

- a. Demonstrate how to use and to operate a 35mm or digital camera.
 - b. Successfully use the camera's exposure system by using the lightmeter and bracketing features to produce well exposed color slides.
 - c. Distinguish between photographs by identifying the well composed and visually concise image that communicate clearly.
 - d. Create successful compositions by using elements of design within the photograph.
 - e. Describe the works and styles of current and historical photographers.
 - f. Produce images that demonstrate good lighting.
 - g. Critically examine and evaluate their work and the work of fellow students.
7. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)
- See attached outline.
8. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
- a. Out-of-class assignments: Students will make photographic images, on their own time.
 - b. Reading assignments: Instructor will assign 10-20 pages of reading from course text each week.
 - c. Writing assignments:
Students will be required to write and submit a 2 -3 page museum report.
 - d. Critical thinking:
Slide/Lecture and discussion to understand visual communication.
 - e. Classroom demonstrations covering camera operation, use of reflectors for portraiture.
 - f. Individual student-teacher conferences. (Lab days only)
 - g. Critique of student work.
9. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)
- 1. Image assessment in group critique.
 - 2. Exhibition report.
 - 3. Written test.
 - 3. Participation during class discussion and critiques.

10. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

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Control through Effective Design

Tom Grill and Mark Scanlon AMPHOTO, 1990

Prepared by:

(Signature)

Submission Date:
