

COURSE SYLLABUS

Photojournalism

Course code: JRN 252

Term and year: Spring 2024

Day and time: Monday, February 5th – Monday, May 20th | 11:30 – 14:15

Instructor: MA Björn Steinz

Instructor contact: bjorn.steinz@aauni.edu

Consultation hours: By appointment online or on Monday 17:30 to 18:00

Art fee: 1000 CZK

Art fees for this course will be used to cover: Final presentation (book or exhibition), Gallery visits, Guest lecturers, excursions

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	TOEFL iBT 71
Contact hours	42 hours	Course type	Elective: HSC el, PS el, JC req/el, CEA

1. Course Description

This photo course will focus on learning the techniques, skills and basic procedures needed to produce visual stories for today's online and print media. The course is designed for students who already understand the technical basics that govern a digital camera- as the relationship in-between ISO, Shutter Speed and Aperture.

Much of the course will be taught as a hands-on experience which will incorporate camera and compositional basics, building different visual stories and ethical decision-making. Students will learn to create compelling images in order to tell stories visually and how to edit, caption, keyword, organise and present them professionally for publication. We will explore the history, including economic and technological factors, that have brought Photojournalism where it is today.

The major events and iconic figures, both current and past, that have shaped the profession will be presented through video documentaries, slideshows and online readings. Students will learn through in-class exercises, weekly photo assignments, as well as readings, with a final long-term essay due as the final exam. Each class we will discuss current news events - how they are covered visually, critique and discuss assignments produced for the course and - work on the technique to improve their skills.

Students are highly advised to use their own DSLR or equivalent (mirrorless) digital camera (No smartphones are allowed in this course and just real cameras with manual functions). Further on MacBooks or PCs with photo editing software are important as we will be using them each week for assignment work.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Discuss the history and ethical issues related to photojournalism and be able to give specific examples in order to articulate them.
- Use a digital camera to produce assignments for class and professional publication in print and online media.
- Create images that are compelling and relay the intended message to viewers.
- Comprehend and have a clear understanding of independent news gathering and analysis as a visual journalist. Plan, pitch, shoot and edit stories for publication in professional media.

Students will achieve these goals through assignments in and outside of class, slide shows, videos and discussions. Reviewing and feedback sessions to all assignments in class together will be an important part of the class, as we will learn from both each other's mistakes and successes throughout the course. The only way to learn photography is to practise, practise and practise. Today you have the luxury and ability to photograph unlimited amounts of images, so photograph as much as you can. Carry your camera with you everywhere you go, develop your sense of curiosity about the world, read up on what is happening in it each day and explore art in all forms.

3. Reading Material

Required Materials

Most of these books are not available the AAU library but can be found online to view or to purchase

- "After Photography" / Fred Ritchin
- "Ways of Seeing" / John Berger
- "Looking at Photographs" / John Szarkowski
- "Magnum Contact Sheets" / Magnum Photo Agency
- "A World History of Photography: 5th Edition" / Naomi Rosenblum
- "Understanding Photojournalism" / Jeniffer Good and Paul Lowe
- "Bending the Frame: Photojournalism, Documentary, and the Citizen" / Fred Ritchin

Recommended Materials

- Kobre, Kenneth Photojournalism: The Professionals' Approach, Focal Press; 7 edition (5 Jan. 2017)

A few copies will be available in the AAU library. Paperback available for purchase through Amazon or other online book sellers.

Equipment Needed for the Course

- DSLR (or equivalent) - 2-4 available for check-out from the Journalism office - SD cards for camera
- Laptop computer with photo editing software (Lightroom, Photoshop or equivalent) - External hard disk

Equipment Recommended for the Course

- Camera Flash
- Telephoto lens (135mm +)
- Tripod
- Additional external hard disk

Students should also keep up with current events and news in general. For further inspiration and to see professional work see the New York Times, The Guardian photo reports, along with those of Al Jazeera English, Der Spiegel and Der Stern and others. For Czech news: <https://english.radio.cz>, <https://praguemonitor.com>

AAU Photojournalism Book

The student Art Fee for this course will be used to produce a photo book which will be delivered at the end of the semester. This book will be a compilation of photo essays from each student in the class. Subject matter for the essays will be open, but students will be expected to develop and tell a story through a series of still photographs, with appropriate captions and written story introduction. Due to printing deadlines, all photos and accompanying text must be completed and ready to put in the book by the announced deadline (24th of April). Students will have in-class workshops where they will layout, design, edit and prepare themselves the book for printing.

Instagram feed

Each student will be responsible for contributing at least once during the semester to the Instagram feed (@theballadofquarantine) with a thematically 3 image edit showcasing work in progress. The purpose of this is to get you in the habit of shooting photos every day and to develop your own style around topics/scenes that interest you. Please do not post personal party pics or images that do not relate to our coursework. This will also contribute to your overall class participation grade.

Students Flickr Feed

- Shooting assignments must be uploaded to the individual Flickr feeds before class the day they are due and under the corresponding folders for each assignment (i.e. Shooting Assignment #1, #2, etc...)
- Only upload YOUR assignments here. Please feel free to view and comment on other class assignments here but please do not alter any photos or folders posted.
- Upload JPEG-only files using the slug (for each image) *lastname_assignment#_image#* Caption each image.

4. Teaching methodology

The class will be informal and interactive. Students will learn by doing. Their work will be discussed and critiqued in class by the instructor and by the students themselves. The instructor will also provide feedback to students individually about their work. Completed assignments will be critiqued in class, and often the photographers will be asked to acquire more information or to do re-editing/re-shooting. As journalists, students will be expected

to keep up with the news. In-class exercises will also acquaint students with common technical concerns and journalistic issues and problems to be worked out.

5. Course Schedule

Date	Class Agenda
Class 1, Monday, February 5th	<p>Topic: Introduction lecture</p> <p>Description: What to expect? What is the goal of the course? Presentation of my own photography. Discussion of resources needed for the course.</p> <p>Assignments#1/Due 12/02: For next class:</p> <ol style="list-style-type: none"> 1. Set up your personal Flickr account 2. Please bring - if possible - a selection of your best 10 photographs as prints or upload them to your Flickr accounts. Please upload the "Personal goal" paper to NEO. <p>Writing: "Personal goal for class." Please write a paragraph about your reasons why taking this class, what you hope to learn from it and any past experience you have with photography and journalism.</p> <p>Reminder: Bring DSLR, laptop and other equipment to class EACH WEEK.</p>
Class 2, Monday, February 12th	<p>Topic: The History of Photojournalism - How Photography Changed the Way We Receive News. Part 1 - The Past</p> <p>Description: We take a look at the origins of photojournalism and its journey through history, from historic firsts to controversies and iconic photographers. What is the main difference between photojournalism and documentary photography?</p> <p>Workshop: Introduction about basic Camera techniques#1. Students introducing themselves and their best photography.</p> <p>Reading: Ch 17 History - pgs 465-486</p> <p>Assignment#2/Deadlines: Due 19/02: File 3 images from each of the following techniques:</p> <ul style="list-style-type: none"> • Freeze Motion • Blur • Panning • Depth of Field <p>Upload JPEG only files using the slug (for each image) <i>lastname_assignment#_image#</i> to your Flickr account under <i>Shooting Assignment #2</i>.</p>
Class 3, Monday, February 19th	<p>Topic: The History of Photojournalism - Part 2 - How the digital revolution in Photography Changed the Way We Receive News. Part 2 - Photojournalism in the digital age and in contrast to so-called "Citizen Journalism".</p> <p>Description: The Changing Work Practices and Professionalism of Photojournalists in the Digital Age. We will explore new tools and possibilities in reporting and look at some photo agencies, publications and platforms presenting news and at some of the legendary photographers that made photojournalism what it is today.</p> <p>Reading: Ch 17 History pgs:487-511</p>

	<p>Workshop: Introduction about basic Camera techniques#2. Discuss and critique Assignment #2.</p> <p>Assignments/deadlines: Due 26/02 Assignment#3: File 3 images from each of the following techniques:</p> <ul style="list-style-type: none"> • Declining Perspective • Frame in Frame • Silhouette • Selective focus <p>Upload JPEG only files using the slug (for each image) <i>lastname_assignment#_image#</i> to your Flickr account under <i>Shooting Assignment #3.</i></p>
<p>Class 4, Monday, February 26th</p>	<p>Topic: Shooting Features</p> <p>Description: Feature photos provide readers a break from the news and have become the mainstay of front pages and home pages for some news outlets. They often show the unusual, something counter-intuitive, funny street scenes to moody weather shots. View and discuss examples of types of feature photos.</p> <ul style="list-style-type: none"> • How features and news differ • Good feature subjects • Candid, Style, Unique angles • Captions and IPTC data - The 5 W's (Where ?, When ?, Who ?, Why ? What?) <p>Reading: Ch 4 Features</p> <p>Workshop: Discuss and critique Assignment #3</p> <p>Assignments/deadlines: Due 04/03 Assignment#4.</p> <ul style="list-style-type: none"> • Shoot 4 different feature photos, keeping in mind the techniques and types we covered in class. • File 4 final images with full captions. <p>Upload JPEG only files using the slug (for each image) <i>lastname_assignment#_image#</i> to your Flickr account under <i>Shooting Assignment #4.</i></p>
<p>Class 5, Monday, March 4th</p>	<p>Topic: Ethics and moral responsibility in photojournalism</p> <p>Description:</p> <ul style="list-style-type: none"> • Foundations of ethical decision making • The Greater Good, The Golden Rule, The Absolute • NPPA code of ethics • Moral dilemmas • Image manipulation and alteration <p>Wokrshop: Discuss and critique Assignment #4</p> <p>Assignments/deadlines: Due 11/03 Writing: Find a controversial "news" image and discuss the photograph why it is not according to the code of ethics. 200 Words</p>
<p>Class 6, Monday, March 11th</p>	<p>Topic: The Photo Story - Telling stories with pictures in various ways</p> <p>Description:</p> <ul style="list-style-type: none"> • The era of the modern photo story • Problems vs. solutions

	<ul style="list-style-type: none"> • The 'Commitment Statement' • Types of people stories • Three approaches to a topic • Organizing the picture order <p>Reading: Ch 11 Photo Story</p> <p>Workshop: Discuss and critique Assignment#5</p> <p>Assignments/deadlines: DUE 18/03 - Assignment #6.</p> <p>Shooting for the final photo essay</p> <p>Upload JPEG only files using the slug (for each image) <i>lastname_assignment#_image#</i> to your Flickr account under <i>Shooting Assignment #6.</i></p>
Class 7, Friday, March 18th	<p>Topic: Field trip</p> <p>Description: Gallery visit to a current exhibition in Prague.</p> <p>Assignments/deadlines: (DUE 08/04) Write an exhibition critique/review</p>
March 25th	NO CLASS // Mid-term break
April 1st	NO CLASS // Mid-term break
Class 8, Monday, April 8th	<p>Topic: Photo Editing Legend: John Morris Photographer: Jonas Bendiksen</p> <p>Description:</p> <ul style="list-style-type: none"> • Tracking how readers view newspapers, magazines and websites • Selecting the right photographer for the assignment • Research • Should photographers edit their own work? • Strategies for photo selection • Working with images - layout/cropping/design • Color or Black & White? <p>Reading: Ch 7 Photo Editing</p> <p>Workshop: Discuss and critique Assignment #6.</p>
Class 9, Monday, April 15th	<p>Topic: Shooting Headline News & General News</p> <p>Description:</p> <ul style="list-style-type: none"> • From preparing for action to getting along with the police • On the scene, dealing with crisis situations and unrest • The challenge of getting to the scene • The impact of covering tragedy • Media events, photo ops and covering politics <p>Reading: Ch 2 & 3 News and General News</p> <p>Workshop: Discuss and critique Assignment#6.</p> <p>Assignments/deadlines: DUE 22/04 Shooting Assignment #7.</p> <ul style="list-style-type: none"> • Shoot a self-generated news assignment. It can be spot news, protest, demonstration, rally, a political event, AAU event or panel discussion. • File 6 final images with full captions <p>Please try to vary your shots (five shot sequence example) to tell the story and make it visually interesting</p> <p>Upload JPEG only files using the slug (for each image) <i>lastname_assignment#_image#</i> to the AAU PhotoJ Flickr account under <i>Shooting Assignment #7.</i></p>

<p>Class 10, Monday, April 22nd</p>	<p>Topic: The Assignment Description:</p> <ul style="list-style-type: none"> ● Getting the shot when news happens - radio, TV and social media alerts Working with reporters ● Making the most of an assignment ● Covering world events ● Generating your own assignments ● Shooting like a photojournalist / shooting approaches ● Discuss and critique Shooting Assignment #7 <p>Reading: Ch 1 Assignment Assignments/deadlines: DUE 29/04 Shooting for the final photo essay, prepare captions and short written intro for your story. Bring all exported files and text to class on 29/04, as we will begin laying out our photo book.</p>
<p>Class 11, Monday, April 29th</p>	<p>Topic: Shooting on Deadline & Covering the Issues Description:</p> <ul style="list-style-type: none"> ● Issue Reporting ● Developing a Feature Beat ● Getting the idea, research, organization ● One story leads to another ● Discuss and critique Shooting Assignment #8 <p>In-class deadline assignment#9, Upload due DUE 13/05</p> <ul style="list-style-type: none"> ● During class, you have 45 min to go out into the streets and shoot a minimum of two feature or two news photos (or a combination of both). ● Come back to class. ● Edit, caption, and export your final 2 photos (JPG) before the end of class ● Use the slug (for each image) lastname_deadline_image# • View and discuss in class if time allows
<p>Class 12, Monday, May 6th</p>	<p>Topic: Photo Book Workshop Description:</p> <ul style="list-style-type: none"> ● Finalize all photo book layouts ● Proofread ● Review and edit in class ● Last minute changes ● Send to printer <p>Workshop: Discuss and critique Assignment#10 Assignments/deadlines: Final photo book prep - send to printers</p>
<p>Class 13, Monday, May 13th</p>	<p>Topic: Portraits & Lighting Description:</p> <ul style="list-style-type: none"> ● Types of portraits ● Working with your subject ● Light as a storytelling element ● Compositional elements to add impact ● Environmental details tell the story

	<ul style="list-style-type: none"> • Flash and available light • Problems to avoid, color balance • TTL, effects and strobe placement • Discuss and critique Shooting Assignment #9 <p>Reading: Ch 5 & 9 Portraits & Lighting</p> <p>Assignments/deadlines: DUE 20/05: Shooting Assignment #10</p> <p>Photograph an environmental portrait and upload 6 different images</p>
Class 14, Monday, May 20th	<p>Topic: Final essay book review Home Final (DUE 25/05)</p> <p>Description:</p> <ul style="list-style-type: none"> • Delivery & Review of final photo books • Critique each other's work • Critique photo book process & creation • Home Final: Essay related to a photojournalistic topic

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	20%	Actively joining in class assignments, discussion, debate and analysis, asking questions and expressing opinions about material and issues covered. Contributing to the Instagram feed with a thematically 3 image edit showcasing work in progress (at least once).	1, 2, 3
Photographic & Written Assignments	35	35%	Proper research and context is critical to good reporting, which is the basis of broadcast news worth airing. Preparation pre-production is essential. There will be 10 assignments and each is 5% of the assignment grade.	1, 2, 3
Final Photo journalistic Essay Book	50	35%	Working to develop a telling and cohesive visual story, editing and writing for effective impact.	2, 3
Final Exam	23	10%	Analytical paper related to a photojournalistic topic	1, 2
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Attendance and class participation

Assessment breakdown

Assessed area	Percentage
Attending class each week	50%
Contributing your own ideas, thoughts and questions and discussing with classmates during class	30%
Contributing to the Instagram feed and posting images of work in progress	20%
	100%

Personal Goal paper assignment#1 (due February 12th):

Assessment breakdown

Assessed area	Percentage
Ability to critically review and to put forth personal ideas in an opinion paper. Length: Min. one page single spaced	100%

Assignment#2 (due February 19th): Freeze Motion, Blur, Panning & Depth of Field.

Assessment breakdown

Assessed area	Percentage
Ability to follow instructions and apply the techniques outlined in class.	50%
Image exposure, composition and quality.	30%
Ability to turn in the assignment (and upload online) within the given deadline to review in class.	20%
	100%

Assignment#3 (due February 26th): Perspective, Frame in Frame, Silhouette, Selective Focus.

Assessment breakdown

Assessed area	Percentage
Ability to follow instructions and apply the techniques outlined in class.	50%
Image exposure, composition and quality.	30%
Ability to turn in the project (and upload online) within the given deadline to review in class.	20%
	100%

Assignment#4 (due March 4th): Feature Photos - 4 images.

Assessment breakdown

Assessed area	Percentage
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Ability to follow instructions and apply the techniques outlined in class.	50%
Image exposure, composition and quality.	30%
Ability to turn in the project (and upload online) within the given deadline to review in class.	20%
	100%

Assignment#5 (due March 11th): Writing related to ethics in photojournalism:

Assessment breakdown

Assessed area	Percentage
Ability to critically review and to put forth personal ideas in an opinion paper. Length: Min. one page single spaced	100%

Assignment#6 (due March 18th): Shooting for the final photo essay, prepare a wider edit of your work

Assessment breakdown

Assessed area	Percentage
Ability to follow instructions and apply the techniques outlined in class.	50%
Image exposure, composition and quality.	30%
Ability to turn in the project (and upload online) within the given deadline to review in class.	20%
	100%

Assignment#7 (due April 8th): Exhibition review | Opinion paper

Assessment breakdown

Assessed area	Percentage
Ability to critically review and to put forth personal ideas in an opinion paper. Length: Min. one page single spaced	100%

Assignment#8 (due April 22th): Shoot a self-generated news assignment. It can be spot news, protest, demonstration, rally, a political event, AAU event or panel discussion. Prepare and send me via WeTransfer a wider edit of your work for the book, min. 50 images.

Assessment breakdown

Assessed area	Percentage
Ability to follow instructions and apply the techniques outlined in class.	50%
Image exposure, composition and quality.	30%
Ability to turn in the project (and upload online) within the given deadline to review in class.	20%
	100%

Assignment#9 (due April 29th): Shooting for the final photo essay, prepare captions and short written intro for your story. Prepare and send me via WeTransfer the final layout for the book (Urgent deadline !!!)

Assessment breakdown

Assessed area	Percentage
Ability to follow instructions and apply the techniques outlined in class.	50%
Image exposure, composition and quality.	30%
Ability to turn in the project (and upload online) within the given deadline to review in class.	20%
	100%

Assignment#10 (due May 6th): During class, you have 45 min to go out into the streets and shoot a minimum of two feature or two news photos (or a combination of both).

Assessment breakdown

Assessed area	Percentage
Ability to follow instructions and apply the techniques outlined in class.	50%
Image exposure, composition and quality.	30%
Ability to turn in the project (and upload online) within the given deadline to review in class.	20%
	100%

Assignment#11(due May 20th): Photograph an environmental portrait and upload 6 different images to your Flickr account

Assessment breakdown

Assessed area	Percentage
Ability to follow instructions and apply the techniques outlined in class.	50%
Image exposure, composition and quality.	30%
Ability to turn in the project (and upload online) within the given deadline to review in class.	20%
	100%

Home Final (due May 25th):

Assessment breakdown

Assessed area	Percentage
Ability to critically review and to put forth personal ideas in an opinion paper including the knowledge gained during the semester. Length: Max. two pages single spaced	100%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating

circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

Use of Artificial Intelligence and Academic Tutoring Center

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance. A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author’s work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	

C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Björn Steinz
Date: 6th of November 2022
Approved by: Seth Rogoff
Date: 13.11.2023