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**Syllabus: *ART 104 Intro to Digital Photography***

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**Course Information**

Course Prefix/Number: ART 104  
 Spring Semester: 2019  
 Class Days/Times: **Tues-Thurs**  
**12:00 pm - 2:45 pm**

Credit Hours: **3**  
 Course Title: **Intro to Digital**  
**Photography**  
 Room: **Central 402**

**Instructor Information:**

Name: Leslie Ann Epperson

Phone/Voice Mail: 520-499-6186

E-mail: lepperson@tocc.edu

Office location: Central 402

Office hours: **By appointment**

**Course Description:**

Course Description: 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 Bridge) for media. The course is a combination of lecture, demonstration and hands-on practice.

**Course Objectives:**

**During this course, students will:**

1. Learn how a camera works.
2. Develop an understanding of the manual functions of a camera, and experience with their use
3. Develop a working understanding of image editing and file management.
4. Learn to make high quality inkjet prints.
5. Learn to create, edit, and sequence a body of photographic work.
6. Become familiar with the history of portrait, street and landscape photography

7. Learn the unique qualities of working with photography as a medium: versus painting, drawing, 3D, printmaking, etc.
8. Develop a personal vision and find your artistic voice.

### **Student Learning Outcomes (SLOs):**

**Outcome 1: Students will understand camera techniques shared by digital and film processes:**

By learning the fully manual functions of their cameras, students will know how a camera works and learn to creatively control the aesthetics of their photographs.

**Outcome 2: Students will learn digital techniques using image processing software.**

Through the use of Adobe Photoshop students will learn to edit their photographs, making aesthetic decisions including contrast and color.

**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 sequenced to express a subject, or idea, of each student's choice.

**Outcome 4: Students will learn about the history of photography and also be familiar with contemporary practitioners in the field.**

Students will become familiar with the work of historic portrait and landscape photographers as well as the work of contemporary photographers who have greatly extended the field.

**Outcome 5: Ability to translate an idea into photographic language.**

Through the process of assignment work students will learn the skills necessary to translate an idea into an image.

**Course Structure:**

The classes will combine lecture, viewing of film clips, and laboratory work. Students will engage in class projects using the digital devices they need to learn. There will be four projects integral to learning, and we will be viewing them together and discussing them when each project is due.

Students will participate during in-class demos and exercises using T3i DSLR's. Students will keep journals for class. Make notes, write diary entries, sketches, clippings, etc.

For the final project students will demonstrate how to create a pleasing composition, how to ensure proper exposure, white balance, and control of movement within a frame.

Students demonstrate aesthetic and technical understanding of how to cut a film into a story, using wide, middle, close-up, and cutaway shots.

**First Project: Look - Details**

- A. Choose some objects within a scene that appeals to you. It could be in your home, in a yard, or somewhere else. But look for details. Where is the light falling on it? Where is the darkness? You will photo 8 different objects from different angles, different focal lengths (distance from camera, distance of focus in lens) or you can move the object to a different background. You will practice depth of field changes.
- B. Process and present 10 final photographs that reflect your best work from this assignment. Put in one folder. Put the rest of the images in a separate folder for review. You will turn in two folders total—the ones you think are the best, and the ones you did not like. Each assignment carries the same requirement—10 selects, a folder of outtakes. You MUST take images of eight DIFFERENT OBJECTS for this project.
- C. Label the Folders with Last name, First Name, Details (Selects) and (Outtakes)
- D. For Example: Epperson, Leslie, Selects Epperson, Leslie, Outtakes

**2. Second Project: Portraiture**

- A. Make separate portraits of two different friends or family. Interview the person before the photo session. Find out and use this information to create a portrait.
- B. Incorporate what you know into the photo—for instance, is the person an athlete and a scientist? Or someone who enjoys dancing? How could you incorporate that into the photo?
- C. Should they be laughing, serious, in shadow, in the light? How will you create a mood? Should they sit, stand, be moving? Full body, half body, just the face, just the hands? Be creative. 5 selects for each portrait, so ten total. And outtakes.

**3. Third Project: Place**

- A. Choose at least two places that represent a landscape. It could be a yard, a mountain, a desktop, your brother's bedroom!
- B. Consider how a landscape is different from a portrait, or an object.
- C. Can it be political? Are people or animals part of the landscape?
- D. Move around and try different angles, foreground elements, lighting 10 selects.

**4. On the Street/react**

- A. Go for a walk with the camera, and when you see something that catches your eye, take a picture. Could be an object, a portrait, a landscape. Then take another

picture after thinking about it and deciding how to make it more meaningful. Do this twice, so you will bring in two photos from each scene for your selects.

## 5. FINAL PROJECT

**A.** Apply everything you have learned to a final project. You will develop an idea, theme or concept and meet with instructor one on one to develop the idea. It will be an in-depth exploration of something that has a special meaning for you. The final project will culminate in a body of work comprising **20 Selects of the work**, or, if you want to make a book or some more artistic translation of a final project, discuss with instructor. Also due, an artist's statement about the project. No outtakes, just selects.

**B.** Pick a project that you are keenly interested in, that you care about. Research it, read up on similar themes.

**C.** Along with 20 selects, you will present the class to your colleagues and tell them what you were trying to achieve.

**D.** You will also write an artist's statement about the work, outlining your inspirations, your intention, ideas, and what it means to you as a form of personal expression.

**Texts and Materials: We will view and discuss photos and films in class.**

There will be occasional handouts

## Evaluation and Grading & Assignments:

**30% of grade is based on Attendance, Active Participation and demonstration of the values of Tohono O'odham Himdag.**

**10% of grade for Project 1**

**10% of grade for Project 2**

**10% of grade for Project 3**

**10% of grade for Project 4**

**20% of grade for**

**10% of grade for sketchbook filled with notes and storyboards. Students are expected to make notes and sketches throughout the semester.**

100-90            A

89-80            B

79-70            C

69-60            D

59 + below      F

**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.

**ATTENDANCE IS ESSENTIAL. RESPECT FOR EACH OTHER AND THE INSTRUCTOR IS ESSENTIAL.** Respect is perhaps the most fundamental aspect of Tohono O'odham Himdag.

**Instructor reserves the right to drop students after 4 (FOUR) absences. More than 4 unexcused late arrivals (15 minutes or more) will count as an additional absence. All projects must be completed to receive a C grade. Engaged, interested, imaginative and collaborative behavior is desired and rewarded with the highest grades.**

Teamwork is vital to photography as a business, so cooperative and helpful students will succeed in the class.

NOTE: Students who demonstrate respectful, interdependent work attitudes towards the Instructor and their teammates, who complete all projects and assignments to the best of their individual ability, and who enthusiastically engage in classroom discussions are guaranteed to receive an **A**.

***Himdag Cultural Component:*** *(include details on how this course will be integrated into the Himdag).*

The students will be asked in each project to consider place, language and meaning according to their cultural and traditional beliefs. Respectful and ethical behavior will be modeled by the Instructor, and expected from the students. Learning flourishes in the rich soil of respectful cooperation and guidance.

**Week 1**      **Intro: Tues: Syllabus**, policies and procedures discussed. View film reviewing brief history of photography. First assignments: learn how to make folders for class to view together. Learn principles of composition, aperture, focal length, shutter speed—In other words, we will be spending time learned how the camera and lens are employed to capture and translate light into a two-dimensional image. **The more you learn about this—the more control you will have** getting the image that you want! Camera check out reviewed. **Assignment for thursday—two images from book or magazine that you respond to and bring to class to discuss.**

Shoot images on campus, portraits of each other.

**Week 2**      **Look at photos, history of photography.** Discuss images, review cameras, review images taken. Review camera again. Learn memory card use, menu settings, f-stops, iso, focus, etc. Discuss workflow, file formats. Learn how to import into computer, folders on thumb drives. By Thursday, everyone should have several photos to import. Introduction to Bridge, Lightroom and Photoshop.

**Week 3**      **Bring images from Project One “Object” to class, look at each other’s work so far.** Dive deeper into Bridge and Photoshop, discuss editing techniques, organizing folders. Meet with Instructor One on One to discuss Object Project, Portraiture assignment.

**Week 4**      **FEB 5. First Project “Object” due.**  
Review first project as class, discuss problems, joys. Learn about portraiture, more about light and darkness, how to create a mood. Discuss next project.

**Week 5**      **Power Points on portraits, how to use a tripod, white balance and color discussed.**

**Week 6**      **Review Portrait images. Process camera work.**

**Week 7**      **Portrait Project Due. Review, discuss Landscape. Field Trip to film Landscape.**

**Week 8**      **Your Place Images for review, One on One with Instructor. Edit raw images.**

**Week 9 March 11-17 Spring Break**

**Week 10**      **Finish Place folders, Discuss.**  
Finish Editing, Screen with Class, discuss problems encountered and joys. Review Street Photography.

**Week 11**      **Work with “On the Street” photos, bring in journals to share and discuss.**

Writing prompts in class for idea development of final project. Assignment, choose artist that inspires your work. Look at photos inspired by artists, music, dance.

**Week 12 On the Street Photos Due.**  
Discuss with class. Meet with Instructor one on one for Final Project Ideas.

**Week 13 Work on images for Final.**  
Should have a collection of images to edit. Present ideas, inspirations and influences to class, show class works so far. Get helpful feedback.

**Week 14 Editing Final Project.**  
Meet with instructor to discuss project's progress.

**Week 15 Finish Final Project. Prepare for presentation, artist statement.**

**Week 16 May 2<sup>nd</sup>. Presentation of Final Projects. Journals turned in.**

**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.

**ADA Statement: Reasonable Disability Accommodations:**

Tohono O'odham Community College 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. Students with disabilities requiring special accommodations must notify Student Services at the beginning of the semester.

**Tohono O'odham Himdag**

**What is Himdag?**

The Tohono O'odham Himdag consists of the culture, way of life, and values that are uniquely held and displayed by the Tohono O'odham. Himdag incorporates everything in life that makes us unique as individuals and as a people. It is a lifelong journey. The following are elements of Himdag:

Arts (basketry, contemporary and traditional music etc.)

Beliefs

Community (Tohono O'odham Community College, Tohono O'odham Nation, Family)

Games

Harvesting, traditional foods and hunting

Language (incorporates songs and ceremonies)

Land, environment, seasons (Winter, spring, summer, fall) and elements (Earth, air, fire, wind)

Medicinal plants

Mobility (Walking, running, horses, and wagons)

Past, future, a journey in life

Relatives (Ak-Chin, Akimel, and Hia Ced O'odham, Kinship)

Songs

Storytelling

Spirituality/Religion (Healing, curing and traditional songs)

Sensitivity

Values (respect)

### O'odham Seasonal Calendar

Himdag events at the college are a representation of O'odham lifestyle that follows the seasons. Various classes (both existing and in development) will revolve around instruction based on the time of season as well as materials available. Such an example would be the harvesting of certain desert foods only during the right seasons. This seasonal calendar is best exemplified by this calendrical diagram.



### Title IX Syllabus statement

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.





