

Through the Lens: Photographic Narratives

FINE 1111 Section 001
Fall 2011 Meeting North 1407
Fridays 9:30 - 12:15

College of Arts & Media
University of Colorado Denver

“All art requires courage.” -Anne Tucker

Faculty - Joann Brennan

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Office Hours-Friday 8:30-9:00AM

Drop-ins welcome

To schedule an appointment contact Sean Koto at sean.koto@ucdenver.edu

Office Location

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Welcome to UC Denver,

I am really excited about getting to know you through the journey we will be taking together in this course. Our journey will include exploring creativity in action and equipping your academic toolbox with skills that will help you to achieve success.



In this course you will learn about photography and the arts while increasing your academic skills. You will also learn about what creative practice is all about and what campus resources are available to you. There are great resources here, all designed to help you succeed. This campus has terrific arts programming that can be found in many of the events that are presented by CU Denver Live! and the College of Arts & Media. Together, we will attend some amazing events, all located here on campus. We will see films that will be showcased during the Denver Silent Film Festival and Denver's International Film Festival. We will see great musical performances during the Mile High Vocal Jam which is an a capella festival located right here in Denver. We will explore issues of Gender and Feminism through the event series titled New Feminism: Art-Culture-Change. And we will see a live theatre performance. With a camera in hand, you will explore ideas, art making, and visual strategies for creating compelling images. Building academic skills will occur through projects we will do from the book *Keys to Success* as well as tasks that are imbedded in every photographic project. You will be asked to create a project plan for each photography assignment, which would include, idea development, timelines, and plans for photographing with intention. As a class we will explore the choices each student made in creating their

photographic work through self-reflection, peer assessment, and critical discussion centered on improving successes and uncovering the creative process while building intellectual and aesthetic abilities.



Through reading assignments from the book, Keys to Success, and activities centered on chapter topics, such as time management, solving problems, retaining what you learn, will fill your toolbox with helpful strategies, tips, and plans of action. Academic success is the goal.



I am excited to be your guide in this class. I will never forget what it felt like to walk into my first University-level course as an incoming student. Having grown up in a family where going to college was not an expectation for my sisters and I, I felt that it was a tremendous privilege to attend, let alone, earn a degree. I took nothing for granted and dove into every class and every opportunity fully. I had wonderful teachers that inspired me to become the best possible artist that I could be. I still get butterflies on the first day of teaching any class, perhaps it is because I am anxious to create the best learning environment possible for you and because I want to help you to be and do your best.

Adventure, inspiration, discovery and creativity awaits.

Joann

Patrick Lam-Peer Mentor

Hello my name is Patrick Lam. I am a Colorado native and grew up in the suburbs of Aurora. Some things I like to do for fun is to watch a lot of Doctor Who and play tennis. This fall will be my third year attending UC Denver and I am a major in Biology. What I love about UC Denver is that it has so many dedicated resources to help students and the faculty are always so willing to help. Currently this is my first year as a peer mentor, but I really excited to help the students and to show them that UC Denver is a very good school.

Course Description

In this course, photography becomes the vehicle for exploring the campus community through the development of visual narratives that focus on ideas, time, place, and light. Skills developed will include, camera operations, visual aesthetics, and the use of Adobe Bridge as a platform for image editing, sequencing, and presentation. Prerequisites-None

Core Credit: Fine 1111 will apply toward the CU Denver Core Curriculum in the Arts Knowledge Area

Required Text (2):

Short Course in Digital Photography. By Barbara London and Jim Stone

ISBN-10: 0205645925

ISBN-13: 9780205645923

Publisher: Pearson

Copyright: 2010

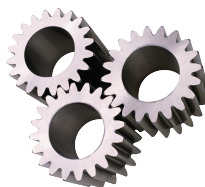
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Keys to Success: Building Analytical, Creative and Practical Skills, Brief Sixth

Edition, by Carol Carter, Joyce Bishop, and Sara Lyman Kravits, Pearson Publishing, New York, NY,

ISBN-10: 0132802090 – includes student code for access to electronic

My Student Success Lab



Student Management Team

In this course, my primary concern is that every student feels engaged and challenged, and feels that course tasks are helping them to achieve the learning objectives. My hope is that we become partners in the learning endeavor. With that goal in mind I would like to institute a Student Management Team (SMT).

According to Mitchell Handelsman, UC Denver Professor, the theory behind an SMT is that the teaching and learning environment can be improved by having students and faculty share responsibilities for the success of a class. SMT's assume some responsibility for monitoring the class, obtaining feedback from the class, making suggestions for improvements, and participating in the implementation of suggests.

Here is how the STM will be structured. The STM will consist of a group of 3-4 students, plus Patrick Iam our Peer Mentor and myself. We will launch the team into action after about the 3rd class meeting. The team will meet weekly with the purpose of improving our classroom environment towards the goal of achieving the course outcomes. Every other week the group will meet without me in attendance. Those that serve on the STM will be students that wish to volunteer for the group, or those students that the class elects. At any time any student may join the STM meeting to discuss ideas that they may have for improvements.

Learning Objectives for the Academic Skills

Knowledge

- Develop an awareness and utilization of campus resources including library, learning resource center, writing center, career center, advising office(s), etc.

Skills

- Improve academic skills including study skills, test taking, time management, learning profile/strengths and challenges, academic honesty, student conduct, and advising.

Dispositions

- Gain self confidence for a successful first year in college

Tasks That Will reinforce the Above Skills and Provide Artifacts to Assess Progress

- Student attendance at 3 workshops outside of class and two in-class workshops along with a self-reflection paper submitted for each workshop.
- Completion of three video sketches that explores student sense of ability to succeed in college.
- Take the online Academic Honesty and Academic Ethics Course

- Time Management-Develop project plans for each photographic assignment and Powerpoint Presentation
- Meeting with an Academic Advisor and student debriefing.
- Keys to Success: Reading and discussions, Chapters 2, 3, 4, 5, 7, 9.

Learning Objectives for the Creativity in Action aspects of this Class

Knowledge

- Become knowledgeable about the creative process and how artists explore ideas and subject matter through art.
- Develop insights into narrative strategies and sequencing multiple images to tell stories.
- Build an understanding of basic photographic and aesthetic terminologies.

Skills

- Basic Digital Camera Operations
- The use of Adobe Photoshop in preparing images for computer monitor viewing and Adobe Bridge as an image editing, sequencing, and presentation tool.
- Learn how to self-reflect and engage in meaningful critical dialogue that uncovers artist intent and viewer interpretation as a means of improving ones work.

Dispositions

- Appreciate the important role that the arts play in enriching educational and cultural experience.
- Enjoy utilizing the camera as a sketchbook and a means of enhancing experiences and understandings.

Tasks That Will reinforce the Above Skills and Provide Artifacts to Assess Progress

- Art Events/Experiences
 - Attendance at events within New Feminism: Art-Culture-Change (Visual Arts Exhibition will be seen in class, Artist Lynn Hershmann or Wynne Greenwood or Geena Davis) one film from the Denver International Film Festival.
 - Attendance at Mile High Vocal Jam Pro Show evening
 - Attendance at Denver Silent Film Festival
- Elements and Principles of Design
 - Diagram assignments that focus on elements and principles of design
 - Terminology quiz
- Narrative Strategies and photographic sequences
 - Develop a visual map for each narrative sequence to be photographed
 - Collaborative sequencing of photographic projects
- Understanding basic photographic and aesthetic terminologies
 - Critiques
 - Group Discussions
 - Peer and Self-Assessment
 - Assigned Readings
- Basic Camera Operations
 - Assigned Readings that proceed group discussions
 - Photographic shooting assignments
- The use of Adobe Photoshop
 - Photographic shooting assignments
- The use of Adobe Bridge
 - Student lead presentation on a technique
- Self-Reflection and Critique
 - Class discussion and critique
 - Self-reflection statements on many assignments
 - Peer and self-assessment assignments

- Appreciate the arts play as enriching educational and cultural experience.
 - Visual map assignment given at three different points in the semester
- Enjoy utilizing the camera as a sketchbook and a means of enhancing experiences and understandings.
 - Video diary narratives filmed

College of Arts & Media Vision, Mission, and Values

Vision—art changing lives

Mission—The College of Arts & Media exists at the intersection of art, technology, and commerce, and as such, faculty and students use powerful art making, expansive teaching/learning, and strategic service to connect deeply with the arts disciplines and the creative industries—as these currently exist and as they might become.

Values

*Experimentation and Innovation
Excellence and Professionalism
Community
Creative Research and
Scholarship
Leadership*

*Entrepreneurship
Technological Innovation
Critical Thinking
Diversity, Accessibility, and
Equity
Intellectual Freedom and
Artistic*

*Integrity
Sustainability
Civic Engagement
Experiential Learning
Social Responsibility*

Course Information

Students with Disabilities: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), North Classroom 2514, phone: 303.556.3450.

Attendance: The University recognizes that there will be occasions when students must miss classes that contain examinations, graded assignments, experiments or projects, and general class participation. The University also recognizes that excessive excused absences will make it impossible to evaluate a student's performance in a class based on attendance and participation or in a class with multiple graded assignments.

There are four categories of absences recognized by the University:

- Absences because of disabilities
- Excused absences
- Unexcused absences
- Religious observances

In this course attendance will not be taken. Rather than grading based on absences, participation will be a factor in the student's final grade. (See the participation section on Projects Graded)

Early Alert FINE 1111 participates in the Early Alert program designed to identify undergraduate students in the 5th-6th week who need assistance based on their academic performance, class participation and/or class behavior. Alerted students will be contacted by their college advisor via e-mail to initiate the review process. It is important to respond quickly when contacted by your advisor about any faculty generated alert.

Blackboard Blackboard web site, <http://blackboard.cuonline.edu/webapps/portal/frameset.jsp>, will be the online resource for this course. All assignment rubrics, grades, email messages, and support materials will be posted and available for students.

Homework Expectations

Students are expected to work a minimum of 4-6 hours outside of class time, reading, writing, researching, and shooting.

Missed/Late Assignments

Assignments are due at the beginning of class on the day that it is due. Work submitted after the critique date will be given a reduced grade. The grade will be reduced by a letter grade (A- to a B+ or C to a C-) for every class day that it is late. Work that is not submitted within 2 weeks after the scheduled critique day will receive an F for that assignment. When an absence is necessary, students are responsible for obtaining information covered in the missed class, and for completing all assignments on schedule.

All projects must be shot and printed by the student during the current semester.

Any assignment completed for this course may not be submitted for any other course.

Please no cell phones, pagers or headphones during class time.

Disclaimer: The course calendar is subject to change to accommodate unique opportunities or to address the particular needs and interests of the class.

Required Materials

Digital Camera (manual options preferred)

16-32 gig Portable Flash Drive

DVD-R Pack (need a total of 5-10 DVD's)



Grading and Course Projects/Assignments

Grading

All projects for this course will be evaluated using the standard grades listed below

There are a total of 1000 points to be earned in this course

Standard Grades

A	= Superior/Excellent	4.0	1000
A(-)	=	3.7	925-999
B(+)	=	3.3	825-924
B	= Good/Better than Average	3.0	750-824
B(-)	=	2.7	675-749
C(+)	=	2.3	575-674
C	= Competent/Average	2.0	500-574
C(-)	=	1.7	425-499
D(+)	=	1.3	325-424
D	= Minimum Passing	1.0	250-324
D(-)	=	0.7	175-249
F	= Failing	0	0-174



Participation

16 Participation Activities

100 Points toward Final Grade

6.25 Points Each



Creativity in Action

Photography Projects

4 Photography Assignments

700 Points toward Final Grade

600 Points possible

Assignment #1-Time Narrative

50 Points

Assignment #2-Visual Narrative

100 Point

Assignment #3-Emotive Narrative

200 Points

Assignment #4-Place Narrative

250 Points

Art Events

4 Events

100 Points possible

20 each for the first 2 events (Silent Film and New Feminisms)

30 each for the last 2 events (Mile High Focal Jam-A Cappella Event and International Film Festival)



Academic Skill Building

Keys To Success

6 Chapters worth 25 Points each chapter

200 points toward final grade

150 Points possible

Workshop Participation

3 Workshops worth 10 Points Each

30 Points Possible

Academic Advising

20 Points Possible



Participation

For every class meeting there will be one participation activity assigned. Participation activities will include written, verbal, and creative responses to directed questions. The amount of time allocated to each participation activity will vary from one-minute to 10 minutes. Activities will include such things as one-minute responses and perceive and reflect exercises, to feedback notes created for fellow students. No late participation activities will be accepted.

Participation projects submitted will earn either an A or F grade. Students that are not present to participate in the activity will receive an F. Students that miss a participation activity due to an excused absence, absence because of disability, or an absence due to a religious observation will receive a pass for the participation project.

Participation also includes one office hour visit with me as your instructor. My office is located in the Arts building, CAM Dean's office suite. Sean Koto in the CAM Dean's Office will schedule appointments. Plan on one 20 minute meeting, these meetings will be scheduled for October.

The final participation grade is 100 point of the final course grade

100 Points are available to earn

16 Participation tasks

Each task is worth 6.25 points



Academic Skill Building

Keys To Success	150 Points possible
6 Chapters worth 25 points for each chapter	
Workshop Participation	30 Points Possible
3 Workshops worth 10 points each	
Academic Advising	20 Points Possible



Keys To Success

Keys to Success Brief is a book designed to build skills that will help you succeed at the University. The book focuses on building analytical, creative, and practical thinking skills. Students will be asked to read 6 chapters prior to class and be prepared to take discuss the chapter, engage in a class activity that explores the chapter topic and understanding, and to provide a self-reflection upon completion of the chapter discussion.

Dates and Chapters we will cover include:

September 30 - Chapter 2: Values, Goals and Time: Managing Yourself

October 28 - Chapter 3: Diversity Matters: How You Learn to Communicate

November 18 - Chapter 4: Critical, Creative, and Practical Thinking: Solving Problems/Making Decisions

December 9 - Chapter 7: Memory and Studying: Retaining What You Learn

Removed Chapter 9

Keys to Success Assessment

150 Points Possible

5 Chapters each worth up to 30 points

Completion Points 30 points

Removed Self-Reflection

Chapter exercises completed

30 Points

Book submitted at beginning of class when due

Grading for this aspect of the Keys to Success is centered upon completion

Completion

Not Submitted

0 Points

Submitted with missing information

10 Points

Submitted with all information required

30 Points

Workshops

The First-Year Seminar program, in collaboration with AHEC and UC Denver student service offices, provides a series of out-of-class workshops to assist student in developing academic skills, career goals, and personal strengths.

The dates and times for the complete list of workshops will be handed out during the first week of class, but include finding a major, study skills, personal finance, using the library, stress management, sexual assault, etc.

Registration for workshops is often required to ensure limited enrollments that promote active student participation. Workshops may require completion of a take-home assignment prior to participation. Verification of participation will be supplied for the student's grade.

Attendance/participation in three workshops is required.
Two additional workshops will occur during class-time

Workshop Assessment

10 Points possible for each workshop

3 Workshops totaling 30 points towards grade

Workshop Attendance and evaluation form submitted 10 Points

Completion	10 Points
Evaluation Not Submitted	0 Points
Evaluation Submitted	10 Points

Academic Advising

You are required to have one appointment with an academic advisor prior to mid-November. Participation does not require prior review or approval with me as your instructor. Students must provide verification of attending an advising meeting.

Advising Assessment

Advising Meeting and evaluation form submitted 20 Points

Completion	20 Points
Evaluation Not Submitted	0 Points
Evaluation Submitted	20 Points



Creativity in Action

Photography Projects	600 Points Total
Engagement with the Arts	100 Points Total

Art Events

Attending four art events is required in this class. Please mark your calendars. (See details below) For each of the events listed below submit a reflection statement and the required activity form.

Event responses are due by the morning of the Friday class that meets one week after the event.
Submit the event statement in a word document through blackboard

Art Events Assessment

4 events

20 points each-first 2 events

30 points each-second 2 events

Self-Reflection of Event**20-30 Points**

Self-reflection must include-

- #1. Event title
- #2. Event Location
- #3. Event Time
- #4. Event Performers
- #6. Brief Description of event
- #7. Notes about what you observed during the performance
- #8. Personal reflections on your experience attending the performance.

Completion**10 Points**

- | | |
|---|-----------|
| Not Submitted | 0 Points |
| Submitted with missing information | 5 Points |
| Submitted with all information required | 10 Points |

Critical Thinking**10-20 Points**

- | | |
|--|--------------|
| Not Submitted | 0 Points |
| The observation and reflection sections demonstrate good exploration of your experience attending the event. | 5 Points |
| The observation and reflection sections are thoughtfully considered which demonstrates excellent effort and a critical exploration of your experience attending the event. | 10-20 Points |

New Feminisms: Art-Culture-Change**(attend one of three visiting artists in this series)****September 2-September 29**

- Lynne Hershman
 - Film Screening and post film discussion
 - Starz Film Center
 - September 13, 7PM
- Wynne Greenwood
 - Performance
 - Thursday, September 29
 - King Center Concert Hall, 7:30PM
- Geena Davis
 - Presentation
 - Thursday, September 29
 - King Center Concert Hall, 7:30PM

Denver Silent Film Festival**(attend one of many films highlighted in series)**

King Center

If possible--Nosferatu: A symphony of Horror Saturday, September 24 at 4:00PM

Mile High Vocal Jam**(attend one of two evening events)**

A celebration of a capella

Pro Show, Friday, November 4, 7:30PM

Or

Competition Show Saturday night, November 5 at 7:30PM

King Center Concert Hall

Denver International Film Festival**(attend one 4:00 film out of 5 days of 4:00 films)**

Films @ Four

November 2-13
Choose one Films @ Four screening event to attend

To Kill a Mockingbird-No longer required, we will not attend

Photography Assignments

Every photography assignment will incorporate the following activities, a brainstorming map, a project plan, a self-assessment narrative, the creation of photographic works, and a final critique.

The writing assignments within each project-the map, project plan and self-assessment narrative are designed specifically to connect to the learning outcomes of, improving academic skills of time management, learning, researching and writing, reading and studying. The development and creation of photographic images and the self-assessment narrative as well as final critiques, directly related to the learning outcomes of understanding photographs and engaging in critical discussion and self-reflection as a means of developing improvements in the work.

Reading assignments will be given throughout the course. The readings link directly to the following outcomes, building skills in basic camera operations, utilizing Adobe Photoshop in preparing images for computer monitor viewing and Adobe Bridge as an image editing, sequencing, and presentation tool and learning how to understand photographs, how to uncover meaning, how to interpret photographs and how to engage in a critical and meaningful dialogue about images.

Photography Assessment

Change here—4 assignments instead of 6

All Photographic Projects Include the following Assignments/Assessment Components

Brainstorming Map
Project Plan
Self-Assessment Narrative
Photographic Work

Assignment #1 Time Narrative **50 points total**

Brainstorming Map	5 Points
Project Plan	5 Points
Self-Assessment Narrative	10 Points
Photographic Work	30 points

Time Narrative/12 Images in Sequence

Project Announced – September 1
Map and Project Plan Due – September 9
Work in progress feedback – September 16
Final Critique of Photographs – September 23
Self-Assessment Due – September 30

New Timeline

Assignment #2 Visual Narrative **100 points total**

25 Images in Sequence

Brainstorming Map	10 Points
Project Plan	10 Points
Self-Assessment Narrative	20 Points
Photographic Work	60 Points

Visual narrative/25 Images in Sequence

Project Announced – September 23

Map and Project Plan Due – October 7

Work in progress feedback – October 14

Final Critique of Photographs – November 4-Assignment Due

Self-Assessment Due –November 11

New Timeline**Assignment #3 Emotive Narrative****200 points total**

Brainstorming Map	10 Points
Project Plan	20 Points
Self-Assessment Narrative	70 Points
Photographic Work	100 Points

Emotive narrative/15 Images in Sequence

Project Announced – October 14

Map and Project Plan Due – October 28

Work in progress feedback – November 11

Final Critique of Photographs – November 18

Self-Assessment Due – December 2

New Timeline**Assignment #5 Place Narrative****250 points total**

Brainstorming Map	10 Points
Project Plan	20 Points
Self-Assessment Narrative	20 Points
Photographic Work	150 Points

Place Narrative/15 Images in Sequence

Project Announced – November 18

Mini place narrative exercise in class

Map and Project Plan Due – December 2

In-class time to work on project

Work in progress feedback- December 9

Final Critique of Photographs – December 16

Self-Assessment Due – December 18 by 9PM

Rubrics for each component of photography projects can be found on the BlackBoard Site**Rubric Assessment Criteria included below****Brainstorming Map****Points vary with assignments**

Upon development of each creative project students will submit a brainstorming map that will provide a springboard into the creation of the Project Plan. The map should be scanned and submitted electronically.

Maps must be created on an 8 x 10 piece of white paper in order to support ease of scanning. Grading is based on completion with either 0 points or all points earned.

Project Plan**5-20 Points (Depending on Assignment #)**

With each creative project students will write and electronically submit a project plan that describes the items listed below.

- #1. Project title.
- #2. Project timeline including dates and times of day
- #3. Project idea/theme and why you are choosing it.
- #4. Narrative Strategy.
- #5. Describe one thing that you would like to improve upon during this assignment.

Completion

Not Submitted

Less than all of the five required elements of information are missing

Submitted with all information required

Critical Thinking

Not Submitted

Idea/theme and narrative strategy reflection sections demonstrate good exploration of your project.

Idea/theme and narrative strategy reflection sections are thoughtfully considered which demonstrates excellent effort and a critical exploration of your project.

Self-Assessment Narrative

Points vary with assignments

Upon completion of each creative project students will write and submit a self-assessment narrative that describes the items listed below. Minimum expectation is one paragraph for each item listed below.

#1. Assess what worked and did not work about your timeline and what you may need to do differently next time.

#2. Provide a response to the critique, what did you hear other folks saying and what were your take-aways.

#3. Reflect on your improvement goal and if you achieved it or not and why.

Completion

5 possible Points

Not Submitted

0 Points

Less than all 3 required elements are described

2 Points

All three required elements are included

5 Points

Critical Thinking

15 Possible Points

Not Submitted

0 Points

The information provided demonstrates good exploration of your project.

8 Points

The information provided demonstrates thoughtfully considered critical responses Critical and honest exploration that provides insights with enough information presented that facilitates clarity of understanding.

15 Points

Photographs

Points vary with assignments

Completion Grade

Required number of images submitted

Did not submit required number of images

0 points

Originality of interpretation

- Idea determined is not fully established in the images, therefore does not communicate the idea effectively. And/or the idea is too simple, cliché, or surface level and not engage the viewer.
- Idea demonstrates a thoughtful approach that communicates an intentional interpretation with a competent level of achievement.
- Unique idea that stands out as a complex and carefully thought through interpretation that is intellectually compelling as an idea to sink one's teeth into. Work leaves you thinking about it or thinking about the subject matter.

Metaphor and document

- Images created in the narrative represent the idea directly, with attention on a careful record that specifically describes the thing itself.
- Imagery utilizes metaphors as a visual or conceptual vehicle for imparting such things as emotion, state of mind and the project idea. Metaphors enrich the critical thinking and demonstrate greater depth of conceptual exploration and viewer interpretation.

Idea reaches beyond self

- Idea explored stays within a personal sphere of convenience. Examples: location of shooting is selected for convenience rather than relationship to idea. Subject matter explored does not demonstrate moving beyond one's personal references or personal experiences through the creation of visual, conceptual, or intellectual bridges that explore the larger and broader social ideas that can be connected to personal notions as a bridge for viewers to be transported by the photographer themselves.
- Idea demonstrates reaching beyond self with explorations of current subjects outside of one's personal realm with the subject having resonance with others.
- Idea/Interpretation reaches into significant social, cultural, contemporary issues.

Creative Narrative

Narrative sequence leads to a cohesive story

- The sequence created was intended to lay out the beginning middle and end. However, the sequence created impacts a viewers ability to fully understand what the intended story was.
- The sequence of images imparts the intended story however some elements of the sequencing may not be as effective as possible as the reading of the story and understanding of beginning, middle and end is somewhat confusing.
- The sequencing of images unfolds from image to image into an accomplished narrative that is highly affective in it's ability to impart to the viewer the beginning, middle and end of the story.

Innovative sequencing strategy

- Sequencing of images defines a beginning middle and end in a linear approach.
- Sequencing demonstrates a deliberate exploration of a non-linear approach, where beginning, middle and end are changed in the sequence.
- Innovative sequencing strategy that explores a non-linear approach that has increased complexity of ordering, chapters, subchapters, repetition, back in time, forward in time, metaphor as sequence changers.

Dynamic Visual Qualities

Dynamic Framing/Composition

- Images are composed with conscious effort however framing and composition is not beginning engaged as a dynamic visual element that demonstrates formal competencies.
- Imagery demonstrates overall good attention to framing and composition. Compositions are well organized with framing that shows attention to the specific arrangement of objects in the frame.
- Dynamic compositions that demonstrate full use of composition as a visual tool. Framing is edge to edge considered.
-

Active Camera Position

- The majority of images, if not all images, are taken from an eye-level perspective.
- The photographer is engaged in exploring camera position and moving away from eye-level

- shooting as evidenced by many images in the group.
- The photographer is fully utilizing an active camera position that is evident in almost all, if not all images. Location of camera, high or low, above or below, through openings, demonstrates moving well beyond holding the camera at eye-level for convenience

Course Weekly Schedule

Week 1/Friday August 26

Ensemble Exercises
Perceive/Reflect
Introductions
Syllabus review
Events Review
BlackBoard Review

Homework

Purchase Keys to Success
Purchase Short Course in Digital Photography
Read A Short Course in Digital Photography Chapters 1, 2, 3 and 4
Get to know your camera
Find your camera manual on line and read it.
List what you know about your camera and what you don't know about your camera-bring list to class.
Research the word narrative and what it means in relationship to the creation of a work of art.
 Using the internet, find an example of a work of art or body of work or project that demonstrates a narrative, can be in any medium, and create notes about that narrative.
Mapping #1
 How do the arts enrich culture/society?
 How do the arts enrich the educational experience?

Week 2/Friday September 2

Due: 2 Visual Maps
Camera List
Narrative Discovery
Class Work: Group Work 1-scanning, Assessment, camera, video check-in
Group Work 2 –Discovering Narrative
Group Work 3 – Time Narrative Artists
Perceive/Reflect
Syllabus review
Reading Assignment:
A Short Course in Digital Photography Chapters 1, 2, 3, 4, 5, 7, 9
Bridge Manual

Week 3/Friday September 9

Due: Time Narrative Map and Time Narrative Project Plan
Class Work: Photoshop and Bridge
Elements and Principles of Design
Emmanuel Gallery-New Feminisms

Participation Activity
SMT Selection and meeting time discussion
Reading Assignment:
A Short Course in Digital Photography Chapters 8, 10



New Feminisms: Art-Culture-Change
(attend one of three visiting artists in this series)
September 2-September 29

- Lynne Hershman
 - Film Screening and post film discussion
 - Starz Film Center
 - September 13, 7PM
- Wynne Greenwood
 - Performance
 - Thursday, September 29
 - King Center Concert Hall, 7:30PM
- Geena Davis
 - Presentation
 - Thursday, September 29
 - King Center Concert Hall, 7:30PM

Denver Silent Film Festival
(attend one of the films in this series)

King Center

Try to see-Nosferatu: A symphony of Horror Saturday, September 24 at 4:00PM

Mile High Vocal Jam
(attend either Friday night show or Saturday night show)

A celebration of a capella

Pro Show, Friday, November 4, 8PM

Competition Show, Saturday, November 5

King Center Concert Hall

Denver International Film Festival

Films @ Four

November 2-13

5 days of 4:00 screenings

Choose one 4:00 screening to attend

To Kill a Mockingbird-We will not attend

Week 4/Friday September 16

Due: Shooting Assignment #1 images underway

Class Work: Shooting Assignment #1 Feedback
Participation Project
Photoshop and Adobe Bridge

Week 5/Friday September 23

Due: Time Narrative Photographs
Class Work: Critique
Participation Project
Introduce Assignment #2
Reading Assignment:
Chapter 2: Values, Goals and Time: Managing Yourself

Week 6/Friday September 30

Due: Critique Continued
Time Narrative- Self-Assessment
Visual Narrative- Self-Reflection
Visual Narrative- Map and Project Plan

Class Work: Critique

Week 7/Friday October 7

Due: Chapter 2 Strategies for Success due
Time Narrative- Self-Assessment
Visual Narrative- Self-Reflection
Visual Narrative- Map and Project Plan

Class Work: Chapter 2
Camera Formats discussion
Participation Activity-Student Management Team

Week 8/Friday October 14

Due: Visual Narrative Assignment due for feedback
Focus feedback on composition and dynamic image-Compositional Structure
Bring camera to class

Class Work: Visual Narrative Feedback
Camera Operations Class Review
Emotive Narrative Discussion
Emotive narrative/15 Images in Sequence
Project Announced – October 14
Map and Project Plan Due – October 28
Work in progress feedback – November 11
Final Critique of Photographs – November 18
Self-Assessment Due – December 2

Week 9/Friday October 21

Due: Individual Meetings to Review Camera Operations
Bring camera to class
Time in class to work while not in meeting

Class Work: Visual Narrative Feedback
Participation Activity

Week 10/Friday October 28

Due: Drop-off Book-Keys to Success with Chapter 3 completed
(Submit to CAM Front Desk Arts Building)
Project Plan for Emotive Narrative
Brainstorming Map for Emotive Narrative

Class Work: In-class workshops
Financial Fitness
Auraria Library

Week 12/Friday November 4

Due: Final Visual Narrative Assignment
Keys to Success Chapter 4 due at the end of class

Class Work: Small Group Critique
In-class work to complete Keys to Success Chapter 4

Mile High Vocal Jam

Attend one of the two below
Friday, November 4, Pro Show Concert
Saturday, November 5, Competition Show

Week 13/Friday November 11

Due: Visual Narrative Self-Assessment
Emotive Narrative Photographs due for Feedback

Class Work: Emotive Narrative Feedback

Films at Four/Denver International Film Festival

Attend one of five 4:00 films

Week 14/Friday November 18

Due: Emotive Narrative Final Photographs Due
Keys to Success-Chapter 4: Critical, Creative, and Practical Thinking: Solving Problems/Making Decisions

Class Work: Bring camera to class
Shooting together in class-mini place assignment

Place Narrative/15 Images in Sequence

Project Announced – November 18
Mini place narrative exercise in class
Map and Project Plan Due – December 2
In-class time to work on project
Work in progress feedback- December 9
Final Critique of Photographs – December 16
Self-Assessment Due – December 18 by 9PM

Week 15/Friday December 2

Due: Place Narrative Project Plan
Place Narrative Brainstorm Map
Emotive Narrative Self-assessment Due
Chapter 5: Reading and Information Literacy: Learning from Print and Online Materials

Class Work: Chapter 5: Reading and Information Literacy: Learning from Print and Online Materials

In class work on Place Narrative can shoot or work in class

Week 15/Friday December 9

Due: Place Narrative photographs due for feedback
Chapter 7: Memory and Studying: Retaining What You Learn

Class Work: Place Narrative Feedback
Chapter 7 Memory and Studying: Retaining What You Learn

Week 15/Friday December 16

Due: Final Critique-Place Narrative
Self-Assessment Due – December 18 by 9PM