COURSE OUTLINE

Course Number: PHO 203
Course Title: PHOTOGRAPHY II
Credits: 3

Hours: lecture/Lab/Other
1/4/0

Pre-requisite: PHO 101 OR PHO 103

Implementation: sem/year
FALL 2020

Catalog description: Intermediate level course in film and digital still photography. Course covers medium format film cameras, full-frame DSLR cameras, archival printing methods in both film and digital labs, photo retouching software, film-scanning, and exploring concepts through images.

Is course New, Revised, or Modified? REVISED

Required texts/other materials: Cameras, starter film, and starter paper are provided in this course. Students need an external USB hard drive which should cost around $60.00-$90.00 if purchased. Darkroom/film camera supplies beyond the starter supplies will only need to be purchased if the student continues with film photography. Wait until the first class meeting before purchasing supplies.

Revision date: Fall 2020

Course coordinator: Michael Chovan-Dalton

Information resources: Free online videos are the primary source for software tutorials

Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)
Course Competencies/Goals: [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

The student will be able to:

1. Demonstrate the use of a variety of film and digital cameras with all their controls, including focusing, viewing, and regulating the shutter speed and aperture control (ILG: 4)
2. Demonstrate proper exposure under different lighting conditions (ILG: 4,11)
3. Demonstrate proper development and processing of film and digital images (ILG: 4,11)
4. Utilize various darkroom and digital techniques to create archival prints (ILG: 4,11)
5. Evaluate how well an image communicates a concept (ILG: 1,11)
6. Criticize and defend photographs in a group setting (ILG: 1,11)

Course-specific Institutional Learning Goals (ILGs)/General Education Goals. [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.
Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I Cameras: Multi-Format
Learning Objectives
The student will be able to...

- Demonstrate loading film cameras using multiple film formats and film backs (CCG 1)
- Identify the advantages/disadvantages of different camera film formats and sensor sizes (CCG 1)
- Utilize a hand-held light meter (CCG 1, 2)
- Solve problems with exposure through chemical and digital processing (CCG 1, 2, 3)
- Employ more advanced exposure controls for detail description and creative effects (CCG 1, 2, 3)

Unit II  Advanced Darkroom: Wet and Digital
Learning Objectives
The student will be able to...

- Demonstrate logical file management (CCG 4)
- Summarize the importance of proper color spaces (CCG 1, 2, 3)
- Practice non-destructive and archival workflow techniques through proper file management, software tools, wet processing, image file formats, and print output (CCG 3, 4)
- Utilize appropriate software and darkroom tools to improve image details and concept intent (CCG 4, 5, 6)

Unit III  The Critique
Learning Objectives
The student will be able to...
(All of these objectives connect to CCG 5, 6)
- Identify relationships of details in photographs
- Articulate the meaning of photographs
- Debate the qualities of student photographs in a group setting
- Evaluate the overall success of how well a photograph communicates to a group of peers
- Evaluate and Organize the photographs made over the course of a semester into a final presentation

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]
70% – Assignments/Quizzes
Photo assignments require that you gradually integrate all of the skills and techniques demonstrated in class. The assignment will reinforce technical concepts and require you to investigate what you want to photograph and how you want to treat the subject matter. You will be graded on both technical and creative aspects of your work. Quizzes will test your comprehension of assigned tutorials and lectures.

15% – Mimic A Photographer Presentation
An oral presentation that combines biographical and aesthetic analysis of a well-known photographer with photos made by the photographer and made by the student in the style/genre of the chosen photographer.

15% – Final Presentation
Students will organize their best work into a presentation for a final group critique. Grades are based upon technical and aesthetic concerns as well as participation in the group critique.

**Academic Integrity Statement:** [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]
[http://www.mccc.edu/academic_policies.shtml](http://www.mccc.edu/academic_policies.shtml)

**Accommodations Policy**
[http://www.mccc.edu/student_services_needs.shtml](http://www.mccc.edu/student_services_needs.shtml)