



**Reedley College  
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

**OUTLINE. Please fill in current existing course number, title, and units for course to be modified.**

Department Art Course No. Photo 1  
 Course Title Basics of Digital Photography Units 3.0  
 Effective Date Fall 2010

**A. PROPOSED CHANGES.  
(Indicate below all proposed changes to be made in the course outline.)**

**I. Cover Page**

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Course ID  | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title   | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category                     |
| <input type="checkbox"/> 3. Units  | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU)  |
| <input type="checkbox"/> 4. Lecture/Lab Hours                                      | <input type="checkbox"/> 11. Repeatability  |
| <input type="checkbox"/> 5. Grading Basis  | <input type="checkbox"/> 12. Catalog Description  |
| <input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories |   |
| <input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories          |   |

Other pages

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading                             |
| <input type="checkbox"/> III. Course Objectives         | <input type="checkbox"/> VII. Levels of Educational Materials               |
| <input type="checkbox"/> IV. Course Content Outline     | <b>Additional Pages (optional depending on course)</b>                      |
| <input type="checkbox"/> V. Approved Readings           | <input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |

**B. DESCRIPTION OF CHANGES AND MODIFICATIONS.**

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II.	(see outline, changes are highlighted)	(see outline)	Consolidation of Student Learning Outcomes.

*(Additional sheets may be attached if necessary.)*

**C. EXPLANATIONS.** If course modification results in changes in the program which will require use of the program description form, please give rationale.

**Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.**

# SIGNATURE FORM

*Submission/Recommendation/Action*

Course Department and Number: Photo 1

Course Title: Basics of Digital Photography

Effective Date: Fall 2010

1. Submitted By: Kirtley King Date: 01/29/10

2. Reviewed by Department: \_\_\_\_\_ Date: \_\_\_\_\_  
Department Chair's Signature  
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: \_\_\_\_\_ Date: \_\_\_\_\_  
Dean's Signature

4. Approved by Curriculum Committee on: \_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Committee Chair Date

\_\_\_\_\_  
Vice President of Instruction Date

5. Reviewed by Articulation Officer: \_\_\_\_\_ Date: \_\_\_\_\_

CSU GE Code submitted for articulation: \_\_\_\_\_



## CREDIT COURSE OUTLINE

### I. COVER PAGE

(1) Course ID: PHOTO 1

(2) Course Title: Basics of Digital Photography

(3) Units: 3.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Total Course Hours</td> <td style="width: 30%;">Total Lec hours:</td> <td style="width: 40%; text-align: center;">54</td> </tr> <tr> <td></td> <td>Total Lab hours:</td> <td></td> </tr> </table> <p>Lec will generate _____ hour(s) outside work          Lab will generate _____ hour(s) outside work.</p>	Total Course Hours	Total Lec hours:	54		Total Lab hours:		<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Degree applicable:</td> <td style="width: 30%; text-align: center;">x</td> </tr> <tr> <td>Non-degree applicable:</td> <td></td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td></td> </tr> </table>	Degree applicable:	x	Non-degree applicable:		Pre-collegiate basic skills:	
Total Course Hours	Total Lec hours:	54											
	Total Lab hours:												
Degree applicable:	x												
Non-degree applicable:													
Pre-collegiate basic skills:													
<p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Grading scale only</td> <td></td> </tr> <tr> <td>Pass/No Pass option</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Pass/No Pass only</td> <td></td> </tr> </table>	Grading scale only		Pass/No Pass option	x	Pass/No Pass only		<p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <p>General education category: Humanities</p> <p>Major: Art, Fine Arts</p>						
Grading scale only													
Pass/No Pass option	x												
Pass/No Pass only													
<p>(6) Basic Skills Prerequisites:</p> <p>Basic Skills Advisories: Eligibility for English 125, 126, and Mathematics 101.</p>	<p>(10) CSU: Baccalaureate: x</p> <p>(11) Repeatable: (A course may be repeated three times) 0</p> <p style="text-align: center;">For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">New</td> <td style="width: 10%;"></td> <td style="width: 10%;">Mod</td> <td style="width: 10%;">Title, catalog descr.</td> <td style="width: 60%;">Effective Date: Fall 2009</td> </tr> </table>	New		Mod	Title, catalog descr.	Effective Date: Fall 2009							
New		Mod	Title, catalog descr.	Effective Date: Fall 2009									
<p>(7) Subject Prerequisites (requires C grade or better):</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">SAM Priority: E</td> <td style="width: 30%;">DATATEL ID: 11824</td> </tr> <tr> <td>Unit Code: 244515</td> <td>TOPS Code: 1101.00</td> </tr> <tr> <td>Reporting ID: CCC000319377</td> <td>Date Reporting ID Assigned</td> </tr> </table>	SAM Priority: E	DATATEL ID: 11824	Unit Code: 244515	TOPS Code: 1101.00	Reporting ID: CCC000319377	Date Reporting ID Assigned						
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<p>Subject Corequisites:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Program Status: 1</td> <td style="width: 30%;">Course LHE: 3.00</td> </tr> </table>	Program Status: 1	Course LHE: 3.00										
Program Status: 1	Course LHE: 3.00												
<p>Subject Advisories:</p>	<p>Replaced by: Date:</p>												
<p>(12) Catalog Description:</p> <p>This introductory course covers the history and development of the camera, photographic process and image. Emphasis is placed on the use of the adjustable digital camera for effective visual communication. Basic color theory and methods for correcting digital images will be covered. Introduction level instruction in using image editing software for manipulating raster graphics is a component in the course.</p>													

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

1. Create a body of photographic works demonstrating a beginning level proficiency addressing issues in form and content.
2. Analyzes the different uses of the photographic medium within a cultural and historical context.
3. Critique both major works and personal works of art.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- A. Recognize the history of the photographic medium and the social evolution of image.
- B. Utilize photographic techniques with an adjustable digital camera; including exposure computation and manipulation.
- C. Compose images that effectively emphasize subject through the visual language of established methods of composition.
- D. Edit photographs in an image-editing program to better communicate an idea and/or create narrative.
- E. Recognize lighting conditions and manipulation.
- F. Examine and use the ideas of pre-visualization, active viewing, and critique to evaluate image effectiveness.
- G. Identify the impact the photographic image has had on culture.
- H. Use different file formats and compression for each image.
- I. Use different methods for saving and sorting digital images.
- J. Utilize digital scanner for production and reproduction of images.
- K. Learn the basics of digital output methods with emphasis on ink jet technologies (piezography).
- L. Practice basic “digital darkroom” techniques for correction and creation of creative, commercial and personal work.
- M. Learn methods of distributing and presenting portfolio work for creative and commercial markets.
- N. Explore career options and possibilities with an education in photography.

#### IV. COURSE CONTENT OUTLINE:

- A. History of photography
  - 1. Camera Obscura through modern image making devices
  - 2. Heliography
  - 3. Daguerreotype
  - 4. Wet Collodion, Ferrotypes and Ambrotype
  - 5. Carte-de-Visite
  - 6. Early social documentary- Jacob Riis and Lewis Hine
  - 7. Color photography- Autochrome
  - 8. Modern evolution of image
  - 9. Applied photography- surveillance, scientific and documentary
  
- B. The digital adjustable camera
  - 1. Menu controls
  - 2. Exposure options- compensation, bracketing, equivalent exposure and exposure modes
  - 3. Capture modes- normal, black and white and sepia
  - 4. Lens development and construction including focal length factors and the impact of sensor size
  - 5. Focal length- wide angle, telephoto and zoom and effect on Depth of Field
  - 6. Focal length perspective- normal, telephoto and wide angle
  - 7. Flash photography and basic lighting
  - 8. Creative choices available on camera and in secondary software such as Photoshop.
  - 9. Raw format use and conversion.
  - 10. File formats and use.
    - a. Joint Photographers Expert Group (JPEG)
    - b. Tagged Image File Format (TIFF)
    - c. RAW formats and conversion
    - d. Portable network graphics (PNG)
    - e. Graphic Interchange format (GIF) (GIF 89A)
    - f. Photoshop document (PSD)
    - g. Portable Document Format (PDF)
  
- C. Composition
  - 1. Gestalt and visual communication
  - 2. Rules of composition
  - 3. Effective manipulation of depth of field
  - 4. Pre-visualization
  - 5. Active viewing/Critique
  
- D. Lighting
  - 1. Light quality
  - 2. Metering- incident and reflective
  - 3. Diffusion
  - 4. Additive and subtractive color
  - 5. Filtration
  - 6. Lighting schematics
  - 7. Brightness Ratio
  
- E. Cameras sensor
  - 1. History of development of digital technologies
  - 2. Types and uses including size and type (CMOS/CCD or other new technologies)
  - 3. Manipulation in camera through menu options
  - 4. ISO, ANSI and effect of sensor sensitivity
  - 5. Sensor care- cleaning and correct handling and storage of camera

- F. Presentation
  - 1. Archival materials
  - 2. Mounting of digital images
  - 3. Over-matting
  - 4. Storage of presentation materials including the creation of a stable photo album
  - 5. Digital presentation of images on a web site or on the WWW as well as storage on computer/ website including archiving and hard storage.
  
- G. Printing and production options for images
  - 1. Ink jet technology
  - 2. Color control
  - 3. Basic Color Theory
  - 4. Creative and contemporary use of digital images
  - 5. Internet companies that are reliable for reproduction of digital work
  - 6. Copyright law and protecting intellectual property
  
- H. Digital Image Editing
  - 1. Resolution and image production
  - 2. Difference in LPI (lines per inch), DPI (dots per inch) and PPI (pixels per inch)
  - 3. Adjustments to digital images
    - a. Correcting color
    - b. Contrast
    - c. Saturation and Hue
    - d. Histogram manipulation
    - e. Sharpening
    - f. Creative controls
  - 4. Composite creation for creative, professional and personal use
  - 5. Basic selection techniques and tools
  
- I. Career options
  - 1. Explore the careers within photography
  - 2. Explain the workflow process of different photographic professions
  - 3. Research the photographers that have worked in photography both commercially and artistically

## V. APPROPRIATE READINGS

*Reading assignments may include but are not limited to the following:*

A. Sample Text Title:

1. The Digital Photography Book volume 1 Peachpit Press  
by Scott Kelby (2006) ISBN-13: 978-0321474049

2. Complete Digital Photography, Fifth Edition  
by Ben Long Charles River Media (September 23, 2009)  
ISBN 13: 978-1584507000

B. Other Readings:

Adobe Photoshop Master Classes (2009)

x	Global or international materials or concepts are appropriately included in this course
x	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

PHOTO 1 develops a strong emphasis on the impact of photography on societies around the world. The multicultural world is examined through the visual language of photography. The comparing of visual communication to verbal and written communication helps the student understand the advantages and disadvantages of cross-cultural visual communication. The skills of the student to effectively communicate visually are fostered and developed in reference to a multicultural world.



**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

<b>A. Writing</b>			
<i>Check either 1 or 2 below</i>			
x	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a. essay exam(s)		d. written homework
x	b. term or other papers(s)		e. reading reports
	c. laboratory reports	x	f. other (specify) Image Responses

*Required assignments may include but are not limited to the following:*

1. Paper on prominent photographers and the impact their images have had on culture.
2. Photographic projects that examine the technical information learned in lecture.

<b>B. Problem Solving</b>			
1. Computational or non-computational problem-solving demonstrations, including:			
x	a. exam(s)		d. laboratory reports
x	b. quizzes	x	e. field work
	c. homework problems		f. other (specify)

*Required assignments may include, but are not limited to the following:*

1. Technical exams that enhance exposure computation skills.
2. Quizzes that enhance exposure computation skills

Exams-What is the equivalent exposure for using F/5.6 when your meter reads proper at F/16 @ 1/30<sup>th</sup> ?

Quizzes-What CCD and CMOS refer to?

Field work-Shoot your image in open shade bracketing your apertures.

<b>C. Skill demonstrations, including:</b>			
	a. class performance(s)	x	c. performance exam(s)
x	b. field work	x	d. other (specify) Photographic projects

**Required assignments may include, but are not limited to the following:**

1. Photo projects that address course content and the technical skills required to effectively capture images.  
**Portrait Project- Create self portraits portraying 5 famous people.**

<b>D. Objective examinations, including:</b>			
x	a. multiple choice		d. completion
x	b. true/false		e. other (specify)
x	c. matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

50% Tests  
50% Projects

**FOR DEGREE APPLICABLE COURSES**

Course ID: PHOTO 1

Course Title: Basics of Digital Photography

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	x	
Reference materials		
Instructor-prepared materials	x	
Audio-visual materials	x	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	x
Used grading provided by publisher	
Other: (please explain; relate to Skills Levels)	

<b>Computation Level</b> (Eligible for MATH 101 level or higher where applicable)	x	
<b>Content</b>		
Breadth of ideas covered clearly meets college-level learning objectives of this course	x	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	x	
Requires independent thought and study	x	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	x	
<b>List of Reading/Educational Materials</b>		
Photographs, slides and digital presentations of historical work		
<u>The Digital Photography Book</u> by Scott Kelby (2006)		
<u>The Digital SLR Guide</u> by Jon Canfield(2007)		
<u>Photography for the Digital Artist</u> by Win Wolloff & Gary E. Poyssick (2004)		
<b>Comments:</b>		
	This course requires special or additional library materials (list attached).	
x	This course requires special facilities: <i>access to computer lab with image editing software in last third of course</i>	

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p><b>Math Skills</b> (eligibility for Math 101) (as outcomes for Math 250)</p> <p><input checked="" type="checkbox"/> Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p><input checked="" type="checkbox"/> Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p><input type="checkbox"/> Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p><input checked="" type="checkbox"/> Applying the operations of integers in solving simple equations.</p> <p><input type="checkbox"/> Converting between the metric and English measurement systems</p>	<ol style="list-style-type: none"> <li>1. Ability to calculate aperture and shutter settings with fractions.</li> <li>2. Ability to perform simple equations to calculate focal length.</li> <li>3. Ability to calculate equivalent exposure.</li> </ol>
<p><b>Reading Skills</b> (eligibility for English 126) (as outcomes for English 262)</p> <p><input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input checked="" type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p><input checked="" type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> <li>1. Ability to comprehend the material in a college level text.</li> <li>2. Ability to understand technical terms and their use.</li> <li>3. Ability to interpret written instructions for practical application.</li> </ol>
<p><b>Writing Skills</b> (eligibility for English 125) (as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> <li>1. Ability to write college level reports.</li> <li>2. Ability to express in writing information learned from lecture and field experience.</li> <li>3. Ability to write a photographic critique.</li> </ol>

Check the appropriate spaces.

- Eligibility for Math 101 is **advisory** for the target course.
- Eligibility for English 126 is **advisory** for the target course.
- Eligibility for English 125 is **advisory** for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

Content review completed by \_\_\_\_\_ Date \_\_\_\_\_