COURSE TITLE: Digital Photography
COURSE NUMBER: ART260
TERM: PREREQUISITE: ART102
INSTRUCTOR: STUDIO LOCATION: WC134-Mac Lab
EMAIL: OFFICE LOCATION: 
MEETING DAY: OFFICE HOURS: 

COURSE DESCRIPTION:
This course introduces students to the fundamental tools of digital photography. Through a series of projects, students will learn manual camera functions, downloading and organizing images and editing photographs in Adobe Bridge, Camera Raw and Photoshop. By the end of the course each student will gain skills for proper workflow, including: complete control of a manual digital camera, image control (depth of field, motion, composition, color balance etc.), importing images to the computer, organization, image rating, processing in Camera Raw and Photoshop and basic photography history. Each project requires a one-paragraph artist statement outlining concepts, inspiration and visual analysis.

**This course requires students to have an approved camera with full manual functions and Camera Raw capabilities

REQUIRED TEXT:
• TBA
• All other readings are posted on www.lore.com
You must login and create an account to get readings and upload assignments.

REQUIRED MATERIALS:
• 1 Approved digital camera with full manual functions and Camera Raw capabilities (with appropriate memory cards)
• 1 hard drive (250gb or greater)
• 1 folder/binder
• 1 Memory card reader

COURSE STUDENT LEARNING OUTCOMES:
Upon successful completion of this course the student will:
CSLO_1) demonstrate a comprehensive understanding of photographic vocabulary.
CSLO_2) create photographs with correct exposure and white balance settings/corrections.
CSLO_3) create photographs using the principles of organization and/or the “The Rule of Thirds.”
CSLO_4) create photographs using a constructed set up.
CSLO_5) demonstrate an understanding of basic lighting techniques.
CSLO_6) demonstrate an understanding of camera raw and other file formats associated with digital photography.
CSLO_7) create a digital portfolio with selected photographs from class projects.
VISUAL ARTS PROGRAM STUDENT LEARNING OUTCOMES:

PSLO 1) Acquire, research, understand and accurately recall vocabulary inherent to studio arts, art history, art criticism, and museum studies.

PSLO 3) Acquire and apply techniques and skills employing a variety of traditional art media and new (electronic/computer generated) media for the creation of finished artworks.

PSLO 4) Effectively apply the elements of art and design, and principles of organization in Two and Three-dimensional compositions.

PSLO 8) Create a portfolio of artwork and writing samples used for career-related purposes.

INSTITUTIONAL STUDENT LEARNING OUTCOMES:

ILO 1) Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively

ASSESSMENT MEASURES (TOOLS) DIRECT AND INDIRECT:

Visual Arts Program SLO 1: Pre/Post Test and Pre/Post Knowledge Probe

Visual Arts Program SLO 3, 4 & 8: Rubric evaluation of end-of-semester hardcopy and/or digital portfolio.

Institutional Learning Outcome 1: Rubric evaluation of end-of-semester hardcopy and/or digital portfolio.

<table>
<thead>
<tr>
<th>Course CSLOs</th>
<th>Program PSLOs</th>
<th>Institutional ILOs</th>
<th>Assessment Measures (Tools) Direct &amp; Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSLO_1</td>
<td>PSLO_1</td>
<td></td>
<td>Pre/Post Test and Pre/Post Knowledge Probe</td>
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<tr>
<td>CSLO_2</td>
<td>PSLO_3</td>
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<td>Rubric evaluation of end-of-semester hardcopy and/or digital portfolio.</td>
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<td>CSLO_3</td>
<td>PSLO_4</td>
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<td>Rubric evaluation of end-of-semester hardcopy and/or digital portfolio.</td>
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<td>CSLO_4</td>
<td>PSLO_8</td>
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<td>Rubric evaluation of end-of-semester hardcopy and/or digital portfolio.</td>
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<td>CSLO_5</td>
<td>PSLO_8</td>
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<td>Rubric evaluation of end-of-semester hardcopy and/or digital portfolio.</td>
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<td>CSLO_6</td>
<td>PSLO_3</td>
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<td>CSLO_7</td>
<td>PSLO_8</td>
<td>ILO_1</td>
<td>Rubric evaluation of end-of-semester hardcopy and/or digital portfolio.</td>
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SCHEDULE OF LEARNING OPPORTUNITIES:

Week 1
- Introduction of syllabus, readings and Lore.com
- Discussion of class procedures and projects strategy
- Knowledge Probe and Pre-test
- Computer log-in assigned

Week 2
- Technical Lectures (Basic camera operations: ISO, Aperture, Shutter Speed, White Balance)
- Intro to Project 1 - Transformative (light, color and shape)

Week 3
- In class exercises with manual camera settings (images will be converted to Black and White to evaluate contrast and exposure)
- Adobe Bridge: Downloading, saving and organizing. Photography composition discussion

Week 4
- Camera Raw Adjustments
- Photo history lecture 1 (historical)

Week 5
- DUE: Project 1 – Transformative (light, color and shape)
- Intro to Project 2 – Still life and/or Portraiture

Week 6
- Studio lighting lecture
- Advanced photography adjustments in Photoshop
- Midterm prep

Week 7
- Midterm
- DUE: Project 2 – Still life and/or Portraiture

Week 8
- Intro to Project 3 – Photoshop Phantastic (digital photo collage project)
- Selections, masking and compositing photographs

Week 9
- Intro to Project 4 – Photographer research paper and presentation
- Compositing continued; Work in class

Week 10
- DUE: Project 3 – Photoshop Phantastic (digital photo collage project)

Week 11
- DUE: Project 4 – Photographer research paper & presentations
- Intro to Project 5: Personal photography project

Week 12
- Photo retouching lecture
- Photo history lecture 2 (contemporary)

Week 13
- DUE: Project 5: Personal photography project

Week 14
- Individual meetings to discuss final portfolio and project progress
- Prep final portfolio (digital and hard copy,) discuss extra credit project

Week 15
- Final Exam and/or Critique
**CALCULATION OF FINAL GRADES:**

<table>
<thead>
<tr>
<th></th>
<th>Mid-term</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Assignments/Take-home</td>
<td>25%</td>
<td>Assignments/Take-home</td>
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<tr>
<td>Photography Projects (2)</td>
<td>50%</td>
<td>Photography Projects (5)</td>
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<tr>
<td>Mid-term Exam</td>
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<tr>
<td>Portfolio/Digital portfolio</td>
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**Grading scale:**

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<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
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<tr>
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<td>3.7</td>
<td>3.3</td>
<td>3.0</td>
<td>2.7</td>
<td>2.3</td>
<td>2.0</td>
<td>1.7</td>
<td>1.3</td>
<td>1.0</td>
<td>0.0</td>
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<tr>
<td>%</td>
<td>100-93</td>
<td>92.9-90</td>
<td>89.9-88</td>
<td>87.9-82</td>
<td>81.9-80</td>
<td>79.9-78</td>
<td>77.9-72</td>
<td>71.9-70</td>
<td>69.9-67</td>
<td>66.9-60.1</td>
<td>60 and under</td>
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Grading criteria: Specific grading rubrics will be applied to projects and assignments

**UNIVERSITY ATTENDANCE POLICY:**

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

See pp. 69-70 in the *Lincoln University Catalog 2013* on Lincoln’s webpage.  
http://www.lincoln.edu/registrar/

**STUDENTS WITH DISABILITIES STATEMENT:**

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal. Any student with a documented disability should contact the Office of Student Support Services.  
http://www.lincoln.edu/studentservices/index.html

**UNIVERSITY ACADEMIC INTEGRITY STATEMENT:**

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor’s instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

See pp. 60-62 in the Lincoln University Catalog 2013 on Lincoln’s webpage.  
http://www.lincoln.edu/registrar/