

Introduction to Photography Course

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Teaching Portfolio
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Introduction to Photography

Course Syllabus

PHTO 1225 Fall 2019

Required Textbook: Intro to Photography Book (Photography by Upton and London)

Instructor: Tanya Hamner

Meeting Times: Class meets M & W 11-11:50. Lab is M from 2:15-4:00

Office: FAB 16

Office Hours: Tues: 10:25-11:25, Wed: 12-1, Thursday: 9:30-10:30

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Lab Fee: \$50

Credit Hours: 3

Prerequisite: None

Teaching Philosophy

What is Photography? Is it Art? Is it Truth?

Or is it a way one can express their own creative mind?

Over the past decade photography has grown into several different identities and has combined with several mediums. It has grown into a cinematic mindset, learned the abstract of a paintbrush, and pushed past the truth of documentary exploring into a world that maintains from a machine and paints with a mind. Photography is of a medium that constantly struggles finding its own identity.

I believe the medium of photography is about taking my imagination and combining it with what I see every day. The camera is the bridge into my lifestyle. It creates the opportunity to show others what my life is like. The camera is my paintbrush in hand. It combines artistic lighting into the documentary truth connecting the bridge from the past to the contemporary ranching lifestyle.

Welcome Students

My approach to teaching photography demonstrates to students how having a solid ground in photographic technique is the bedrock of any photography program. Even though photography has changed dramatically from 30 years ago, the magic is still there. As a professor it is my goal to bring the magic of photography to life among the students.

It is my goal as a photography teacher to guide this class into developing your own unique voice in the medium. The struggles and success that I have come across in my own journey through the medium will help you as a student learn how to deal with road blocks and come out successful. You will learn the importance of building a solid core foundation with technical skills to be able to move further through the process of developing your own artistic creation. Once the photographer has learned the technical skills they now can go beyond these skills to create their own artistic voice. It is at this time we learn that the equipment doesn't make the perfect photo. Any camera can make the exact same photo and it is up to the artist to create the vision. The eye of the photographer will know how to use the simple tools to create a perfect photo from their photographic toolbox.

Course Purpose

This course is designed to give you the student an introduction to photography. It is the foundation of all photography whether it is film, digital, drones, or phone photography. With this course you will learn the steps into making a great photograph and what technical concepts are most important. In this course, students will engage in an in-depth study of the fundamental language of photography comprised of the aesthetical, technical, and practical aspects of the medium.

Course Description

This course will explore how to use the techniques and tools a camera has out in the field. Creativity and expressive use of these photographic tools and techniques will be stressed. Students will standardize equipment and photographic processes to meet the demands of various photographic situations. The course explores current commercial and historical trends in the image industry and the issues of ethics in photography. Students will be required to use additional lab time during open lab periods as well as meet with the instructor to discuss project ideas and photographic techniques when using the studio. By the end of the course, students will be familiar with digital darkroom techniques, digital camera, image editing programs, printers and related materials and accessories.

Course Objectives/Course Learning Outcomes

As a result of successfully completing this course, students will be able to:

- Demonstrate the correct operation of the camera.
- Be able to utilize and describe the finer points of outdoor lighting.
- Learning how to use light meters for indoor photography.
- Demonstrate and understanding with applicable skills of traditional photographic techniques.
- Demonstrate an understanding with applications of digital photography.

Policies and Expectations

- **Attendance:** Attendance during presentations and guest speaker days is mandatory along with field trips. Absences for these days will only be excused with a University or medical excuse. Unexcused absences on presentation days will result in a deduction from your presentation grade of fifteen (15) points. There will be assignments for these days and will be turned in at the end of the class period. If the student is not there to do the assignment and turn it in without an excused slip the assignment will be graded as an F (0) points. These assignments will not be able to be redone or made up.
- **Late Work:** As in the workplace, work is due when one's supervisor (or instructor) says it is due. Late work will not be accepted without a University excuse (or instructor permission) prior to the absence. If there is a problem with an assignment being completed, meet with the instructor, to discuss alternatives.
- **Missed exams:** Exams cannot be made up without a University excuse (or instructor permission). It is the student's responsibility to reschedule a make-up time (outside of class) with the instructor. All make-ups must be completed within one week of the prior exam to receive credit. Exams given outside of class may differ from those given in class.
- **Presentation Dates:** Individual and group presentation dates are set in advance. No make-up presentations will be allowed. In addition, students are required to attend all presentations, both individual and group.

- **Critiquing Standards:** Critique classmates work in a positive manner. You are to critique the artwork not the artist. Keep critique to less than 5 minutes on each artist. Critique at least a minimum of 3 classmates.
- **Academic Dishonesty:** Cheating and/or plagiarism in any form will not be tolerated and will result in failure of this course. In addition, academic dishonesty will be reported to the Dean's office for further action. The University's regulation defines academic dishonesty as "an act attempted or performed which misrepresent one's involvement in an academic task in any way or permits another student to misrepresent the latter's involvement in an academic task by assisting the misrepresentation." Student work and behavior during quizzes/exams will be evaluated carefully, and any suspicion of academic dishonesty will be investigated fully.
- **Additional Class Expectations & Policies:**
 - Be on time for class; do not enter during a student presentation. Allow the presentation to finish prior to entering the classroom.
 - Respect the instructor and other student's views and inputs. Disruptive students will be asked to leave the classroom. Prior to returning to class, the student must meet with the instructor outside of class.
 - Before entering class turn off your cell phone, pagers, mp3 players, and other electronic devices not necessary for class. If you are using one of these devices during class, I will ask that you put it on my desk and can collect it at the end of the class. Second offense will require a meeting with the Dean and myself.
 - You will be held accountable for the accuracy and proofreading of your projects and assignments. This includes spelling, redundant words, capitalization, dropped words, errors of copying and pasting, inconsistencies of styles among similar objects.
 - Lab time is not an appropriate place to surf the internet, not related coursework, social media, or phone time.

Required Materials: You need a camera with interchangeable lens. If you cannot afford a camera, you can check out cameras from the department. I recommend buying your own camera, so you can really get to know the camera and always have a camera when you need one.

Grading Breakdown

10% Quizzes
 35% Assignments
 20% Midterm
 20% Final
 15% Field Trips

Grading Scale

90-100% = A (630-700 pts.)
 80-89% = B (560-629 pts.)
 70-79% = C (490-559 pts.)
 60-69% = D (420-489 pts.)
 0-59% = F (0-419 pts.)

Weekly Outline

Week 1: August 27 – September 2

- Class Introductions
- Discuss syllabus, policies, expectations, assignments, and field trips
- Lecture on Camera and how to use the camera, the parts of the camera, and what each part does.
- Lecture on ISO, Depth of Field, Motion effects

Lab: Tour of darkroom, print lab, and go over how to check out equipment. Go over lab procedures and expectations

Homework: Read chapter 1 pages 1-10

Week 2: September 3 – 9

- Lecture on histograms and white balance
- Lecture on practical use of camera in the studio
- Group discussions on how to use photography in studios
- Critique student photos

Lab: Practice with camera on campus and learn how to use it, how to switch different modes, iso's, white balance. Learn how to see the histogram on a camera.

Homework: Photograph 3 different versions of depth of field, print out photos 8x10, and bring to class Wednesday.

Read Chapter 1, pages 10-30

Week 3: September 10 – 16

- Lecture on reading light meters.
- Introduction to using meters and exposure settings.
- Learn how to use artificial light and how to apply it.
- Evaluate student photos.

Lab: Practice using artificial lights for a studio still life image. Use meters to adjust your exposure for lighting and adjust your camera and lights.

Homework: Bring in 3 photos of three different ways of using light for still life, printed 8x10, bring to class Wednesday. Research a photographer that uses light differently. Write a two-page paper discussing how the photographer uses light and how it is different from other photographers.

Read Chapter 2, pages 1-15.

Week 1:

Objectives:

We will discuss the policy, expectations, syllabus, and schedules for the semester. Students will learn and understand cameras, equipment, how to turn their camera on what camera modes are available for use. As a class the students will learn how aperture and shutter effect the exposure triangle.

Teaching Goals:

1. Students excited to learn about photography and be willing to experiment.
2. Learn each student's name and interest.
3. Develop an understanding of each individual's needs.
4. Establish a comfortable learning environment.
5. Students develop a solid understanding of how aperture works with the exposure triangle.
6. Students understand how to adjust the shutter to work with the aperture.

Learning Outcomes:

1. Understand the different parts of a camera.
2. Able to use the camera to take a photo.
3. Turn the camera into manual mode.
4. Students will understand what each camera mode is for and how to use each one.
5. Students will know what different lenses there are and their capability.
6. Students will start to grasp an understanding of shutter and aperture on the exposure triangle.

Week 2:

Objectives:

Students will have a solid foundation in the exposure triangle. Students will understand how to balance the aperture and shutter and utilize the ISO to create a balanced exposure triangle. Students illustrate how to visually adjust the exposure from viewing the camera's histogram. Produce photos that utilize depth of field to keep the viewer interested.

Teaching Goals:

1. Students develop a strong foundation of the exposure triangle.
2. Students will be able to go out in the field and apply the exposure triangle to their work.
3. Students will be able to look at their histograms on the camera and know how to adjust to make a good photo.
4. Students will know how to use depth of field to create a visual of interest with their photograph.

Learning Outcomes:

1. Identify how ISO effects the balance on the exposure triangle.
2. Understand what light meters do.
3. Have a basic understanding of how to use a light meter with their camera.
4. Gain knowledge on exposure compensation techniques.
5. Read histograms on their cameras and adjust them in photoshop.

Week 3:

Objectives:

Students will have a solid foundation of using White Balance towards their advantage in the field. Students will successfully be able to make basic local and global adjustments of their photographs in photoshop. Students will create a comfortable foundation when it comes to helping their classmates grow by critiquing.

Teaching Goals:

1. Students will be able to use white balance to adjust the temperature when photographing out in the field.
2. Students will be able to have a basic knowledge to create good adjustments to their photographs using photoshop.
3. Students will encourage and help their classmates grow by exercising positive critiquing of each other's work.

Learning Outcomes:

1. Understand what white balance is and does.
2. Adjust their white balance on their computers and in post processing.
3. Adjust their exposure settings in their camera and in post-production.
4. Understand what the different file formats, what they are, what they do, what's compression, what's a Raw file.
5. Apply basic photoshop techniques to photographs.
6. Print their photos in the printing lab.
7. Practice steps in critiquing photos.

WEEK 1**Lesson Plan Week 1 Day 1****Week 1 includes Two 50-minute class lectures and One lab of 2 hours**

Lesson Plan: Introductions		
Day 1: Monday		Class Lecture
Date: August 26, 2019 Title of the Lesson: Introduction of the Camera		Unit of Study: PHTO 1225 Time Duration: 50 minutes Time of Class: 11 am – 11:50 Class Size: 8 students
Student Learning Outcomes:		
<ol style="list-style-type: none"> 1. Learn about each classmate and professor. 2. Understand the parts of the camera. 3. Understand the difference between manual mode and automatic mode. 		
Time Duration	What is the Teacher Doing	What is the Student Doing
2 Minutes	I will introduce myself to the students including: <i>where I am from, my college degrees, my photography experience and my agricultural background.</i>	Students will take mental notes of who their professor is while listening and asking questions.
8 Minutes	Listening and mentally recording a photo with students name and story to remember the student.	Each student introduces themselves telling the class their name, where they are from, their major, and year in school and their photography background.
10 Minutes Inform	Hand out syllabus, class expectations, calendar, lab calendar, and rubrics. I will discuss briefly the syllabus, class expectations, grading rubrics, and detail in the calendar and lab calendar.	Students will be listening and taking notes on paper copy of the blank notes for each slide. Students will cut out calendars and rubrics and tape them into their journal.
10 Minutes	Give the students a tour of the studio rooms, equipment checkout, dark room and darkroom accessories, photography computer lab and work lab. Demonstrate how to check out photography equipment.	Students will take mental notes of the different facilities and opportunities the photography department offers.
15 Minutes Inform	Hand out camera PowerPoint blank notes and camera fill in diagram. Hand out 3 camera's one for each row of students. Lecture using PowerPoint to explain how to turn on camera, how to switch lenses, what each button on the camera is called, and which buttons you will need to know everything about for the next 3 weeks.	Students will be listening and taking notes on paper copy of the blank notes for each slide.
5 Minutes Practice	Walk around and assist any students who are struggling turning the camera on and figuring out where each button is from their written notes.	Students will practice with each other with the cameras to see where each button is.
Materials / Resources: 8 copies of Syllabus, Calendar, Lab Calendar, Class Expectations, Grading Rubric. 8 copies of Camera PowerPoint Blank Slide Notes 8 copies of a Camera Diagram 3 DSLR Cameras with: lenses, battery, and memory card		Homework: Write out the parts of the camera and explain what each button does. Due Wednesday.
Modifications / Personal Notes / Reminders: Reserve 8 cameras with lens, battery, and memory cards for lab.		Readings: Photography Book by Upton and London: Chapter 2 pgs. 26-30: Camera Controls

WEEK 1**Lesson Plan Week 1 Day 1****Week 1 includes Two 50-minute class lectures and One lab of 2 hours**

Lesson Plan: Camera Modes		Lab
Day 1: Monday		
Date: August 26, 2019 Title of the Lesson: Camera Modes		Unit of Study: PHTO 1225 Lab Time Duration: 2 Hours Time of Class: 2 pm – 4 pm Class Size: 8 students
Student Learning Outcomes:		
<ol style="list-style-type: none"> 1. Create a solid understanding about each camera mode. 2. Be able to explain the difference between aperture, shutter, program, and manual modes. 3. Able to identify different lens and what each lens is used for. 		
Time Duration	What is the Teacher Doing	What is the Student Doing
5 Minutes Inform	Explain to students that the photography lab room and the photography computer lab is scheduled for this class on Mondays 2pm-4pm. Then explain to the students how the open lab hours work for the labs and studio rooms, and how the students can come in during open hours to work or reserve the studio room during open hours.	Students are taking notes in their journals of how to reserve a studio room and writing down when open lab hours are.
10 Minutes Inform	With a smartboard and an IPEVO I demonstrate to the students how to take the camera memory card out of the camera, put it into the card reader, and drag their raw photo files onto the class folder on the server. I will demonstrate how to change the name of the image to their last name and assignment number, how to properly eject their memory card, insert it back into the camera, and format the card.	Students are watching the screen and writing down detailed steps of the naming procedure for each photo assignment and where to put the photos on the server.
10 Minutes	Hand out blank slide notes on manual modes and camera lenses.	Students will tape their slide notes into their journal.
10 Minutes Practice	Hand out a camera to each group and walk around making sure the students understand the camera.	Students will pair up and demonstrate to their partner how to turn on the camera and where each setting is that was discussed in morning lecture.
15 Minutes Inform	Discuss the different types of lens (ultra-wide angle, wide angle, normal, mild telephoto, medium telephoto, and long telephoto) and what each lens is used for. Hand out the lens to each row while explaining what each lens is.	Students will take notes on blank slide handouts explaining what each lens is used for. Students will pass around the different types of lenses.
15 Minutes Inform	Lecture on the different camera modes and why this class will be using manual mode.	Students will take notes on blank slide handouts explaining what each mode is used for.
20 Minutes Practice	Walk around assisting students with any help or confusion they have on their camera modes.	Students will pair up and take a camera with a lens out onto campus. Students will take a photo using auto, portrait, macro, landscape, sports, night, and program modes. Students will not take photos using manual, aperture, or shutter.
30 Minutes Practice	I will choose two images of each mode that the students turned in and show them to the class. I will then continue lecture what the purpose of each mode is and go into detail about manual, aperture, shutter, and program mode. I will show students my own photos demonstrating the difference between each of those four modes.	Students will write in their blank slide notes the differences of what the manual, aperture, shutter, and program mode does. Students will label what mode was used for each image.
Materials / Resources: 8 copies: Notes that go inside the journals 8 cameras with lenses, battery, and memory card PowerPoint Handouts on Manual Modes		Homework: Study the parts of the camera. Fill in camera diagram and use diagram to practice for quiz.
Modifications / Personal Notes / Reminders:		Readings: Photography Book by Upton and London: Chapter 2: Camera Controls Chapter 3: Lens

WEEK 1**Lesson Plan Week 1 Day 2**

Week 1 includes Two 50-minute class lectures and One lab of 2 hours

Lesson Plan: Exposure Triangle: Aperture and Shutter		Class Lecture
Day 2: Wednesday		
Date: August 28, 2019		Unit of Study: PHTO 1225
Title of the Lesson: The Beginning of Understanding Aperture and Shutter on Exposure Triangle		Time Duration: 50 minutes Time of Class: 11 am – 11:50 Class Size: 8 students
Student Learning Outcomes:		
<ol style="list-style-type: none"> 1. Student will develop a solid foundation of knowledge on the exposure triangle. 2. Students will understand how a light meter works and be able to adjust the settings according to camera light meter. 3. Students will be able to explain shutter and aperture and how it effects the exposure triangle. 		
Time Duration	What is the Teacher Doing	What is the Student Doing
10 Minutes Inform	PowerPoint on Exposure triangle, explaining how aperture, shutter speed, and ISO create an exposure triangle.	Students will take written notes on their paper copies of each PowerPoint blank slide handout.
10 Minutes Inform	Explain what Aperture is and how it effects the exposure triangle.	Students will take written notes on their paper copies of each PowerPoint blank slide handout.
5 Minutes Practice	Show students at the demonstration table the lens and what happens to the hole when you change the aperture.	Students will walk over to demonstration table and watch professor show them the different aperture sizes in the lens.
5 Minutes Follow-Up	Ask students questions about aperture to make sure they are understanding it. <i>"Does f2.8 have a big hole or small hole?"</i> <i>"Which means more light is coming into the lens and camera a f32 or f2.8?"</i>	Students will raise their hand and if called on answer the questions given.
10 Minutes Inform	Lecture using PowerPoint to students' what shutter is, how it works in the camera. Explain to students when using slow shutter, you need to stabilize the camera to avoid movement or shake. Lecture to the students how shutter effects the light coming into the camera.	Students will ask questions about shutter or previous topics discussed today. Students will take written notes on their paper copies of each PowerPoint blank slide handout.
5 Minutes Practice	Show students at the demonstration table the difference shutters on the Kodak Pony Premo camera. Show students how to take a photo with bulb mode and the shutters on the camera.	Students will practice with the bulb open and then take a photo with a fast shutter and slow shutter to see the difference between the shutter speeds.
5 Minutes Inform	Lecture to the students how the shutter and aperture need to be balanced in order for the exposure triangle to work.	Students write in their journals the example on the PowerPoint if the camera aperture is set to f16 then they slow down the shutter to 1/30 second to balance the amount of light coming into the camera.
Materials / Resources:		Homework: Photograph the same subject with your camera on A mode. Keeping the subject in focus, photograph it with 8 different apertures. Describe what the main difference is between each photo. Make sure you keep the subject in focus and not focus on your background. Need to have at least one image at an f2.8, f.8, and f16. The other 5 is up to you. Turn in your photos with a word document of the differences.
8 copies of Exposure Blank Slide Notes		
8 copies of Aperture and Shutter Blank Slide Notes		
Kodak Pony Premo Film Camera		
Modifications / Personal Notes / Reminders:		Readings:
Reserve 8 cameras and lenses for students for lab Monday, September 2, 2019 from 2-4 pm.		Photography Book by Upton and London: Chapter 4: - Focusing and Setting the exposure - Taking your Picture - What will you photograph

WEEK 2

Lesson Plan Week 2 Day 3

Week 2 includes Two 50-minute class lectures and One lab of 2 hours

Lesson Plan: Exposure Triangle: ISO & Light Meters		Class Lecture
Day 3: Monday		
Date: September 2, 2019 Title of the Lesson: How shutter speeds, ISO, and metering modes creates a photograph		Unit of Study: PHTO 1225 Time Duration: 50 minutes Time of Class: 11 am – 11:50 Class Size: 8 students
Student Learning Outcomes: <ol style="list-style-type: none"> 1. Be able to change the exposure triangle for any given situation. 2. Know what to change when given just one side of the exposure triangle. 3. Be able to use light meters to set aperture and shutter. 		
Time Duration	What is the Teacher Doing	What is the Student Doing
5 Minutes Review	Ask students questions on Wednesday’s lecture to make sure they remember aperture and shutter on the exposure triangles. “Does the f2.8 allow large amounts of light into the camera?” “What it is called that is inside the lens and grows or shrinks to let more or less light in.” “What aperture would have the widest opening: f2.8, f11, f5.6, or f22?”	Students will answer questions without looking at their notes. Students will ask questions that they still have about aperture and shutter.
10 Minutes Inform	Lecture using PowerPoint on ISO and how the internal light meter of the camera reads the settings for the camera. Lecture how the ISO will add more or less light into the camera and how it can create more noise. Show images of the different ISO’s and one image of noise.	Students will take notes on written blank handout slides about the ISO’s on cameras.
10 Minutes Practice	Demonstrate to the students how to change the ISO on the camera, and how each film has its own ISO readings.	Students will practice changing ISO’s on the cameras. Students will take a photo of a very high ISO and a very low ISO in the room to see the big difference.
5 Minutes Inform	Lecture using PowerPoint on how light meters will tell you what to adjust your exposure triangle to.	Students will take written notes on blank slide notes about light meters and ways they adjust the exposure triangle.
10 Minutes Practice	Using the Kodak Pony Premo and Yashica-Mat Em cameras, demonstrate to the students how the Kodak uses a light meter to adjust the aperture and shutter and the Yashica has its own light meter to tell you what adjustments to make.	Students will take different light meter readings with lights on and off in the room. Another student will adjust the settings on the Kodak camera. Students will shine a flashlight onto the Yashica light meter and watch how the red arrow adjusts to the light. Students will adjust the settings to the light meter and compare the readings to the hand-held light meter. Students will then use the digital camera to adjust the aperture and shutter and compare those settings to the film camera settings.
10 Minutes Practice	I will walk around the room making sure during hands on activity that the students don’t need extra help.	Students will practice with the digital cameras and the film cameras adjusting aperture, shutter, and ISO. Students will take photos with the digital cameras to have a solid grasp on the Exposure Triangle.
Materials / Resources: 8 copies of ISO blank slide notes from PowerPoint Kodak Pony Premo Film Camera, Yashica-Mat EM camera, flash light, shutter bulb release, and handheld light meter 8 DSLR Cameras with: lenses, battery, and memory card		Homework: 3 Photos: 1 of showing aperture f2.8 1 of showing a slow shutter speed 1 of showing a high ISO.
Modifications / Personal Notes / Reminders: Reserve 8 cameras with lens, battery, and memory cards. for lab.		Readings: Photography Book by Upton and London: Chapter 4: - ISO

WEEK 2**Lesson Plan Week 2 Day 3**

Week 2 includes Two 50-minute class lectures and One lab of 2 hours

Lesson Plan: Histograms and Light Characteristics		Lab
Day 3: Monday		
Date: September 2, 2019 Title of the Lesson: Histograms		Unit of Study: PHTO 1225 Lab Time Duration: 2 Hours Time of Class: 2 pm – 4 pm Class Size: 8 students
Student Learning Outcomes: <ol style="list-style-type: none"> 1. Develop a solid foundation in understanding how exposure and light work with the camera and photograph. 2. Understand how to use the camera internal meter. 3. Use the histogram to check exposure on your camera. 		
Time Duration	What is the Teacher Doing	What is the Student Doing
30 Minutes Inform	PowerPoint on histograms and what to do in different light contrasts. Explain how to use the camera histogram to judge whether or not they have a good exposure for their photograph. Show them what low light scenes would look like using illustrations and what they look like on a histogram. Show the students what over exposure and under exposure looks like by using examples of images.	Students will take written notes on PowerPoint blank handout slides explaining what histograms do.
25 Minutes Inform	Discuss Light Characteristics using PowerPoint.	Students will write on blank PowerPoint handouts describing different light characteristics.
15 Minutes BREAK	I will help students check out equipment for lab activity. Take the students over to the Studio	Students will check out camera's, lenses, and accessories. Students will gather their supplies and head over to the Studio
50 minutes Practice	I will demonstrate to students how to use the studio and lights to set up props.	Students will practice using their histogram while taking photos of props in the studio. They will take photos outside to see the difference in histograms.
Materials / Resources: 8 copies: PowerPoint Handout on Histograms		Homework: Photograph three different scenes inside the studio and three different scenes outside.
Modifications / Personal Notes / Reminders: Reserve 4 cameras, memory cards, and batteries and 12 lenses for lecture, Wednesday September 4, 11-11:50 am		Readings: Photography Book by Upton and London: Chapter 5: Exposure

WEEK 2**Lesson Plan Week 2 Day 4****Week 2 includes Two 50-minute class lectures and One lab of 2 hours****Lesson Plan: Depth of Field****Day 4: Wednesday****Class Lecture**

Date: September 4, 2019
Title of the Lesson: Depth of Field

Unit of Study: PHTO 1225
Time Duration: 50 minutes
Time of Class: 11 am – 11:50
Class Size: 8 students

Student Learning Outcomes:

1. Students will be able to monitor depth of field when out in the field.
2. Students will understand how aperture can help with depth of field.
3. Students will understand how different lenses will help achieve a certain depth of field.

Time Duration	What is the Teacher Doing	What is the Student Doing
25 Minutes Inform	Lecture using PowerPoint on Depth of Field. Explain to the students with examples that show different depths of field and what different ways you can go about achieving the depth of field you desire.	Students will write notes on PowerPoint blank slides explaining what depth of field is.
25 Minutes Apply	Walk around and make sure there are no questions while students do the hands-on activity.	Students will pair up and take photos around campus showing shallow depth of field.

Materials / Resources:

4 wide angle lenses
 4 telephoto lenses
 4 normal lenses
 4 cameras
 8 PowerPoint handouts on depth of field.

Homework:

Take three photos that show different depths of field.

Modifications / Personal Notes / Reminders:**Readings:**

Photography Book by Upton and London:
Chapter 3: Lens:

- Focusing Your Lens.
- Focus and Depth of Field.
- Perspective.

Lesson Plan: White Balance

Day 5: Monday

Class Lecture

Date: September 9, 2019

Title of the Lesson: What is White Balance

Unit of Study: PHTO 1225

Time Duration: 50 minutes

Time of Class: 11 am – 11:50

Class Size: 8 students

Student Learning Outcomes:

- 1. Students will have developed a strong foundation of what White Balance is.**
- 2. Students will be able to understand when to adjust their White Balance.**
- 3. Students will know how temperature affects photographs.**

Time Duration	What is the Teacher Doing	What is the Student Doing
22 Minutes Inform	PowerPoint on white balance. Show students with sample images how different white balance effects the image.	Students will take written notes on PowerPoint blank handout slides explaining about white balance.
22 Minutes Inform	PowerPoint on Temperature and how it affects your light and color in the camera.	Students will write on blank PowerPoint handouts describing different temperature characteristics.
6 Minutes Follow-Up	Ask students questions about temperature and white balance to make sure they are understanding it. <i>“If you are in a gym using florescent lights that portrays the entire gym yellow, how would you set your camera to this adjustment?”</i> <i>“You are outside photographing the snow in the winter about 8 am. The temperature is 0 degrees. What would you adjust on your camera to help your situation?”</i>	Students will raise their hand and if called on answer the questions given.

Materials / Resources:

8 PowerPoint handouts on white balance.

Homework:

Photograph the same subject using each one of your white balance.

Modifications / Personal Notes / Reminders:

Readings:

Photography Book by Upton and London:
Chapter 7:
 - **White Balance**
 - **Temperature Control**

Lesson Plan Week 3 Day 5**Week 3 includes Two 50-minute class lectures and One lab of 2 hours****Lesson Plan: Photoshop and Printing****Day 5: Monday****Lab****Date:** September 16, 2019**Title of the Lesson:** Photoshop and Printing**Unit of Study:** PHTO 1225 Lab**Time Duration:** 2 Hours**Time of Class:** 2 pm – 4 pm**Class Size:** 8 students**Student Learning Outcomes:**

1. Students will be able to make local and global adjustments to their photographs using Photoshop.
2. Students will be able to print their images without needing supervision.
3. Students will understand what adjustments they need to make when looking at their photographs.

Time Duration	What is the Teacher Doing	What is the Student Doing
30 Minutes Inform	Lecture with a PowerPoint on how to take your memory card, plug it into the computer, and upload your images to the server with the proper title.	Students will take written notes on their paper copies of each PowerPoint blank slide handout.
30 Minutes Inform	PowerPoint lecture demonstrating how to do basic local adjustments to your photograph in photoshop and how to properly change printer settings to print.	Students will take written notes on their paper copies of each PowerPoint blank slide handout.
10 Minutes Break	While students are on their break I will make sure the printers are ready for printing and make sure the paper is next to the printer.	Students will take a short break.
50 Minutes Practice	Supervise students as they make corrections to their images. When students are ready to print I will walk over and make sure their settings are correct and then let them print.	Students will upload their images to the server and adjust their photos. With my supervision student will print one 8x10 image.

Materials / Resources:**8 copies: PowerPoint Handout on Photoshop and Printing****Full Package of Canon Lustre paper.****Homework:****Print one 8x10 from the white balance assignment to class.****Modifications / Personal Notes / Reminders:****Readings:**

Photography Book by Upton and London:
Chapter 11: Digital Darkroom:

- **Printing and Display**
- **Ethics and Digital Imaging**

WEEK 3**Lesson Plan Week 3 Day 6****Week 3 includes Two 50-minute class lectures and One lab of 2 hours**

Lesson Plan: Critiquing		
Day 6: Wednesday		Class Lecture
Date: September 11, 2019 Title of the Lesson: Importance of Critiquing		Unit of Study: PHTO 1225 Time Duration: 50 minutes Time of Class: 11 am – 11:50 Class Size: 8 students
Student Learning Outcomes:		
<ol style="list-style-type: none"> 1. Students will understand the importance of critiquing. 2. Students will have practiced coming up with a positive critique and advice needed to improve a photograph. 3. Students will feel comfortable when giving critiques. 		
Time Duration	What is the Teacher Doing	What is the Student Doing
10 Minutes	Hand out critique guidelines to students Have students watch video on critiquing. Video 1: https://www.youtube.com/watch?v=X2eCrS4ECdE	Students will watch a video on critiquing classmates work. Students will cut out the critique guidelines and tape it into their journals.
10 Minutes Inform	Discuss the guidelines to critique.	Students will ask any questions they have on critiquing.
30 Minutes Practice	Show the students my photos and critique my photos first. Show each students' photographs from Wednesday Assignment and as a class critique them.	Students will critique each classmates' photos. Students will tell what they first really like about the photograph, then ask a question about the photograph, and then give one illustration of what could be improved and how it could be improved.
Materials / Resources:		Homework:
8 Critique Handouts Slideshow of my photographs for students to critique. Video Uploaded on Critiquing		Research 3 photographers and pick two of their images to critique. Turn in 2 images from three photographers and your critiques of their work.
Modifications / Personal Notes / Reminders:		Readings: None

Discussion Rubric 40 Points Total	Excellent (A) 10-9 Points	Good (B) 8 Points	Average (C) 7 Points	Below Average (D) 6 Points	Failing (F) 5 Points
Engagement	<ul style="list-style-type: none"> Makes 3 or more responses to the discussion questions. AND <ul style="list-style-type: none"> Responds to classmates' comments to questions posed by the instructor. AND <ul style="list-style-type: none"> Has a discussion topic ready and remains engaged in discussions up to the closing of the topic. 	<ul style="list-style-type: none"> Makes at least 3 responses to the discussion questions. AND <ul style="list-style-type: none"> Responds to classmates' comments and to questions posed by the instructor. AND <ul style="list-style-type: none"> Has a discussion topic ready and remains engaged in the discussions up to the closing of the topic. 	<ul style="list-style-type: none"> Makes at least 2 responses to the discussion questions. OR <ul style="list-style-type: none"> Comes up with a topic discussion after been asked but doesn't have one prepared. 	<ul style="list-style-type: none"> Makes 1 responses to the discussion questions. OR <ul style="list-style-type: none"> Does not meet any other requirement. 	Fails to participate in responses to the discussion topic.
Research	<ul style="list-style-type: none"> Discussion shows convincing evidence of research. AND <ul style="list-style-type: none"> All sources are properly cited for discussion topics. 	<ul style="list-style-type: none"> Discussion shows very good evidence of research. AND <ul style="list-style-type: none"> All sources are properly cited for discussion topics. 	<ul style="list-style-type: none"> Discussions show evidence of research. OR <ul style="list-style-type: none"> 50% of sources are properly cited for discussion topics. 	Discussions lack evidence of research.	Discussions show no evidence of research.
Depth of Understanding and the relevance of Ideas	<ul style="list-style-type: none"> Discussions demonstrate a rich understanding of the topic. AND <ul style="list-style-type: none"> Discussions are insightful, lively, constructive, and help move the discussion forward. 	<ul style="list-style-type: none"> Discussions demonstrate very good understanding of the topic. AND <ul style="list-style-type: none"> Discussions are constructive and move the discussion forward. 	Discussions demonstrate good understanding of the topic.	Discussions demonstrate poor understanding of the topic.	Discussions demonstrate little or no understanding of the topic or contain plagiarized content.
Support for the community of Learners	Discussions demonstrate respect and a genuine appreciation for opinions of others.	Discussions demonstrate respect and appreciation for the opinions of others.	Discussions demonstrate respects.	Discussions demonstrate a lack of respect for the opinions of others.	Discussions are disrespectful towards others.

Portfolio Rubric 50 Points Total	Excellent (A) 10-9 Points	Good (B) 8 Points	Average (C) 7 Points	Below Average (D) 6 Points	Failing (F) 5 Points
Appearance and Format	<ul style="list-style-type: none"> Highly polished presentation enhances. AND <ul style="list-style-type: none"> Includes 15-20 photos. 	<ul style="list-style-type: none"> Well Organized, attractive presentation. AND <ul style="list-style-type: none"> Includes 10-15 photos. 	<ul style="list-style-type: none"> Weak organization, presentation details unfinished. OR <ul style="list-style-type: none"> Includes 5-10 photos. 	<ul style="list-style-type: none"> Sloppy presentation, poorly organized. OR <ul style="list-style-type: none"> Includes 2-5 photos. 	No Photos
Improvement over time, willingness to take risks	Substantial improvement and actively seeks challenges.	Noticeable improvement, willing to take risks.	Some improvement, reluctance to take risks.	Little improvement, no willingness to take risks.	No improvement
Student self-evaluation, reflection (What did I do well initially? Where did I improve? Where do I need further improvement?)	A thorough understanding of progress and active pursuit of improvement.	Realistically recognizes strengths, weaknesses, and areas for improvement.	Recognizes two to three areas of needs but not others.	Recognizes one areas of strength OR weakness and improvement.	No recognition of weakness or strength
Photo Composition	<p>Photo has assembled elements well.</p> And Good camera angle and choice of vantage point, good selection between vertical or horizontal orientation, close enough to subject to include only necessary elements, cropped if necessary, good use of frame, placement of center of interest, thirds used correctly, horizon is level. And Attention to detail is obvious with few distractions from center of interest seen in photo. And Photo clearly shows thought.	<p>Photo has clear center of interest where the viewers eye moves.</p> And Minor changes such as cropping or a slight change in camera angle would make photo better. And More attention to details is needed to make this photo work better.	Detail errors such as a slanted horizon or not being close enough to the subject distract from impact of photo.	No clear center of interest. And Photo has many different eye-catching elements that confuse the message of the photo.	Photo is a snapshot with what appears to have been little thought to subject placement. OR Appears to have been a reaction photo where the subject has been placed dead center.
Photo Technical Aspects	<ul style="list-style-type: none"> Sharp focus on primary object or center of interest, properly exposed to reveal texture in both shadows and highlights as needed, good choice of shutter and aperture to control depth and motion in the photo. And <ul style="list-style-type: none"> Lighting is adequate or has been managed using flash or fill or different camera angle. 	<ul style="list-style-type: none"> Photo has minor technical points that distract from the message. Blur is OK if it adds to the message but not if it distracts. And <ul style="list-style-type: none"> Photo could use more attention to exposure, lighting, focus or some camera adjustment that was possible at the time of the shot or after in the software. 	<ul style="list-style-type: none"> Photo seems to have been set on auto where control of ISO, flash, exposure, focus and shutter or aperture are not managed. And <ul style="list-style-type: none"> Technical changes to this photo would make it better. And <ul style="list-style-type: none"> More than just a few errors appear that student should know how to manage at this point in class. 	<ul style="list-style-type: none"> Snapshot quality with camera motion blur from holding it incorrectly. OR <ul style="list-style-type: none"> Lighting problems that could have been managed. 	<ul style="list-style-type: none"> Exposure is a problem that is something that photographer should have managed but appears to have not paid attention to problems.

Introduction to Photography
PHTO 1225 Week 1, Wednesday
Lecture of the Exposure Triangle

Duration: 25 minutes Lecture and Demonstration
25 minutes Demonstration and Hands - On

Environment: Classroom
Hand out PowerPoint notes for students to take notes.

- Exposure Triangle
 - What is the Exposure triangle:
 - Show Exposure Triangle Image on PowerPoint Exposure triangle is the foundation of photography.
 - You need to take control of how much light hits the digital sensor in your camera to produce an image, this is what exposure is. It controls the lightness and darkness of a photo. There are three main ingredients that work together to create the perfect exposure of a photograph. These are Aperture, Shutter Speed, and ISO.



- Aperture is inside the camera lens.
- Student Activity

- Have students come up to the demonstration table, take the lens hood off and demonstrate to the students when changing the aperture how the aperture goes big and small.
- F-stop is fractional stops. The f-stop is written as a fraction. F8 is actually $f/8$ which is the fraction one-eighth. F2 is equivalent to one-half. $\frac{1}{2}$ cup of sugar is much more than $1/16$ cup of sugar. An aperture of $f/2$ is much larger than an aperture of $f/16$.



- When the whole is really big the f number is really small $f2.8$ and when the whole is really small the f number is really big $f32$. When it is big it allows more light into the camera, when it is small it doesn't allow as much light coming in.
- Questions for students: Does $f2.8$ have a big hole or small hole? Which means more light is coming in $f32$ or $f2.8$?

- Shutter is in camera body.

- Demonstrate to the students what the shutter does on an old camera. Without having the lens on the camera, I will click the shutter at a fast speed and at a slow speed, so they can see the shutter move.



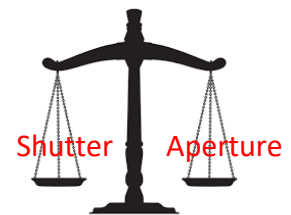
- A really fast shutter doesn't have much light come into the camera, a slow shutter allows more light to come into the shutter. When using a slow shutter, the camera will not be very stable. You need to use a tripod for stabilization on the camera. Rule of thumb below 1/50 shutter you should use a tripod. Slower shutter records every movement touching the camera. It will show shaking or slightly moving.

- Take a picture with the bulb open and then a picture with a fast shutter so the students can see how much light comes in with the different shutter speeds.

- Have students return to their chairs and I go back to the discussing the PowerPoint lecture.

- Shutter and Aperture Balance

- For a great exposure the shutter and aperture have to be balanced. So, if shutter is letting in lots of light then aperture needs to restrict and not let in much light. If shutter is not letting in much light then aperture needs to let in light. This creates a balance. So, if you are using a f16 for your aperture then you want to slow down your shutter to 1/30 seconds.



Introduction to Photography
PHTO 1225 Week 2, Monday
Lecture of the Exposure Triangle: ISO

Duration:

5 Minutes Review on Wednesday Lecture of Aperture and Shutter

25 Minutes Lecture and Demonstration

20 Minutes Demonstration and Hands - On

Environment: Classroom

Hand out PowerPoint notes for students to take notes.

- ISO controls the sensitivity of your camera to light.
 - When you walk into a dark room you first cannot see much, but once your eyes start to adjust to the darkness you start to see better. But you don't see as good as you do outside in the light. This is how the ISO controls the light in the camera, it adjusts to the brightness it is seeing.
 - When you have a low 100 or 200 your camera isn't very sensitive to light. Which makes you open the aperture up really wide or slow the shutter speed to get light into the camera.
 - As you increase the ISO your camera gets more sensitive to light but it also will start to create noise.
 - Show students from old camera what noise is from taking a photo with a high ISO and show them on the screen the noise compared to a photo with the same camera with no noise.
- Shutter, ISO, and aperture are built into the camera and is called your light meter.
- Your camera does the math for you.
 - when you set the ISO and shutter speed, it helps you and tells you what you need to do for your aperture.
 - If you set your aperture and ISO, then it will tell you what your shutter speed should be. It does this by using the built-in light meter.

Demonstration and Hands-On with cameras

10 minutes

- Demonstrate: Kodak Pony Premo film Camera using hand light meter and Yashica-Mat EM
 - Show students my wooden film camera and the light meter.
 - Show them how to figure this out on the Kodak Pony Premo camera then show them how to set the digital camera .
 - Students will look at the Yashica-Mat Em camera and will look at the red arrow on the internal light meter.
 - They will keep watching the arrow as I shine a flashlight at the camera. They will see how the arrow jumps when more light is added to the camera.



Hands-On Light Meter Activity

15 minutes

- Students will practice with the digital camera and the film cameras.
 - I will give the students a f-stop number, iso, or shutter speed.
 - Students will practice setting camera to proper settings.
 - I will monitor and help students figure out the correct answer.

Introduction to Photography
PHTO 1225 Exposure Triangle Quiz

Quiz has 20 possible points.

Each question is worth 1 point

1. With a f-stop of 2.8 the camera is allowing large amounts of light in?
 True False

2. In aperture settings: compared to f/8 the setting f/16 is...
 - a. A larger opening, letting in more light
 - b. A larger opening, letting in less light
 - c. C. a smaller opening, letting in less light
 - d. A smaller opening, letting in more light

3. The shutter speed numbers range from single digits all the way up to 4,000 or more. This number is a measurement of the fraction of a _____ that the shutter is open.
 - a. Second
 - b. Hour
 - c. Minute
 - d. Speed

4. The _____ is inside the lens and grows and shrinks to let in more or less light.
 - a. Shutter
 - b. ISO
 - c. Aperture
 - d. Pupil

5. This is a measurement of traditional film speed, and measures your camera's sensitivity to light...
 - a. ISO
 - b. White Balance
 - c. Aperture
 - d. Color Temperature

6. Which aperture would have the widest opening?
 - a. F 2.8
 - b. F11
 - c. F5.6
 - d. F22

7. The three settings that make up the exposure triangle must stay _____ to give a good quality picture.
 - a. The Same
 - b. Balanced
 - c. Accurate
 - d. In the Composition

8. Once you get your settings balanced, you can keep the numbers there and use them for every situation.
 True False

9. A high ISO number is _____ sensitive to light.
- Less
 - More
10. Almost every modern camera has a built in _____ which keeps the exposure triangle settings balanced.
- a. Scale
 - b. Meter
 - c. Picture
 - d. Button
11. If I set my f-stop to f1.8 and my shutter speed to 1/125th of a second and my ISO is maxed at 6400, yet my image is coming out dark. What can I do?
- a. Slow the shutter speed
 - b. Lower the ISO setting
 - c. Open up the aperture
 - d. Change the white balance
12. With your ISO settings, you can adjust:
- a. How much light your lens is letting in at once
 - b. How sensitive your camera is to the light
 - c. How fast the shutter opens and closes
 - d. How your camera “sees” certain colors
13. If I want to let in the LEAST amount of light, I would use which f-stop?
- a. F/2.8
 - b. f/8
 - c. f/5
 - d. f/16

14. The Image shows what



High ISO

Low ISO

15. The image was shot at which aperture



F2.8

F32

16. 1/2500 is a _____ shutter speed

Slow

Fast

17. In a low light situation what ISO would be best to use?

a. 100

b. 400

c. 800

d. 1600

18. What is aperture?

19. What three things make up the exposure triangle

20. Describe the relationships between the controls in creating an exposure?