

ARTS 2522: Digital Imaging Techniques

-- Syllabus --

ARTS 2522: Digital Imaging Techniques
Section 501, CRN 60799
Spring: January 15 - May 11, 2024
UNM Valencia, Fine Arts
UNM Canvas Course

Instructor: M. Paige Taylor
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Office hours: Mondays: 11am-12pm, and by appointment.
Office location: Virtual via Zoom. See the "How to Contact the Instructor" section of this syllabus.

1. COURSE DESCRIPTION

This course is an introduction to the artistic possibilities of digital compositing and other lens-based digital techniques. In this course you will learn to use Adobe's Photoshop to generate digital images both for electronic output and for making prints.* Over the course of the semester we will be focusing on creating several projects expressing your personal artistic vision. The best projects will be the ones in which the technical issues of photography, particularly digital compositing, are used to further the artist's concept. In other words, make the projects your own, use the techniques to explore ideas and images you care about. Don't just fulfill the assignment. Most importantly have fun.

**Since this course is fully online, all projects will be presented online as digital images, not printed.*

2. STUDENT LEARNING OUTCOMES

1. Students will gain a deep understanding of Adobe's Photoshop as a tool for making photographic and photographically-based images.
2. Students will become familiar with contemporary photographic practice, especially as it relates to digital techniques.
3. Students will generate significant bodies of personal creative work using digital techniques and write successful artist statements.

Prerequisite: ARTS 1410: Introduction to Photography

3. STUDENT RESPONSIBILITIES:

- **Computer Skills:** Students must have basic computer and file management skills for all online courses. Custom tutoring services are available through the Learning Center. Required pre/co requisite is IT 101: Computer FUNdamentals. Students that fall behind due to lack of basic computer skills will be dropped.
- **Computer & Internet Access:** **Students must have access to a computer and high-speed internet.** Not being able to access the content delivered for this course due to a "slow" internet connection or the inability to access a computer WILL NOT be a sufficient excuse for the inability to successfully complete work for this online course.
- **UNM Email & Canvas Access:** All UNM-Valencia students are required to have a UNM Net ID which can be created by going to: <http://it.unm.edu/accounts/>. UNM Net ID will give you access to the computer labs on campus, UNM Canvas, and UNM Email. Make sure to update this information as your method of contact under personal information on Lobo Web.

- **Computer Lab Responsibility:** Please be advised that use of computer labs on UNM properties is governed by “Policy 2500: Acceptable Computer Use” which can be found at <http://policy.unm.edu/university-policies/2000/2500.html>. Food and drink are also prohibited in any computer lab on campus. Anyone violating these policies is subject to possible suspension and loss of computer lab privileges.
- **Equal Opportunity & Non-Discrimination (Title IX):** Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered “responsible employees” by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university’s Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>
Support: [LoboRESPECT Advocacy Center](#) and the support services listed on its website, the [Women’s Resource Center](#) and the [LGBTQ Resource Center](#) all offer confidential services and reporting.
- **Respectful and Responsible Learning (Academic Integrity):** We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. You can only learn the course material if you complete and submit your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (<https://pathfinder.unm.edu>) and the Faculty Handbook (<https://handbook.unm.edu>).
Support: [Center for Academic Program Support](#) (CAPS). Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under “services”).
- **Accommodations:** UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations and documentation for this class and/or program, please contact Sarah Clawson, the coordinator for Equal Access Services at 925-8840 or sjclawson@unm.edu.
- **Land Acknowledgment:** Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.
Resource: [Division for Equity and Inclusion](#).
- **Citizenship and/or Immigration Status:** All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration’s welcome is found on our website: <http://undocumented.unm.edu/>.

4. STUDENT PARTICIPATION & EXPECTATIONS

- Students who do not log in to Canvas during the first week of class will automatically be dropped.
- Students are required to complete all assignments on time, participate in online discussions, and maintain a safe, respectable, positive online class environment.
- Weekly **student participation** and response in online courses is considered a necessary factor in the learning process. In this form of computer-based learning, weekly course participation is equivalent to class attendance. If no student response occurs during a week of the semester, the student is considered absent. Students are still held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Class participation influences your grade heavily.
- Students must log on to this course at a minimum of three times a week. It is a requirement to check your email regularly for any communication from the instructor. The best strategy is to log in to this course DAILY.
- Students are required to use proper **netiquette** in all online interactions with classmates and the instructor. Refer to the netiquette guidelines on Canvas for a specific list of acceptable and non-acceptable online behavior.
- This is a three credit-hour course delivered entirely online. Online classes are often more challenging than face-to-face classes. Please plan for a minimum of 18 hours per week to learn course materials and complete assignments.
- Take ownership of your education. Be an active learner. You are responsible for managing your time appropriately, completing your work on time, and doing the best you can.
Support: [Center for Academic Program Support](#) (CAPS). Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under “services”).
- Learning and working on assignments is asynchronous, meaning students are all working at different times toward the same goals and deadlines.
- For the most part, assignments and deadlines are weekly, posting on Monday at 12:01am and due the following Sunday before midnight. Exceptions are discussions, which usually include a Thursday deadline.
Please log in to our class on Canvas each Monday to get the assignments for the week. There is also a **weekly checklist** that includes all the tasks to complete for each week.

5. GRADING POLICY

- Grading is based on a timely completion of course assignments, the quality of individual technical and critical development, conceptual progress, personal commitment, and the ability to work in an online community setting. Personal commitment involves regular online participation, consistent effort, completion of work, contributing to critiques and class discussions, and the general willingness to try. Make each project meaningful to yourself!
- Student work is assessed based on the course Student Learning Outcomes (SLOs) and project objectives. There are rubrics for each photo project which correspond to the SLOs. The grading rubrics are attached to the project assignments in Canvas. These rubrics describe how well student work meets the project requirements. Students can find feedback from the instructor in the project rubrics so that they can see areas of potential improvement.
- No full credit will be given for any late work. If an assignment is not completed on time, an automatic 0 will be issued. You will need to make arrangements with the instructor if you are planning to make up the work. **Students can earn half credit for submitting photo project assignments after the due date. Students may not make up or earn**

partial credit for quizzes, discussion boards, and class critiques that are not completed by the due date.

- Incompletes are rarely issued. If 75% of the semester’s work/projects/deliverables and participation have been completed with a satisfactory grade, an incomplete may not be issued.

Grading Breakdown

- Photography Projects.....210 points
 - Project 1 (B&A) 20 points*
 - Project 2 (VT) 30 points*
 - Project 3 (CC) 25 points*
 - Project 4 (M/R) 40 points*
 - Project 5 (HP) 40 points*
 - Project 6 (Final) 55 points*
- Class Critiques.....60 points
 - 6 critiques, 10 points each*
- Quizzes.....80 points
 - 16 short quizzes, 5 points each*
- Discussion Boards.....30 points
 - 3 discussion boards, 10 points each*
- Other Assignments.....20 points
 - Syllabus Scavenger Hunt 10 points*
 - Student agreement 5 points*
 - Syllabus/class question 5 points*

(There is no midterm exam.)

----- **400 points TOTAL**

Extra Credit 20 points maximum for the semester

- Earn 5 points of extra credit for joining and using the Remind app for our class. Must join by the due date to earn credit.
- Earn 5 points of extra credit for posting a helpful resource on the Community forum (discussion board).
- Earn 5 points of extra credit for joining a virtual office hour Zoom session.
- Earn up to 10 points extra credit for visiting an art gallery or art museum and completing the “Looking at Art” form.
- Earn 5 points extra credit for visiting a UNM art gallery and completing the “Looking at Art” form.
- Earn 5 points extra credit for VIRTUALLY visiting an art gallery or museum and completing the “Looking at Art” form.

Each extra credit opportunity is accepted ONCE per semester.
See Canvas for the “Looking at Art” form and more information on earning extra credit.

6. SUPPORT INFORMATION, RESOURCES, & TUTORIALS

• **Computer & Internet Access**

Access to a computer, or similar device, and high-speed internet is required for this class. If you do not have access to a computer with high-speed internet you might be able to check out a laptop from the [Valencia Campus Library](#) or Main Campus Library. There are also limited DSLR cameras and other equipment available for check-out from the VC library. [Contact the library directly](#) to find out what’s available.

Check for access to a computer and internet on campus and at other public resources:

- UNM Valencia Campus Computer Labs:
Library Computers - <https://valencia.unm.edu/library/index.html>
The Learning Center Labs - <https://valencia.unm.edu/campus-resources/the-learning-center/index.html>
 - UNM Main Campus Computer Labs - <http://it.unm.edu/pods/locations.html>
 - Public libraries, public coffee shops, restaurants, malls, etc....
- **Support for UNM Canvas:** <https://canvasinfo.unm.edu/support/index.html>
 - **UNM Valencia Online Tutoring Services:**
Custom tutoring services are available through The UNM Learning Center at 505-925-8900 or <https://valencia.unm.edu/campus-resources/the-learning-center/index.html>. Email tutor@unm.edu to schedule an appointment. Consider scheduling an appointment with the Writing Center to help you with the writing assignments.
 - **Online Tutorials:**
Much of the content for this class is posted online as instructor-created PDF presentations and Adobe or third-party video tutorials. Students may also need, or want, to find addition tutorials on their own through YouTube and other sources.
A wonderful resource for video tutorials is [LinkedIn Learning](https://www.linkedin.com/learning/) (formerly Lynda.com). ALL of the LinkedIn Learning content can be accessed for FREE with an Albuquerque Public Library card and 4-digit pin number. To access LinkedIn Learning with an ABQ library card, go to: <https://www.lynda.com/portal/Patron?org=cabq.gov>
 - **Instructor Support:**
Please feel free to contact the instructor at anytime with questions or concerns. Refer to the “How to Contact the Instructor” section of this syllabus for more information.
 - **Class Support:**
There is a Community Forum discussion board in our Canvas course. Use this as a place to post questions and comments to the class. Peer learning and communication is an important part of enhancing our class community.
 - **Class Announcements & Weekly Checklists:**
Every Monday a class announcement will post with a link to the weekly checklist and information on anything else that is relevant for the week. If ever there is a change to our class, like a deadline that has moved, or I get sick, I will send out a class announcement. Be sure to check your UNM email and our class announcements frequently.
 - **Accessibility & Equal Access:**
 - UNM-Valencia’s accessibility/ADA compliance website:
<http://valencia.unm.edu/about/accessibility.html>
 - UNM-Valencia’s Equal Access Services website:
<http://valencia.unm.edu/students/advisement/equal-access-services.html>

7. SUPPLIES

Required:

- Digital camera. (Most smartphone cameras will work for class.)
- Access to a computer or device with high-speed internet.
- Subscription (or access) to Adobe Lightroom Classic and Photoshop, which are part of Adobe Creative Cloud.

Preferred / Recommended:

- Digital camera with manually adjustable exposure settings and capable of creating RAW files.
- Tripod: Tripods can be improvised or might be available for check-out at the library. Consider investing in an inexpensive tripod.
- External hard drive or cloud storage: Example: a USB flash or jump drive. Use your own external hard drive or cloud-based drive to save your classwork if you will be using a computer at school or other public/shared computer. Use an external hard drive or cloud-based drive to back up your classwork if you will be using your own computer.

Read through the “Equipment, Supplies, Resources” document on Canvas, under the Course Information link, for more information on what you’ll need.

There is no required text book for this course. A nice reference book is *A Short Course in Photography Digital (What’s New in Art & Humanities)* 4th Edition, by Barbara London and Jim Stone.

8. HOW TO CONTACT THE INSTRUCTOR

Email:

Please send email to me through our class Canvas Inbox. Canvas email is the best way for me to keep track of our correspondences. If needed, you can email me directly: mpaigetaylor@unm.edu. I check my UNM email regularly and will respond to emails within 48 hours (72 hours weekends), and usually sooner.

Remind App:

You can contact me through the Remind app. The mobile app is free, or you can use it through a web browser. Join our class, ARTS 2522: Digital Imaging Techniques (UNM-VC, Spring 2024), with class code: @arts2522. I will respond as soon as I can. View the Remind App document on Canvas for more information on how to join.

Telephone:

You can also call or text me at 213-590-1098. I will respond as soon as I can.

Office Hours:

Get an immediate response during my office hour on Mondays 11am-12pm. Contact me in any of the ways listed above. You can also reach me during my virtual office hour via Zoom. The Zoom links for each week’s office hour are listed on the Canvas Course Menu: Zoom Meetings.

9. METHODS OF INSTRUCTION

Methods of instruction include PDF presentations, articles, quizzes, video tutorials and demonstrations, discussion boards, small writing assignments, and class critiques.

PDF Presentations – There is a PDF presentation introducing each of the photography projects and a few other important topics. These PDF presentations are the main resource for assignment information.

Video Tutorials & Demos, Articles – Information for how to use software will be primarily through video tutorials. There are a few short articles to read on related topics.

Class Critiques – Each of the photography projects will culminate in a class critique where students share their photos and comments on a Canvas discussion board. Students will view and comment on their classmates’ work, offering feedback including constructive criticism and suggestions for improvement.

Discussion Boards – Students will share ideas, photos, and comments with each other on Canvas discussion boards as a way to help each other and prepare for photography projects.

Writing Assignments – There are a few short writing assignments, which accompany photography projects, to help students learn to express their ideas with words in addition to images.

Other Activities – Students are required to make **NEW** photographs for their projects. Please allow or schedule time to shoot for each project. Other learning activities may be assigned, as needed.

10. PROJECTS

PROJECT 1: Before and After | 20 points | Due 2/4

Student Learning Outcomes:

- Students will create new digital images.
- Students will practice critical-thinking skills.
- Students will be able to navigate the Library Module and Develop Module in Adobe Lightroom Classic (LrC).
- Using Lightroom, students will be able to import & export images; organize, compare, and select images in the Library Module; and make adjustments to images in the Develop Module.
- Students will demonstrate the ability to explain and defend their artwork in a class critique, as well as offer constructive criticism to their classmates using language specific to art and photography.

Assignment Instructions:

View the PDF presentation “Before & After” and take the short quiz.

View the PDF presentation “Digital Photo Workflow” and take the short quiz.

View the PDF presentation “Lightroom Classic Workflow & Editing” and take the short quiz.

Watch the video tutorials introducing Adobe Lightroom and take the short quiz.

Watch the video tutorials on the Develop Module in Adobe Lightroom and take the short quiz.

Create new digital images specifically for Project 1.

Using Lightroom, import or sync photos from your camera or phone. Use the Library Module to select five images for the project assignment. Explore the Develop Module. Make adjustments to each of the five images, as specified in the presentation introducing Project 1.*

Export both the original (before) and edited (after) versions of your photos as jpegs. Present **10** final images (5 unedited “before” images, and 5 edited “after” images) on the class critique (Canvas discussion board). Critique your classmates’ work.

**Edits for the “after” images are:*

- Image 1. Black & White, Square Crop
- Image 2. Histogram Adjustment, Desaturate
- Image 3. Color Adjustment
- Image 4. Adjustment Brush
- Image 5. Artist’s Choice

PROJECT 2: Variations on a Theme | 30 points | Due 2/18

Student Learning Outcomes:

- Students will create digital images, shooting the same subject matter in different ways and from different perspectives.
- Students will practice critical-thinking skills.
- Students will be able to navigate basic tools and menus in Adobe Photoshop (PS).
- Students will be able to use Photoshop to edit images from Lightroom, create images with layers, apply layer adjustments, use selection tools, and transform layers.

- Students will demonstrate the ability to explain and defend their artwork in a class critique, as well as offer constructive criticism to their classmates using language specific to art and photography.

Assignment Instructions:

View the PDF presentation “Variations on a Theme” and take the short quiz.

Watch the video tutorials on Adobe Photoshop (introduction and basics) and take the short quiz.

Watch the video tutorials on Adobe Photoshop (advanced) and take the short quiz.

Select a subject (person, place, or thing, i.e., a vase of flowers, your best friend, your guitar). Using just your digital camera and creativity, photograph your subject from different angles, perspectives, distances, depths of field, movement/blur, etc. How many different kinds of images can you make of the same subject? Shoot a lot!

Make Lightroom and Photoshop adjustments to your images, as specified in the presentation introducing Project 3.* Using Photoshop adjustment layers, make a variation of one of your photos by changing color. Using Photoshop selection tools, make a variation of one of your photos by adjusting only part of the image (selective editing). Using Photoshop layers, make a variation of one of your photos by using repetition or creating a pattern.

*Final **6** images will be:

1. Photo of the entire subject (*edit in Lightroom*)
2. Photo with “interesting” angle or perspective (*edit in Lightroom*)
3. Abstract photo (*edit in Lightroom*)
4. Color variation (*edit in Photoshop using adjustment layers*)
5. Selective Edit (*edit in Photoshop using selection tools*)
6. Repetition/Pattern variation (*edit in Photoshop using multiple layers*)

Save your Photoshopped images back into the Lightroom library. From Lightroom, export the **6** variations of your images. Present **6** final images for the class critique (Canvas discussion board). Critique your classmates’ work.

PROJECT 3: Cut Out & Combine | 25 points | Due 2/25

Student Learning Outcomes:

- Students will create digital images.
- Students will practice critical-thinking skills.
- Students will be able to use specific Photoshop tools and techniques to select and cut out parts of one image and combine and blend it onto another image.
- Students will demonstrate the ability to explain and defend their artwork in a class critique, as well as offer constructive criticism to their classmates using language specific to art and photography.

Assignment Instructions:

View the PDF presentation “Cut Out & Combine” and take the short quiz.

Watch the video tutorials on Adobe Photoshop (cut out & combine) and take the short quiz.

Take new photos for Project 3 keeping in mind that you will be selecting and cutting out one part of a photo and combining it on another. Consider taking all the photos in the same setting or location with the same lighting at the same time. Having the same setting and lighting makes it easier to seamlessly combine images. When taking the “cut out” photos, photograph the subject to be cut out on a solid background that is a different color from the subject. Having a solid background that contrasts the subject helps make it easier to select the subject.

Make Lightroom and Photoshop adjustments to your images, as needed. Use Photoshop tools to select, mask, and cutout one subject, or part, of one photo and combine it onto another photo as a separate layer. Use layer masking and blending techniques to combine the images as seamlessly as possible.

Save your Photoshopped image(s) back into the Lightroom library. From Lightroom, export the **ONE**, final, combined image. Present the **ONE**, final, combined image on the class critique (Canvas discussion board). Critique your classmates' work.

PROJECT 4: Movie Poster or Album Cover | 40 points | Due 3/10

Student Learning Outcomes:

- After researching the styles used in movie posters and/or album covers, students will be able to recognize and analyze the visual strategies used to promote movies/music, to communicate the film or music genre, and persuade viewers to watch or listen.
- Students will practice critical-thinking skills.
- Students will create and appropriate digital images.
- Students will apply digital editing techniques from Project 1, 2, and 3 to Project 4.
- Students will be able to use Photoshop to mask, combine, and blend layers, and add text to images.
- Students will practice expressing their visual ideas through creative writing.
- Students will demonstrate the ability to explain and defend their artwork in a class critique, as well as offer constructive criticism to their classmates using language specific to art and photography.

Assignment Instructions:

View the PDF presentation "Movie Poster or Album Cover" and take the short quiz.

Use the movie/music examples in the Movie Poster or Album Cover presentation as a starting point and continue to research the styles and visual techniques used in promotional movie posters or album covers. Choose at least 3-5 images of movie posters and/or album covers as examples for what you want to make or that inspire your own project. Post your image research examples on, and participate in, the discussion board. Analyze the visual strategies used to promote the movie/album, to communicate the film or musical genre, and persuade viewers to watch or listen.

Imagine a feature film or band/musical artist that does NOT already exist. Create a movie poster or album cover for the fictional film or band/musical artist that you imagine. Apply the visual strategies of your image research examples to your own project. Take your own, new digital photos for the poster or album cover. (You may supplement your own work with found images.) Use Photoshop text layers, layer masks, and blending techniques to combine images and add text.

Writing Assignment: Write a one-paragraph synopsis for the film or a description of the band/musical artist you imagine.

Save your Photoshopped image(s) back into the Lightroom library. From Lightroom, export **one** final image of your poster or album cover. Present two things on the class critique: your **one** final image of your movie poster or album cover and the writing assignment (film synopsis or band description). Critique your classmates' work.

PROJECT 5: Images Inspired by the History of Photography | 40 points | Due 3/31

Student Learning Outcomes:

- After researching historic and contemporary photographers/artists, students will be able to demonstrate a basic familiarity of many genres and artists throughout the history of photography.
- Students will practice critical-thinking skills.
- Students will be able to identify and analyze the aesthetic styles and visual techniques used by a photographer/artist, genre, or movement of their choice and create new images that reflect or incorporate those styles and techniques.
- Students will be able to apply Lightroom and Photoshop digital imaging techniques to create specific images.
- Students will practice expressing their visual ideas through writing.
- Students will demonstrate the ability to explain and defend their artwork in a class critique, as well as offer constructive criticism to their classmates using language specific to art and photography.

Assignment Instructions:

View the PDF presentation “Images Inspired by the History of Photography” & take the short quiz.

Use the examples in the instructor’s presentation on the history of photography as a starting point and continue researching historic and contemporary photography. Based on your research, choose at least 3-5 “inspiration” images of a photographer/artist, genre, or movement you like as examples for what you want to make or that inspire your own project. If needed, do additional research on the one photographer/artist/genre/movement of your choice. Analyze the visual strategies used by the photographer/artist/genre/movement of your choice.

Writing Assignment: Write 1-2 paragraphs that include the name, time period, and description of the photographer/artist/genre/movement you chose for your project.

Apply the visual strategies of your photographer/artist/genre/movement of choice to your own project. Use Photoshop to create **5-10** of your own, new images that reflect or incorporate the styles and techniques use by the photographer/artist/genre/movement you chose.

Save your Photoshopped images back into the Lightroom library. From Lightroom, export **5-10** final images for Project 5. Present three things on the class critique: 3-5 “inspiration” images by the photographer/artist/genre/movement you chose as your inspiration, your own **5-10** final images, and the writing assignment (information about the photographer/artist/genre/movement you chose). Critique your classmates’ work.

PROJECT 6: Final, Self-Directed Series | 55 points | Due 4/28

Student Learning Outcomes:

- Students will create new work based on a self-directed subject matter (agreed upon by the instructor).
- Students will incorporate the methods, visual strategies, and digital imaging techniques learned in class to create a cohesive series of images.
- Students will practice expressing their visual ideas through writing.
- Students will practice critical-thinking skills.
- Students will demonstrate the ability to explain and defend their artwork in a class critique, as well as offer constructive criticism to their classmates using language specific to art and photography.

Assignment Instructions:

View the PDF presentation “Self-Directed Series” and take the short quiz.

Write a short project proposal outlining your ideas for the final project. Post your project proposal on and participate in the discussion board.

Considering the methods, strategies, and digital imaging techniques learned in class, shoot and create a cohesive body of work that expresses a specific idea, concept, or narrative. The series needs to be **8-12** images.

View the PDF presentation “How to Write an Artist Statement” and take the short quiz.

Write an artist statement for your final project. Submit a draft of your artist statement to the Artist Statement Draft assignment. I’ll proofread your drafts and return them to you with suggested edits.

Save any Photoshopped images back into the Lightroom library. From Lightroom, export **8-12** final images. Present two things on the class critique: your **8-12** final images, and your final, edited artist statement. Critique your classmates’ work.

CLASS SCHEDULE

WEEK 1: Monday 1/15 <i>Week 1 assignments are due by Sunday, January 21, at 11:59pm</i>	
<u>Assignments:</u> Get Set Up for Our Online Class: <ul style="list-style-type: none"> • Watch the Welcome video on Canvas. • Watch the Canvas Tour of our class. • Read the syllabus. • Complete syllabus scavenger hunt (quiz). • Post syllabus or class question on the Community forum. • Complete student agreement. • Read two articles: “Netiquette” and “21 Study Tips for Online Classes Success.” • Read articles about participating in discussion boards. • Participate in the Discussion Board: Introductions & a Favorite Photo (make initial post). • Join our class with the Remind app (optional, extra credit). 	<u>Notes:</u> MLK HOLIDAY! - Monday, January 15 Feel free to contact the instructor during office hours: Mondays, 11am-12pm. Call, text, use the Remind app, or join Zoom session. View the Week 1 Checklist for more information.
WEEK 2: Monday 1/22 <i>Week 2 assignments are due by Sunday, January 28, at 11:59pm*</i>	
<u>Assignments:</u> <ul style="list-style-type: none"> • Discussion Board: comment & respond.* • View the PDF presentation: Before & After. Take quiz on presentation. • View the PDF presentation: Digital Photo Workflow. Take quiz on presentation. • View the PDF presentation: Lightroom Classic Workflow & Editing. Take quiz on presentation. • Watch video tutorials introducing Adobe Lightroom. Take quiz on tutorials. • Watch video tutorials on the Develop Module in Adobe Lightroom. Take quiz on tutorials. • Start working on the Before & After project when ready. 	<u>Notes:</u> <i>*Discussion Board: Comments are due by Thursday, Jan. 25, 11:59pm. Responses are due by Sunday, Jan. 28, 11:59pm.</i> View the Week 2 Checklist for more information.
WEEK 3: Monday 1/29 <i>Week 3 assignments are due by Sunday, February 4, at 11:59pm</i>	
<u>Assignments:</u> <ul style="list-style-type: none"> • Shoot, edit, and complete Before & After project. • Read articles on Class Critiques. Take quiz on articles. 	<u>Notes:</u> DUE - Project 1: Before & After Submit photos on class critique (Canvas Discussion Board) by Sunday, Feb. 4, 11:59pm. View the Week 3 Checklist for more information.
WEEK 4: Monday 2/5 <i>Week 4 assignments are due by Sunday, February 11, at 11:59pm*</i>	
<u>Assignments:</u> <ul style="list-style-type: none"> • Critique Project 1: Before & After.* • View the PDF presentation: Variations on a Theme. Take quiz on presentation. • Watch video tutorials introducing Adobe Photoshop. Take quiz on tutorials. • Watch video tutorials on Photoshop advanced techniques. Take quiz on tutorials. • Plan and shoot for Variations on a Theme project. 	<u>Notes:</u> <i>*Class Critique: Comments are due by Thursday, Feb. 8, 11:59pm. Responses are due by Sunday, Feb. 11, 11:59pm.</i> View the Week 4 Checklist for more information.

CLASS SCHEDULE

WEEK 5: Monday 2/12		<i>Week 5 assignments are due by Sunday, February 18, at 11:59pm</i>
<u>Assignments:</u>		<u>Notes:</u>
<ul style="list-style-type: none"> Shoot, edit and complete Variations on a Theme project. 		<p>DUE - Project 2: Variations on a Theme Submit photos on class critique (Canvas Discussion Board) by Sunday, Feb. 18, 11:59pm.</p> <p>View the Week 5 Checklist for more information.</p>
WEEK 6: Monday 2/19		<i>Week 6 assignments are due by Sunday, February 25, at 11:59pm*</i>
<u>Assignments:</u>		<u>Notes:</u>
<ul style="list-style-type: none"> Critique Project 2: Variations on a Theme.* View the PDF presentation: Cut Out & Combine. Take quiz on presentation. Watch video tutorials on Photoshop image combination techniques. Take quiz on tutorials. Shoot, edit, and complete Cut Out & Combine project. 		<p>DUE - Project 3: Cutout & Combine Submit photos on class critique (Canvas Discussion Board) by Sunday, Feb. 25, 11:59pm.</p> <p><i>*Class Critique: Comments are due by Thursday, Feb. 22, 11:59pm. Responses are due by Sunday, Feb. 25, 11:59pm.</i></p> <p>View the Week 6 Checklist for more information.</p>
WEEK 7: Monday 2/26		<i>Week 7 assignments are due by Sunday, March 3, at 11:59pm*</i>
<u>Assignments:</u>		<u>Notes:</u>
<ul style="list-style-type: none"> Critique Project 3: Cut Out & Combine.* View the PDF presentation: Movie Poster or Album Cover. Take quiz on presentation. Participate in the Discussion Board: Image Research Ideas (make initial post). Work on writing assignment. Plan and shoot for Movie Poster or Album Cover project. 		<p><i>*Class Critique: Comments are due by Thursday, Feb. 29, 11:59pm. Responses are due by Sunday, March 3, 11:59pm.</i></p> <p>View the Week 7 Checklist for more information.</p>
WEEK 8: Monday 3/4		<i>Week 8 assignments are due by Sunday, March 10, at 11:59pm*</i>
<u>Assignments:</u>		<u>Notes:</u>
<ul style="list-style-type: none"> Discussion Board: comment & respond.* Finish writing assignment. Edit and complete Movie Poster or Album Cover project. 		<p>DUE - Project 4: Movie Poster or Album Cover Submit final image & writing assignment on class critique (Canvas Discussion Board) by Sunday, March 10, 11:59pm.</p> <p><i>*Discussion Board: Comments are due by Thursday, March 7, 11:59pm. Responses are due by Sunday, March 10, 11:59pm.</i></p> <p>View the Week 8 Checklist for more information.</p>

CLASS SCHEDULE

WEEK 9: Monday 3/11		SPRING BREAK	<i>Week 9 assignments are due by Sunday, March 17, at 11:59pm</i>
<u>Assignments:</u>	<u>Notes:</u>		
<ul style="list-style-type: none"> Think about ideas for your final project: Project 6: Final, Self-Directed Series <p><i>HAVE A GREAT SPRING BREAK!</i></p>	<p><i>(This is a good time to finish and submit late photo project assignments and do extra credit.)</i></p>		
WEEK 10: Monday 3/18			<i>Week 10 assignments are due by Sunday, March 24, at 11:59pm*</i>
<u>Assignments:</u>	<u>Notes:</u>		
<ul style="list-style-type: none"> Critique Project 4: Movie Poster or Album Cover.* View the PDF presentation: Images Inspired by the History of Photography. Take quiz on presentation. Do image research on photographers & genres. Work on writing assignment. Plan and shoot for Images Inspired by the History of Photography project. 	<p><i>*Class Critique: Comments are due by Thursday, March 21, 11:59pm. Responses are due by Sunday, March 24, 11:59pm.</i></p> <p>View the Week 10 Checklist for more information.</p>		
WEEK 11: Monday 3/25			<i>Week 11 assignments are due by Sunday, March 31, at 11:59pm</i>
<u>Assignments:</u>	<u>Notes:</u>		
<ul style="list-style-type: none"> Work on writing assignment. Shoot and edit Inspired by the History of Photography project. 	<p>DUE - Project 5: Images Inspired by the History of Photography Submit 3-5 "inspiration images," your photos, and writing assignment on class critique (Canvas Discussion Board) by Sunday, March 31, 11:59pm.</p> <p>View the Week 11 Checklist for more information.</p>		
WEEK 12: Monday 4/1			<i>Week 12 assignments are due by Sunday, April 7, at 11:59pm*</i>
<u>Assignments:</u>	<u>Notes:</u>		
<ul style="list-style-type: none"> Critique Project 5: Images Inspired by the History of Photography.* View the PDF presentation: Final, Self-Directed Series. Take quiz on presentation. Write a project proposal. Discussion Board: Post your project proposals and discuss ideas for your final project (initial post). Plan and shoot for Final, Self-Directed Series project. 	<p><i>*Class Critique: Comments are due by Thursday, April 4, 11:59pm. Responses are due by Sunday, April 7, 11:59pm.</i></p> <p>View the Week 12 Checklist for more information.</p>		
WEEK 13: Monday 4/8			<i>Week 13 assignments are due by Sunday, April 14, at 11:59pm*</i>
<u>Assignments:</u>	<u>Notes:</u>		
<ul style="list-style-type: none"> Discussion Board: comment & respond.* View the PDF presentation: How to Write an Artist Statement. Take quiz on presentation. Work on artist statement. Shoot and edit Final, Self-Directed Series project. 	<p><i>*Discussion Board: Comments are due by Thursday, April 11, 11:59pm. Responses are due by Sunday, April 14, 11:59pm.</i></p> <p>View the Week 13 Checklist for more information.</p>		

CLASS SCHEDULE

WEEK 14: Monday 4/15		<i>Week 14 assignments are due by Sunday, April 21, at 11:59pm</i>
<u>Assignments:</u>		<u>Notes:</u>
<ul style="list-style-type: none"> • Submit a draft of the artist statement on the Artist Statement Draft assignment. • Shoot and edit Final, Self-Directed Series project. 		View the Week 14 Checklist for more information.
WEEK 15: Monday 4/22		<i>Week 15 assignments are due by Sunday, April 28, at 11:59pm</i>
<u>Assignments:</u>		<u>Notes:</u>
<ul style="list-style-type: none"> • Edit and finish artist statement. • Edit and complete Final, Self-Directed Series project. 		<p>DUE - Project 6: Final, Self-Directed Series Submit photos & artist statement on class critique (Canvas Discussion Board) by Sunday, April 28, 11:59pm.</p> <p>View the Week 15 Checklist for more information.</p>
WEEK 16: Monday 4/29		<i>Week 16 assignments are due by Sunday, May 5, at 11:59pm*</i>
<u>Assignments:</u>		<u>Notes:</u>
<ul style="list-style-type: none"> • Critique Project 6: Final, Self-Directed Series.* • Watch presentation: Digital Printing. Take quiz on presentation. • Submit late photo projects & extra credit. 		<p><i>*Class Critique:</i> <i>Comments are due by Thursday, May 2, 11:59pm.</i> <i>Responses are due by Sunday, May 5, 11:59pm.</i></p> <p>View the Week 16 Checklist for more information.</p>