

Photography 1

Syllabus

INSTRUCTOR INFORMATION

Please go to your course and access the 'Course Home' for detailed instructor information.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response in that time, please reach out again just in case I did not get your message.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS. In addition you must have: Access to computer/internet, Access to your own digital camera (cell phone cameras are OK), Ability to get images off your camera to your computer

TECHNOLOGY REQUIREMENTS: A reliable working computer, Virus protection software, Acceptable web browser to access Course (Safari, Chrome or Firefox)

COURSE DESCRIPTION

Photography 1 combines an understanding of traditional (film) photography with digital editing and imagery. This course is an integration of communication skills and artistic proficiencies using photography as a focus. This course covers production techniques, aesthetics in photography and develops production skills through hands-on experience with cameras, exposure settings, lighting, film, digital imaging software and conventional darkroom techniques and equipment. This course explores the uses of photography as a fine art as well as communication, emphasizing fine art and documentary photography and the social and historical significance of images.

COURSE GOALS

1. Develop an understanding of the impact and role photography has had on society and culture
2. Learn the basics of camera operation, exposure settings, film development and editing to create visual imagery
3. Demonstrate effective use of artificial and natural light in photography
4. Students will understand the elements and principles of art and design to create personal, technically proficient works
5. Students will analyze the role and development of photography through historical and cultural context

6. Students will describe the significant people and events in the development of photography
7. Show proficiency in digital editing and the use of industry standard software, data storage and image format
8. Create and present a portfolio and career plan for pursuing a professional career in photography

STANDARDS MET

This course covers California CTE standards for the Design, Visual and Media Arts pathway, including these anchor standards:



Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.



5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

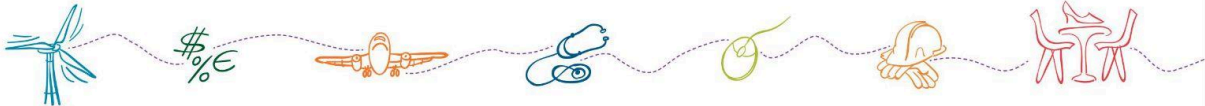
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.



11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Note: As stated previously, California's Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at <https://careertech.org/> (accessed June 8, 2016).

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website.

Other selected readings for nonfiction available within the course.

COURSE OUTLINE

Below is a summary of the topics of study covered in this course.

Photo 1 A	Photo 1B
Getting Started - Orientation	Getting Started - Orientation
<u>Unit 1: Camera Controls</u>	<u>Unit 1: Manipulating Images</u>
Block 1: Camera Controls	Block 1: Layers Project
<ul style="list-style-type: none">● Camera Controls Quiz● Camera Types Quiz● Discuss: Art and Technology	<ul style="list-style-type: none">● Discuss: Edmund Teske● Submit: Layers Project
Block 2: How to use your Camera	Block 2: Lomo
<ul style="list-style-type: none">● Camera Control Quiz● Discuss: Abelardo Morrell● Submit: Digital Photo Project	<ul style="list-style-type: none">● Discuss: Lomo● Submit: Lomo Project
Block 3: Intro to Editing	Block 3: Selective Color
<ul style="list-style-type: none">● Discuss: Digital Photography● Submit: Digital Editing Project	<ul style="list-style-type: none">● Discuss: Selective Color● Submit: Selective Color Project
Block 4: Film	Block 4: Text/Image
<ul style="list-style-type: none">● Film Quiz● Discuss: Analyze a Photograph	<ul style="list-style-type: none">● Discuss: Middlebrook● Submit: Text and Image Project
Block 5: Shutter	Block 5: Triptych
<ul style="list-style-type: none">● Shutter Speed Quiz● Discuss: Motion Control● Submit: Motion Control Project	<ul style="list-style-type: none">● Discuss: Viola● Submit: Triptych Project
Block 6: Aperture	Block 6: Name Project
<ul style="list-style-type: none">● Aperture Quiz● Discuss: Depth of Field● Submit: Depth of Field Project	<ul style="list-style-type: none">● Discuss: Atkinson● Submit: Name Project
<u>Unit 2: Photography as Art</u>	Block 7: Music Montage
Block 7 & 8: Composition	<ul style="list-style-type: none">● Discuss: Photoshop Ethics● Submit: Music Montage Project
<ul style="list-style-type: none">● Discuss: Composition Style● Discuss: Cartier-Bresson● Submit: Composition Project	Block 8: Toning
Block 9: Elements of Art- Line	<ul style="list-style-type: none">● Discuss: Lange● Submit: Toning Project
<ul style="list-style-type: none">● Discuss: Myers● Submit: Line Project	<u>Unit 2: Portraiture</u>
Block 10: Elements of Art- Shape	Block 9: Self Portrait
<ul style="list-style-type: none">● Discuss: Luppi	<ul style="list-style-type: none">● Discuss: Cowin● Submit: Self Portrait Project
	Block 10: Portrait Composition
	<ul style="list-style-type: none">● Discuss: Ritts● Submit: Portrait Composition Project
	Block 11: Portrait Lighting

<ul style="list-style-type: none"> • Submit: Shape Project <p><u>Unit 3: History</u></p> <p>Block 11: History of Photography</p> <ul style="list-style-type: none"> • History of Photography Quiz • Discuss: Display of Flag <p>Block 12: Famous Photographers</p> <ul style="list-style-type: none"> • Discuss: Migrant Mother • Submit: Famous Photographers Project <p>Block 13: Spirit Photography</p> <ul style="list-style-type: none"> • Discuss: Spirit Photography • Submit: Spirit Photo Project <p><u>Unit 4: Creating a Final Portfolio</u></p> <ul style="list-style-type: none"> • Discuss: How to Write an Artist Statement • Submit Portfolio on Final Discussion Board Critique 	<ul style="list-style-type: none"> • Discuss: DeMeyers • Submit: Portrait Lighting Project <p><u>Unit 3: Careers</u></p> <p>Block 12: Photojournalism 1</p> <ul style="list-style-type: none"> • Discuss: Distorted Lens • Submit Project in Block 13 <p>Block 13: Photojournalism 2</p> <ul style="list-style-type: none"> • Discuss: Girl Culture • Submit: Photojournalism Project <p><u>Unit 4: Portfolio</u></p> <ul style="list-style-type: none"> • Discuss: Mary Ellen Mark • Discuss: 15 Tips about Turning Pro • Submit Portfolio on Final Discussion Board Critique
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RESOURCES/MATERIALS USED IN THIS COURSE

SEMESTER A

Unit 1: Blocks 1-6

- Youtube: video camera controls, PIXLR video editing software,
- Vimeo: video on exposure
- Facilitator created content: readings on - photography tactics, camera use, photoshop toolbar, film speed, film development, blurred motion, Phone Camera Apps, basics of exposure,; slideshow on - camera obscura, how to develop film, shutter, aperture, depth of field
- Visual Aids: Exposure charts, digital camera mode charts, aperture/f-stop charts
- CanonPlay:online interactive photo tool

Unit 2: Block 7-10

- Facilitator created content: readings on - composition, elements of art, David Avison (space), Walker Evans (line), Eggleston (Value), Marilyn Minter (color), Osang (form), Atrabiliarios (texture), Man Ray (shape)
- Visual Aids: Rule of Thirds in film examples, line/value/space example photos, shape/color/texture/form example photos
- Youtube: video of David Hockney's Pearblossom Hwy

Unit 3: Blocks 11-13

- Facilitator created content: slideshow on - history of photography, famous photographers, student work examples, list of influential photographers, the perfect medium, Mumler Spirit photography, spirit photography tutorial; readings on - kodachrome (Philip Geffer), history timeline
- Published Article: Guardian Article- The Lady Vanishes
- Youtube: video on - daguerreotypes, Timothy O’Sullivan, wet collodion process, spirit photography tutorial

Unit 4: Block 14 Create Your Final Portfolio

- Facilitator created content: slideshow example of portfolio; reading on - portfolio instructions, how to write an artist statement, Kim Guthrie Artist Statement
- Youtube: video on photographer portfolios, critiquing portfolios

SEMESTER B

Unit 1: Blocks 1-8

- Facilitator created content: video tutorials for editing projects; slideshow on - Barbara Kruger, Milton Rogovin
- Published Articles: LIFE Magazine - Photographs that Changed the World, Great Inspire - Collections of Triptych photography by Adde Adesokan, Photoshop Ethics
- Youtube: video on Symmetry
- Visual Aids: Color Temperature scale

Unit 2: Blocks 9-11

- Published Articles: Digital Photography School - Portrait Photography Tips, Digital Camera World - 14 tips for Portraits, EnvatoTuts - 20 Fast tricks for Portraits, The New Yorker - The Return of the Selfie
- Facilitator created content: reading on - Self Portrait Mistakes to Avoid, Cindy Sherman, Studio Lighting, Kathy Grannan, Joe McNally, Portrait Lighting Patterns ; slideshow on - portrait examples, Imogen Cunningham

Unit 3: Blocks 12-13

- Facilitator created content: slideshow on - Jill Freedman, Henry P. Moore, Carl Pope Jr, Robert Frank; reading on - Siege of An Loc, Weegee
- Published Articles: The New York Times - Photographers on the Front Lines

Unit 4: Block 14 Create Your Final Portfolio

- Published Articles: Valerie Jardin - 15 Tips About Turning Pro
- Facilitator created content: slideshow example of portfolio; reading on - portfolio instructions, how to write an artist statement

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK

in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling.

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications.** If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.
6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.

7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

(UTEP Connect)

Appropriate Subject Matter Only

The following will NOT be accepted:

Artwork containing potentially hazardous or unmanageable materials

Artwork portraying nudity

Artwork with devil worship, mass murder, bloody/grotesque, or sexually offensive themes

NO Graffiti tagging, no gang affiliated symbols

Artwork with vulgarity/slang or depiction of weapons or excessive violence

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in the 'Course Resources' folder of this class and in your Orientation class. If you need any help submitting work please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

HONESTY AND PLAGIARISM

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:

- Come up with your own ideas
- Use technology (like AI and other Online resources) to inform your original ideas
- Research in ways that help you develop your thoughts
- Give credit where credit is due
- Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review [THIS RESOURCE](#) for more information on plagiarism and [this guide for choosing, using and citing resources](#).

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)