

MEDT 7466**Digital & 35mm Photography**

Semester Hours: 3

Semester/ Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax: 678-839-6153-Department of Media and Instructional Technology

Distance Support: WebCT Home Page- <http://webct.westga.edu> ,
 WebCT Help & Troubleshooting- <http://www.westga.edu/%7Edistance/webct2/help/>
 UWG Distance Learning Ed Helpline (770) 838-3018, Mon.-Fri., 8-5 p.m.
 Distance Learning Help- distance@westga.edu, Mon.-Fri., 8-5 p.m.
 Getting Started handout-
http://www.westga.edu/%7Edistance/webct2/students/gettingstarted_webct_students.pdf
 E-mail WebCT VISTA for Help-<http://webct.usg.edu/support/westga/>
 Distance Learning Student Guide-
<http://www.westga.edu/%7Edistance/distancestudents/>

Library Support: Ingram Library Distance Learning Services at the University of West Georgia-
<http://westga.edu/~library/depts/offcampus/> ,
 Irvine Sullivan Ingram Library-
<http://westga.edu/~library/info/library.shtml>

Communication: The office communication method to students is through campus e-mail (My-UWG).
 Be use to access this several times a week to keep up to date on important information.

COURSE DESCRIPTION

(No prerequisites) An exploration of principles of photography including the elements of light, subject, camera, film, and composition. Digital and 35mm instructional applications of photography in the workplace, developing black & white negatives and prints, shooting high-quality digital photographs, and how to enhance digital photographs are covered.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES:

Students will:

1. Develop competencies in operating equipment needed for taking and producing 35mm black and white prints for use in the work place (i.e., 35mm camera, tripod, copy stand, flash attachment, lights, enlarger, black and white film, processing tank) (Horenstein, 1983; Horenstein, 1989; London et al., 2002; Rand & Litschel, 1994). (D1 Decision Makers; D3 Lifelong Learners; D8 Knowledgeable; NBPTS 4a; ISTE/NETS-T II-e; AASL 2);
2. Develop competencies in operating equipment needed for taking and editing digital photographs for use in the work place (i.e., digital camera, computer, mouse, editing software such as Photoshop, lights, tripod) (Horenstein, 1983; Horenstein, 1989; London et al., 2002; Rand & Litschel, 1994). (D1 Decision Makers; D3 Lifelong Learners; D8 Knowledgeable; NBPTS 4a; ISTE/NETS-T II-e; AASL 2);
3. Discuss the various applications of photography by students, teachers, and administrators and its role and importance in the teaching/learning process as a means of enhancing learning and motivation with all types of learners) (Horenstein, 1983; King, 1994; London et al., 2002; McClelland, 2002). (D1 Decision Makers; D2 Leaders; D3 Lifelong Learners; D4 Adaptive; D5 Collaborative; D6 Culturally Sensitive; D7 Empathetic; D8 Knowledgeable; D9 Proactive; D10 Reflective; NBPTS 4a; ISTE/NETS-T II-b, II-e; AASL 2);
4. Discuss the features of digital editing software (London et al., 2002). (D1 Decision Makers; D2 Leaders; D3 Lifelong Learners; D8 Knowledgeable; D9 Proactive; NBPTS 4a; ISTE/NETS-T II-b, II-e; AASL 2); and

5. Develop an electronic portfolio that consists of all class projects, reflections, and a variety of print and non-print photography resources that can be used in the work place to meet the varying the diverse needs of all students (McKenzie, Davison & Hurt, 1996; McKenzie & Hurt, 1995; McKenzie, 1993; McClelland, Sandino, Russell, Heimlich, & Molenda, 2005). (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS 4a; ISTE/ NETS-T II-b, II-e; AASL 2)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

London, B., Upton, J., Kobre, K. & Brill, B. (2005) *Photography* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

References:

- Hedgecoe, J. (1993). *John Hedgecoe's Photography Basics*. New York, NY: Sterling Publishing Co.
- Horenstein, H. (1983). *Black and white photography, a basic manual*. (2nd ed.). Boston, MA. : Little, Brown, and Company.
- Horenstein, H. (1989). *The photographer's source - a complete catalog*. Simon and Schuster Inc.
- Huss, D. (2004). *How to do everything with digital photography*. New York, NY. McGraw-Hill/Osborne.
- King, D. (1994). *My first photography book*. London, New York, Stuttgart: Dorling Kindersley.
- McKenzie, B. K. (1993). The art of photosketching and its applications in the school. *School Library Media Activities Monthly*, 10(3), 39-40.
- McKenzie, B. K. & Hurt, J. (1995). Integrating photography into the curriculum inexpensively: Student applications. *School Library Media Activities Monthly*, 11(9), 36-38.
- McKenzie, B. K., Davidson, T. J., & Hurt, J. (1996). Photography and the curriculum....more focus on learning. *School Library Media Activities Monthly*, 13(2) 32-33.
- Rand, G. and Litschel, D. (1994). *Black and white photography*. Minneapolis/St. Paul, MN: West Publishing Company.
- Rosen, M. J. and DeVries, D. L. (1993). *Introduction to photography*. (4th ed.). Belmont, CA: Wadsworth Publishing Company.
- Smaldino, S.E., Russell, J.D., Heinich, R., & Molenda, M. (2005). *Instructional technology and media for learning* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Wignall, J (1996). *Kodak's Most Basic Book of 35 mm Photography*. (2nd ed.). Rochester, New York: Consumer Imaging, Eastman Kodak Company.

Useful Websites

Photography:

- A History of Photography: <http://www.rleggat.com/photohistory>
- A complete Guide to Digital Photography: <http://www.shortcourses.com>
- American Photography: <http://www.pbs.org/ktca/americanphotography>
- Kodak - http://www.kodak.com/eknec/PageQuerier.jhtml?pq-path=2/3/38/315&pq-locale=en_US
- Masters of Photography: <http://www.masters-of-photography.com>
- Photolinks: <http://www.photolinks.com>
- Photography Guide: <http://www.photography-guide.com>
- Photography Tips: <http://www.photography-guide.com>
- Photography Sites: <http://www.photoclicks.net>
- The American Museum of Photography: <http://www.photography-museum.com>

Photoshop:

- Adobe Photoshop 7.0
- http://getit.rutgers.edu/handouts/photoshop7_handout.pdf
- Adobe Photoshop 7.0: Introduction
- <http://www.bsu.edu/web/ucspubs/pdf/photoshop/ps70intro.pdf>
- Adobe Photoshop 7.0: Intermediate
- <http://www.bsu.edu/web/ucspubs/pdf/photoshop/ps70intermed.pdf>
- Digital Basics: Photoshop
- http://www.fdi.vt.edu/spring/2003/s_content/Photoshop/Handouts.pdf
- Introduction to Photoshop 7.0
- <http://www.life.uiuc.edu/edtech/training/ps>
- Using Adobe Photoshop (version 7) to Edit Scanned Images
- http://medlib.med.utah.edu/library/edumaterials/handouts/Photoshop_Web/photoshop_exercise_v7.pdf
- Workshop Activities: Photoshop 7.0
- <http://ww2.lafayette.edu/~itech/documents/handouts/photo7act.pdf>

Useful Tools:

- Acrobat Reader – <http://www.adobe.com/products/acrobat/readstep2.html> , or <http://www.download.com/3000-2378-10000062.html>
 - Adobe Support - <http://www.adobe.com/support/products/acrobat.html> , or http://www.delawarepersonnel.com/misc/documents_pdf.shtml
 - QuickTime – <http://www.freedownloadscenter.com/Search/quicktime.html>
 - Quick Time Support – http://images.apple.com/quicktime/pdf/QuickTime7_User_Guide.pdf
 - QuickTime for Windows Support –
 - http://uuhsc.utah.edu/MoranEyeCenter/gbs/gbs4/html/c_winquicktime.html

Materials:**Cameras:**

We will be using 35mm and digital cameras for the course. Although it is desirable for everyone to own their own camera, it is not a requirement for the course. You are expected to have access to these cameras so that assignments can be completed on time. The Teaching Materials Center (TMC) has a few digital cameras that can be checked out overnight.

Paper & Editing Software:

Black & White Prints: You are given the option of learning how to develop black and white prints in this course if you are interested in doing so. In your black and white assignments you can develop your own prints or have them developed professionally at Walmart, Walgreens, or a selected photography shop of your choice. If you elect to develop your own prints you must purchase your own black and white printing paper. Chemicals for development are provided.

Digital Prints: You must edit your digital prints. The computer lab has PhotoShop. If you work on your projects at home you must purchase this program. You do not have to purchase the most expensive version of the program.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**Link to Conceptual Framework**

The focus of this course is on composing and creating black & white and digital photographs. In addition, students review how images can be used in teaching. The overall evaluation for this course is structured so that each assignment can be combined to produce a portfolio of their work. Due to the broad nature of the assignments, each conceptual framework descriptor is covered in the various course assignments. As students complete their assignments, they will have demonstrated achievement in the areas of *decision making*: by selecting an appropriate subject, composing the shot, and formatting the print as well as selecting an appropriate instructional use for the image or process (course assignment 2.1, 2.2); *leadership*: enhancing his/her knowledge and skills in instructional technology in order to integrate photo imaging into the curriculum (course assignment 2.1-2.3); *lifelong learning*: studying how to use and integrate photo technology into the work place (course assignment 2.1-2.4); *being adaptive*: changing educational practices to meet the needs of learners (course assignment 2.3); *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in photo technology (course assignment 2.3); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse learners (course assignment 2.3); *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (course assignment 2.3); *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others' postings in completing the course activities (course assignment 1-3); *being proactive*: implementing new interventions and innovations in photo technology to better serve learners (course assignment 1-3) and *reflection*: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/

innovations and school changes that are needed to more effectively integrate photo technology into the curriculum (course assignment 1, 2.4, 3).

Activities and Assignments:

1. Class Attendance and Online Participation10%

Students are expected to attend all required face-to-face classes and to participate in class activities and discussions. Each week students are required to respond to the weekly question and respond to two students' comments.

2. Student Portfolio Work.....80%

Item	%
○ 2 Black and white prints (1 must be 35mm the other may be 35mm or digital in black and white) (Each print = 5%)	10
○ 6 Digital prints (Each print = 5%)	30
○ 1 Photography project	15
○ 1 Photography lesson plan <ul style="list-style-type: none"> ● Lesson Plan (5) ● Instructional materials (2) ● Rubric (2) ● Pre and post test (2) ● Analysis of data (2) ● Summary of impact on student learning and reflection on how the lesson went 	15
○ Course Reflections	5
○ Portfolio Design	5

All student work submitted during the course is required to be original. This means students cannot use work that was created at another time. Individual projects will use 35mm cameras and digital imaging equipment. There will be 9 required projects for the course. At least *one* image must be created using 35mm camera.

All student work must be submitted within an electronic portfolio that in a PowerPoint presentation with the photos displayed or linked or on a web site. The portfolio must contain the following elements:

- 2.1 - Two black and white prints (projects 1 and 2 below)
- 2.2 - Your digital images (projects 3 – 8 below)
- 2.3 – Your optional project
- 2.4 - Your required course reflections and
- 2.5 – An innovative self introduction.

Course Objectives 1-3, checklist.

2.1 Black and White Print Work

1. **Black and White Print #1 – a Portrait** (1 bold image)

Make a portrait of yourself or another person that attempts to describe aspects of the interior person as well as the exterior. Emphasis should be placed on creative interpretation (i.e., what is actually depicted of the person to indicate *self*.)

Course Objectives 1 & 2, checklist.

2. **Black and White Print #2 – (select from the options below)** (1 bold image)

Make a print that can be used as part of your classroom instruction. This can include a number of options that are listed below. In addition, type up a paragraph describing how you intend to use the photograph (i.e., to introduce a concept, a review, to stimulate thinking about a concept), the group of students who will use it, and the subject area.

- Photo sketch
- Photograph with selected focus
- Photograph demonstrating humor
- Night time photograph
- Photograph with textured objects
- Photograph showing rhythm
- Photograph of a group
- Photograph demonstrating depth of field
- Photograph with an unusual camera angle
- Photograph highlighting architecture

Course Objectives 1 & 2, checklist.

2.2 Digital Photography Work

1. **Light & Shadow** (2 images are required for this project) – make images that emphasize the affect of light on the subject. This can be done by actually considering shadows and light as the subject rather than the thing that makes the shadow.

Course Objectives 2 & 4, checklist.

2. **Transforming Objects** (1 image required) – using extreme point-of-view (worm's/bird's eye) or extreme close-up, create an image that has challenging pictorial space and changes our perception of an ordinary object (**one** image for this project).

Course Objectives 2 & 4, checklist.

3. **Ambiguous Space** (2 images required) – using the qualities of reflective materials, extreme cropping, and/or frames within frames, make an image that has a confusing or ambiguous space (**two** images are required for this project).

Course Objectives 2 & 4, checklist.

4. **Atmospheric Space** (2 images) – make images that emphasize the space or air in a photograph rather than objects. This can be done using inclement weather, smoke, depth-of-field, unusual lighting conditions, etc. (**two** images are required for this project)
Course Objectives 1 & 2, checklist.
5. **Double-exposure** (1 image required) – use the capabilities of Photoshop to combine images to create a double-exposure affect.
Course Objectives 2 &4, checklist.
6. **Emotional Movement** (1 bold image required) – make an image that conveys both extreme movement and emotion within the confines of a still, two dimensional media (**one** image is required).
Course Objectives 2 & 4, checklist.

2.3 *Optional Photography Project*

Students are encouraged to design and create an optional project of their choice from the below list of options. Two students can work together as a team if desired on 3 and 4:

1. Two digital photographs from the list of options in Black and White photograph #2 that were not completed that the student is interested in taking (i.e., a Photo sketch, Photograph with selected focus, Photograph demonstrating humor, Night time photograph, Photograph with textured objects, Photograph showing rhythm).
 2. The creation of a photo blog with a minimum of 15 photographs.
 3. The creation of a PowerPoint presentation of photos with or without audio that tells a story. This must contain a minimum of 15 slides.
 4. The creation of a Podcast with visuals and/or visuals and audio for instructional purposes in the student's field of study.
 5. Other (please discuss this with your instructor)
- Course Objectives* 1, 2 & 4, checklist.

2.4 *Course Reflections*

1. To be double spaced and at least $\frac{3}{4}$ of a page,
2. To be spell checked and with no grammar errors,
3. To consist of the following topics:
 - What are five exciting ways that photography (35 mm and digital) can be integrated into the curriculum in your field of study to make learning more meaningful to students?
 - What are the benefits of photography for the students, including those who have diverse and special needs in the school? List and describe a minimum of five.
 - What are your five top resources for photography in the print format and five top resources for photography in the electronic format? (these include both 35mm and digital resources)
 - What are the main differences between 35 mm and digital photography?
 - What are the advantages of 35mm and digital photography?

- How has this course enhanced your knowledge, skills, and disposition as it relates to photography and its use in the schools?

Course Objective 4, checklist.

3. Quizzes..... 10%

There will be 3 quizzes given during the semester. These will consist of short and long response essay questions. That requires critical thinking, problem solving and application of what is learned to the student's field of study. Each quiz will be 2.5% of the overall grade in the course.

Course Objectives 1-5, quiz.

Grading Policy:

The following grading scale will be used:

A = 92 - 100%, B = 82 - 91%, C = 70 - 81% and F = Below 70%.

Instructor Feedback

As a student you can expect to receive feedback from me in 48 hours or less via e-mail or returned phone calls. I am available for online chats or face-to-face meetings in the office as well. On the weekends I am online on Saturday afternoons as a general rule doing work but usually take Sundays off to spend time with my husband. If I am out of town I will notify you in advance. Please feel free to contact me with the e-mail and phone numbers I have provided you in the course.

CLASS POLICIES

Submitting Assignments

Students are expected to keep up with the weekly learning plan and submit assignments by the due dates. Valid reasons for submitting work late must be cleared with the instructor in advance. It is extremely important that students keep up with the weekly plan and not get behind. Only original work may be submitted for credit and grading. Work that is one week late will receive a deduction as shown below.

Type of Assignment	Deduction
<ul style="list-style-type: none"> • Late e-mail submission or bulletin board posting 	<ul style="list-style-type: none"> • Half credit when one day to one week late (posting after stated time is considered late) • When your posting is more than one week late an additional 10% deduction will be taken for each day late
<ul style="list-style-type: none"> • Late class projects 	<ul style="list-style-type: none"> • 10% deduction for each day late
<ul style="list-style-type: none"> • Late quiz 	<ul style="list-style-type: none"> • Half credit when one day to one week late (Posting after stated time)

Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones, beepers. (They should be turned off when entering the classroom)

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

Photography Awards

Students will be given photography awards for their achievement in the class. Students and the student will vote for the below awards. They include:

- The Best Black and White Portrait,
- The Best Black and White Print,
- The Best Digital Photograph,
- The Best Electronic Portfolio,
- The Best Digital Photograph displaying:
 - Light and Shadow,
 - Transforming Objects,
 - Ambiguous Space,
 - Atmospheric Space,
 - Double Exposure,
 - Emotional Movement,
- Best Optional Photography Project, and
- The Most Improved Photographer.

DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest State University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

CLASS OUTLINE

See WebCT for Detailed Course Outline and Activities

KEY:

- **F2F** = Face-to-Face class classes that are required ,
- **OL** = Online classes, face to face instruction is available as needed by students

Meeting	Activity	Readings
1 OL-Aug. 18 th	<ul style="list-style-type: none"> ▪ Introduction to the Course and WebCT, ▪ Course Needs Assessment & Questionnaire, ▪ How to be a Successful Online Student, ▪ History of Photography, ▪ Seeing Photography. 	Chapters 16, 17
2 F2F-Aug. 25 th	<ul style="list-style-type: none"> ▪ Self Introductions, ▪ Review course, ▪ Form Virtual Learning Groups, ▪ Give Virtual Learning Group form to Instructor or send it to instructor by the 3rd class meeting, ▪ The Camera, the Lens, ▪ Give Needs Assessment and Questionnaire to Instructor, 	Chapters 1-3

	<ul style="list-style-type: none"> ▪ Introduction to digital story telling, ▪ Demonstration of Loading Film into 35mm Camera. 	
3 OL-Sept. 1st	<ul style="list-style-type: none"> ▪ Light and Film, ▪ Exposure, ▪ Lighting, ▪ * Post Self-Introduction and Virtual Learning Group. 	Chapters 4, 5, & 12
4 OL-Sept. 8th	<ul style="list-style-type: none"> ▪ Quiz #1 (Over Chapters 16,17, 1, 2, & 3), ▪ The Negative, ▪ Prints, ▪ Scanning prints. 	Chapters 6 -7
5 F2F-Sept. 15th	<ul style="list-style-type: none"> ▪ Introduction to Photo Shop with Mr. Steve Broome, ▪ Digital Darkroom, ▪ Photo Shop Techniques. 	Chapter 10 - 11
6 OL-Sept. 22nd	<ul style="list-style-type: none"> ▪ Reflect on the differences between digital and 35mm photography, ▪ Printing the positive, ▪ Finishing and mounting, ▪ Review Digital Darkroom information. 	Chapter 8 Chapters 10 - 11
7 OL-Sept. 29th	<ul style="list-style-type: none"> ▪ * Submit Project # 1-B and W Print (Portrait) ▪ Reflect on photography resources, ▪ Creating your Electronic Portfolio for class, ▪ Tips on effective portfolio design. 	
8 OL-Oct. 6th	<ul style="list-style-type: none"> ▪ Quiz # 2 (Over Chapters 4, 5, 12, 6), ▪ Submit Project # 2-B and W Print (Selected, 35 mm or digital). 	
9 OL-Oct. 13th	<ul style="list-style-type: none"> ▪ Reflect on Benefits of Photography, ▪ * Submit Light and Shadow Project – (2 images), ▪ Photography Lesson Plan. 	
10 OL-Oct. 20th	<ul style="list-style-type: none"> ▪ *Submit Transforming Object Project (1 image), ▪ Introduction to photoblogs, ▪ Photography PowerPoint presentation in the classroom – Every picture tells a story. 	
11 OL-Oct. 27th	<ul style="list-style-type: none"> ▪ Reflect on Integrating Photography into the curriculum photograms, ▪ *Submit Atmospheric Space Project (2 images), ▪ Photosketches. 	Chapter 13

12 OL-Nov. 3 rd	<ul style="list-style-type: none"> ▪ *Submit Ambiguous Space Project (2 images). 	
13 OL-Nov. 10 th	<ul style="list-style-type: none"> ▪ Quiz # 3 (Over Chapters 7, 8, 10, 11, 12), ▪ *Submit Double Exposure Project (1 image). 	
14 OL-Nov. 17 th	<ul style="list-style-type: none"> ▪ *Submit Emotional Movement Project (1 image), ▪ Work on projects and portfolio. 	
15 OL-Nov. 24 th	<ul style="list-style-type: none"> ▪ Reflect on the impact of the course on you, ▪ *Submit your optional Project. 	
16 OL-Dec. 1 st	<ul style="list-style-type: none"> ▪ Vote on class awards, ▪ *Submit Photography Lesson Plan, ▪ *Submit online Distance Evaluation of the class, ▪ *Submit online University Evaluation of the class. 	
17 F2F - Dec. 8 th	<ul style="list-style-type: none"> ▪ *Submit Electronic Portfolio to the instructor, ▪ Present your Electronic Portfolio to the class. 	

Important Due Dates – Major Projects

Date	Project or Item Due
Aug.25 th – Sept. 1 st	<ul style="list-style-type: none"> ▪ Needs Assessment and Course Questionnaire
Sept. 1 st – Sept. 8 th	<ul style="list-style-type: none"> ▪ Self Introduction ▪ Virtual Learning Group
Sept. 8 th – 15 th	<ul style="list-style-type: none"> ▪ Quiz # 1
Sept. 29 th – Oct. 6 th	<ul style="list-style-type: none"> ▪ Project # 1-B and W Print (Portrait / 35mm)
Oct. 6 th – Oct. 13 th	<ul style="list-style-type: none"> ▪ Project # 2-B and W Print (Selected / 35mm or digital) ▪ Quiz # 2
Oct. 13 th – Oct. 20 th	<ul style="list-style-type: none"> ▪ Light and Shadow Project (2 different images)
Oct. 20 th – Oct. 27 th	<ul style="list-style-type: none"> ▪ Transforming Objects Project (1 image)
Oct. 27 th – Nov. 3 rd	<ul style="list-style-type: none"> ▪ Atmospheric Space (2 images)
Nov. 3 rd – Nov. 10 th	<ul style="list-style-type: none"> ▪ Ambiguous Space (2 images)
Nov. 10 th – Nov. 17 th	<ul style="list-style-type: none"> ▪ Quiz # 3 ▪ Double Exposure (1 image)
Nov. 17 th – Nov. 24 th	<ul style="list-style-type: none"> ▪ Emotional Movement (1 image)
Nov. 24 th – Dec. 1 st	<ul style="list-style-type: none"> ▪ Optional Project
Dec.1 st - Dec. 8 th	<ul style="list-style-type: none"> ▪ Photography Lesson Plan ▪ Distance Education ▪ University Evaluation ▪ Electronic Portfolio

* All submissions are due by mid-night except for the portfolio which must be in by soon on Dec. 8th.