DEFENSE INFORMATION SCHOOL

6500 Mapes Road, Fort Meade, Maryland 20755

Intermediate Photojournalism Course
Training Program of Instruction

Training Effective Date: 01 January 2023

Supersedes TPI dated 8 January 2013

Richard J. McNorton
Colonel, U. S. Army
Commandant

Intentionally Left Blank

CONTENTS

Intentionally Left Blank

COURSE PREFACE

Purpose

IPC provides the knowledge and skills necessary to plan, produce and execute intermediate-level photojournalism and apply communication techniques in support of military public affairs, visual information products, and documentation missions in order to effectively meet Commander's intent.

Reason for New Training Program of Instruction

Supports tasks identified by the Training Task Selection Board held 24 March and 8 April 2021.

Implementation Date

Training for this course will begin in January 2023.

Specialty Awarded

See individual Service documentation for specialty awarded.

Training Delivery / Training Length

Resident / 40 Days

Course Description

The course educates photographers and journalists in established communication theories and provides training in current best practices of photojournalism, so that graduates will be effective multi-platform communicators for their commands. Areas of instruction include visual and written communication theory, writing and photography interrelationships, news and narrative writing, design principles, and intermediate photographic equipment and techniques to include electronic imaging, desktop publishing, mirrorless cameras, image transmission and archiving

Course Prerequisites

Students attending this course must have satisfied at least one of the following:

Basic Combat Correspondent (BCC or BCC-60), Basic Mass Communication Specialist (BMCSC), Basic Multimedia Illustrator Course (BMIC), Basic Multimedia Reproduction Course-USMC (BMRC), Basic Public Affairs Specialist (BPASC, DINFOS-BPASC-ADL-R), Basic Public Affairs Specialist-Writer (BPAS-W), Basic Photojournalist Course-USAF (BPJC), Basic Still

Photography (BSP), Broadcast Communication Specialist (BCS), Broadcast Communication Specialist-USAF (BCS-USAF), Mass Communication Foundations (MCF), Video Production Documentation (VPD).

And must have at least one (1) year of fleet/field experience consistently producing photojournalism and photo-based products within the two (2) years prior to attendance in the Intermediate Photojournalism Course (IPC).

Waivers may be considered for DINFOS graduates from non-photo/video courses provided their command documents the prospective student has 2 years of on-the job experience consistently producing photojournalism and photo-based products within the two (2) years prior to attendance in the Intermediate Photojournalism Course (IPC). Documentation should include a link to the student's portfolio for review.

International students attending this course must have an English Comprehension Level (ECL) of 85 and must understand the basics of photography: focus, composition, and exposure. In addition, they must have one-year experience shooting and editing photos within the year prior to attendance in the Intermediate Photojournalism Course.

Service Prerequisites

See the Army Training Requirements and Resources System (ATRRS) site: https://www.atrrs.army.mil/atrrscc/ for Service prerequisites. School code 212

Points of Contact (POC)

The POC for this Training Program of Instruction is the Course Development Office: cdo@dinfos.edu.

For registration information, contact the DINFOS Registrar at registrar@dinfos.edu.

TRAINING TASK INVENTORY

This Training Task Inventory incorporates feedback from the Training Task Selection Board. Learning outcomes have been aligned with the Public Affairs Training and Education Council's Military Communication Competency Model.

Terminal Learning Objectives	Competency	Training Importance High, Medium, Low				
Enabling Objectives	Knowledge / Performance	USA	USAF	USMC	USN	USCG
1.0 Demonstrate an understanding of the roles and responsibilities of photojournalists in military communication	Performance	High	High	High	High	High
1.01 Students will examine and define policies related to photojournalism						
1.02 Students will identify roles and responsibilities of a DoD photojournalist (security, accuracy, propriety, policy)						
2.0 Demonstrate an understanding of asset management and accessioning at the organization level	Performance	High	High	High	High	High
2.01 Students will understand the DoD requirements and processes for accessioning per DoD 5040.6						
2.02 Students will understand the importance of asset management per DoD Instruction 5040.02						
2.03 Students will practice digital workflow and editing procedures						
3.0 Demonstrate an understanding of DoD ethics and copyright policies	Performance	High	High	High	High	High
3.01 Students will discuss the roles and requirements of combat photography per DoD Instruction 5040.02						
3.02 Students will discuss the DoD policies on enhancement vs. manipulation per DoD Instruction 5040.02 (areas of abuse, photo vs. photo illustration, image manipulation)						
3.03 Students will identify DOD policies and ethical standards related to photojournalism						
3.04 Students will identify United States federal copyright law requirements						

Terminal Learning Objectives	Competency	Training Importance High, Medium, Low				
Enabling Objectives	Knowledge / Performance	USA	USAF	USMC	USN	USCG
4.0 Demonstrate an understanding of DoD ethics and copyright policies	Performance	High	High	High	High	High
4.01 Students will demonstrate an understanding of camera operations						
4.02 Students will demonstrate an understanding of the capabilities and limitations of their assigned camera model						
4.03 Students will demonstrate an understanding of editing software						
5.0 Students will use human-centered design thinking to improve photojournalism products and solve communication problems	Performance	High	High	High	High	High
5.01 Students will demonstrate the use of human-centered design thinking to conceptualize solutions (i.e. mind-mapping, Gantts, RPIE, the process to think critically and research topics)						
5.02 Students will apply human-centered design principles to improve photojournalism products.						
5.03 Students will understand how human-centered design can be used for brainstorming and generating ideas						
5.04 Students will use human-centered design thinking to determine appropriate messaging & intent						
5.05 Students will utilize human-centered design thinking to determine publishable images (visual variety, photo hierarchy)						
5.06 Students will understand how human-centered design can be used to solve photojournalism problems						

Terminal Learning Objectives	Competency	Training Importance High, Medium, Low				
Enabling Objectives	Knowledge / Performance	USA	USAF	USMC	USN	USCG
6.0 Students will demonstrate visual communication techniques	Performance	High	High	High	High	High
6.01 Students will combine different types of imagery to improve the visual communication of the story						
6.02 Students will use different types of imagery to enhance the impact and focus of photojournalism products.						
7.0 Students will demonstrate knowledge of audio theory and the principles used in sound design and recording	Performance	High	High	High	High	High
7.01 Students will demonstrate proper equipment selection and placement for optimal recording						
7.02 Students will practice setting up the camera & mic with audio as a priority						
7.03 Students will demonstrate ways in which sound conveys meaning and emotion in a story						
7.04 Students will discuss the use of soundtracks, sound effects, natural sound and interviews to enhance and establish a clear story focus						
8.0 Students will discuss fundamentals of design as related to photojournalism products	Performance	High	High	High	High	High
8.01 Students will demonstrate the application of relevant command/unit guidelines for design choices (style guide)						
8.02 Students will demonstrate the application of design principles in the photojournalism products (balance, contrast, proportion, and focus)						

Terminal Learning Objectives	Competency	Training Importance High, Medium, Low				
Enabling Objectives	Knowledge / Performance	USA	USAF	USMC	USN	USCG
9.0 Students will demonstrate an understanding of interview techniques to include: research, preparation, camera/location setup for the purpose of conducting an interview	Performance	High	High	High	High	High
9.01 Students will discuss the importance of fact-driven, topic-based research in relationship to photojournalism						
9.02 Students will practice proper preparation and pre-interview strategies to facilitate a successful interview						
9.03 Students will understand the importance of proper location selection						
9.04 Students will apply best practices for conducting an interview						
10.0 Students will demonstrate application of advanced composition techniques	Performance	High	High	High	High	High
10.01 Students will demonstrate an understanding of "unity" as a composition technique						
10.02 Students will demonstrate an understanding of "coherence" as a composition technique						
10.03 Students will demonstrate an understanding of "balance & rhythm" as composition techniques						
10.04 Student will demonstrate an understanding of "space" as a composition technique						
10.05 Students will understand the value of "breaking the rules" as a creative composition technique						
11.0 Students will demonstrate application of advanced exposure	Performance	High	High	High	High	High
11.01 Students will demonstrate an understanding of exposure bracketing and other techniques for difficult lighting conditions						
11.02 Students will understand how to identify exposure errors						
11.03 Students will understand the value and use of multiple exposures						
11.04 Students will understand the techniques associated with night photography and long exposures						

Terminal Learning Objectives	Competency	Training Importance High, Medium, Low				
Enabling Objectives	Knowledge / Performance	USA	USAF	USMC	USN	USCG
12.0 Students will demonstrate application of advanced flash techniques	Performance	High	High	High	High	High
12.01 Students will understand the techniques associated with using light ratio and light direction in their photography						
12.02 Students will understand the types of lighting and techniques associated with multiple source lighting						
13.0 Students will demonstrate proficiency in the concepts and application of multimedia techniques, tools, and processes	Performance	High	High	High	High	High
13.01 Students will identify the purpose and benefit of color correction, lumetri color and scopes						
13.02 Students will demonstrate the application of intermediate photo and multimedia editing techniques						
14.0 Students will demonstrate proficiency in their understanding of sentence structure, grammar and writing fundamentals for writing news stories	Performance	High	High	High	High	High
14.01 Students will demonstrate proficiency in writing using the news story format, including the summary news lead, as well as the who, what, where and when of the story						
14.02 Students will demonstrate proficiency in writing news stories from interviews						
14.03 Students will demonstrate an understanding of copy editing and its role in presenting work that is polished and without grammar or sentence structure errors per the AP Stylebook						

Terminal Learning Objectives	Competency	Training Importance High, Medium, Low				
Enabling Objectives	Knowledge / Performance	USA	USAF	USMC	USN	USCG
15.0 Students will demonstrate understanding of the principles and techniques specific to narrative writing	Performance	High	High	High	High	High
15.01 Students will demonstrate an understanding of figures of speech and their role in writing narratives						
15.02 Students will demonstrate an understanding of descriptive writing and its importance in writing narrative stories						
15.03 Students will demonstrate an understanding of the intention of first person and third person perspectives and their benefits						
15.04 Students will demonstrate an understanding of the variety of different feature writing methods used in journalism						
16.0 Students will understand the structure and content requirements for an effective caption	Performance	High	High	High	High	High
16.01 Students will understand the importance and purpose of the lead sentence of a caption						
16.02 Students will understand the importance and purpose of the background sentence of a caption						
16.03 Students will understand the importance of additional caption guidelines such as avoiding the use of jargon, avoiding editorializing, and including the photographer's credit and release status						
16.04 Students will understand the role and importance of search engine optimization in increasing viewership of your story						
17.0 Student will discuss how ongoing analytics and assessment can result in more effective communication	Performance	High	High	High	High	High
17.01 Students will identify the proper format and/or the platform best suited for their product.						
17.02 Students will critique communication products for effective design						
17.03 Students will critique communication products for effective content						
17.04 Students will propose improvements to communication products						

COURSE OUTLINE

Functional Area (FA) narratives describe how the course is organized to meet the level of student competency as identified by the Terminal Learning Objectives (TLO's) listed in the TTI and include projected instructional hours for each functional area.

FUNCTIONAL AREA 1: Visual Storytelling Techniques

This Functional Area focuses on building upon the baseline technical knowledge students already possess from on-the-job training or previous DINFOS training. FA1 explores visual storytelling techniques including photography, audio, multimedia and digital workflow practices. FA 1 emphasizes visual editing techniques guided by the principles and ethics of non-fiction visual communication, camera operation, and interviewing and lighting techniques.

Total Unit Hours: 123

FUNCTIONAL AREA 2: Conceptual Thinking

Functional Area 2 builds on the skills learned in Functional Area 1 by introducing communication theory with a focus on researching photo stories that deliver appropriate messages for an intended audience. It broadens the students understanding of the principles of lighting, composition and storytelling and expands on technical skills in photography.

The process is individually driven by the student and further facilitated by the instructor(s) via coaching sessions which guide the student through developing a plan to compile information and visuals that will be presented to the class for feedback, review and critique analysis to determine effective intent.

Total Unit Hours: 180

Course Administration

The course administration hours include student in- and out-processing, gear issue and graduation.

Total Unit Hours: 13
Total Course Hours: 316

MEASUREMENT PLAN

This Measurement Plan establishes procedures for evaluating student achievement of objectives in the Intermediate Photojournalism Course. All summative assessments are a permanent part of students' academic records and count toward their final grade. Each assessment is weighted to indicate its relative importance to the overall course grade.

Grading Policy:

Minimum academic standard: The minimum passing score for each evaluated item is 70 percent. The maximum score on a re-administered exam meeting the minimum standard is a score of 70 percent. Students must achieve a minimum passing score on each assessment before progressing in the course.

Late/missed assignment policy: Students are expected to turn in all assignments on time. If an assignment is turned in up to 24 hours late, students can only achieve a maximum grade of 70% on that assignment. Assignments turned in later than 24 hours after the due date will receive a zero, unless a prior agreement with the lead instructor has been made.

Recycles/Elimination:

Students will not be recommended for recycle, and will instead be recommended for elimination.

Functional Area 1 Visual Storytelling Techniques				Functional Area Weight: 40%
Assessment		**TLOs Tested**	**Performance Outcome**	**Weight**
Performance Examination	Photo Foundations	This examination tests TLOs 4, 6, 10, and 11 of the Training Task Inventory	Given a job sheet and instructions, students will demonstrate photography skills using different composition methods.	25%
Assessment		**TLOs Tested**	**Performance Outcome**	**Weight**
Performance Examination	After Duty	This examination tests TLOs 1 through 13 of the Training Task Inventory	Given a job sheet and instructions, students will demonstrate photography skills and techniques, as well as expertise in audio recording, basic editing in Adobe Premiere, interviewing skills and time management.	25%
Assessment		**TLOs Tested**	**Performance Outcome**	**Weight**
Performance Examination	Narrative with Photos	This examination tests TLOs 1 through 13 of the Training Task Inventory.	Given a job sheet and instructions, students will demonstrate the ability to plan and conduct an interview and write a personality feature with appropriate photography.	25%
Assessment		**TLOs Tested**	**Performance Outcome**	**Weight**
Performance Examination	Why IPC?	This examination tests TLOs 4, 6, 7, 10, 11, 12, 13 of the Training Task Inventory	Given a job sheet and instructions, students will demonstrate multimedia skills and techniques, as well as expertise in audio recording, basic editing in Adobe Premiere, 2-camera interviewing skills and time management.	25%

Functional Area 2 Conceptual Thinking				Functional Area Weight: 60%
Assessment		**TLOs Tested**	**Performance Outcome**	**Weight**
Performance Examination	Human Interest Package	This performance exam is the culmination of all TLOs identified in the course Training Task Inventory.	Given the knowledge, technical skills and design acumen acquired in the first three weeks of the *Intermediate Photojournalism Course*, students will create a human-interest package incorporating a written feature with at least 2 interviews, a photo gallery and a multimedia piece consisting of photos and audio and including an interview.	33%
Assessment		**TLOs Tested**	**Performance Outcome**	**Weight**
Performance Examination	News Event Package	This performance exam is the culmination of all TLOs identified in the course Training Task Inventory.	Given the knowledge, technical skills and design acumen acquired in the first three weeks of the Intermediate Photojournalism Course, students will create a news/event package incorporating a written feature, a photo gallery, and a 1-2-minute multimedia piece consisting of photos, audio and 2 interviews.	33%
Assessment		**TLOs Tested**	**Performance Outcome**	**Weight**
Performance Examination	Personality Package	This performance exam is the culmination of all TLOs identified in the course Training Task Inventory.	Given the knowledge, technical skills and design acumen acquired in the first three weeks of the *Intermediate Photojournalism Course*, students will create a personality package incorporating a written feature with at least 2 interviews, a photo gallery and a multimedia piece consisting of photos and audio.	34%

REFERENCES

Adobe. (2022). Adobe Premiere Pro Classroom in a Book. Berkeley, California: Peachpit Press.

Bender, J. R., Davenport, L. D., Drager, M. W., & Fedler, F. (2019). *Writing and reporting for the media* (12th ed.). New York: Oxford University Press.

Beute, E., & Pacinelli, S. (2021). *Human-Centered Communication: A business case against digital pollution.* New York, New York: Fast Company Press.

Briggs, M. (2020). *Journalism next: A practical guide to digital reporting and publishing* (4th ed.). Los Angeles: SAGE.

Bryan-Smith, C. (n.d.). What is Rhythm in Photography (and how to really us it). Retrieved July 2022, from https://expertphotography.com/rhythm-in-photography/

Cohen, J. (2022, January 24). 21 Google Search Tips You'll Want to Learn. *PC Magazine*. Retrieved from https://www.pcmag.com/how-to/google-search-tips-youll-want-to-learn

Cox, S. (2019). What is Shutter Speed. Denver, Colorado, United States. Retrieved from https://www.youtube.com/watch?v=FdJhkRFFvUs

Cox, S. (2020, September 15). Understanding shutter speed. Denver, Colorado, United States. Retrieved from https://photographylife.com/videos/shutter-speed

DC Design. (2017, August 14). What is human-centered design. Retrieved from https://medium.com/dc-design/what-is-human-centered-design-6711c09e2779

Department of Defense. (2017, April 14). DODI 5230.29 Security and policy review of DOD information for public release. Retrieved from https://www.esd.whs.mil/Portals/54/Documents/DD/Issuances/dodi/523029p.pdf

Department of Defense. (2018, April 20). DODI 5040.02 Visual Information. Retrieved from https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/504002p.pdf

Department of Defense. (2020, January28). Visual Information Style Guide. Retrieved from https://www.dimoc.mil/Portals/64/VIStyleGuide2020_1.pdf

DINFOS Pavilion. (2021, September 3). Breaking down the creative process. Retrieved from https://pavilion.dinfos.edu/Story/Article/2764737/breaking-down-the-creative-process/

DINFOS Pavilion. (2021, February 23). Visual information plan. Retrieved from https://pavilion.dinfos.edu/Template/Article/2502267/visual-information-plan/

Einsohn, A., Schwartz, M., & Buky, E. (2019). *The copyeditor's handbook and workbook: the complete set* (1st ed.). Oakland: University of California Press.

Frost, A. (2017, July 18). Better Brainstorming: The most effective ways to generate more ideas. Retrieved from https://zapier.com/blog/brainstorming/

Gantt.com. (2022). What is a Gantt Chart? Retrieved from https://www.gantt.com/

Garrison, T. (n.d.). Dominant Space in Photography: How to direct attention. Retrieved from https://www.picturecorrect.com/dominant-space-in-photography/

Hertz, S. (2017, January 27). Write choices: elements of nonfiction storytelling. doi:https://dx.doi.org/10.4135/9781483395531

Hogarth, M. (2019). *Writing Feature Articles: Print, Digital, and Online* (5th ed.). New York: Routledge.

IDEO.Org. (2015). The Field Guide to Human-Centered Design. *2*. Retrieved from https://mesa.ucop.edu/wp-content/uploads/2017/11/The-Field-Guide-to-Human-Centered-Design.pdf

Joint Chiefs of Staff. (2016, August 19). Public Affairs. *JP 3-61*. Retrieved from https://www.jcs.mil/Portals/36/Documents/Doctrine/pubs/jp3_61.pdf

Kobre, K. (2017). *Photojournalism: The professionals approach* (7th ed.). New York: Routledge.

Lin, C. (2019). 10 Characteristics of great photos. *SLR Lounge*. Retrieved from https://www.slrlounge.com/techniques-10-characteristic-of-great-photos/

London, B., Stone, J., & Upton, J. (2023). *Photography* (13th ed.). Pearson.

Lucid Content Team. (2022). How to conduct a 5 whys analysis. Retrieved from https://www.lucidchart.com/blog/5-whys-analysis

Lucid Content Team. (2022). When inspiration strikes: 12 effective braininstorming techniques. Retrieved from https://www.lucidchart.com/blog/effective-brainstorming-techniques

Natonal Archives and Records Administration. (2015). DOD VI Records Schedule DAA-0330-2013-0014. Retrieved from https://www.archives.gov/files/records-mgmt/rcs/schedules/departments/department-of-defense/office-of-the-secretary-of-defense/rg-0330/daa-0330-2013-0014_sf115.pdf?_ga=2.233114393.64804563.1649440224-555319214.1649440224

Nikon Corporation. (2022). Digital camera Z6II reference manual. Retrieved from https://download.nikonimglib.com/archive4/7uiGZ0074QAJ05k6lw523d1cQF97/Z7IIZ6IIRM_(En)05.pdf

Smith, I. H. (2018). *The short story of photography: a pocket guide to key genres, works, themes, and techniques.* London: Laurence King Publishing.

Snap, B. (2020, January 2). Design thinking vs. human-centred design: what's the difference? Retrieved from https://medium.com/snapout/design-thinking-vs-human-centred-design-whats-the-difference-9ef855f55223

Tanner, S., Richardson, N., & Kasinger, M. (2018). *Feature writing: Telling the story* (3rd ed.). New York: Oxford University Press.

The Associated Press. (2022). *The Associated Press Stylebook Online*. Retrieved from AP Stylebook: https://apstylebook.com/users/sign_in

The Lens Lounge. (2020). How to use unity in photography for good design. Retrieved July 2022, from https://thelenslounge.com/unity-in-photography/

The White House. (2021, March). Interim National Security Strategic Guidance. *NSC-1v2*. Retrieved from https://www.whitehouse.gov/wp-content/uploads/2021/03/NSC-1v2.pdf

Theunissen, P., & Sissons, H. (2018). Relationship Building in Public Relations. New York, New York: Routledge.

United States Army. (2020). UPAR Writing Handbook. Retrieved from https://www.10thaamdc.army.mil/Portals/24/documents/PAO%20Site/10th%20AAMDC%20UPAR%20Handbook%20%202020200601.pdf?ver=2020-07-16-110940-967

University of Michigan. (2021, Jul 19). *Copyright Basics.* Retrieved from MLibrary research Guides: https://guides.lib.umich.edu/copyrightbasics/copyrightability

Vismas, T. (2020, June 24). What is empathy? Learn about 3 types of empathy. Retrieved from https://takealtus.com/2020/06/empathy-1/

Wessel, R. (2021, October 28). Frame the story: why finding the right story angle is like finding the right composition for a photo. Retrieved from https://www.instituteforthoughtleadership.com/post/frame-the-story-why-finding-the-right-story-angle-is-like-finding-the-right-composition-for-a-photo

ZOOM Corporation. (2020). H4nPro Handy Recorder Quick Guide. Retrieved from https://zoomcorp.com/media/documents/E_H4n_Pro_QuickGuide.pdf