

# BASIC PHOTOGRAPHIC ARTS

T+R 9-10:50am HFAC314

**INSTRUCTOR:** Z Comer, Associate Professor of Art  
**OFFICE:** HFAC 311  
**HOURS:** T+TH 2pm - 4pm or by [appointment](#)  
**CONTACT:** [enz001@marietta.edu](mailto:enz001@marietta.edu) | 740-376-4694



- **Headphones:** On occasion we may have time to work in class, if you want to listen to music during this time, you **MUST USE HEADPHONES** at a low volume, so you can still hear me, and I no one around you is disturbed by your music. Bluetooth speakers are never permitted. Don't bring them to class.
- **Cloud Storage:** In addition to saving your files on your USB drive, you will back up your files with cloud storage using our Microsoft One Drive account provided by the school.
- **Notebook:** or binder or sketchbook (to take notes and collect hand-outs) You should bring this with you to every class.
- **CAMERA:** All students should have their OWN camera for this course. I recommend a compact digital camera like a "point-and-shoot". DSLRs are also acceptable, and we have Nikon DSLRs available for check out.

**ABOUT CELL PHONE CAMERAS:** Cell phone cameras can be used for many of the projects, but they **MAY** require downloaded apps to be able to control the lens in the way you can with a stand-alone camera. IF you choose to use your cell phone as your primary camera for this course it will be your responsibility to purchase and install the necessary apps to ensure your cell phone will function properly as a camera for this course. Cell phones and cell phone cameras are wildly different and you will need to research yours in order to be prepared for class. It will be your responsibility to figure out how to connect your cell phone to the computers in order to transfer images for editing and printing in class. Likewise, you will need to make sure it is fully charged before each class, has all the appropriate connecting cables, and enough free space on your memory card in order to work in class.

**IF YOUR PHONE BECOMES A DISTRACTION** you will not be able to continue using it in class, and will be responsible for bringing in another camera to use in class.

ART  
240

## Class Description:

Students are introduced to the fundamentals of art making through the use of basic still photography and contemporary photographic theory. While learning how to capture images using analog and digital cameras, students will investigate the principles of art and composition. Technical skills addressed include the operation of camera phones and digital SLR cameras, photographic exposure, basic lighting, digital imaging techniques, and use of photography in various media.

## Class Objectives:

Students shall complete this course with:

- A basic understanding of photography and its practical and artistic applications
- A basic understanding of taking control of a camera phone and the basic controls of digital SLR cameras and how to correctly meter and properly expose a photograph
- A basic understanding of digital image developing; post-processing, digital printing
- Ability to communicate ideas visually through photographs
- Ability to critically analyze, evaluate, and discuss a photograph as an art object

## Institutional Learning Outcomes:

- Communication Skills: Responsiveness to Purpose
- Artistic Literacy: Development of Concept
- Artistic Literacy: Quality of Critical Response

## Required For Class:

- **Thumb Drive:** 10GB (at least) Mac-formatted External Hard drive or Jump Drive—to save your work on. Note: Good file management is essential to professional success. **PUT YOUR NAME ON IT!**

### Printing & Materials:

Students will submit assignments for grading by printing and mounting a hard copy and/or uploading the digital file to the assignment's Moodle link. Project requirements will be included in the specific project brief, however you have access to photo-quality printers for assignments:

- Epson Printers are photo-quality printers made available in the Department Print Center (HFAC 308A). Employees will print for students during the posted hours. The class fee includes the minimum required amount of prints for the class, but additional prints can be paid for with Epson Bucks. Epson Bucks must be purchased from Myra Reich beforehand—employees CANNOT take cash. For a 13" x 19" sheet, it costs \$3 Epson Bucks (including paper).
- Matboard required for some projects is covered in the class fee and available for pick-up in the Department Print Center (HFAC 308A).

I took a photo of two plump pigeons perched on the ledge, but ended up getting a photo of two massive pigeons looking for their car.



### **Attendance Policy:**

Attendance is required and will be taken at each class. Missing a class and having to catch up is more difficult, therefore your class presence is emphasized and graded to encourage daily attendance and participation.

- Each class is worth five (5) points
- Three (3) points if student is tardy
- Zero (0) points if student is absent
- More than 4 absences can result in a lowering of your final semester grade by one full letter
- More than 5 absences can result in a failing grade for the semester

When you miss class, you cannot simply “make up” what you miss. I mean that the interactions that happen in class are crucial and while some work can be done remotely, the connections, conversations, and feedback that happen in the studio are invaluable to your success and cannot be replicated outside of the classroom milieu. Additionally, I do not want to be in a position where I have to determine whether or not your absence is “excused”. So, I don’t have excused absences in the class. Each class session is assigned a point value, and if you miss the class, you miss the points. Period. However, this is not like paid time off...you cannot bank your days and then skip two weeks at the end of the semester because you know you’ll get a good grade. Attendance is mandatory. Show up and do the work.

That being said, I’m not a monster (at least not all the time) and I understand life happens. People get sick, there are religious holidays and family emergencies, and other school-sanctioned activities. If you know in advance you will need to miss class you are responsible for contacting me and letting me know with as much lead time as possible. If something comes up last minute, please email me and let me know you won’t be in class. Just like you wouldn’t just not show up to work, I ask that you treat your classes with the same respect. I will do my best to work with you on attendance related matters, but my policy is non-negotiable.



### **IF YOU MISS CLASS:**

You are responsible for any material you miss during your absence. Figuring out what you miss when you’re absent is your responsibility. Fa Realz. Do not ask me what you missed, or expect me to re-teach the lesson because you were absent. Rather, contact a friend in the class, check the syllabus, or Moodle, and make sure you come to the next class session ready to rock and roll. Absences do not excuse you from assignments and due dates, so my advice is do not skip class if you are behind on a project, it will only set you further behind. Instead, communicate with me about what you are struggling with so I can help you.



**Missed Class Time Due to Co-Curricular Events or Religious Observances:**

Classes missed due to participation in college-sponsored co-curricular events or college-recognized religious observances are considered excused absences provided appropriate procedures are followed. The student must notify the instructor at the earliest possible time before the absence and arrange to make up missed work as defined by the instructor's syllabus.

The co-curricular activity must be a performance, professional meeting, athletic contest, or College-approved field trip to be considered an excused absence. Field trip leaders should seek approval from their supervising Cabinet officer if students will be missing class. The religious observance must appear on the College's calendar of religious observances in order to be considered an excused absence. If it does not, an excused absence can be granted only if the student requests special permission from the Dean of the Faculty.

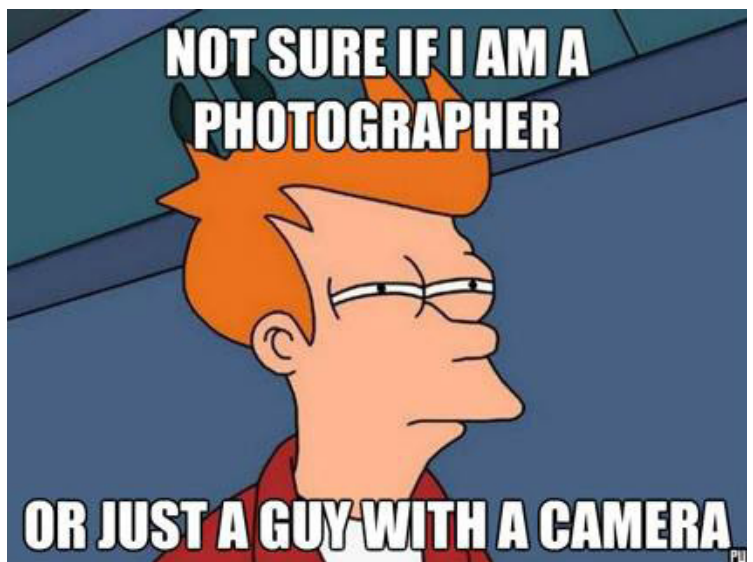
An excused absence allows the student to make up exams or quizzes given during the absence, or to reschedule oral presentations. It is the responsibility of the student to get notes from the class and to compensate as much as possible for the absence. It is also the student's responsibility to work with the instructor in determining an appropriate time for make-up assignments. Students must recognize that many classroom and laboratory activities cannot be replicated and that absences may be detrimental to their performance.

**Absences for Medical and/or Mental Health Reasons:**

The staff in the Center for Health and Wellness (CHW) is committed to reinforcing the important role that class attendance plays in student academic success. To this end, faculty will receive notice from the CHW only if the staff has evaluated a student and determined that the student should not attend class, for their own well-being and/or the well-being of the other members of the class. This communication will occur via email, and students will be notified that they are responsible for arranging any make-up work with their instructors.

If a student suffers from a chronic condition that leads to absence from class, the student must have presented documentation to Kristin English, Assistant Director for Disability Services, on the 3rd floor of Andrews Hall. Mrs. English will determine appropriate accommodations and will notify the student's instructors of those accommodations, including guidance on requests for make-up work for absences related to the chronic medical or mental health condition.

**When you get the perfect picture of your kitten**



# COURSE STRUCTURE

## My Style:

I love teaching and I love art, so naturally teaching art is my dream job. I believe that creativity is super important, no matter who you are or what you want to do with your life. In this course, I will challenge you in many ways. I will ask you to push yourself creatively, academically, professionally, and personally. Ultimately I want each and every student in this class to be super successful and have a great time, but more importantly I want you to learn how to **LEARN** and how to create better work.

I will work as hard for you as you work for yourself. That means that we will follow the self-reliance method of problem solving. If you run into a technical issue during the class (and I can promise that you will) I want you to follow these steps:

- What exactly is my problem, what exactly am I trying to do?
- How can I find the answer to my question?
- Did I check online/google?
- Did I check my notes? Did I check the book?
- Did I check with a classmate?
- Do I still need help? Now I can ask Z!

This process is not to aggravate you or avoid answering your questions, this process is designed to simulate real world problem solving and self-reliance. I am always here to help you, just as long as you first try to help yourself! And some free life-advice: you retain information better when you problem solve for yourself.



## Critique:

An important part of this course is practicing the art of critique. The capacity to make articulate presentations and offer explanations for your choices is a fundamental skill. Equally important is your ability to give constructive responses to your peers' work. It is a requirement of this course that you participate fully in these group conversations. As a member of the student body and classroom community, you have an obligation to speak candidly, honestly, and without unnecessary "prompting" so that your unique ideas can enrich the class. Because of the collective aspect of the critique, it is mandatory that your work be presented on time, so that the critique covers the widest possible breadth of work, and we can offer feedback to all the students in the class.

## Homework:

Homework and lab time outside of class meeting times are a **REQUIRED** part of this course. You should budget approximately 3-5 hours a week for homework/studio work for this course alone. Some weeks will have less work required outside of class, while others may need a little more. Ultimately, it is your responsibility to exercise good judgment and time-management to stay caught up with the assignments for this course. Homework and studio-time is mandatory. If you are unable to commit the time you will not successfully pass this course.





# RULES

## Lab Policy:

The Hermann Computer Lab (Room 314) is to be used by students taking classes in the Art Department who require computer facility use. Please do not remove items from the lab (books, disks, trimming or binding materials). No food or drink is permitted in the computer labs. If you bring food or drinks into the lab I will take it from you and eat it (or make you throw it away). Watch for signs posting each semester's lab hours. The lab is available when no classes are in session in the lab. Please be courteous and honor lab hours.

## Phone & Internet Usage:

You will be using computers and software during class time regularly. You will be asked to log on to the Moodle site during class. However, to ensure you stay on task do not log on to any social media sites or your email. Also, do not use your phone. It should be on silent and put away. IF you are found on your email, social media, or phone, I will be very annoyed. I will call you out and embarrass you in front of your peers. If it happens more than once I will ask you to leave and count you as absent. Bet.

## Work In Class Days:

Work time may be provided during class time. This time is a privilege and will be used for ART 240 assignments ONLY. This is not a chance to check your email or work on another class. You need the time, I promise you. Use it wisely.

## Contacting Z:

If you need to reach me outside of class hours, please do so via my Marietta College email address: [enz001@marietta.edu](mailto:enz001@marietta.edu). I will respond to emails promptly between the hours of 9am and 5pm Monday through Friday. If your message reaches me outside of those hours, I will do my best to get back to you quickly, but may not be able to respond until the next business day. Just like you wouldn't knock on my office door at 3am and expect me to respond, nor should you email me at 3am with a question about class. Boundaries, kittens. They matter! :) You can also come by my office during my open office hours listed on the syllabus. If you need to schedule another time to meet with me, please use my [Calendly](#) link to schedule a time. I'll do my best to meet with you whenever you need me!

## Academic Honesty:

All work submitted in this class is expected to be your own. All work submitted in this class is expected to be completed during this semester. Unless stated otherwise for a specific assignment, designs produced in other classes will not be accepted. Dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy educational environment. If you are found to be academically dishonest, it can result in a failing grade on the project, a failing grade in the course, or expulsion from the College.



# SUPPORT

## Students With Disabilities:

Any student needing accommodations due to a documented disability should notify me and the Academic Resource Center (Andrews Hall, Third Floor, 740-376-4700) at the beginning of the semester for further instructions.

## Crisis Support:

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact The Dr. J. Michael Harding Center for Health and Wellness (740-376-4477) for assistance, support and advocacy. This service is free and confidential.

# GRADING & ASSESSMENT

You will receive an assignment sheet for each in class exercise and assignment. Your book projects are outlined in detail in the book. The assignment sheets will detail the specific requirements for that assignment and will include a rubric for assessment. All grades will be assessed based on the parameters of the assignment sheets. Each project will have a point value assigned to it. Points are attained by following directions and meeting the requirements/expectations of each assignment.

## Class Grading - Points Breakdown:

- Class Attendance: (29 classes x 5 points each) = 145 points
- Annotated Bibliography = 100 points
- Photographer Presentation = 75 points
- Homework + In Class Exercises = 55 points
- PROJECTS (9 total x 50 points each) = 450 points
  - Composition      Macro/Texture      Portraits
  - Outdoor Lighting      POV      Staged Photos
  - Still Life      Architecture      Hockney Joiners
- Final Project "Photographable Questions Series" = 100 points
- Final Exam = 75 points

## Grade Scale:

A+	990 - 1000
A	910 - 989
A-	900 - 909
B+	890 - 899
B	810 - 889
B-	800 - 809
C+	790 - 799
C	710 - 789
C-	700 - 709
D+	690 - 699
D	610 - 679
D-	600 - 609
F	0 - 599

## 1,000 POINTS TOTAL

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### Assessment of Course Work:

Many of these assignments and exercises may be multi-staged with staggered deadlines for various parts of the project. These deadlines are absolute. If you are having issues managing your time, ask for advice on how to balance your responsibilities better. Do not wait until it's too late. Late assignments will be deducted 10% for one day and 30% for one week. Assignments later than 1 week past the deadline will receive a failing grade. **ZERO EXCEPTIONS.**

### Craft:

Craft is described as the quality of your finished piece. This may apply to a digital file, as well as a printed and mounted project. Craft WILL be graded on ALL projects.

- Digital Files: line quality, placement, alignment, layer naming, organization and file naming.
- Physical Projects: print quality, cutting quality (no jagged edges), cleanliness, mounting quality (smooth with no gaps or flapping corners).

### File Submission:

You are required to submit all of your project/homework digital files (to Moodle) in addition to submitting the physical projects (when applicable).

While it may seem confusing, it is an important step for a variety of reasons, including:

- Instructor requires the digital files for grading and reference (future student examples).
- Attention to the details of submission is an important habit to develop in the digital age. In the profession, failing to follow the exact specifications (requirements) can be catastrophic and result in failed deadlines, high costs, and poor client feedback. Therefore, it is important that students pay attention to file naming, file management, and submission requirements.

Each of your assignments must be printed/turned in/uploaded at the beginning of class on the assigned due date—this does **NOT** mean you can upload the file after class has officially started or try to print at the beginning of class.

### Class Attendance:

- 5: Present in class; arrived on time
- 3: Tardy to class or leaving class early (More than 15 minutes late to class results in an absence)
- 0: Student is absent

# PROJECT OVERVIEW



## Project 1: Composition

This project asks students to get familiar with their cameras by photographing a single subject, object, or landscape using the 5 rules of composition covered in class. Students will explore the rule of thirds, leading lines, view point, focus, and cropping to create 5 unique photos of a single subject.

Institutional Learning Outcomes  
Artistic Literacy: Development of Concept  
Communication: Responsiveness To Purpose



Student Work Example: Nate Hinkley

## Project 2: Outdoor Lighting

Students are introduced to the color of light and the principles of white balance in photography. This project requires students to use “found” lighting outside to author 5 images that exemplify strong compositional elements as well as accurate white balance. Students must photograph: hard light, soft light, back light, side light, and golden hour lighting scenarios.

Institutional Learning Outcomes  
Artistic Literacy: Development of Concept  
Communication: Responsiveness To Purpose



Student Work Example: Kelley Powell

## Project 3: Still Life

For this assignment students will scaffold their skills with composition, white balance, and lighting to explore the power of creating an image using controlled light. Students explore light modifiers and studio lighting techniques as well as narrative and sequential approaches to photography. Students then construct a still life and create a series of 5 images that illustrate varying lighting situations while also creating a narrative or sequence in the series.

Institutional Learning Outcomes  
Artistic Literacy: Development of Concept  
Communication: Responsiveness To Purpose



Student Work Example: Angela Sommers





Student Work Example: Jackson Donovan

#### **Project 4: Macro + Texture**

After exploring constructing narratives and thinking about story, students are asked to explore more formal elements in their work by creating macro abstract photographs of texture. This assignment asks students to utilize the functionality of their f-stop to create abstract images that represent the tactile quality of the subject while obscuring what the subject actually is. Students are introduced to post-editing techniques in Photoshop and asked to print their final image for this assignment.

Institutional Learning Outcomes

Artistic Literacy: Development of Concept

Communication: Responsiveness To Purpose

Communication: Application of Disciplinary Conventions



Student Work Example: Haley Sudborough

#### **Project 5: Forced Perspective**

This assignment asks students to utilize the constraints of the camera lens to create 2D optical illusions exploring scale, depth of field, positioning, and framing. Students must direct and author an image that creates an illusion in the camera rather than through compositing techniques in post-editing software. Students are required to turn in digital and printed files for this assignment.

Institutional Learning Outcomes

Artistic Literacy: Development of Concept

Communication: Responsiveness To Purpose

Communication: Application of Disciplinary Conventions



Student Work Example: Jake Branson

#### **Project 6: Architecture**

In this assignment, students explore documenting architecture using a combination of photo journalistic and stylized approaches to their photography. After looking at examples and taking a field trip to downtown Marietta, the students must resolve ways to photograph large stationary subjects in visually compelling and unique ways. Students are required to turn in digital and printed files for this assignment.

Institutional Learning

Artistic Literacy: Development of Concept

Communication: Responsiveness To Purpose

Communication: Application of Disciplinary Conventions



### Project 7: Portraits

This assignment introduces the idea of photographic series and sequences to students. After learning about the types of portrait photography and exploring studio lighting techniques, students are asked to author 3 portrait photos: a studio portrait, a candid/documentary style portrait, and a self-portrait. The portraits must share some sort of connection via theme, aesthetic, or stylistic approach. All three images must be turned in digitally and printed for this assignment.

#### Institutional Learning Outcomes

- Artistic Literacy: Development of Concept
- Communication: Responsiveness To Purpose
- Communication: Application of Disciplinary Conventions



Student Work Example: Chloe Rick

### Project 8: Hockney Joiners

After learning about David Hockney and his approach to photographic layering and montage, students will replicate his "joiner" style by selecting a subject of their choosing and shooting 30 to 50 photos of that same subject in varying view-points, focal lengths, framing, and composition. Then students will explore digital and analog strategies for photo merging and montage. The final piece must be turned in digitally as well as the physical art object at approximately 16x20.

#### Institutional Learning Outcomes

- Artistic Literacy: Development of Concept
- Communication: Responsiveness To Purpose
- Communication: Application of Disciplinary Conventions



Student Work Example: Georgia Majka

### Project 9: Hyperlapse

Using last project as a springboard to think about the lens and capturing motion, students will work together in groups to create a "hyperlapse" video sequence. Students will shoot a series of photographs over a long period of time that moves the viewer through a space on Marietta's campus. The images will be compiled using video editing software into a movie file and screened for the class.

#### Institutional Learning Outcomes

- Artistic Literacy: Development of Concept
- Communication: Responsiveness To Purpose
- Communication: Application of Disciplinary Conventions



Student Work Example: Jimmy Lawson





Student Work Example: Leah Seaman

**Final Project: Photographable Questions**

For the final assignment in the course students are asked to combine their technical and conceptual skills in photography by exploring a topic of their choosing over a series of 5 to 10 photographs. The selected topic should be framed as a "question" that the student is answering or is asking through their photographic work. Final images will be turned in digitally and printed. In addition, students are asked to write a 1-3 page self-assessment and response paper to the assignment and how they addressed the requirements.

- Institutional Learning Outcomes
- Artistic Literacy: Development of Concept
- Artistic Literacy: Quality of Critical Response
- Communication: Responsiveness To Purpose
- Communication: Application of Disciplinary Conventions
- Communication: Quality of Delivery



## Project Critiques

Each student will be required to engage in critiques of their work and the work of other students in the course throughout the semester. Critiques will require oral and written feedback about their own work and the work of their classmates.

Institutional Learning Outcomes

Artistic Literacy: Quality of Critical Response

Communication: Responsiveness To Purpose

Communication: Quality of Delivery

## Important Photographer Presentation

Students are asked to give a 15 minute oral presentation on an important photographer from a list provided by the instructor. The presentation should include at least 10-15 examples of the photographer's work, basic info about the artist, and details about their art making practice. The presentation should focus on the artist's PHOTOGRAPHIC work, as some people on the list also worked in other mediums. Each student will be asked to show examples of the artist's photography and explain why it is important, influential, and/or ground breaking for its time. In addition to turning in their digital presentation (ppt, keynote, or prez) students will have to turn in a printed document citing their sources.

Institutional Learning Outcomes

Communication: Quality of Delivery

Communication: Responsiveness To Purpose

## Annotated Bibliography

Students are asked to read at least 500 pages of materials related to digital photography or photographic arts and create an annotated bibliography cataloging their sources. These pages could come from books, magazines, periodicals, websites, etc. All sources must be approved by the instructor first. All sources must be cited in MLA format, and annotations must be approximately 1 page each follow a guideline provided by the instructor.

Institutional Learning Outcomes

Communication: Responsiveness To Purpose



Student Work Example: Cody Kangas





# COURSE SCHEDULE

## Week 1 R 8.22: Introduction & Syllabus Review

**Lecture:** Understanding the Power of Images to Connect Us

Class Exercise: Top 5 "I Wish Mine Would's"

Class presents results of exercise

### HOMEWORK:

-10 Photographable Questions & Keywords (due 8.27)

-Select Photographer for Presentation (due 8.27)

-Annotated Bibliography (due end of semester)

## Week 2 T 8.27: Anatomy of a Camera

Sign up for Photographer Presentation

Present 10 Photographable Questions Assignment

**Lecture:** The Anatomy of a Camera

In Class Exercise - Photographic Scavenger Hunt

### HOMEWORK:

-Anatomy of YOUR Camera Worksheet (due 8.29)

-Bring files from scavenger hunt to class for demo

## R 8.29: Rules of Composition

**Lecture:** What is Attractive? Rules of Composition

Introduce Composition Assignment

### HOMEWORK:

-Composition Assignment (Due 9.3)

## Week 3 T 9.3: Composition Critiques

Expectations of Critiques

Composition Critiques

**Lecture:** Lighting 101 - Understanding Light

### HOMEWORK:

-Outdoor Lighting Assignment (Due 9.10)

-White Balance Exercise (Due 9.5)

## R 9.5: More on Outdoor Lighting + Photoshop Basics

Student Photographer Presentation - Z's Example

Go over/Turn In White Balance Exercises

In Class Exercise - Color Cast Worksheet

**DEMO:** Photoshop Basics

### HOMEWORK:

-Finish Outdoor Lighting Assignment (due 9.10)

**Week 4 : T 9.10: Crits - Outdoor Lighting**

Small Group Crits - Outdoor Lighting

**Lecture:** Controlled Light - Indoor Lighting + Still Life Photography

**DEMO:** Working with Lighting Modifiers

**HOMEWORK:**

- Still Life Assignment (due 9.17)

-White on White Lighting - Egg Shoot (due 9.12)

-Bring 3 "interesting little things" to class for in class demo (due 9.12)

**R 9.12: Class Exercise - Still Life Assignment**

Student Photographer Presentation

In Class Exercise: Narrative Still Life Series

**DEMO:** More With Photoshop

**HOMEWORK:**

-Still Life Assignment (due 9.17)

**Week 5 : T 9.17: Photoshop**

Crits - Still Life Assignment

**Lecture:** Abstract/Texture & Macro Photo Assignment

**DEMO:** Finding Texture in Unexpected Places + Macro Photos

**HOMEWORK:**

-Shoot Texture Photos and bring files to class on 9.19

-Macro Texture Assignment (due 9.24)

**R 9.19: Photoshop**

Student Photographer Presentation

**Lecture:** Print and Resolution

**DEMO:** Preparing Files for Print

Test Prints in Class - Types of Photo Paper

**HOMEWORK:**

-Macro Texture Assignment (due 9.24)

**Week 6 : T 9.24: Macro Texture Crits**

Macro Texture Crits: Printed vs. Digital Images

**Lecture:** POV/Forced Perspective Photography

**HOMEWORK:**

-POV Assignment (due 10.1)

**R 9.26: Introduction to Adobe Bridge**

Student Photographer Presentation

**DEMO:** Using Adobe Bridge to Organize Photos

**DEMO:** More Advanced Photoshop Techniques

Work In Class Time

**HOMEWORK:**

-POV Assignment (due 10.1)



**Week 7 : T 10.1: POV Crits**

Student Photographer Presentation  
Critiques - POV Assignment  
**Lecture:** Architecture + Street Photography

**HOMEWORK:**  
-Architecture Assignment (due 10.10)

**R: 10.3: Group Critiques + Introduction to InDesign**

**CLASS FIELD TRIP:** Shooting Downtown  
Individual Meetings w/Z

**HOMEWORK:**  
-Architecture Assignment (due 10.10)

**Week 8 : T 10.8 NO CLASS - Fall Break**

**R 10.10 Architecture Critiques**

Critiques: Architecture Assignment  
**Lecture:** Portrait Photography

**HOMEWORK:**  
-Work on Portrait Photography (due 10.17)

**Week 9 : T 10.15 Portrait Photography**

Student Photography Presentation  
**DEMO:** Lighting Portraits  
Work In Class Time

**HOMEWORK:**  
-Work on Portrait Photography (due 10.17)

**R 10.17 Portrait Assignment Crits**

Critique Portrait Assignment  
**Lecture:** Staged Photography

**HOMEWORK:**  
-Brainstorm & Thumbnails for Staged Photo (due 10.22)

**Week 10 : T 10.22 Staged Photography & Compositing**

Student Photography Presentations  
Review Thumbnails  
**Demo:** Compositing Tips in PS  
Work In Class Time

**HOMEWORK:**  
-Continue working on Staged Photo (due 10.29)

**R 10.24 Staged Photography & Compositing**

Student Photography Presentations  
Work In Class Time

**HOMEWORK:**  
-Staged Photos due next class (10.29)

- Week 11** : **T 10.29 Critiques - Staged Photography**  
 Critiques on Staged Photo Assignment  
**Lecture:** Hockney Joiners  
**HOMEWORK:**  
 -Start shooting practice joiner images for next class
- R 10.31 How to Make Joiners**  
 Student Photography Presentation  
**DEMO:** Making Joiners in Photoshop  
**HOMEWORK:**  
 -Shoot joiner images. Have files ready for next class
- Week 12** : **T 11.5 Work in Class Day + Check Ins**  
 Student Photography Presentations  
 Work In Class Time - Joiners & Printing  
**HOMEWORK:**  
 -Finish Joiners for Crits
- R 11.7 Joiner Crits**  
 Critiques - Hockney Joiners  
**Lecture:** Photos in Motion - Hyperlapses  
**HOMEWORK:**  
 -Brainstorm locations and subjects to shoot for a hyperlapse.  
 Come to class with ideas for this group project
- Week 13** : **T 11.12 Class Exercise - Shooting Hyperlapses on Campus**  
**Group Projects** - Hyperlapses of Marietta's Campus
- R 11.14 Hyperlapse**  
 Student Photography Presentations  
**DEMO:** Making a Hyperlapse with TimeLapse Assembler & Premiere  
**Lecture:** Photographable Questions - Final Assignment  
**HOMEWORK:**  
 -Begin brainstorming ideas for your final photo series.  
 Come to class ready to workshop ideas
- Week 14** : **T 11.19 Workshopping Ideas**  
 Student Photography Presentations  
 Small Group Workshops  
**HOMEWORK:**  
 -Begin shooting for final assignment
- R 11.21 Work in Class Day**  
 Work In Class Time  
 Individual Check-Ins with Z  
**HOMEWORK:**  
 Continue working on Final Assignment

**Week 15** : **T 11.26 Work in Progress Crits - PQs Assignment**

WIP Crits  
Work In Class Time

**HOMEWORK:**  
Continue working on Final Assignment

**R 11.28 NO CLASS - Thanksgiving Break**

**Week 16** : **T 12.3 Final Exam Review**

Review for Final Exam  
Revised Projects Due TODAY

**HOMEWORK:**  
Study for Final Exam  
Continue working on Final Assignment  
Annotated Bibs DUE NEXT CLASS (12.5)

**R 12.5 Crits - Final Project**

Final Critiques - Photographable Questions  
Annotated Bibs DUE TODAY

**HOMEWORK:**  
Study for Final Exam

**FINALS WEEK** : **12.10 Final Exam**

Final Exam

students crying  
about not knowing  
what was due today

the syllabus





# COLLEGE POLICIES

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## COVID & ATTENDANCE:

Students should not attend class if they have a fever of 100.4°F or greater, are ill, or are experiencing multiple COVID-19 symptoms. In order for these absences to be excused, the student must contact the Center for Health and Wellness (CHW) for evaluation (call 740-376-4477 or e-mail [healthandwellness@marietta.edu](mailto:healthandwellness@marietta.edu)). CHW will be using telemedicine as the first step to provide timely and physically distant evaluations. In-person appointments at CHW will be scheduled for hands-on assessments and testing on an as-needed basis.

The Center for Health and Wellness will notify instructors if they have evaluated a student and feel that the student should not be attending classes in person, for whatever reason and for whatever period of time they specify. They will also indicate if the student should be attending classes virtually instead.

If the student is evaluated by someone other than CHW and the student or the other health care provider shares documentation with CHW that the student should not be attending classes in person, CHW will also notify instructors of the student's absence, along with information about when the student is expected to return to classes, and whether the student should be attending class virtually, if the documentation provided makes that recommendation.

If a student chooses to share documentation from a non-CHW provider directly with their instructors, the instructor will determine whether to excuse the student's absence or not, and for what period of time, based on the documentation provided. In those instances, the instructor will also determine whether to excuse the student's absence from attending class virtually, and for what period of time, based on the documentation provided.

In keeping with their obligation to protect a student's right to privacy, CHW will not share the reason a student should not be attending classes (in person and/or virtually) without the student's authorization.

If a student suffers from a chronic condition that leads to absence from class, he/she must have presented documentation to Kristin English,

Disability Services Coordinator and OAA Program Support. Mrs. English will determine appropriate accommodations and will notify the student's instructors of those accommodations, including guidance on requests for make-up work for absences related to the chronic medical or mental health condition.

## Absences for Medical and/or Mental Health Reasons:

The staff in the Center for Health and Wellness (CHW) is committed to reinforcing the important role that class attendance plays in student academic success.

## Mask Policy:

In response to the best available science and current guidance from the Centers for Disease Control and Prevention, every student must wear a mask or other cloth face-covering that covers their nose and mouth while in this classroom and other instructional areas. Students who do not have a mask will be asked to leave the classroom and only return when they follow this basic public health recommendation. Following this simple, science-based guideline will help ensure the safety of the entire Marietta College community. The Marietta College community views the adoption of these practices as a mark of good citizenship and respectful care of fellow classmates, faculty, and staff.



**Academic Dishonesty:**

Dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy educational environment. Academic dishonesty is any treatment or representation of work as if one were fully responsible for it, when it is in fact the work of another person. Academic dishonesty includes cheating, plagiarism, theft, or improper manipulation of laboratory or research data or theft of services. A substantiated case of academic dishonesty may result in disciplinary action, including a failing grade on the project, a failing grade in the course, or expulsion from the College.

**Documented Disabilities:**

Students who believe that they may need accommodations due to a documented disability should contact the Academic Resource Center (Andrews Hall, Third floor, 376-4700) and the instructor as soon as possible to ensure that such accommodations are implemented in a timely manner. You must meet with the ARC staff to verify your eligibility for any accommodation and for academic assistance.

**Campus Labs—Beacon:**

Marietta College is committed to student success and engagement. Beacon by Campus Labs is a program that helps students stay on track by directing them to campus resources specific to their individual needs. Beacon also provides a way for faculty and staff to connect and collaborate, ensuring the student receives all the support he or she needs to be successful at Marietta College. Attendance records and academic updates may be reported in Beacon.

**Health and Wellness:**

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the Dr. J. Michael Harding Center for Health and Wellness (740-376-4477) for assistance, support and advocacy. This service is free and confidential.

**Notice of Non-Discrimination:**

Marietta College is an equal opportunity educator and employer that values diversity. In our educational, admissions and employment policies, scholarship and loan programs, and athletic and other activities, Marietta College does not discriminate on the basis of age, race, color, national or ethnic origin, disability, sex, gender identity, gender expression, sexual orientation, religious affiliation, veteran status, or any other protected status.

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1967, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990 (the latter related to employee concerns only) has been delegated to: Debra C. Evans, Director of Human Resources, (740) 376-4835, [dce001@marietta.edu](mailto:dce001@marietta.edu).

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990 (the latter related to student concerns only) has been delegated to: Kristin English, Disabilities Specialist/504 Coordinator, (740) 376-4467, [thomask@marietta.edu](mailto:thomask@marietta.edu).

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title IX of the Education Amendments of 1972 (gender-based discrimination and harassment) has been delegated to: Richard Danford, Title IX Coordinator, (740) 376-4899, [danfordr@marietta.edu](mailto:danfordr@marietta.edu).