



Syllabus: *Art 104 Digital Media - Photography*

Course Information	
Course Prefix/Number: Art 104	Credit Hours 3.00
Semester: Fall	Course Title: Digital Media & Photography I
Class Days/Times: M-W 9:00 am-11:45 am	Room: Central 402

Instructor Information:	Phone/Voice Mail (520) 499-6186
Name: Leslie Ann Epperson	E-mail : Lepperson@TOCC.edu
	Office location: Central 402
	Office hours: By appointment

Course Description: Digital Media & Photography I
 This course is designed for students with little or no digital imaging experience to provide a fundamental understanding of digital imaging, from both a technical and conceptual point of view. Students learn to operate digital cameras, to use them as precise tools for image capture and to use digital media software (Adobe Photoshop, Adobe Lightroom) to process media. The course is a combination of lecture, demonstration and hands-on practice.

Student Learning Outcomes

Outcome 1: Students will comprehend camera technique that is translatable to digital and analogue processes:
 By learning the fully manual functions of their cameras, students will know how a camera works and how to have complete creative control over the aesthetics of their photographs.

Outcome 2: Students will learn digital techniques using image processing software.
 Through the use of Adobe Photoshop and the implementation of image file layers students will learn how to process their photographs and develop art of the highest aesthetic.

Outcome 3: Students will develop a portfolio of images that represent a distinct concept.
 Each student will finish the class with a portfolio of up to 10 printed images around a central theme. The portfolio will be sequenced to develop an idea of each student's choosing.

Outcome 4: Students will learn about the history of photography and also be conversant with contemporary practitioners in the field.
 Students will understand the key figures that have contributed to the development of the field of photography in addition to voices practicing outside of the established canon.

Outcome 5: Ability to translate an idea into photographic language.
 Beyond student's education they may be asked by clients to translate an idea into visual language. Through the process of assignment work students will ascertain the skills necessary to visualize concepts.

Course Structure:

The classes will combine lecture, viewing of professional photos, and laboratory work. Students will engage in class projects using the digital devices they need to learn. There will be several in-class assignments that will be turned in and discussed by the class to improve learning.

First assignments will engage students in understanding how to operate the Canon T 5 cameras manually with these considerations:

- The Photographers Eye-learn to really see your subject, begin experimenting with what you want to express. How do you see the world? How do you compose an image?
- Explore the “triangle of exposure,” i.e., the shutter speed, aperture, and ISO settings. Learn to use light meter inside of cameras.
- Compose better photographs that reveal your point of view.
- Learn to understand the power of light and dark, color and form, texture and focus, movement and frozen movement to translate your vision into the photographic image *you* want.

There will be four projects assigned that are integral to learning, and we will be viewing the completed assignments together and discussing them as a class.

Project 1. Who am I?

A. Students will select objects and/or places/and or themselves in self-portraits, to reflect how they see the world in relation to themselves. Not a selfie! This assignment introduces concept development. How do I make a photo that expresses how I see myself? How do I look at the world? What is my relationship to the things around me, where I live, what I care about?

B. You will use Adobe Lightroom to process the 10 photographs that reflect your best work from this assignment.

C. You will present your **10 best Selects** to your fellow students and we will discuss the challenges of the project and what was learned.

D. You will provide Instructor with **Selects folder** and **Outtakes folder** within the Selects.

Project II. Landscape. Responding to a Place.

A. Students will photograph at least 5 places that have meaning for them. It can be a desk top, a highway, a city, a video game or a mountain peak. It can be abstract or documentary, aesthetic or stark commentary. What does the word “place” mean? Is it where your feet land? Is it a home? Is it spiritual or practical?

B. You will use Adobe Lightroom to process the 10 photographs that reflect your best work from this assignment.

C. You will present your Selects to your fellow students and we will discuss the challenges of the project and what was learned.

D. You will provide Instructor with Selects folder and Outtakes folder within the Selects.

Project III. Portrait. Responding to a Face.

A. Students will photograph a friend or relative in at least two situations to create a portrait that reveals how they “see” this person, evoking the personality of the person in a photo. You can use lighting, and setting, and props to convey the inner life of the person.

B. You will use Adobe Lightroom to process the 10 best photographs.

C. You will present your Selects we will discuss the challenges of the project and what was learned.

D. You will provide Instructor with Selects folder and Outtakes folder within the Selects.

Project IV. Final Project— Who am I Part Two and a self-evaluation paper.

A. Students will revisit Project I with a greater skill and aesthetic understanding. It will be the culmination of all that has been learned about the camera, editing software, and your own ideas about image-making.

Themes are open—it can be Self-portrait it can be about Tohono O’odham Himdag, or it can funny, or family (which is often funny) or friends, or about loneliness, or nightlife, or dancing, whatever is interesting to you, and within your reach to photograph.

B. You will use Adobe Lightroom to process the 10 photographs that reflect your best work .

C. Selects receive a final presentation and provide folder of Selects and Outtakes to Instructor.

D. You write a Self-Evaluation of the course. You will reflect on what you have learned about photography, concept development and classroom process to make images.

Texts and Materials: We will be viewing photographers, historic and contemporary, and discussing their work in class. Hand-outs will be supplied. Students are expected to keep them in a reference notebook or store online. Will also supply digital copies.

Evaluation and Grading & Assignments:

90 and above is an A

80 - 89 is a B

70 - 79 is a C

60 - 69 is a D

Under 60 is Failing

Your grade will be determined by the following:

Course Grading Matrix;

10% of grade for Project I

15% of grade for Project II

20% of grade for Project III

30% of grade for Final Project IV

15% of grade for class participation. Attendance is part of this grade.

10% of grade for Final Self-Evaluation paper.

No cell phone use is allowed during class. Use of cell phones during class, is a violation of the T-So:son, Tohono O'odham Core Values. See <https://www.tocc.edu/values/>

Himdag Cultural Component:

Tohono O'odham traditions and cultural beliefs will be discussed as relevant to course topics, and only as appropriate to the Tohono O'odham Nation's traditional standards for sharing information. The predominant pedagogical practice in this course is that of group demonstration and other forms of demonstrative non-verbal communication.

At TOCC, we believe that T-Wohocudadag, our beliefs, provide balance, strengthens, and helps us respect ourselves, other people, and cultures. Our well-being includes what is healthy and good for us (physically, spiritually, emotionally and mentally) and all that is around us. Our deepest respect is for the land, the people, and the things upon the land, yourself, and your life. Working Together at TOCC, we believe is crucial for the success of the college. In years past, when someone shot a deer they shared it with the people. This was also true when planting and harvesting the fields where everyone helped one another. Providing food was not just for oneself; it included the concept of sharing, taking care of others, and giving back to the community. Tohono O'odham provided help when help was needed, particularly in times of loss and death.

Cell phone use is disruptive, interferes with learning and it is just, well, rude.

Expectations:

Because much of this course involves both lecture and hands-on demonstrations, you will learn more if you regularly attend. Yes, it is college and you can skip class if you choose. But you will miss important information and you will also affect others in your class, for collaboration and learning together is part of how we grow and learn.

Students are expected to come to class, prepared, with all necessary research, materials and prior requirements. Students are encouraged to bring any concerns they may have about the course and course content to the attention of the instructor *before* projects are due. Questions are welcome. Texts are welcome. Email is good! Please let the Instructor know when there is illness or anticipated problems. **Students**

receive hard drives, SanDisk media and cases. These MUST be brought to every class.

Remember: It is always better to show what you are working on than to show nothing at all.

Critique: Students will engage in and learn from class critique. Learning from critique means we do not take feedback personally, and if it does not seem relevant, we do not employ the ideas presented. Often, we find our colleagues can provide ideas that are helpful and we improve from the interaction

Student Code of Conduct: “The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of individuals. Self-discipline and a respect for the rights of others in the college community are necessary for the fulfillment of such goals.”

Attendance Policy

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Three unexcused absences are allowed.

Further absences will diminish your final grade as follows =1 letter grade for each day missed after four absences. 8 classes missed—you fail.

Reasonable Disability Accommodations (Americans with Disabilities Act):

TOCC seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. It is the student's responsibility to make known to the instructor his or her specific needs in order to determine reasonable accommodations. We will work together in order to develop an Accommodation Plan specifically designed to meet the individual student's requirements.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a “C” grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [*date of 45th day found in Academic Calendar on TOCC website*] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by

[*withdrawal deadline date found in Academic Calendar on TOCC website*] if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawal (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Title IX

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes sexual misconduct; harassment, stalking, domestic and dating violence and sexual assault.

Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

ALL PROJECTS WILL BE TURNED IN DIGITALLY IN THE FOLLOWING MANNER:

NAME, DATE, Assignment, SELECTS:

**For example: Jane Smith, 9-10-19, Who am I? Selects.*

**The Selects Folder will contain 10 processed photographs that reflect your best work from each assignment. *Within the Selects Folder you will also turn in another folder, called Outtakes that contains at least 30 other photos. The Outtakes folder contains all your photos, even the ones you hate, as this allows the teacher to understand your process*

Course Outline

Week 1 Intro: Syllabus, policies and procedures discussed. Meet your classmates.

Interview each other and introduce a classmate to everyone after interview. Get used to computers.

Overview photography and contemporary practices.

- First assignment in class: Make a bad composition of a partner, and a scene either in the room or outside. Return to class, share with instructor and review as class. Laugh! Take images over weekend trying for more "bad" compositions.

Week 2 Review weekend images with class. Fun stuff.

- **Review cameras** How do I use this thing? What is a manual setting and why do I have to use it? Go over T 5's together. Introduce the Exposure Triangle. Look at contemporary and historic photos. How do they get the look of things? What in exposure triangle played a part? Try to get decent images in class of each other, on manual settings. More talk of composition elements, other visual elements used in all visual art, including photography.
- **In-class exercise:** Take close-ups with wide-open apertures. Bring back, share with class, Oooh and ahhh over out of focus backgrounds, known as "bokeh". Use different shutter speeds for blurs. Increase and decrease ISO to control exposures. Learn how to read the light-meter settings in camera, and when to ignore them. Introduce Color temperature.
- Assign Project I and discuss it. Start assignment over weekend.

Week 3 Upload first attempts at Project I. Go over folder creation and input to Lightroom. (Or Bridge) Go over basic functions of Lightroom. Play with Lightroom.

- More about camera: Design still life with lights, try different camera angles, different exposures for different effects in photos.
- Upload first folders and outside class photography, Assignment I to make Lightroom folder. Make a folder, save to Hard Drives.
- In class exercise with shutter speed, slow and fast, freeze action, blur action.

Week 4 Begin Editing Project I. You begin to grapple with getting what you want from photos and processing.

- Using your self-portraits, or the things that represent you will begin to fill your Selects Folders. First Project Due by September 16 at the beginning of class.

Week 5 Project One Due at the beginning of class. 9/16 Give folders on hard drives with marked folders to Instructor for class viewing.

- **(Mon)** Review as class. Make a presentation about the project: What did you try to show us? How do you see yourself?
- **(Wed)** Take an open computer test about camera functions. Look at landscape photographers. Choose a contemporary or historic landscape photographer that you like and write a short paper about how you will use their style to guide your photos.

Week 6 (Wed) Present Project II Assignment: Landscapes, Inside and Out.

View Landscape Photographers. Discuss.

- Review test and talk again about camera settings.
- In class exercise: experiment with compositional approaches to landscape. Who can make the coolest landscape from objects on a table, or things outdoors?

WEDNESDAY! Field trip to West Loop around 86. Desert Photos

- Assign find landscape Photog like on Website, write paper due Monday Oct 7

WEEK 7 TOCC CLOSED

Week 8 Oct 7 Landscapes continued:

- Present Landscape Photographer of your choice website, present to the rest of the class, turn in paper to Instructor.
- View Landscape photos as class—what do you have so far? Give feedback to each other, edit photos have taken. Discuss problems, ways to solve problems.

Week 9 Oct 14 Landscapes EDIT

- Edit on Lightroom your many photos. Meet with instructor one on one, show her photos, explain what you are trying to do. START Discussing Final Projects.
- Edit Landscapes

Week 10 Oct 21st Landscapes Due

- Present Selects to Class. We will look at all students work and discuss. Show outtakes of mistakes that taught you something important. Or made you laugh!
- Present Portrait Assignment to class, do in class exercise with light and dark, vertical and horizontal images and discuss CONCEPTS of portrait making. Discuss possibilities for Final Project: WHOAM I, take two. Should start photographing for Final Projects.
- Assignment: find a portrait photographer you like on web, write paper for presentation. Start experimenting with portrait images.

Week 11 October 28 Portraiture

- Present the portrait photographer you like, present website, paper to class. View first tries at portrait. Take portraits of each other with silly and serious set-ups to find out how to work with props.
- Start editing portraits.

Week 12 Nov. 4th Edit Portraits meet one on one with instructor discuss Final Project

- Start pushing editing software harder. Introduce Photoshop.
- Try filters and adjustment layers. Experiment with old and new images. Build Selects folders for Portrait Projects.

Week 12 Nov. 11th Veterans Day-no class Monday

- Portrait Projects Finals

Week 13 Nov 18 Portraits Selects Due

- Present Selects to Class, discuss challenges and successes.
- Final Project discussion. How do you want to approach Who AM I take two?

Week 14 Nov 25th. It's my birthday

- Begin working on Final Project
- Review your photography
- Continue Final Project work.

Week 15 Dec 2. Wrapping up Final Project WHO AM I take two.

- Edit Final Project Selects
- Finish Final Projects

Week 16 Dec 9th Present Final Projects

- Monday, Dec 9th FINAL PROJECTS DUE. Present Final Projects. Turn in self-evaluation paper.

Throughout the semester, you can redo any project turned in with improvements and earn a higher grade. Photography is about getting familiar with equipment and software and improving image making.

Selected Digital Photography Web Resources

Lightstalkers.com

LensCulture.com

Adobe Tutorials

Lynda.com

UA Multimedia Learning Lab

Shades of Paper (paper, ink)

Atlantic Camera Exchange (paper, ink)

B & H Photo (digital cameras, etc.)

Inkjet Mall (paper, inks)

Inkjet Art (paper, ink)

Digital Photography Review (news, reviews, forums)

Luminous Landscape (news, reviews, tutorials)

Mac Mall/PC Mall (equipment, supplies)

Battery Connection (rechargeable batteries)

KEH (sell and buy used equipment)