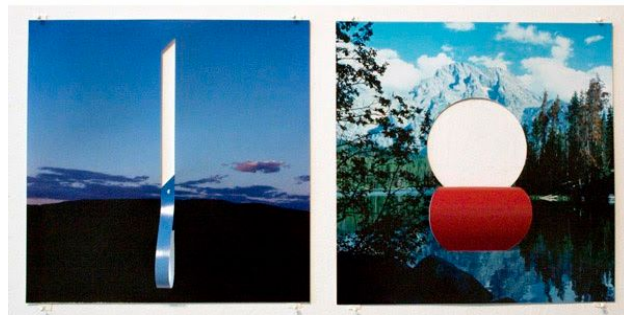


# ART 263: Digital Photography

Instructor: Mandy Keathley  
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Section: 43484  
Credits: 4



Letha Wilson, *Moon Drop (Flaming Gorge)* and *Light Leak (Grand Tetons)*, 2010

## COURSE DESCRIPTION

*ART 263: Digital Photography* is an introductory course in digital imaging as an expressive medium. Covers the capture and editing of photographic images in the digital environment, image manipulation software, and photo quality output. Emphasis is on technique, composition, and creative expression.

This course covers the technical and conceptual aspects of a photographic practice in a fine arts context. Class time will be dedicated to learning manual exposure, and digital editing tools. We will be covering this material through workshops, lectures, and demonstrations. These will be supplemented by in class exercises, photographic history, reading discussions, and project critiques to further conceptual and creative production. Throughout the course we will overview a range of information regarding the contemporary digital workflow. This class will build a firm understanding of manual camera capture and the reciprocal relationship between the elements of exposure along with the fundamentals of composition and color theory. In addition to the technical elements of photography this class will cover both formal and conceptual aspects of photography through readings, lectures, and discussion. These concerns include color theory, gestalt, and both historical and contemporary discussions of the medium. The projects and homework will cover the fundamentals of digital color photography, from camera capture and the nature of light and photographic vision, to conceptual approaches to image-making and digital output.

## COURSE OBJECTIVES

- Successfully create photographs and explore different kinds of subject matter, proper exposure, lighting conditions, composition, aesthetics, conceptual ideas, creativity
- Study both historic and contemporary photographers
- Develop an efficient workflow using Adobe Lightroom and Photoshop to edit photos
- Learn photographic terminology

By the end of the term students should have a strong grasp on the photographic process. General course work will include written responses and critiques of student photos, as well as demonstrated understanding of the content of specific digital images.

## COURSE MATERIALS

- TEXTBOOK: (free ebooks, links on Canvas)
- DSLR or mirrorless Camera capable of RAW capture
- Compatible Lens, Batteries, Charger, Media Card(s) & Card Reader, Instruction Manual
- Subscription to Adobe Lightroom (usually \$10/month, free for students currently)
- Access to a computer and internet connection

\* Students must take full responsibility for their images. A photographer always has 2 or more copies of their media. I recommend investing in a 500GB to 1TB external drive for your photo workflow, but you can get away with flash drives if you prefer. Always store your photos on 2 or more devices. Lost files or technical disasters are not viable excuses for late or incomplete work. Those issues are part of the intrinsic nature of working with digital media and should be anticipated in your work practices.

## COURSE GRADING

Emphasis is placed on hard work, improvement, and innovation. The more effort and creativity you put into your work, both in and out of class, the better your grade will be. **Work not received on its due date receives no credit.**

Assignment grades will be divided into:

- 70% Photography Assignments
- 30% Readings/Writings, Quizzes, Critique / Discussion Forums

## HOW TO AVOID GETTING AUTOMATICALLY DROPPED WEEK 1

Students who do not fully participate in all Week 1 activities will be institutionally withdrawn from the course. This is to ensure that the class will be a good fit for you this term. The following activities must be completed by the deadline, or you will be dropped:

- Forum Activity: *Introduce Yourself to the Class*
- Technical Assignment 1: *Found Photos*

## COMMUNICATION

Communicate regularly via email with any questions. Be professional and clear with what you are asking. Additionally, use this format in your subject line to keep things organized.

[Subject Line of email] “**Jane Smith, ART 263, Question regarding Project 2**”

## A NOTE ON TAKING ONLINE CLASSES

Online classes can be terrific learning environments. They offer students unique educational opportunities coupled with additional flexibility. That being said, online classes are different from traditional classes. They can be just as much work, if not more, than traditional classes, and can present different challenges. In order to be successful in this class, students must:

- Be self-starters
- Manage their time effectively week-to-week
- Know when to ask for help

Since students are given more time to complete assignments than campus-based sections, **late work is not accepted**. Consider carefully whether an online course is right for you at this time, and feel free to contact me to discuss success strategies. Readings are substantial, and assignments build on each other. You should spend about 60 minutes reviewing readings/videos and taking notes before each class.

## USING CANVAS

Registered students are automatically enrolled in the Canvas course site. You will use Canvas to do all coursework during the term, including accessing the syllabus, course schedule, assignment guidelines, and gradebook. You will also take exams and submit assignments in Canvas.

**It is an expectation of this course that you will use Canvas independently and seek prompt technical assistance.** If you have issues with Canvas, please contact those with technical expertise (the [Student Helpdesk](#) or [eLearning](#)). Do not wait until the last minute to turn in your work! Give yourself time for troubleshooting. Submission portals close promptly by the deadline.

**All coursework is submitted/conducted online via Canvas. I do not accept coursework via email.** I do not accept late assignments, unless you have a verified medical/family situation and have made arrangements with me within a reasonable timeframe. Please do not create an uncomfortable situation by asking for special consideration.

## Instructor Responsibilities

My aim is to facilitate a classroom environment that encourages active, effective, and respectful activities, discussion, and learning. I will:

- Post the current week's content and assignments
- Facilitate classroom lectures, discussions, and activities
- Be available to support your learning when requested

## Student Responsibilities

- Check your LBCC email daily
- Use your [LBCC email account](#) to communicate with me
- Keep up with the material week-to-week
- Critically read/analyze assigned information

## **ACCESSIBILITY**

If you have a documented disability and anticipate needing accommodations in this course, please arrange to meet with the instructor as soon as possible. Late arrangements may cause the requested accommodations to be unavailable. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

## **ACADEMIC HONESTY**

Academic honesty is an indispensable value as students acquire knowledge and develop college skills. Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Plagiarism, collusion, and other forms of misrepresentation hurt the student and run counter to the goals of education. Students are responsible for understanding and avoiding academic dishonesty. Violations will result in failure of the assignment and possibly the course. Per LBCC policy, all incidents of academic dishonesty are reported to the Associate Dean of Student Development and the Dean of Arts, Social Science & Humanities.

## **INCLUSION**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.