

PHOT 11: DIGITAL PHOTOGRAPHY I

In Workflow

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Approval Path

1. Wed, 23 Oct 2019 15:43:30 GMT
John Forrest (forrestj): Approved for DOD Committee Chair
2. Wed, 23 Oct 2019 15:47:36 GMT
John Forrest (forrestj): Approved for DOD Chair
3. Sat, 16 Nov 2019 21:32:56 GMT
Robin Fisher (rfisher): Rollback to Initiator
4. Fri, 14 Feb 2020 03:53:47 GMT
John Forrest (forrestj): Rollback to Initiator
5. Tue, 18 Feb 2020 23:43:37 GMT
John Forrest (forrestj): Approved for DOD Committee Chair
6. Tue, 18 Feb 2020 23:44:36 GMT
John Forrest (forrestj): Approved for DOD Chair
7. Thu, 20 Feb 2020 22:16:15 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
8. Mon, 24 Feb 2020 04:24:38 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Tue, 18 Feb 2020 22:56:50 GMT

Viewing: PHOT 11 : Digital Photography I

Last edit: Tue, 18 Feb 2020 22:56:49 GMT

Changes proposed by: Douglas Dertinger (211415231)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Digital Photography I

Class Schedule Title:

Digital Photography I

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Design

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)

PHOT - Photography

Catalog Number: (course number)

11

Course ID: (For administrative use only.)

157896

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

There are no changes to the substance of the course. We are changing course title and updating the description to align with our new B.F.A. program and with PHOT12, Digital Photography II, a new course.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

An introduction to digital photographic image making. Course acquaints students with photographic equipment and techniques used to create and disseminate digital images. Aesthetic, conceptual, and cultural issues surrounding the production and application of photographic images are also discussed.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion
Laboratory

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

2

Laboratory Classification

CS#13 - Technical Activity/Laboratory, involving business machines (K-factor=1.3 WTU per unit)

Laboratory Units

1

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Upon completing PHOT11, students will be able to: 1). Effectively create, manage, modify, and output digital photographic images. 2). Apply the basic principles of visual form toward the creation and interpretation of photographic imagery. 3). Identify important social and cultural issues that apply to the production and use of photographic imagery in our society.

Attach a list of the required/recommended course readings and activities:

PHOT11_PossibleProjects.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Class and group discussions: 2, 3

Reading and reading responses: 2, 3

Quizzes and testing: 1, 2, 3

Projects/assignments and critiques: 1, 2, 3

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:**Programs:**

BFA in Photography

BFA in Graphic Design

BFA in Interior Architecture

BA in Design Studies

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C1. Arts

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Use mathematical ideas to accomplish a variety of tasks.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

PH11_Syllabus.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

Common: course objectives, number of assignments, number of readings, types of assignments, types of assessment. Variations: thematic context of the assignments, the actual readings.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The syllabus addresses the learning objectives and writing requirements of Area C1. This syllabus is used across the sections offered. The Program Coordinator instructs all new faculty teaching the class on the nature of the course's requirements, objectives, and outcomes and reviews all instructors annually.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The Program Coordinator reviews this class and instructors annually.

General Education Details - Area C1: Arts

Section 1.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of Area C1 and the writing requirements are met for all course sections, and what steps does the department plan to take to ensure that instructors comply with the category criteria and who is responsible?

The syllabus addresses the learning objectives and writing requirements of Area C1. This syllabus is used across the sections offered. The Program Coordinator instructs all new faculty teaching the class on the nature of the course's requirements, objectives, and outcomes and reviews all instructors annually.

General criteria:

Indicate how the course is introductory and has no prerequisites.

This course acts as an introduction to the theory and process of digital photographic image making. There are no prerequisites.

Indicate how the course is broad in scope or survey in nature.

This course is an introduction to the process of and theory behind making and interpreting photographic imagery through digital processes. It introduces students to the tools and techniques involved in making color and grayscale photographic images. It discusses the basics of two dimensional design and visual communication as they pertain to the tradition of photographic image making. And it discusses the application, consumption, and interpretation of photographic images. Students are asked to create and discuss images through assignments, readings, and critiques.

Specific criteria:

Indicate in written statements how the course meets each of the following Learning Criteria for Category C1. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Think conceptually and critically about medium, performance or presentation, and production for at least one art form.

Students are asked to create photographic images and prints within the class. The images produced follow assignments that introduce them to cultural forms/genres within the tradition. The assignments are critical in nature, aimed at making them aware of visual experience and how that experience can be interpreted into the form of the photograph. Classroom critiques of work are designed to assess the overall effectiveness of this interpretation and help the students understand what is and is not communicated from the objects made.

Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.

The works of photographic artists within the canon are discussed in terms of form and content and historical/cultural forces. Processes in digital photographic image production and the quality of such production is discussed. Principles of two-dimensional design, especially as they pertain to photographic imagery, are discussed. Discussion of these matters takes place in classroom lectures and during critiques of students' own work.

Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.

Photography will be discussed as part of the larger graphic tradition of 2D art. Examples from drawing, painting, printmaking, film, sculpture, and architecture from a variety of cultural and historical sources will be discussed as needed in relationship to the instruction on issues of form and content.

Be able to develop and defend informed judgments about creative work

During critiques, students will be instructed on how to formulate and communicate their concerns. Students in critiques will be asked to understand the qualities of work critiqued through the stated concerns of artist.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

At least two written summaries, each approx. 500 words, are due during the semester. These summaries are based on readings provided for the students. The focus of the summaries is to help students engage in critical, objective interpretation of texts. The summaries are due the day readings are discussed and act to help the student prepare.

Section 2.

Please attach any additional files not requested above:

PH11_Syllabus.pdf

Reviewer Comments:

Robin Fisher (rfisher) (Sat, 16 Nov 2019 21:32:56 GMT):Rollback: Dear Doug, Please simplify Expected Learning Outcomes and clarify; especially ELO #1 needs to be divided into 2 ELOs. Eliminate one use of "relevant" in ELO #3. Thank you, Robin Fisher

John Forrest (forrestj) (Fri, 14 Feb 2020 03:53:47 GMT):Rollback: As per your request

Key: 3878