

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 11/16/07 Date revised 4/16/20, 6/10/20

4. Department/discipline: Multimedia Production/ART

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Digital Photography I
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: MMP/ART 8. Course Level: 1095

9. Number of Credits: Lecture 1 Lab 2

10. Control Number (on site) 25 Control Number (online) _____

11. Catalog/Course description:

Digital Photography focuses on both the editorial content and the technical skills needed to produce quality photographic images used in artistic websites, news bulletins, documentaries, public service announcements, advertisements, and other forms of viewing images. Basic concepts of photography such as the use of light and shadows, composition and visual literacy will be explored. Image editing software will be used to edit and enhance pictures. Students will learn about the legal, moral, and ethical aspects involved in the artistic and imaginative approach to four interconnected styles of photography – journalism, public relations, marketing, and art. The goal is to expand the student’s media literacy while they gain practical skills in effective communication using the medium of photography.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s):
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Access to photography camera provided by ODAS Studio and computers with Adobe Creative Cloud software.

Recommended Reading:
The Beginner's Photography Guide: The Ultimate Step-by-Step Manual for Getting the Most from Your Digital Camera by Chris Gatcum

Recommended Viewing:

- Adobe tutorials on how to edit in Photoshop.
- Exhibits by regional artists, photography websites, news photos, political campaign images, advertisements, and other ways images incorporate artistic interpretations

Special effort will be made to include materials that focus on Indigenous issues.

14. Course Content (Provide an outline of major topics covered in course)

- Historical overview, invention and applications of film and digital photography
- Film vs. digital equipment and the necessary technical skills to operate
- Function and use of automatic settings
- Function and use of creative settings
- Technical skills needed for image editing
- Composition, framing, lighting, and background elements
- Reality-based vs. abstract photographs
- Consent forms, copyright issues, and digital distribution methods
- Artistic applications of editorial content and technical skills
- Create a portfolio showcasing original photographs

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Shoot and edit a variety of photography assignments	A	1, 2
Collaborate effectively with peers to critique the technical and editorial aspects of photographs	A, B	1, 5
Transfer and capture digital images from various cameras and external devices	A, B, D	1, 4, 7
Edit and compress images for use in various delivery modes of digital media using image editing software	A, C, D	1, 3, 6

Evaluate photography assignments, identify items for improvement, and implement changes.	C, D	4, 7
Explain the storytelling role that photography plays in society and the rhetorical power of stories to inform, to persuade, and to entertain.	B, D	3, 6

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 6

GOAL: 6 Humanities and Fine Arts

- Understand works as expressions of individual and human values within a historical and social context
- Engage in the creative process
- Articulate an informed personal reaction to works in the arts and humanities

17. Are there any additional licensing/certification requirements involved?
_____ Yes X No

Provide the required documentation to show course meets required licensing/certification standards.

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