Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 9/23/14

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: 11/16/2007 Date revised: 10/28/2014
4. Department/discipline: Art
5. Department(s) endorsement(s): ________________________________
   (Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Digital Photography
   Abbreviated course title (25 characters or less):
7. Course Designator: ART
8. Course Level: 1095
9. Number of Credits: Lecture: 1 Lab: 2
10. Control Number (on site): 25
    Control Number (online): 0
11. Catalog/Course description:
    An introductory course emphasizing digital camera function and simple image editing. 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 must possess basic knowledge of computer function. (Meets MnTC goal area 6).

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): None
    Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).
4. Access to Digital Editing software will be available in campus PC and/or MAC labs.
5. Instructor prepared Power Point and lecture/demonstrations materials will be presented throughout the duration of the course.
6. On-line resources are recommended for reference and study.
7. Students will need: Access to a Digital Camera, Appropriate camera accessories including - manual, batteries, transfer cables, etc., CD's to store and present images.

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

1. Week 1 - Lecture: Historical overview, invention and applications
2. Week 2 - Lecture: Film vs. digital equipment
3. Week 3 - Lecture: Function and use of automatic settings
4. Week 4 - Lecture: Function and use of creative settings
5. Week 5 - Lecture: Composition
6. Week 6 - Lecture: Snapshots vs. Art
7. Week 7 - Lecture: Form and Content in Photographic Images
8. Week 8 - Lecture: Guest Lecturer
9. Week 9 - Lecture: Quality individuals and family portraits
10. Week 10 - Lecture: Compositional abstraction
11. Week 11 - Lecture: Photoshop editing
12. Week 12 - Lecture: Features, characteristics and requirements
13. Week 13 - Lecture: Artistic Applications of Photoshop
14. Week 14 - Shoot and manipulate images
15. Week 15 - Final Portfolio review begins
16. Week 16 - Final Portfolio review

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.)

Course learning outcomes will fulfill the identified competencies:

Course Learning Outcomes:

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

1. Access online historical resources to study origins and diversity of clay art forms. (A&D)
2. Discuss the content narrative of their work as well as its formal aesthetic. (B)
3. Demonstrate clay forming techniques and principles of three dimensional design including: form, texture, color, visual narrative and functionality. (C)
4. Build functional and sculptural ceramic objects that demonstrate aesthetic and material content. (C)
5. Develop project ideas that embrace the physical and aesthetic requirements of clay. (C)
6. Demonstrate ability to see complex projects through to completion. (C)
7. Accomplish complex constructions and surface decorations, employing traditional hand building methods used by indigenous cultures worldwide. (C&D)

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 6

Goal and Outcomes:

Goal: Humanities & Fine Arts
Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

<table>
<thead>
<tr>
<th>College or University</th>
<th>Course Number &amp; Title</th>
<th>Credits Awarded</th>
<th>General Education</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hibbing CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Itasca CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mesabi CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Superior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leech Lake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCO CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bemidji State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of St. Scholastica</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Minnesota - Duluth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Superior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Tribal College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College or University</td>
<td>Course Number &amp; Title</td>
<td>Credits Awarded</td>
<td>General Education</td>
<td>Program</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MEsOther</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>