



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** ART

**Course Title:** Intro to Digital Imaging

**Year:** 2025

**Course and Section #:** 1750 - 01

**Credits:** 3

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### ***Course Description***

Emphasizes the use of camera operation, including lens, aperture, and shutter speed adjustments to control exposure and depth of field. Teaches how to see photographically, using elements of composition and lighting to make stronger images. Uses digital captures as the primary focus. Also covers how to light and photograph 2D and 3D artworks as well as create reference photos.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Tyson Monson

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### ***Student Learning Outcomes***

- 1 Identify basic camera fundamentals (f-stop, shutter speed, lenses, ISO).
  - 2 Explain digital fundamentals and terminology and their application in photography.
  - 3 Apply compositional principles in photographic capture.
  - 4 Apply principles of data management systems.
  - 5 Recognize, find, use, and manipulate light.
  - 6 Integrate principles of creating 2D and 3D copy work.
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### ***Course Materials and Texts***

DSLR or Mirrorless Camera

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### ***Course Requirements***

## Course Assignments, Assessments, and Grading Policy

### OVERALL GRADE WEIGHTING

- Assignments - 50% (9 homework photo assignments)
- Final Portfolio - 15% (Body of work with minimum of 5 images)
- Final written exam - 10%
- Participation - 10% (3 in class photography exercises)
- Attendance - 15%

\*If student's attendance is poor the overall final grade will be docked

### ATTENDANCE POLICY

- Students are expected to attend each class and arrive on time. Attendance will affect the final grade for the course as follows: after the first 3 absences the student's final grade will drop by a full letter grade. 3 tardies will equal 1 absence.

Per university policy, the following grading scale will be used to calculate all grades:

<i>A</i>	<i>94–100</i>
<i>A-</i>	<i>90–93.9</i>
<i>B+</i>	<i>87–89.9</i>
<i>B</i>	<i>84–86.9</i>
<i>B-</i>	<i>80–83.9</i>
<i>C+</i>	<i>77–79.9</i>
<i>C</i>	<i>74–76.9</i>
<i>C-</i>	<i>70–73.9</i>
<i>D+</i>	<i>67–69.9</i>
<i>D</i>	<i>64–66.9</i>
<i>D-</i>	<i>60–63.9</i>
<i>E</i>	<i>0–59.9</i>

The letter grade “A” is considered an exceptional grade indicating superior achievement; “B” is a grade indicating commendable mastery; “C” indicates satisfactory mastery and is considered an average grade; “D” indicates substandard progress and insufficient evidence of ability to succeed in sequential courses; “E” (failing) indicates inadequate mastery of pertinent skills or repeated absences from class.

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### Required or Recommended Reading Assignments

No required textbook

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### General Description of the Subject Matter of Each Lecture or Discussion

- Day 1 Syllabus and introductions
- Day 2 Brief History of photo- keynote
- Day 3 Manual camera settings part 1 keynote- types of cameras, shoot modes, file types, white balance, ISO, metering, lenses
- Day 4 Lightroom intro- importing, organizing/ library module, quick develop
- Day 5 Manual camera settings part 2 keynote- focus, shutter, aperture -introduce assignment #1
- Day 6 More Lightroom- Develop module - introduce assignment #2/ White Balance demo in class
- Day 7 Assignment #1 Camera usage- talk about critiquing work- why critique? How to critique?
- Day 8 Elements of design/ High and Low Key keynote. Talk about assignment #2 (3 shots- 1 High key, 1 Low key, 1 Full tonal range). More Lightroom tools discussions

- Day 9 Assignment #2 High key/ Low Key critique/ introduce Assignment #3- color assignment- 2 images, each focusing on a different aspect of color or following a color scheme
- Day 10 Color discussion- go over color assignment again/ look at inspiration boards. Show some photoshop basics- layers, cropping, retouching tools.
- Day 11 Assignment #3 Color critique/ Introduce #4 abstract assignment (2 abstract images focusing on different element or principle of design)
- Day 12 Abstract keynote/ principles of design keynote/ review elements of design- go over Assignment #4 abstract again, go outside with just cell phone cameras and look for abstraction in everyday scenes.
- Day 13 Assignment #4 abstract critique/ introduce Assignment #5 portrait lighting (4-5 images with different lighting direction/ pattern- 1 frontal light, 1 backlit silhouette, 1 backlit with proper exposure for face, 1 side light.
- Day 14 Portrait lighting keynote and demo Each person should shoot each of these during class: Split light, Rembrandt light, Loop light, Butterfly light, Broad/ Narrow.
- Day 15 Assignment #5 portrait lighting/ self portrait critique/ Introduce Assignment #6- environmental portrait (a series of 4 images- “day in the life of” idea or documentary series.
- Day 16 Talk about environmental portraits more, and tie in documentary photography
- Day 17 More PS basics/ review LRC/ LR, Go over Bridge
- Day 18 Assignment #6 environmental portrait series critique, go over printing assignment.
- Day 19 Printing keynote/ printing demo in class - matting/ mounting demo
- Day 20 Assignment #7 printing critique-introduce assignment #8- in the likeness of someone great and assign photographers to students for researching. Student should do their best to re-create one of the photographer’s images.
- Day 21 Go over Likeness of someone great- Photoshop editing, LR selective editing tools
- Day 22 Assignment #8 in the likeness of someone great critique/ Still life discussion
- Day 23 Still Life Shoot in Class! Introduce final portfolio assignment- series of 5 images along a theme with artist statement
- Day 24 Assignment #9- Still Life critique- Introduce assignment #10- group shoot. Go over individual roles of those involved in a photo shoot.
- Day 25 Meet with students about final portfolio ideas, brainstorming exercises.
- Day 26 Writing artist statements and Review for Final Exam
- Day 27 Lab work day
- Day 28 Lab work day
- Day 29 Written Final in class
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## ***Required Course Syllabus Statements***

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you. Due to the subject matter discussed in this course, AI will be discussed minimally but it is becoming more relevant in regards to the history of photography as a witness to history, truth, myth, & propaganda. The use of generative AI would have limited practical applications in this course but I felt it prudent to give some guidance on its uses.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on the topic;

The use of generative AI tools is **NOT** permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Using AI to answer questions on quizzes, tests, or in class.
- Creating “photographs” using an AI engine and prompts.

You are responsible for the use of any information gleaned based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Any use of AI tools must be properly disclosed, documented, and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student’s work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers’ immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.