College of Arts & Media
Visual Arts Department
Spring 2022 Semester

FINE 1120 E01: Photographic Fundamentals
ONLINE Format – 3 Credits
Spring 2022
Class Starts January 18 and Ends May 15

Professor: Joann Brennan (she, her, hers)
OFFICE HOURS:
- By appointment
- Please contact me via the Canvas Course Shell

E-MAIL: joann.brennan@ucdenver.edu
Website: http://joannbrennanphotography.com/

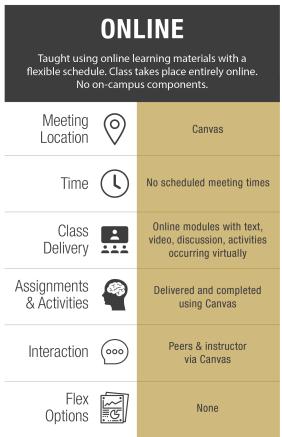Information Included in this Syllabus

I. COURSE DESCRIPTION
Students learn fundamentals of digital photography through creative assignments that promote a broad understanding of the photographic medium. Topics include digital camera operation, sizing and resolution, principles of design, and interpreting photographic meaning. This course is designed for non-art majors.

II. COURSE FORMAT

Classify Your Course

ONLINE Taught using online learning materials with a flexible schedule. Class takes place entirely online. No on-campus components.		
Meeting Location	📍	Canvas
Time	🕐	No scheduled meeting times
Class Delivery	👤	Online modules with text, video, discussion, activities occurring virtually
Assignments & Activities	🧠	Delivered and completed using Canvas
Interaction	💬	Peers & instructor via Canvas
Flex Options	📊	None

III. STUDENT LEARNING OUTCOMES
- Understand and utilize the fundamentals of digital photography in image-making; camera functions, light, color, exposure, aperture and shutter to achieve intentional results.
- Utilize principles of design to compose visually dynamic photographs.
- Analyze and interpret photographs
- Gain insights into the ways in which photographers use the medium of photography to explore subject matter, communicate, and document moments in time.

IV. SUPPLIES
- Digital camera of some kind. Can be any type of digital camera from a point and shoot to a digital SLR.
- **I do not recommend that you use your smart phone as it will limit your ability to earn the highest grades possible and gain skills associated with camera functions that are key to taking creative intentional images**. If you do not have any other options, download Snapseed

for your smart phone– Snapseed is a photo-editing application for IOS and Android that allows individuals to enhance photos and apply digital filters to images smart phone
- Access to a computer with image processing software, digital camera, memory card/card reader for camera, cable to upload images to computer (or use card reader) lens cleaner, camera bag
- A tripod is OPTIONAL but recommended if you have access to one

Local Equipment/supplies/film processing (ask for student discount)	
Denver Pro Photo (Supplies, Print/Film processing) 235 S. Cherokee (303) 698-1790. https://denverprophoto.com/	Mike's Camera (Supplies, Print/Film Processing) 759 S Colorado Blvd, Denver, CO (303) 733-2121 2500 Pearl Street, Boulder, CO (303) 443-1715 https://mikescamera.com/
Web/Mail Order (PLAN AHEAD AND ORDER ONLINE TO SAVE MONEY) B & H Photo/Video http://www.bhphotovideo.com Adorama http://www.adorama.com Freestyle Photo www.freestylephoto.biz Unique Photo http://www.uniquephoto.com	

V. STUDENTS WITH DISABILITIES

I encourage students requiring specific accommodations to contact me via email so that we can schedule a phone call or meeting. If you have not already done so, you will need to contact the Office of Disability Resources & Services for their assistance to formally register with their office (phone: 303-556-3450, TDD: 303-556-8484) so that these accommodations may be discussed and agreed upon by faculty, staff and student. The Office of Disability Resources & Services is available to assist students with disabilities in determining the appropriate accommodations for classes to insure equal access for all students.

https://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx#:~:text=CU%20Denver%20welcomes%20and%20supports,provide%20academic%20accommodations%20for%20students.

Accommodations
http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx

VI. CAMPUS POLICIES
Student Honor Code/Academic Dishonesty
- Students are expected to know, understand and comply with the ethical standards of the university.
- https://education.ucdenver.edu/academic-services/student-resources/student-honor-code

> **Student Code of Conduct**: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating,

fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty.

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

Multiple submissions involve submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using
sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

UC Denver has a license agreement with Turnitin.com, a service that helps detect plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin. While students retain copyright of their original course work, papers submitted to Turnitin become part of the Turnitin's reference database for the purposes of detecting plagiarism.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

Title IX Notice of Non-Discrimination

The University of Colorado does not discriminate on the basis of sex, gender or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus). Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual assault. Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. Your campus Title IX Coordinator is available to explain and discuss: your right to file a criminal complaint; the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters.

Downtown Campus Title IX
303-315-0126, TitleIX@ucdenver.edu or nelia.viveiros@ucdenver.edu
Additional information regarding Title IX is available at:
https://www1.ucdenver.edu/offices/equity/university-policies-procedures

Office of Equity
https://www1.ucdenver.edu/offices/equity

Email Notification

Students are required to have a current e-mail address on file with the University. Students can update this information on the same online system they use to register for classes. Instructions are also available on the College of Arts and Media website under "Advising," or they may check with a College of Arts & Media Advisor. Forms are available in ARTS 185. Use of email is one way the College sees that its students receive important and timely information.

VII. COLLEGE OF ARTS & MEDIA POLICIES

Content Notification

Art scholarship and art practice along with teaching and learning involves a critical exploration of ideas, theories, art-making practices, and art movements that encompass such things as: the human body, sexuality, race, gender, religions, and cultures. This course can touch upon any of the above categories with an expectation that students will actively participate in all course assignments, discussions and tests. Given this information, it is the student's obligation to determine that the requirements conflict with his or her core beliefs. If the student determines that there is a conflict with his or her beliefs, one of the following actions needs to be taken: 1) drop the class before the last day to drop a course without penalty; 2) meet with the instructor within the first week of classes to determine if an accommodation can be made. (Note, faculty are not required to grant content accommodations.) If no accommodation can be made, drop the course before the last day to drop without penalty.

Student Work and Samples

Arts faculty collect samples/examples of student work that may be referenced in courses they teach, annual reviews, and applications for teaching positions. Students that do not wish to have samples of their work collected by faculty members should notify the instructor.

Steps for Students Addressing Academic Concern
- When a student has questions or concerns regarding academic issues such as project grades, final grades, attendance policies, etc., the student must first speak directly with the faculty member teaching the course.
- If resolution or clarity of understanding is not reached, the following procedure should be followed:
  - o The student contacts the Department Chair (Visual Arts Department Chair is Michelle Carpenter)
  - o The Department Chair facilitates a meeting between the student and faculty member.
  - o If the student still has concerns, the student should contact CAM Advising for details regarding submitting a petition.

VII. COURSE POLICIES

Injustice Statement:
I (and this campus) condemns without equivocation, acts of racial bigotry and violence, and the harm this does to those targeted.

Civility
To create and preserve a classroom atmosphere that optimizes teaching and learning, we all share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt the teaching or learning endeavor, and they are expected to follow these standards:

- Participating in discussion and feedback posts is a part of your grade in this course. You must be prepared to fully participate. Questions and comments must be relevant to the topic at hand.
- Posts and discussions should be civilized, respectful to everyone, and relevant to the topic we are discussing. These are opportunities to share and hear a variety of viewpoints. This can only happen if we respect each other and invite our differences to flourish.
- What you can expect from me: I will be present in the course and maintain a civil learning environment for all. I will respect you and your opinions.
- If discussion posts and feedback replies are purposely or inadvertently potentially harmful or hurtful to the image-maker, I will delete the post.

Integrity
- All photographs or written work submitted are created for these class assignments.
- All photographs submitted for this course must be taken during the time period of this course- **all digital images have date stamps that cannot be altered but can be confirmed**. For all shooting assignments, if any of the images submitted do not have date stamps that demonstrate the photograph was taken during the time period of this course (August – December 2019), points will be deducted.
- The photographs and responses posted are the student's own.
- Any assignment completed for this course may not be submitted for any other course.
- Downloading and using other students' work without consent or permission is prohibited.

**CU DENVER STUDENT RESOURCES (WITH LINKS) LOCATED AT THE END OF THIS SYLLABUS**

IX. COURSE ORGANIZATION

The course is organized in three distinct phases –
- Getting Started Module
- Skill-Builder Modules
- Creativity-Builder Modules

The course includes 3 assignment types -
- Shooting Assignments
- Feedback Posts
- Reflection Submissions

Getting Started Module

This module will focus on preparing you to be successful in this course. The Information and micro assignments included are designed for all of us to get to know each other, orient you to the course, and get you technically up and running.

Topics / Assignments Include:
- Overview of course and syllabus
- Setting yourself up in Canvas
- Confirming the camera you will be using in the course
- Introducing yourself
- Connecting with your classmates
- Reflecting on the journey ahead

Skill-Builders

Skill-Builders modules are week-long adventures focused on growing your technical and compositional skills and abilities.
- Shooting assignments are designed as experiments to explore and discover
- Feedback posts will require students to comment on specific aspects of images created by classmates
- Reflection submissions will encourage you to assess what you are learning and how you are applying that learning into your image-making

Techniques / Assignments Include:
- Design Impact: utilize design principles to create visually dynamic compositions
- Magnificent Color: explore the impact of color
- Light Matters: leverage light as a visual and emotional influencer
- Exposure Explorations: deploy the exposure triangle to achieve quality exposures
- Aperture and Shutter: creatively choose the way your images look

Creativity-Builders

Creativity builders are designed as a choose-your-own-adventures with assignments that are more creatively and conceptually complex. Each module includes 2 assignment options from which you will choose the one assignment you will tackle. These assignments generally span over the course of 3 weeks. They include a draft stage and final submission stage. In the draft stage, you will upload images and feedback will be provided. Based on feedback received, you will photograph with the goal of incorporating feedback to improve the final images submitted.

Topics / Assignments Include:
- Light as subject
- Abstraction
- Photographing things you see every day in transformative ways
- Creating a visual journey through space and time
- Exploring your identity
- Exploring a culture

Reflection Submissions

Reflection assignments are designed as opportunities for you to reflect on your progress and all that you are learning in the course. In addition, your responses create opportunities for me to stay in touch with how you are doing in the class and how I need to adjust the course, as we go, to ensure an impactful learning experience for all.

Total of 7 Reflection Submissions Included in the Course:
- Reflection #1 – Located in Getting Started Module
- Reflection #2 – Located in Skill-Builder #1: Design Impact
- Reflection #3 – Located in Skill-Builder #2: Magnificent Color
- Reflection #4 – Located in Skill-Builder #3: Light Matters
- Reflection #5 - Located in Skill-Builder #4: Exposure Explorations
- Reflection #6 - Located in Skill-Builder #5: Aperture and Shutter
- Reflection #7 – Located at the end of class as the Final Class Reflection

Feedback Posts

In this class, you will consider the images submitted by your peers and provide critical feedback. Sharing and receiving feedback will positively impacts your ability to create successful images that visually communicate intentions.

Total of 6 Feedback Posts Included in the Course:
- Feedback #1 – Located in Creativity-Builder #1: Draft Light or abstraction
- Feedback #2 – Located in Creativity-Builder #1: FINAL Light or abstraction
- Feedback #3 – Located in Creativity-Builder #2: Draft Home or Route
- Feedback #4 – Located in Creativity-Builder #2: FINAL Home or Route
- Feedback #5 – Located in Creativity-Builder #3: Draft Identity or Culture
- Feedback #5 – Located in Creativity-Builder #3: FINAL Home or Route

X. Grading, Cadence, Late Assignments

Final Course Grade Calculation
- Getting Started Module: 5% of Final Course Grade
- Skill-Builder Shooting Assignments: 25% of Final Course Grade
- Creativity-Builder Shooting Assignments: 50% of Final Course Grade
- Feedback Posts: 10%
- Reflection Submissions: 10%

Grading Basis

Standard Grades	Quality Points
A = superior/excellent	4.000
A(-) =	3.700
B(+) =	3.300
B = good/better than average	3.000
B(-) =	2.700
C(+) =	2.300
C = competent/average	2.000
C(-) =	1.700
D(+) -	1.300
D =	1.000
D(-) = minimum passing	0.700
F = failing	0

Assignment submission cadence:
- Assignments are due on Saturdays at 11:59 PM & Wednesdays at 11:59PM
- After the First 2 Weeks of Getting Starting Modules
  - Shooting assignments are always due on Saturdays by 11:59PM
  - Feedback Posts and Reflection Submission are always due on Wednesdays by 11:59PM

Late Assignment Submission
- Assignments submitted within 2 days after the due date will receive a 5 point reduction off the final grade total
- Assignments submitted within 4 days after the due date will receive a 10 point reduction off the final grade total
- Assignments within 7 days of the due will receive a 15 point reduction off the final grade

XI. GETTING STARTED ASSIGNMENTS & EVALUATION RUBRIC

- 5 Assignments = 40 points Total
  - (4) 5-Point Assignments - graded using a participation rubric (see below)
  - (1) 20-Point assignment- Selfie/Self-Portrait Shooting Assignment includes an evaluation rubric (see below)

  Getting Started Assignment #1: Syllabus Review and Agreement – 5 Points Possible
  Assignment Requirements
  - Download the Syllabus PDF Linked in the Canvas Page

- In the reply area of this assignment. State your name and confirm that you have read the syllabus and understand the course details.
- Participation rubric included below

  o <mark>Due Saturday, January 22 at 11:59PM</mark>

Getting Started Assignment #2: What Camera Will You Be Using? – 5 Points Possible
Assignment Requirements
- Take a photograph of the camera you will be using in this class.
- Upload the camera image into this assignment.
- Title the Image - must include; your name, the name of your camera.
- Participation rubric included below

  o <mark>Due Saturday, January 22 at 11:59PM</mark>

Getting Started Assignment #3: Introduce Yourself – 20 Points Possible
Assignment Requirements
- Complete the Selfie/Self-portrait Shooting Assignment
  o Part 1
  Your challenge is to create a self-portrait and a selfie using all of the knowledge you gained by reading through this module. Be sure you deploy the associated strategies needed to differentiate these two images. Viewers should be able to easily identify which is which. Be creative by thinking through how you will make each image and why.
    - Evaluation criteria for image evaluation includes 1 element – The images are identifiable within the appropriate category (selfie vs self-portrait).
    - Title your images- Each image must be titled with the associated type (selfie or self-portrait)
    - 15 Points Possible
  o Part 2
  Provide a written introduction, answer the following questions:
    1. What's your name (or the name you want to be called)?
    2. What pronouns do you prefer?
    3. What is your major?
    4. What do you hope to learn in this course?
    5. What do you do for fun?
    - Evaluation criteria for written introduction evaluation includes 1 element – You have answered all of the required prompts
    - 5 Points Possible

      <mark>Introductions Due Wednesday, January 26 at 11:59PM</mark>

Getting Started Assignment #4: Connect with 2 other students in the class – 5 Points Possible
Assignment Requirements
- Post a comment to **2** different students in the class
- Comment on something you have in common based on the introductions and image submissions from assignment #4.
- Participation rubric included below

Getting Started Assignment #5: Reflection Submission

Assignment Requirements-

- Post a response to the following 2 prompts.
- As you look ahead to all that we will be doing in this course-
  - Prompt #1 - What are you most excited about and why?
  - Prompt #2 - What are you uncertain about and why?
- Participation rubric included below

<mark>Assignment is Due on Saturday, January 29 at 11:59</mark>

Fall 22 - Getting Started - Participation Rubric
Assignment Submitted / Participation Confirmed
5 pts Submitted/Participated
0 pts Did not submit or participate

Fall 22 – Getting Started - Selfie/Self-Portrait Rubric
Both images are identifiable within the intended category. **15 Points Possible**
15 **to** 13 pts **Transformed A (A-, A)** The images clearly illustrate the significant differences between a selfie and self-portrait with outstanding attention to details and constructing each image. The images are successful illustrations of the assignment criteria. In addition, the images are highly creative (original- transcending expected interpretations, approaches, or subject matter of this assignment) and stand out in the class. Wow!
12 **to** 10 pts **Accomplished B (B-, B, B+)** The images clearly illustrate the significant differences between a selfie and self-portrait with outstanding attention to details and constructing each image to achieve results that accentuate those differences. Way to go!
9 **to** 7 pts **Developing C (C-, C, C+)** The images explore the differences between a selfie and self-portrait. Those differences are noticeable within the images and contribute to the viewers ability to understand which image is intended to be the self-portrait and which image is intended to be the portrait, Well done!

6 **to 3 pts**
Needs Improvement D (D-, D, D+)

While the intention of this assignment is to create images that accentuate the differences between self-portraits and selfies, these images do not fully realize enough differences to easily classify the images. Some of the techniques and strategies used when creating selfies are deployed in the self-portrait image and/or the techniques and strategies used to create portraits are deployed in the selfie image. Because of this, the image are not easily categorized. Attention to details needed – review course module, pay attention to the concept and approach needed to achieve the assignment, and practice techniques!

0 pts
Assignment not submitted or 1 image is missing

Written Introduction Includes Response to All Required Prompts **5 Points Possible**

5 pts
All Prompts Answered

0 pts
Missing a prompt or not submitted

XII. SKILL-BUILDER ASSIGNMENTS & EVALUATION RUBRIC

5 Assignments = 500 points Total
100 Points each
Evaluation criteria includes 1 element – images identifiable as the assigned technique (See evaluation rubric below)

Skill-Builder #1: Design for Impact
Utilize design principles to create visually dynamic compositions

Assignment Requirements:
- Create 6 images
- All 6 images must each have distinctly different subjects photographed such as a person, a landscape, a building, a still life, etc.
- Title each image- Each image must be titled with the associated design principle used to create the image.
- Upload all 6 images- Upload 6 photographs to this Canvas Assignment in Jpeg format.
- Required Images-
  1 image - rule of thirds
  1 image - rhythm/movement
  1 image – balance
  1 image – contrast
  1 image – scale
  1 image – pattern

- Submission Deadline is Saturday, February 5 by 11:59 PM

Fall 22 - Design Impact - Skill Builder #1

The images are identifiable as the design principle applied.
100 to >90 pts **Transformed A (A-, A)** All images clearly illustrate all 6 design principals and the diversity of subject matter photographed in each images is outstanding. The images stand out in the class as highly successful illustrations of the assignment criteria and excellent ability to apply principals of design and diversity of subject matter when making images. The images are highly creative interpretations of the assignment that stand out in the class. Wow!
90 to >80 pts **Accomplished B (B-, B, B+)** The images are particularly successful in illustrating all 6 design principles **OR** they cover all 6 principles with a particularly diverse and intriguing range of subject photographed **OR** they demonstrate both areas well. Well done!
80 to >70 pts **Developing C (C-, C, C+)** The images demonstrate attention to the assignment criteria as aspects of the assignment are present in the images. Overall however, the images are inconsistent in illustrating compositions that clearly reference the design principals and/or the choice of subject matter photographed is not distinctly different between the images submitted. Attention to details needed – review course module, pay attention to the concept and approach needed to achieve the assignment, and practice techniques!
70 to >60pts **Needs Improvement D (D-, D, D+)** Images submitted for this assignment do not successfully demonstrate the 6 different principles of design **OR** they do demonstrate the principles but there are missing images **and/or** the images submitted are not distinctly different in the choice of subject matter photographed. Try a different approach – Pre-plan your shooting, review course modules, practice \techniques, and ensure you have enough time when photographing to redo as needed while photographing!
60 to >0 pts **No Marks** Assignment not submitted or 3 or more images are missing.

Skill-Builder #2: Magnificent Color
Explore the impact of color
<mark>Submission Deadline is Saturday, February 12 by 11:59 PM</mark>

     Assignment Requirements
- Create 6 images
- All 6 images must each have distinctly different subjects photographed such as a person, a landscape, a building, a still life, etc.

- Title each image- Each image must be titled with the associated color category
- Upload all 6 images- Upload 6 photographs to this Canvas Assignment in Jpeg format.
- Required Images-
  1 Image - Warm/cool
  1 Image - Harmony
  1 Image - Blue
  1 Image - Monochromatic Color (majority image has 1 color)
  1 Image - Neutral
  1 Image – Colorful

Fall 22 - Magnificent Color - Skill Builder #2
The images are identifiable as the assigned color category.
100 to >90.0 pts **Transformed A (A-, A)** All images clearly illustrate all 6 color categories and the diversity of subject matter photographed in each images is outstanding. The images are successful illustrations of the assignment criteria. In addition, the images are highly creative (original- transcending expected interpretations, approaches, or subject matter of this assignment) and stand out in the class. Wow!
90 to >80.0 pts **Accomplished B (B-, B, B+)** The images are particularly successful in illustrating all 6 color categories **OR** they cover all 6 categories with a particularly diverse and intriguing range of subject photographed **OR** they demonstrate both areas well. Well done!
80 to >70.0 pts **Developing C (C-, C, C+)** The images demonstrate attention to the assignment criteria as aspects of the assignment are present in the images. Overall however, the images are inconsistent in illustrating the color categories and/or the choice of subject matter photographed is not distinctly different between the images submitted. Attention to details needed – review course module, pay attention to the concept and approach needed to achieve the assignment, and practice techniques!
70 to >60.0 pts **Needs Improvement D (D-, D, D+)** Images submitted for this assignment do not successfully demonstrate the 6 color categories **OR** they do demonstrate the categories but images are missing **and/or** the images submitted are not distinctly different in the choice of subject matter photographed. Try a different approach – Pre-plan your shooting, review course modules, practice techniques, and ensure you have enough time when photographing to redo as needed while photographing!

60 to >0 pts
No Marks
Assignment not submitted or 3 or more images are missing.

Skill-Builder #3: Light Matters

Leverage light as a visual and emotional influencer
<mark>Submission Deadline is Saturday, February 19, by 11:59 PM</mark>

Assignment Requirements:
- Create 6 images
- All images must demonstrate distinct differences between the light qualities assigned
- All 6 images must each have distinctly different subjects photographed such as a person, a landscape, a building, a still life, etc.
- Title each image- Each image must be titled with the associated light quality
- Upload all 6 images- Upload 6 photographs to this Canvas Assignment in Jpeg format.
- Required Images-
  1 Image – Morning or evening light
  1 Image – Middle of the day on a sunny day
  1 Image – Soft Light
  1 Image – Backlight
  1 Image – Night
  1 Image – Mixed light sources

Fall 22 - Light Matters - Skill Builder #3
The **images are identifiable as the assigned light quality.**

100 to >90.0 pts
Transformed A (A-, A)

All images clearly illustrate the required 6 light qualities and the diversity of subject matter photographed in each images is outstanding. The images are successful illustrations of the assignment criteria. In addition, the images are highly creative (original- transcending expected interpretations, approaches, or subject matter of this assignment) and stand out in the class. Wow!

90 to >80.0 pts
Accomplished B (B-, B, B+)

The images are particularly successful in illustrating all 6 light qualities **OR** they cover all 6 qualities with a particularly diverse and intriguing range of subject photographed **OR** they demonstrate both areas well. Well done!

80 to >70.0 pts
Developing C (C-, C, C+)

The images demonstrate attention to the assignment criteria as aspects of the assignment are present in the images. Overall however, the images are inconsistent in illustrating the light qualities and/or the choice of subject matter photographed is not distinctly different between the images submitted. Attention to details needed – review course module, pay attention to the concept and approach needed to achieve the assignment, and practice techniques!

70 to >60.0 pts
Needs Improvement D (D-, D, D+)

Images submitted for this assignment do not successfully demonstrate the 6 light qualities **OR** they do demonstrate the categories but images are missing **and/or** the images submitted are not distinctly different in the choice of subject matter photographed. Try a different approach – Pre-plan your shooting, review course modules, practice \techniques, and ensure you have enough time when photographing to redo as needed while photographing!

60 to >0 pts
No Marks
Assignment not submitted or 3 or more images are missing.

Skill-Builder #4: Exposure Explorations
Deploy the exposure triangle to achieve quality exposures
==DUE TO SPRING BREAK - Submission Deadline is Monday, February 28, by 11:59 PM==
==Submit earlier if that is helpful to you.==

Assignment Requirements:
Your challenge in this assignment is to explore the way in which ISO, shutter and aperture affect exposure and the visual qualities of photographs. The assignment is designed as a testing ground or experiment in which you will have to take careful notes as you photograph. In the ISO, Aperture and Shutter experiments, we are not looking to achieve an ideal exposure in all three images. We are focused on demonstrating the effects of manipulating these camera functions.

A total of **12** images are due in this assignment

3 Images - ISO Experiments
ISO is the only variable that will be adjusted in this experiment. Within the same scene, under the same lighting conditions, and from the same vantage point and framing, take 3 different photographs in which the ISO is different in all three images. Keep both the aperture and shutter speed setting the same in all three images. Note the scene location, the lighting condition, the exact ISO used in each of the 3 images, the aperture setting and the shutter speed setting.
- Take details notes (see example below)
- Use the notes as the title for each image submitted.

Example-
ISO #1 -Back yard scene, afternoon bright sun, **ISO 50,** Aperture f8, Shutter 125
ISO #2 -Back yard scene, afternoon bright sun, **ISO 400**, Aperture f8, Shutter 125

ISO #3 -Back yard scene, afternoon bright sun, **ISO 6400**, Aperture f8, Shutter 125

3 Images - Aperture Experiments
The aperture setting is the only variable that will be adjusted in this experiment. Within the same scene, under the same lighting conditions, and from the same vantage point and framing, take 3 different photographs in which the Aperture setting is different in all three images.
- Take details notes (see example below)
- Use the notes as the title for each image submitted.

Example-
Aperture #1 -Back yard scene, afternoon bright sun, ISO 200, **Aperture f1.2**, Shutter 125
Aperture #2 -Back yard scene, afternoon bright sun, ISO 200, **Aperture f8**, Shutter 125
Aperture #3 -Back yard scene, afternoon bright sun, ISO 200, **Aperture f16**, Shutter 125

3 Images - Shutter Experiments
The shutter setting is the only variable that will be adjusted in this experiment. Within the same scene, under the same lighting conditions, and from the same vantage point and framing, take 3 different photographs in which the shutter setting is different in all three images.
- Take details notes (see example below)
- Use the notes as the title for each image submitted.

Example-
Shutter #1 -Back yard scene, afternoon bright sun, ISO 200, Aperture f8, **Shutter 2 seconds**
Shutter #2 -Back yard scene, afternoon bright sun, ISO 200, Aperture f8, **Shutter 1/125**
Shutter #3 -Back yard scene, afternoon bright sun, ISO 200, Aperture f8, **Shutter 1/4000**

3 Images - Exposure Triangle Challenge
The lighting conditions will be the critical variable in these three images. The light will require you to use different combinations of the exposure triangle to achieve ideal exposures. Photograph in three very different lighting situations – soft light, bright light, low light. Photograph in the same scene from the same vantage point
Manipulate all three aspects of the exposure triangle to achieve an ideal exposure
- Take details notes (see example below)
- Use the notes as the title for each image submitted.

Example-
Exposure Triangle #1 -Back yard, overcast morning, ISO 400, Aperture f5.6, Shutter 1/125
Exposure Triangle #2 –Back yard, full sun afternoon light with raking shadows, ISO 125, Aperture f16, Shutter 1/400
Exposure Triangle #3 -- Back yard, night time under a full moon, ISO 4000, Aperture f2.8, Shutter 2 seconds.

HELPFUL NOTES-The first image you should take is a well exposed image (#2 in the above examples). From there you will adjust the camera function up and down with image #1 as down (or up) and image #2 as up (or down).

- Title your images- Each image must be titled with all of the information included above in the examples. EXAMPLE - Exposure Triangle #1 -Back yard, overcast morning, ISO 400, Aperture f5.6, Shutter 1/125

Fall 22 – Creativity Builder #4 – Exposure Exploration

Deploy the exposure triangle to achieve quality exposures

100 to 90 pts
Transformed A (A-, A)

All 12 images have been submitted. The images demonstrate an ability to manipulate camera functions – within each experiment, all three images show the significant and expected visual characteristics and exposure variations. The three images associate with the Exposure Triangle Challenge have achieved outstanding ideal exposures. The titles include the exact notes required.
 Wow!

90 to 80 pts
Accomplished B (B-, B, B+)

All 12 images have been submitted. The images demonstrate an ability to manipulate camera functions – within each experiment, all three images show the significant and expected visual characteristics and exposure variations. The three images associate with the Exposure Triangle Challenge have achieved good, but not outstanding exposures. The titles include the exact notes required.

80 to 70 pts
Developing C (C-, C, C+)

There is one area of inconsistencies in this submission.
There are 1-3 missing images
or
Some images are not demonstrating the expected variations between the visual characteristics and exposure variations.
or
 The three images associate with the Exposure Triangle Challenge have not achieved good exposures.
Or
The titles do not include the exact notes required.

70 to 60 Pts
There are areas of inconsistencies in this submission.
There are 1-3 missing images
And/or
Some images are not demonstrating the expected variations between the visual characteristics and exposure variations.
And/or
 The three images associate with the Exposure Triangle Challenge have not achieved good exposures.
And/or
The titles do not include the exact notes required.

0 pts
Assignment not submitted or significant number of images missing

Skill-Builder #5: Aperture/Shutter
Creatively choose the way your images look
<mark>Submission Deadline is Saturday, March 5, by 11:59 PM</mark>

Assignment Requirements

- Create 6 images
- 3 images show the effects of aperture manipulation and 3 images show the effects of shutter manipulation.
- All 6 images must each have distinctly different subjects photographed such as a person, a landscape, a building, a still life, etc.
- Title each image- Each image must be titled with the associated title category
- Upload all 6 images- Upload 6 photographs to this Canvas Assignment in Jpeg format.
- Required Images-
  1 Image – Shallow Depth of Field #1
  1 Image – Shallow Depth of Field #2
  1 Image – Shallow Depth of Field #3
  1 Image – Motion/Movement #1
  1 Image – Motion/Movement #2
  1 Image – Motion/Movement #3

Fall 22 -Aperture/Shutter -Skill Builder #5
Manipulation of Aperture demonstrates shallow depth of field Manipulation of Shutter demonstrates movement

100 to >90.0 pts
Transformed A (A-, A)

All 6 images are distinctly different- 3 images show the varying effects of aperture manipulation and 3 images show the varying effect of shutter manipulation. The diversity of subject matter photographed in each images is outstanding. The images are successful illustrations of the assignment criteria. In addition, the images are highly creative (original- transcending expected interpretations, approaches, or subject matter of this assignment) and stand out in the class. Wow!

90 to >80.0 pts
Accomplished B (B-, B, B+)

The images are particularly successful in illustrating how aperture and shutter effect the visual characteristics of images **OR** transformed visual characteristics are present with a particularly diverse and intriguing range of subject photographed **OR** they demonstrate both areas well. Well done!

80 to >70.0 pts
Developing C (C-, C, C+)

The images demonstrate attention to the assignment criteria as aspects of the assignment are present in the images. Overall however, the images are inconsistent in demonstrating the ways in which aperture and shutter effect images and/or the choice of subject matter photographed is not distinctly different between the images submitted. Attention to details needed – review course module, pay attention to the concept and approach needed to achieve the assignment, and practice techniques!

70 to >60.0 pts
Needs Improvement D (D-, D, D+)

Images submitted for this assignment do not successfully demonstrate the visual effects of aperture and/or shutter **OR** they do demonstrate the effects but images are missing **and/or** the images submitted are not distinctly different in the choice of subject matter photographed. Try a different approach – Pre-plan your shooting, review course modules, practice \techniques, and ensure you have enough time when photographing to redo as needed while photographing!

60 to >0 pts
No Marks
Assignment not submitted or 3 or more images are missing.

XIII. CREATIVITY – BUILDER ASSIGNMENTS AND EVALUATION RUBRICS

CHOOSE-YOUR-OWN-ADVENTURE

All 3 Creativity Builder assignments require the submission of draft images AND final images. Submitting draft images is an opportunity for you to hear feedback on your photographs and to utilize that feedback to revise, iterate, and improve your final submission.

DRAFT IMAGES SUBMISSION Requirements (See Evaluation Rubric Below)
- This Assignment has 2 Parts:
  - Submit **3** photographs that you might include in your final series as representing your ideas, interpretation, and approach you are exploring for the final submission **AND** post a written description of the Skill-Builder Techniques you will emphasize in the final submission.
- Written Description (1 paragraph minimum)
  - Explores techniques you will emphasize in the final images
  - Techniques to emphasize include – designed principles for dynamic compositions, visual or emotional impact of light (CANNOT BE USED IF SELECTING THE LIGHT AS SUBJECT ASSIGNMENT), visual or emotional impact of color, shallow depth-of-field (aperture), motion/movement (shutter)
    - Includes 3 Prompts to Explore:
    #1. Describe the skill-builder technique you will deploy.
    #2. Why you chose it.
    #3. How you hope it will impact the final series.
- Evaluation:
  - 50 Points Total
    - Subjects Photographed – 20 Points Possible

- Quality Exposures – 20 Points Possible
- Description of the Skill Builder technique you will emphasize in the final submission – 10 points Possible

FINAL IMAGES SUBMISSION Requirements (See Evaluation Rubric Below)
- o Create a group of images that work together as a series.
- o The required number of images is included under each assignment description and in the CANVAS Course module.
- This series of images must share a common thread or be unified by ensuring that all 5 images include either the same, or very similar, subject matter or method, or concept. In other words, the subject, method or concept is the through line that makes them all work together as a single coherent and related group of images that belong together.
- o TITLE YOUR IMAGES- Each image must be titled with a distinct number , draft, and the assignment category (Abstraction or Light). Example - #1, Final Abstraction
- o Evaluation:
  - 100 Points Total
    - Subjects Photographed – 40 Points Possible
    - Quality Exposures – 40 Points Possible
    - Utilization of the Skill Builder technique emphasized in the final submission – 20 points Possible

Creativity-Builder #1: Light as Subject or Abstraction

Abstraction
The images must be primarily non-representational with no immediate association with the object world. Consider the strategies and approaches explored in this module as inspiration for the images you make.
Or

Light As Subject
The images must be about the light and the way in which light creates emotional and visual qualities. Consider the strategies and approaches explored in this module as inspiration for the images you make.

Assignment Requirements
- o **3 Images** due for the Draft Submission
- o **5 Images Due** for the Final Submission

Due Dates-
- DRAFT Submission Deadline is Saturday, March 12, by 11:59 PM
- FINAL Submission Deadline is Saturday, March 26, by 11:59 PM

Creativity-Builder #2: Home or Route

Home
Photograph your people, your personal space, your objects, or your immediate environment. What do these people, places, and objects communicate about you?
Or

Along the Route

Photograph the landscape or cityscape you encounter as you pass from one location to another.

- **3** Images due for the Draft Submission
- **6** Images Due for the Final Submission

Due Dates-
- <mark>DRAFT Submission Deadline is Saturday, April 2, by 11:59 PM</mark>
- <mark>FINAL Submission Deadline is Saturday, April 16, by 11:59 PM</mark>

Creativity-Builder #3: Identity or Culture

Identity

Identity is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you. This assignment is an opportunity to explore your identity in a creative and critical way. Use photography to illuminate what identity means to you.

Or

Culture

Culture is the characteristics and knowledge of a particular group of people, encompassing language, music and arts, religion, cuisine, social habits, events and ceremonies, and what we wear and how we wear it. This assignment is an opportunity to explore your culture in a creative and critical way. Use photography to explore a culture that inspires you.

- **3** Images due for the Draft Submission
- **7** Images Due for the Final Submission

Due Dates-
- <mark>DRAFT Submission Deadline is Saturday, April 23, by 11:59 PM</mark>
- <mark>FINAL Submission Deadline is Saturday, May 7, by 11:59 PM</mark>

Fall 22 Creativity Builder – DRAFT Image Submission
Subjects Photographed The persons, objects, places, or events that the artist choose to photograph, contribute to the viewers ability to grasp or understand the main point/idea/concept that the artists is striving to communicate   20 Points Possible
20 to >18 pts **Transformed A (A-, A)** The choice of subject matter to photograph is highly creative (original- transcending expected subject matter for this assignment) and stand out in the class. The diversity of subject matter photographed within the group is varied and all images work together as a series- they clearly belong together. Careful planning and intentional image-making is demonstrated. The subject chosen fully underscores the main

point/idea/concept that the artist chose to communicate. These images stand out in the class as highly effective interpretations of the assignment and as creatively accomplished image-making. Wow!

17 to >13 pts
Accomplished B (B-, B, B+)

The choice of subject matter to photograph demonstrates creativity – they stand out from more typical subject matter that most would tackle for this assignment. The diversity of subject matter photographed within the group are similar in ways that lead to the images being repetitive **OR** so completely different that they do not hold together as a series. The images do demonstrate careful consideration of the assignment with an intentional point/idea/concept present. Well done!

12 to >7 pts
Developing C (C-, C, C+)

The choice of subject matter to photograph demonstrates is expected and generally typical subject matter that most would tackle for this assignment. The diversity of subjects photographed within the group are similar in ways that lead to the images being repetitive **OR** so completely different that they do not hold together as a series

Attention to details needed – review course module, pay attention to the concept and approach needed to achieve the assignment, and practice techniques!

6 to > 1 pts
Needs Improvement D (D-, D, D+)

The choice of subject matter to photograph is not well aligned to the topic of this assignment or confusing in terms of the idea tackled to represent this assignment. The diversity of subjects photographed within the group are similar in ways that lead to the images being repetitive **OR** so completely different that they do not hold together as a series
Try a different approach – Pre-plan your shooting, review course modules, practice techniques, and ensure you have enough time when photographing to work critically!

0 pts
No Marks
Assignment not submitted or 3 or more images are missing.

Quality Exposures

Skillful utilization of aperture, shutter and ISO (Exposure Triangle) achieves high-quality images with details in the shadows, mid-tones, and highlights.

 20 Points Possible

20 to >18 pts
Transformed A (A-, A)

All images are high quality exposures that include an ideal range of details in the highlights, mid-tones and shadow areas. Effective manipulation of the exposure triangle is evident. In addition, the visual qualities of all images (use of depth of field, focus, movement) "read" as intentionally achieved. The

images stand out in the class as high quality exposures in all images submitted with dynamic visual qualities achieved. Wow!

17 to >13 pts
Accomplished B (B-, B, B+)

The images demonstrate success in achieving quality exposures and accomplished visual effects with one of the two categories standing out as ideal/high quality. Overall, the strength of the images center on exposures with an ideal range of details in the highlights, mid-tones and shadow areas. Effective manipulation of the exposure triangle is evident. OR Overall, the strength of the images rest on the visual qualities (use of depth of field, focus, movement) achieved. The images demonstrate careful consideration of the assignment and ability to utilize camera functions to achieve good results. Well done!

12 to >7 pts
Developing C (C-, C, C+)

The images are inconsistent in exposure quality or manipulation of camera functions to achieve successful visual qualities, or both in combination. Attention to details needed – review course modules and practice techniques before photographing for the assignment!

6 to > 1 pts
Needs Improvement D (D-, D, D+)

The images have significant technical issues related to exposure quality or manipulation of camera functions to achieve successful visual qualities, or both in combination. The technical issues negatively impact the images. Try a different approach – Pre-plan your shooting, review course modules, practice techniques, and ensure you have enough time when photographing to assess and redo as needed while photographing!

0 pts
No Marks
1 or more images missing or assignment not submitted

Description Skill-Builder Technique To Emphasize in Final Submission

Techniques to emphasize include – designed principles for dynamic compositions, visual or emotional impact of light, visual or emotional impact of color, shallow depth-of-field (aperture), motion/movement (shutter)

#1. Describe the skill-builder technique you will deploy.
#2. Why you chose it.
#3. How you hope it will impact the final series.

1 paragraph minimum is required.

10 Points Possible

10 to >8 pts
Transformed A (A-, A)

The description includes an in-depth exploration of all three prompts and is well organized, well written and contains no spelling errors. In addition, the description goes beyond the required single paragraph, which demonstrates a high degree of planning and understanding of how techniques emphasized will serve to advance the intended outcomes of the final project. Wow!

7 to >5 pts
Accomplished B (B-, B, B+)

The description includes a thoughtful exploration of all three prompts and demonstrates good consideration of how the emphasized technique will serve to advance the intended outcomes of the final project. Organization or readability or spelling errors are present.

6 to >4 pts
Developing C (C-, C, C+)

The description is lean and does not provide enough information to illuminate thoughtful consideration of the prompts/techniques to emphasize. Organization or readability or spelling errors are present.

3 to > 1 pts
Needs Improvement D (D-, D, D+)

0 pts
Not submitted

Fall 22 Creativity Builder – FINAL Image Submission
Subjects Photographed
The persons, objects, places, or events that the artist choose to photograph, contribute to the viewers ability to grasp or understand the main point/idea/concept that the artists is striving to communicate
40 Points Possible

40 to >35 pts
Transformed A (A-, A)

The choice of subject matter to photograph is highly creative (original- transcending expected subject matter for this assignment) and stand out in the class. The diversity of subject matter photographed within the group is varied and all images work together as a series- they clearly belong together. Careful planning and intentional image-making is demonstrated. The subject chosen fully underscores the main

point/idea/concept that the artist chose to communicate. These images stand out in the class as highly effective interpretations of the assignment and as creatively accomplished image-making. Wow!

35 to >30 pts
Accomplished B (B-, B, B+)

The choice of subject matter to photograph demonstrates creativity – they stand out from more typical subject matter that most would tackle for this assignment. The diversity of subject matter photographed within the group are similar in ways that lead to the images being repetitive **OR** so completely different that they do not hold together as a series. The images do demonstrate careful consideration of the assignment with an intentional point/idea/concept present. Well done!

30 to >25 pts
Developing C (C-, C, C+)

The choice of subject matter to photograph demonstrates is expected and generally typical subject matter that most would tackle for this assignment. The diversity of subjects photographed within the group are similar in ways that lead to the images being repetitive **OR** so completely different that they do not hold together as a series

Attention to details needed – review course module, pay attention to the concept and approach needed to achieve the assignment, and practice techniques!

25 to > 20 pts
Needs Improvement D (D-, D, D+)

The choice of subject matter to photograph is not well aligned to the topic of this assignment or confusing in terms of the idea tackled to represent this assignment. The diversity of subjects photographed within the group are similar in ways that lead to the images being repetitive **OR** so completely different that they do not hold together as a series

Try a different approach – Pre-plan your shooting, review course modules, practice techniques, and ensure you have enough time when photographing to work critically!

0 pts
No Marks
Assignment not submitted or 3 or more images are missing.

Quality Exposures

Skillful utilization of aperture, shutter and ISO (Exposure Triangle) achieves high-quality images with details in the shadows, mid-tones, and highlights.

 40 Points Possible

40 to >35 pts
Transformed A (A-, A)

All images are high quality exposures that include an ideal range of details in the highlights, mid-tones and shadow areas. Effective manipulation of the exposure triangle is evident. In addition, the visual

qualities of all images (use of depth of field, focus, movement) "read" as intentionally achieved. The images stand out in the class as high quality exposures in all images submitted with dynamic visual qualities achieved. Wow!

35 to >30 pts
Accomplished B (B-, B, B+)

The images demonstrate success in achieving quality exposures and accomplished visual effects with one of the two categories standing out as ideal/high quality. Overall, the strength of the images center on exposures with an ideal range of details in the highlights, mid-tones and shadow areas. Effective manipulation of the exposure triangle is evident. OR Overall, the strength of the images rest on the visual qualities (use of depth of field, focus, movement) achieved. The images demonstrate careful consideration of the assignment and ability to utilize camera functions to achieve good results. Well done!

30 to >25 pts
Developing C (C-, C, C+)

The images are inconsistent in exposure quality or manipulation of camera functions to achieve successful visual qualities, or both in combination.

Attention to details needed – review course modules and practice techniques before photographing for the assignment!

25 to > 20 pts
Needs Improvement D (D-, D, D+)

The images have significant technical issues related to exposure quality or manipulation of camera functions to achieve successful visual qualities, or both in combination. The technical issues negatively impact the images.

Try a different approach – Pre-plan your shooting, review course modules, practice techniques, and ensure you have enough time when photographing to redo as needed while photographing!

0 pts
No Marks
1 or more images missing or assignment not submitted

Skill-Builder Technique Emphasized

Techniques to emphasize include – designed principles for dynamic compositions, visual or emotional impact of light, visual or emotional impact of color, shallow depth-of-field (aperture), motion/movement (shutter)

20 Points Possible

20 to >18 pts
Transformed A (A-, A)

All images clearly demonstrate a highly creative application of the technique. The presence of this technique demonstrates the planning and execution needed to intentionally apply this technique. In addition, the technique underscores the main point/idea/concept that the artist chose to communicate, in a surprising way. Wow!

17 to >13 pts
Accomplished B (B-, B, B+)

All images clearly demonstrate application of the technique as it is present in all images submitted. The presence of this technique demonstrates the planning and execution needed to intentionally apply this technique consistently across a grouping of images. Well done!

12 to >7 pts
Developing C (C-, C, C+)

The technique is inconsistently applied to the images submitted. While some images are identifiable with the technique present, others are not. The presence of this technique in some, but not all images, demonstrates consideration of planning and execution.

Intentional and consistent attention to details when making all images is needed– review course modules and practice techniques before photographing!

6 to > 1 pts
Needs Improvement D (D-, D, D+)

While some images are identifiable with the technique present, others are not. The presence of this technique in some, but not all images, demonstrates consideration of planning and execution.

Pre-plan your shooting, review course modules, practice techniques, and ensure you have enough time when photographing to asses and redo as needed while photographing!

0 pts
Not submitted

XIV. REFLECTION SUBMISSION ASSIGNMENTS AND EVALUATION RUBRIC

The journey of becoming more creative and growing your abilities as an image-maker, requires an intentional process of reflection and observation about your progress, challenges, sticking points, areas for improvement and more. Because this process is so critical to growing as an artist, many artists form communities of practice to push each other, inspire each other, critique each other's artwork, and share reflections and observations that lead to new ideas and provide insights for growth.

Reflection assignments are designed as opportunities for you to reflect on your progress and all that you are learning in the course. Exploring where you are, where you want to go, and making observations about your progress.

In addition, your responses to these assignments create opportunities for me to stay in touch with how you are doing in the class and how I need to adjust the course, as we go, to ensure an impactful learning experience for all.

Assignment Requirements
- Every reflection assignment will include 2 prompts that must be explored
- Each reflection assignment can earn a total of 100 points
- There are a total of 7 Reflection Submissions Included in the Course
  - Reflection #1 –Getting Started Module / DUE Saturday, January 22, by 11:59PM
  - Reflection #2 –Skill-Builder #1: Design Impact/ DUE Wednesday, February 9, by 11:59PM
  - Reflection #3 –Skill-Builder #2: Magnificent Color/ DUE Wednesday, February 16, by 11:59PM
  - Reflection #4 –Skill-Builder #3: Light Matters/ DUE Wednesday, February 23, by 11:59PM
  - Reflection #5 - Skill-Builder #4: Exposure Explorations/ DUE Wednesday, March 2, by 11:59PM
  - Reflection #6 - Skill-Builder #5: Aperture and Shutter/ DUE Wednesday, March 9, by 11:59PM
  - Reflection #7 –Final Class Reflection DUE FRIDAY, MAY 13, by 11:59PM
    This reflection assignment will require creating a new self-portrait image, uploading both the new image and the self-portrait made in the getting started module, and writing a reflection that compares the two images– what changed for you from when you submitted the getting started self-portrait to now?

Fall 22 – Reflection Submissions - Evaluation Rubric
The reflection is a thoughtful exploration and assessment of your personal progress and learning take-aways.
100 to >90 pts **Transformed A (A-, A)** The post includes all required questions or categories to explore and goes well beyond these minimum requirements by offering significant additional insights and depth of critical exploration. Wow!
90 to >80 pts **Accomplished B (B-, B, B+)** The post includes all required questions or categories and the additional information included demonstrates an exploration of the required categories that goes beyond surface level considerations. Strategies for Improvement- Add more depth to your post by writing more in order to dive deeper into the questions/areas of exploration which would help to demonstrate (and get at) a more critical and thoughtful exploration with insights.

80 to >70 pts
Developing C (C-, C, C+)

The post includes all required categories but not enough depth in the response to demonstrate a thorough investigation of the topic. Strategies for Improvement- Cross-check your post before submitting. Ensure that you have covered all requirement elements. Organize your post with headers to point out inclusion of all requirements. Add more depth to your post by writing more in order to demonstrate a thorough and thoughtful exploration of the artwork within the assigned category or categories.

70 to >60 pts
Needs Improvement D (D-, D, D+)

There are missing categories in this post and/or the level of detail included is not enough to demonstrate an understanding of the assigned topic. Strategies for Improvement- Cross-check your post before submitting. Ensure that you have covered all requirement elements. Organize your post with headers to point out inclusion of all requirements. Add more depth to your post by writing more in order to demonstrate a thorough and thoughtful exploration of the assigned category or categories.

60 to >0 pts
No Marks

No Submitted

XV. FEEDBACK POST ASSIGNMENTS AND EVALUATION RUBRIC

The framework we will use to engage in feedback for this class was developed by Tarry Barrett, and illustrated in the book titled "Criticizing Photographs, An Introduction to Understanding Images". Barrett believes that the best way to appreciate and understand an image is to observe, think and share thoughts about it. In my 30 years of teaching photography and working as a practicing artist, I know that providing feedback, and receiving feedback positively impacts a photographer's ability to create successful images that visually communicate intentions.

There are a total of 6 Feedback Post assignments included in the course:
- Feedback #1 –Creativity-Builder #1: Draft Light or abstraction/DUE Wednesday, March 16, 11:59PM
- Feedback #2 –Creativity-Builder #1: FINAL Light or abstraction/DUE Wednesday, March 30, 11:59PM
- Feedback #3 –Creativity-Builder #2: Draft Home or Route/DUE Wednesday, April 6, 11:59PM
-
- Feedback #4 –Creativity-Builder #2: FINAL Home or Route/DUE Wednesday, April 20, 11:59PM
- Feedback #5 –Creativity-Builder #3: Draft Identity or Culture/DUE Wednesday, April 27, 11:59PM
- Feedback #5 –Creativity-Builder #3: FINAL Home or Route/DUE Wednesday, May 11, 11:59PM

Assigned Partners

- For every feedback assignment, you will be assigned as partners –you will provide feedback to each other.
- If your partner has not submitted their images by the time you need to post your feedback, select any student who has submitted their photographs and provide feedback to them.

Feedback Assignment Requirements:

In your post-
- Identify the name of the student whose artwork you are evaluating in your feedback
- Dive as deep as you can into the topics/questions below with a critical and honest evaluation that will help your fellow students improve their image-making.
- Your feedback must include 3 separate paragraphs
  - Paragraph #1 Subject Matter:
    - Describe what is actually photographed (What are the main persons, places, things, events photographed)
    - Describe why you think the artist chose these subjects in relationship to the assignment topic
  - Paragraph #2 Cohesiveness as a Series:
    - Describe how the images work together as a series - are they working together or not, describe why.
    - Suggest improvements to be made
  - Paragraph #3 Exposure:
    - Describe the quality of exposures in the body of work - point out exposures that are working well, and those that are not working well.
    - Suggest improvements to be made.

Fall 22 – Feedback Post – Evaluation Rubric
The post includes all required questions or categories to explore
100 to >90 pts **Transformed A (A-, A)** The post includes all required questions or categories to explore and goes well beyond these minimum requirements by offering significant additional insights and depth of critical exploration. Wow!
90 to >80 pts **Accomplished B (B-, B, B+)** The post includes all required questions or categories and the additional information included demonstrates an exploration of the required categories that goes beyond surface level considerations. Strategies for Improvement- Add more depth to your post by writing more in order to dive deeper into the questions/areas of exploration which would help to demonstrate (and get at) a more critical and thoughtful exploration with insights.

80 to >70 pts
Developing C (C-, C, C+)

 The post includes all required categories but not enough depth in the response to demonstrate a thorough investigation of the topic. Strategies for Improvement- Cross-check your post before submitting. Ensure that you have covered all requirement elements. Organize your post with headers to point out inclusion of all requirements. Add more depth to your post by writing more in order to demonstrate a thorough and thoughtful exploration of the artwork within the assigned category or categories.

70 to >60 pts
Needs Improvement D (D-, D, D+)

There are missing categories in this post and/or the level of detail included is not enough to demonstrate an understanding of the assigned topic. Strategies for Improvement- Cross-check your post before submitting. Ensure that you have covered all requirement elements. Organize your post with headers to point out inclusion of all requirements. Add more depth to your post by writing more in order to demonstrate a thorough and thoughtful exploration of the assigned category or categories.

60 to >0 pts
No Marks
Not Submitted

XVII. STUDENT RESOURCES With LINKS

Student Life- Get Involved!
https://www.ucdenver.edu/student-life

Academic Freedom
https://www1.ucdenver.edu/free-expression

Family Educational Rights and Privacy Act (FERPA)
http://www.ucdenver.edu/anschutz/studentresources/Registrar/StudentServices/FERPA/Pages/default.aspx

Attendance: Campus Policy 1030, Student Attendance and Absences
http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/7XXX%20Student%20Affairs/7030%20-%20Student%20Attendance%20and%20Absences.pdf

 Grade Appeal Process
http://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf

Title IX Notice of Nondiscrimination
The University of Colorado does not discriminate on the basis of sex, gender or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus). Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual assault. Title IX requires the university to designate a Title IX Coordinator to

monitor and oversee overall Title IX compliance. Your campus Title IX Coordinator is available to explain and discuss: your right to file a criminal complaint; the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters.

Downtown Campus Title IX
303-315-0126, TitleIX@ucdenver.edu or nelia.viveiros@ucdenver.edu
Additional information regarding Title IX is available at:
https://www1.ucdenver.edu/offices/equity/university-policies-procedures

Office of Equity
https://www1.ucdenver.edu/offices/equity

Emergency contact information
- Emergency Procedures Reference Sheets are posted in all classrooms, conference rooms and office suites.

EMERGENCY DISPATCH -- From a campus phone dial 9-1-1 or 303.556.5000 from any other phone.
Campus Emergency & Information Hotline-303.556.2401

- University Emergency Notification System. Students are recommended to register for Rave free text and voice messaging service at www.getrave.com/login/DenverAlerts
- Campus Emergency Phones. Located throughout the campus (interior and exterior), the phones provide direct contact with the Auraria Police Department with the push of a single button.
- Cleary Act. Report on crime statistics on campus and safety-based policies and procedures.

https://www.ahec.edu/services-departments/police/clery

https://www.ahec.edu/services-departments/police/clery/security-reports-crime-logs

Campus Assessment, Response & Evaluation (CARE) Team
The purpose of the CARE team is to assess whether individuals pose a risk to themselves or others and to intervene when necessary, and more generally, to identify and provide assistance to those in need. See the CARE Team website for helpful information regarding conduct issues.
http://www.ucdenver.edu/life/services/care/Pages/default.aspx.

CARE Team Referral

University of Colorado Denver | Anschutz faculty, staff, students and others are encouraged to refer students to the CARE Team who are struggling with academic, personal, or emotional difficulties or who may be exhibiting threatening, worrisome or other concerning behavior.

https://cm.maxient.com/reportingform.php?UnivofColoradoDenver&layout_id=1

Reporting a concern:
http://www.ucdenver.edu/life/services/CARE/Pages/incident_reporting.aspx

In case of imminent harm or danger, immediately call the Auraria Campus Police Department by dialing 911 from any Auraria campus phone or 303-556-5000 from any telephone.

Office of Student Conduct and Community Standards:
http://www.ucdenver.edu/life/services/standards

Student and Community Counseling Center
http://www.ucdenver.edu/life/services/counseling-center/Pages/default.aspx

Office of Diversity and Inclusion
https://www.ucdenver.edu/about/departments/odi/Pages/default.aspx

Phoenix Center at Auraria
http://www.thepca.org

Learning Resource Center
http://www.ucdenver.edu/life/services/LRC/Pages/default.aspx

Latinx Student Services
https://www.ucdenver.edu/about/departments/odi/CII/LSS/Pages/default.aspx

Internships
https://www.ucdenver.edu/lynxconnect/internships

Career Center
https://www.ucdenver.edu/lynxconnect/career-center

Academic Success and Advising Center
http://www.ucdenver.edu/life/services/asac/Pages/default.aspx

Student Finance & Scholarship Resource Office
http://www.ucdenver.edu/student-services/resources/Scholarships/Pages/default.aspx

TRiO Programs/Student Success Services
http://www.ucdenver.edu/life/services/TRiO/Pages/default.aspx

Veteran Student Services
http://www.ucdenver.edu/life/services/veteran/Pages/home.aspx

You@CU Denver
A confidential portal for Wellness
https://you.ucdenver.edu/

Wellness Facilities
https://www.ucdenver.edu/wellness/facilities

Wellness Coaching
You want to take good care of yourself.

Taking good care of yourself can be tough. Finding the time to exercise, choosing nutritious foods, getting all the sleep you need, making time for friends, all while staying on top of work and school responsibilities – it's a lot, but you have support here!
https://www.ucdenver.edu/wellness/matters/wellness-coaching

LOVING LYNX
The Loving Lynx Committee is a resource available for CU Denver students
dealing with unanticipated events related (but not limited) to: accidents,
medical or dental emergencies, natural disasters, and/or a need for temporary housing.
https://www.ucdenver.edu/student/health-wellness/loving-lynx

If you are unsure if your situation constitutes as an unanticipated event, we encourage you to contact the Dean of Students Office to discuss your situation.
http://www.ucdenver.edu/life/services/DeanofStudents/Pages/Homeless-Student-Initiative.aspx

The Food Pantry
CU Denver students have access to free food and hygiene products at the CU Denver
food pantry located in the Lola & Rob Salazar Student Wellness Center on the 3rd floor.
https://www.ucdenver.edu/wellness/matters/food-pantry

CU DENVER STUDENT AND COMMUNITY COUNSELING CENTER
The CU Denver Student and Community Counseling Center will temporarily close its physical location, but will be providing remote, online counseling services, effective Monday, March 16th, due to the developments related to the spread of the coronavirus (COVID-19). This is following the protocol of the University of Colorado system as well as the Centers for Disease Control's (CDC's) recommendations for exposure. The health and safety of our students, faculty and staff is our highest priority as we coordinate our planning and response.

https://www.ucdenver.edu/counseling-center

Emergency After Hours for CU Denver students
303-615-9911

LET'S TALK
A drop-in, informal consultation with a Counseling Center staff counselor
at the Lola & Rob Salazar Student Wellness Center, Study Room #4.

Black Lives Matter
We're here to listen and support CU Denver students and community members who've been impacted by social injustice.

Injustice Statement:
We condemn without equivocation, acts of racial bigotry and violence, and the harm this does to those targeted.

https://www.ucdenver.edu/docs/librariesprovider40/default-document-library/racial-injustice-statement.pdf?sfvrsn=5887fab9_2

Academic Calendar

https://www.ucdenver.edu/student/registration-planning/academic-calendars/fall-2021