

**Winter 2022  
UNDERGRADUATE COURSE OUTLINE**

**COURSE CODE:** VIS318

**COURSE TITLE:** Integrated Photo-based Explorations

**PREREQUISITE COURSES:** JAV200, VIS217, VIS218

**CLASSROOM LOCATION:**

Online from Jan 10 to Feb 6 (estimated) : Zoom

In Person Feb 7 to April 8 (estimated) : SB211

**CLASS HOURS:** Mondays 9am-12pm

**INSTRUCTOR NAME:** Dr. Colin Miner

**INSTRUCTOR EMAIL:** colin.miner@daniels.utoronto.ca

**OFFICE HOURS:** Mondays 12-1pm and by appointment

**OFFICE LOCATION:** Virtual (Zoom) / AFTER return to class (SB209)

**TAs:** NA

**COURSE DESCRIPTION:**

Studio projects exploring contemporary photographic issues and practice; seminars and readings are integral.

**COURSE OBJECTIVES:**

By the end of the course, a successful learner will have:

- advanced their knowledge of issues relevant to photo-based practice
- considered their own work (and that of others) in the context of those issues and concepts, as well as materials, and craft issues
- advanced their own creative work and skills, photo-based practice and process through production and critique

**NOTE:** Students work with the photographic materials, equipment, and technologies that are available to them at the time and given the circumstances of remote learning and/or in person.



**SCHEDULE:**

Required viewing and reading for some weeks: TBA

NOTE: adjustments to the schedule may occur due to changes in the “return to classroom” date. Scheduling changes will occur to facilitate the best use of resources and facilities available (technical demos, E.E.L. Gallery usage, guest speaker, etc.).

01	Jan 10	Course Introduction and Preparation		
02	Jan 17	Seminar, Reading Discussion, Framework Review	Reading Response Framework #1	
03	Jan 24	Seminar, Reading Discussion, Framework Review	Reading Response Framework #2 & 3	
04	Jan 31	Seminar, Reading Discussion, Framework Review	Reading Response Framework #4 & 5	
05	Feb 7	Seminar, Reading Discussion, Framework Review Printing Demo	Reading Response Framework #6 & 7	<b>Return to In Class</b>
06	Feb 14	Mid-Term Crit (whole class)	Framework #8	
x	Feb 21	no class (break)		
07	Feb 28		Mid-Term Paper	
08	Mar 7		Reading Response	
09	Mar 14		Reading Response	
10	Mar 21			
11	Mar 28	Final Crit (group B - half class)		
12	Apr 4	Final Crit (group A - half class)		
	Apr 4-8		End of Term Paper	

**Important Dates:**

<b>Winter 2022</b>	
University Re-opens	Monday, January 3, 2022
First day of S/Y section courses	Monday, January 10, 2022
Last day of S/Y classes waitlist	Sunday, January 16, 2022
Last day to enroll in S/Y classes on Acorn	Monday, January 17, 2022

Last day to drop S/Y section courses without academic penalty	Sunday, February 20, 2022
Family Day (University Closed)	Monday, February 21, 2022
Reading Week (No Classes)	Monday, February 21, 2022 to Friday, February 25, 2022
Last day of S/Y classes	Friday, April 8, 2022
End-of-term Final Exam / review or Assessment Period	Monday, April 11, 2022 – Friday, April 29, 2022 (including Saturday and/or Sundays)
Good Friday (University Closed)	Friday, April 15, 2022

Conflicts with religious observances should be brought to the attention of the course instructor and the Office of the Registrar and Student Services no later than the second week of classes.

For more information, please see the [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](#).

### EVALUATION:

PARTICIPATION – as being present with positive course engagement in its diversity of forms - is the most significant evaluation component in all of the course content and assignments.

#### Generally: Studio/Visual Work

Ideas: Exploration, investigation, engagement with concepts.

Artistic Merit: Cohesiveness, ambition, and resolution of the creative, conceptual, and formal demands of studio work; ability to translate and present historical and contemporary issues relevant to the making and positioning of contemporary visual art or design work.

Materials & Processes: Materials and process explorations, and work ethic.

Research: Curiosity, evidence of experimentation, and contextualization.

Analysis & Insights: Critical and reflective analysis of work, ideas, processes, context (e.g. understanding and articulation of your intent, your proposal, your outcome, and the context within which it is created and will be experienced).

#### Generally: Writing

Structure and Form: following guidelines and style.

Clarity of Ideas: connection between ideas, references, and positions/opinions articulated

Thoughtfulness and/or Creativity: well researched, engaging premise/thesis.

Writing Quality: voice, grammar, syntax, clarity of ideas, reference citations.

Consider Form & Wordcraft for your written works. Academic writing does not have to be boring! All major written work – Mid & End of Term Papers - will be peer edited, follow academic style guidelines where applicable, and include references with citations and bibliography.

### Reading Responses and Discussion 10%

(Reading of essays, short written responses, in class discussion)

One-page, single spaced document (PDF) for EACH reading

Make a list of KEY WORDS, including ones that may be new to you and provide a short definition or context. Use a selection of this new vocabulary in the class discussion.



In bulleted or dashed (-) list form, include:

- "3" Three main points that you gleaned from the material
- "2" Two things that struck you as particularly important and/or interesting
- "1" One pertinent question that you have

For the class discussion, feel free to bring in other information such as essays, artwork, artists, cultural references, etc. that facilitate discussion and/or offer context on your question for the class.

### **Image Frameworks 30%**

(Making and publishing images + in class discussion)

Digital image making (use your phone, a DSLR, etc.) in response to a given framework, here conceived as a constraint and/or point of departure. This assignment offers the chance to engage and focus on being visually aware of the image making process, the context in which you are making images, and various aspects affecting image creation and development.

To do:

- Make a sketch of what you will be photographing before you make the photographic image – at the site/location, of the object/subject, etc.
- Document the sketch/make into a digital image (scan or take a photo of it).
- Make an image in relation to the framework (do some test versions for composition, exposure, focus, etc.). Select ONE image to edit as your final Framework. Write some context such as site/location details, compromises/constraints/difficulties, references, technical notes, etc.
- Publish your images to a class WordPress blog: first the Framework followed by the sketch and then any text.
- In-class discussion of Frameworks.

NOTE: If return to class occurs in time for mid-term critique, then Framework #8 will become a printed assignment.

### **Mid Term Critique 10%**

(Make and engage photographic work in critique)

This is a chance to learn about the critique process, ask questions, present your work, receive feedback, and get a sense of Final Critique expectations.

Engage your peers in a professional and critical manner by asking questions, offering productive feedback, offering insight and/or observations, and developing experience with constructive criticism.

### **Final Work and Critique 30%**

(Make photographic work and present it for Final Critique)

Work: Project of your choosing. Details TBD.

Final Critique: Presenting your work with a written statement and answering questions. Details TBD.

### **Term Paper 20%**

(Consisting of a mid-term paper and end of term paper)

Mid-Term Paper 5%

An in-process "draft" of your End of Term Paper that consists of at least an outline (point form), thesis/premise, potential references (images, texts, artists, artworks, etc) with citations, and draft of introductory paragraph. One to two pages (PDF).

End of Term Paper 15%  
1000-1200 words with visual references and citations.

*What is photography?*

Develop a written text that engages this question, while drawing from course references (texts, artists, visual content, etc.) and introducing at least one additional reference source (text, artist, artwork, film, cultural event, discipline, life event, etc.) of your own. The expectation is to engage this question as a site of departure and exploration, rather than offering a literal answer.

If you would like to use a creative written form discuss it with me directly. Otherwise, follow a formal structure of writing that consists of:

- Introduction, with a premise or thesis.
- Body (usually three or more paragraphs) where ideas are expanded through examples/references used to relate and position the main premise/thesis.
- Conclusion as a process of reflecting/revisiting your thesis in relation to the ideas and associated references introduced in the body text.

Length: 1000-1200 words as a PDF (two pages single spaced / four pages double spaced).  
Include title page, references (visual and academic) with citation information (title, date, author, etc.), and bibliography.

The studio grade includes a growth factor / participation through the various studio projects and involvement in the studio.

Evaluation will be carried out in accordance with the University Assessment and Grading Practices Policy. Please refer to the policy located on the governing council website.  
[http://www.governingcouncil.utoronto.ca/Governing\\_Council/policies.htm#G](http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm#G)

The undergraduate grading scale is listed as a percentage, not a letter grade. The undergraduate grading scale is included below for your reference:

Percentage	Letter Grade	Grade Point Value *	Grade Definition	
90-100	A+	4.0	Excellent	Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
85-89	A	4.0		
80-84	A-	3.7		
77-79	B+	3.3	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
73-76	B	3.0		
70-72	B-	2.7		
67-69	C+	2.3	Adequate	Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.
63-66	C	2.0		
60-62	C-	1.7		

57-59	D+	1.3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.
53-56	D	1.0		
50-52	D-	0.7		
0-49	F	0.0	Inadequate	Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

\* The grade point values above apply to marks earned in individual courses; grade point averages are weighted sums of the grade points earned (see below), and thus do not necessarily correspond exactly to the scale above. For example, a B+ average would include include grade point averages from 3.20 to 3.49, while the lowest B- average would be 2.50. Please refer to the University of Toronto Grading Practices Policy for additional information: <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>.

### LATE WORK:

All assignments are due in class at the specified time and date.

Late submission of work will be accepted up to one week after its due date, with a 5% deduction (of each assignment's total grade) per day (excluding weekends). However, with at least one working day (Mon-Fri) notice BEFORE the due date I am open to offering each student one extension per term without penalty.

### CRITIQUE:

Scheduled critiques are extremely important (think of them as an exam). Studio work that is not presented in critique on the scheduled date is subject to IMMEDIATE loss of one letter grade (i.e. if work is evaluated as A-, the mark becomes a B-). On the date of your critique, you must be present at the beginning of class, otherwise you will not be allowed to present your work in critique and the work will lose one letter grade (as noted above). Students who fail to present work in critique on their assigned date forfeit their right to present their work in critique along with the associated discussion. Work will not be accepted after one week of its due date.

In the case of illness or other special circumstance, notification should be given to the Instructors and the Registrar as soon as possible and before the deadline in question. A **Verification of Illness (Also known as a "doctor's note") is temporarily not required.** Students who are absent from academic participation for **any reason** (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration tool on ACORN. Additional information is available online: <http://www.illnessverification.utoronto.ca/index.php>

### FINAL DUE DATE:

Due dates are set by the Instructor in the schedule and evaluation sections of this outline. All term work must be submitted on or before the deadline date stipulated by the instructor. Students who for reasons beyond their control are unable to submit an assignment by its deadline must obtain approval from their Instructor for an extension within the term. The last date of the term is April 29, 2022. Any work submitted after the stipulated deadline and before the end of term without an approved extension will not be accepted. Students will be required to petition for an extension if they will be unable to submit their work by April 29, 2022. [https://www.daniels.utoronto.ca/sites/default/files/petition\\_instructions\\_forms.pdf](https://www.daniels.utoronto.ca/sites/default/files/petition_instructions_forms.pdf)

Students are advised to contact their professors in advance of a deadline, where possible. Those students registered with Accessibility services should provide a letter from their advisor that confirms their registration and indicates their required accommodations. Please speak with Andrea McGee in the ORSS if you have any questions or concerns regarding their letter of accommodation and how to interpret the information. Otherwise, students should present you with a Verification of Illness or Injury form (VOI). Without any documentation, or where notice was not given, the ultimate decision is at the instructor's discretion.

## Remote/Online Courses

### Student Behaviour

All students registered at the University of Toronto are still required to conduct themselves in a respectful manner whilst undertaking studies online. The [Code of Student Conduct](#) applies and will be enforced regardless of the physical location where students are undertaking their studies. Offenses against other persons will not be tolerated whether committed in person or online.

## Instructor Recording

### Notice of video recording and sharing (Download and re-use prohibited)<sup>SEP</sup>

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

### Copyright Notice for Course Syllabi

#### In Class Student Recording of Course Content: Instructor Forbids Recording

Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures.

Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Course videos may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course.

### PREPAREDNESS AT UOFT:

Students are advised to register for UAlert, the University's alert system, at <http://alert.utoronto.ca/>. UAlert sends important messages to registrants via text, email, and phone.

### ACCESSIBILITY NEEDS:

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

If you are a student who identifies with one or more of the broad categories below, we encourage you to register with Accessibility Services:

<https://studentlife.utoronto.ca/department/accessibility-services/>.

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder
- Brain Injury and Concussion
- Chronic Health
- Deaf and Hard of Hearing
- Learning Disability
- Mental Health
- Mobility and Functional
- Low Vision / Legally Blind
- Temporary Injuries

For any questions or assistance, please see the staff in the Office of the Registrar and Student Services.

#### **ENGLISH LANGUAGE AND WRITING SUPPORT:**

The University of Toronto expects its students to write well, and it provides resources to help. Please consult the University of Toronto writing site: <https://writing.utoronto.ca/> for advice and answers to your questions about writing. Please pay special attention to “Advice on Writing: Academic Writing.”

The Writing Centre at the John H. Daniels Faculty of Architecture, Landscape, and Design (<https://www.daniels.utoronto.ca/students/student-services>) is a resource for Daniels students seeking assistance with academic writing through tutorials and individual consultations.

Academic writing carries with it certain expectations about properly citing, quoting, and referencing source material. Your research must be conveyed in a language commonly shared by others in the discipline. The style guidelines preferred by the Daniels Faculty are put forth in the Chicago Manual of Style and can be found here: <http://www.chicagomanualofstyle.org/16/contents.html>  
[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/chicago\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/chicago_style_introduction.html)

#### **ACADEMIC INTEGRITY:**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. The Code of Behavior on Academic Matters states: “It shall be an offence for a student knowingly [...] to represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.” The Code also states: “Wherever in the Code an offence is described as depending on ‘knowing,’ the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.”

Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else’s ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources. For information about academic integrity at the University of Toronto, please see <https://www.academicintegrity.utoronto.ca/>.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

For accepted methods of standard documentation formats, including electronic citation of internet sources please see the U of T writing website at:

<http://www.writing.utoronto.ca/advice/using-sources/documentation>.

Please also refer to "Reading and Using Sources: How Not to Plagiarize" on the University of Toronto writing site (<http://www.writing.utoronto.ca/>).

### **Student Work – Daniels Publishing Policy**

On occasion, the John H. Daniels Faculty of Architecture, Landscape, and Design (the Faculty) will share, use, exhibit, display, broadcast, and distribute images of student work completed in this course in connection with the activities of the Faculty for promoting, publicizing, or explaining the activities of the school. Should you wish to 'opt out', please contact [communications@daniels.utoronto.ca](mailto:communications@daniels.utoronto.ca), otherwise, your participation in this course grants the Faculty permission to publish such images in PR/promotional materials such as marketing, advertising, fundraising, and any other Faculty-related publication. These images may appear in a wide variety of formats including but not limited to social media, website and print.

### **CAREGIVING AND CHILDCARE POLICY**

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to student, staff, and faculty parents:

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary.
- 2) For older children and babies, we understand that unforeseen disruptions in childcare often put parents in the position of missing class to stay home. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class to cover gaps is acceptable.
- 3) We ask that all students work with us to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, we ask that you sit close to the door so that if special attention is needed that is disturbing the learning for other students, you may step outside until the need has been met.
- 5) Finally, we understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have gone to sleep. While we maintain the same high expectations for all students in this class regardless of parenting status, we can problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

