UVU UTAH VALLEY UNIVERSITY™

DGM 2320 Course Syllabus

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

Semester: Spring
Course Prefix: DGM 2320
Course Title: Digital Photography and Compositing I

Year: 2025
Course and Section #: 001,
Credits: 3

Course Description

Introduces digital image acquisition and manipulation. Teaches the mechanics of the digital camera, and introduces lighting, white balance, color temperature, digital ISO and electronic image stabilization. Discusses image compositing, EXIF data analysis and archiving.
Lab access fee of $45 for computers applies.

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.*

Instructor Information
Instructor Name: Reese Christensen

Student Learning Outcomes
1. Introduction to cameras, controls and features of typical Digital SLR camera.
2. Understand and apply digital imaging techniques (exposure, lens selection, shot framing)
3. Manipulate images and created graphics in Photoshop (compositing)
4. Introduction to the basic elements and principles of design.
5. Deliver images in proper format for digital output in various mediums.
6. Understand file types and uses.

Course Materials and Texts

1. SLR Camera: You will be asked to bring your cameras to class when we will use them during the class period. However, Sometimes it is very beneficial to bring them during the lectures so you can reference them as we talk about the functions of the camera.

2. Thumb Drives, External Hard Drives. Please remember to take them with you at the end of class. Put some kind of identification on your hard drive such as a name or an easily opened document that has name and contact information.
3. Adobe Photoshop CC. Free usage inside the Mac Lab in CS 613.
4. Textbook: David Pogue's Digital Photography: The Missing Manual, Free Textbook will be online. https://www.oreilly.com/library/view/temporary-access/ Check Canvas for the Link. Course
5. $45 lab access fee - this gives you access to the on-campus Mac labs in Computer Science Building. **Mac Labs CS 412, CS514 and CS 613**

Course Requirements

Course Assignments, Assessments, and Grading Policy

Reading assignments

You are responsible for keeping up with the reading of the class text book. I have provided you with a class text book is online to save your from the dreaded bookstore prices. Merry Christmas! This beings said, many students do not read the text book that is online. You should be reading about a chapter a week. There are things in the book that we will not have time to discuss in class but may be in the quizzes and Final Exam. You are always encouraged to bring your questions to class for discussion. * Class time is for lectures, reviews, highlights, critics, examples, Photowalks, and explanations. It's not the traditional lecture format. I will show examples of work and we will Critic your images in class for a better learning experience.

Please take notes in class and keep all of your Handouts that I give you. You will be able to use those material during the quizzes and Final Exam Due dates and times for handing in homework and project assignments. All homework and project assignments must be turned in at the beginning of class or uploaded to Canvas on the due date and time. You should think of all due dates for assignments as firm. The tight schedule of deliverables throughout the whole semester makes it nearly impossible to slip or extend due dates. Any assignment that you do not hand in on time will be penalized in grading. If you are not able to complete an assignment by the due date, it would be best for you to hand in as much of it as you have done before it is closed.

Attendance

Attendance is not required for the course, nor does it play a direct part in the course grade. Beyond the occasional need to be absent from class for a good reason, please consider that why much of the learning for the course occurs in class. You cannot participate in this learning if you are not present. I also grade on participation in class and will make such notes. If you are not here, you can not participate. As mentioned above, attendance is not mandatory, but In-Class Labs will determine if you were in class on that particular day. If you have to miss class for an extended period due to a protracted illness or similar reason, I will treat your needs as a special case and I will do everything I can to help you survive.

Responding to e-mail I will make every effort to answer your email in a timely fashion. However, you should not necessarily expect to get a reply in less than 24 hours or over a weekend. Many times you may get a reply in less than 24 hours, but you should not count on it (e.g., to answer questions about a homework or project assignment within the last few hours before that assignment is due). Please put "Urgent" as the subject line of your email; that will help me identify your emails more quickly.

Digital Media Dept. Policy:

- Equipment Checkout and Return: Our department has gone to great lengths to fund quality tools, software and computers in support of this program. If you abuse the equipment, loss or failure to return what you have checked out, you will be charged for the current replacement cost of that equipment.

- If you return the checked-out equipment late (more that 1 hr. past scheduled return time), you will be charged at least $35.00, maybe more.

- As well, if the equipment uses rechargeable batteries (like camcorders for example), they will be returned fully charged and ready for the next student use. The only exception; equipment checked out, used during a specific class period and returned at the end of that class period.

- All equipment will be fully checked in and tested, sometimes not immediately after check-in. If items are found missing, broken or abused, your checkout records will be flagged, you will be contacted and must respond within 48 hrs. to correct the problem. You will be charged for the replacement and/or repair costs.

- Abuse the equipment checkout policy once, and the appropriate fines will be charged. If you incur a second violation, the fines PLUS loss of checkout privileges for all DGM courses for that academic year, will be put in place. These fines are charged against your UVU student account and must be cleared through cashiering prior to releasing your grades or application for graduation.

Grading: During the semester there will be about 30 graded activities or mini-projects. Some will be done in class, others outside class hours. The mid-term examination will be given about week 7 and the final exam will occur at the regularly scheduled time at the end of the course. There could be a series of quiz'etts that can be taken online or in class. Each student will complete a course project approved by the instructor that is composed of their own work on a photo assignment. Attendance will be graded in conjunction with you showing up to In-class Labs. Handing in those assignments will tell me that you attended class.

Grading is based on the following ratios: In-class activities/labs 30% Quizzes/Final 25% Assignments 40% Attendance 5%

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

The process.

It is my responsibility to establish grading standards. I will have the primary responsibility for grading homework, quizzes and project reports.

The objective part.

The first thing I assess objectively is whether all requirements are met. Mechanical aspects such as formatting, labeling, grammar, spelling, following instructions, on time as per the due date, etc. are easy to grade because they are objective. Since these mechanical aspects are just expected, I don't give positive points for those, but I do deduct points if they are wrong or missing.

The subjective part.

The hard part in grading is the subjective part, which is about quality of content. I look at assignments in approximate order of overall quality. During a discussion of their relative merits, a given report may be moved up or down in the sorting as I calibrate my judgments and make adjustments. There are two components to this subjective evaluation: how well requirements are met (how well you

did the job) and how well you reported it. My evaluation of these components is based on my own knowledge and experience and is necessarily somewhat relative among the project teams of the class. The "how well you met requirements" part is based on my perception of how much you put into it, how completely you pursued the assignment, and how well you understood, interpreted, and applied the material covered in class to your project. "I don't like to see all of your assignments that looks like you shot them off of your front porch." I try to write comments, about these qualitative parts, so you know what aspects of your work are possible issues. Comments of this type are along the lines of: why didn't you also do such-and-such, this isn't really what I was asking for here, you did not follow instructions, the image does not seem to be centered or level, etc.

Grading appeals.

All assignments (homework, project, and final exam) are designed by the instructor. The home work and projects are graded by the instructor. If you have any questions about the grading of these items or feel that something has been graded incorrectly or unfairly, you should contact me. Regrading requests must be submitted to the instructor within three class meetings after the graded work was returned to the class. A regrade will entail a COMPLETE RE-EVALUATION OF THE ENTIRE ASSIGNMENT. This may increase or decrease your original score. The regraded score is final. This risk of a grade reduction is not to discourage you from discussing your project grade with the instructor. This is to address the problem of students who mainly want to squeeze out more points in their scores. You need not worry about this if your desire to discuss project grading is motivated toward learning and not all about getting points. Keep all graded work until the end of the semester. You should check the posting of your grades periodically in Canvas to be sure my records reflect your correct grades. In case your grade is incorrectly recorded, you will need to bring in the graded original in order for the recorded grade to be changed.

Incomplete Grade Statement:

As per Utah Valley University Policy, under extenuating circumstances, you can request an "Incomplete" grade if you have at least 70% of your homework done by the end of the semester. This is typically representative of completing module 12 or higher. Then, you will have additional time to finish up the coursework with your instructor. This will be negotiated with your instructor, and if you do not finish the coursework within one year, the grade will automatically revert to an "E" grade.

Required or Recommended Reading Assignments
All reading comes from the required books and select internet articles.

General Description of the Subject Matter of Each Lecture or Discussion
This course is designed to provide you with a practical, basic overview of digital photography methods, equipment and illustrate how visual materials are created and used in multimedia. It will cover digital imaging technology, the effective use of various image types, managing the image development process, techniques for photographing, creating and producing image materials through digital compositing. Average cost of the class would be about $25.

Purpose: This class is designed to help you with the basic tool that you will need to continue with your Cinematography Major. You are using the same tools that will be available to you in your Major. After completing the course, you should be prepared to use a variety of digital tools to make high quality images for business and personal use. In addition, you will understand the basic ideas and terminology used in imaging and digital photography, will recognize various methods for capturing and creating multimedia images, and be will able to discuss the advantages and disadvantages of these methods.

The structure of the class includes lecture and discussion, Speakers, complemented by hands-on activities and projects. These activities will focus on useful photo categories such as Portrait lighting, Product lighting, Landscape Photography, and creative images. Assignments will include Color Balance, working with shutters, focus, Depth of Field, ISO, Composition, lines and form, Natural and Artificial lighting. Anything that will help you obtain a better image. Proper Exposure will be the Focus.

Self Portrait

In this assignment, the goal is to get familiar with your camera. You will want to see how your camera is working as far as Exposure, Color balance, Cropping etc. You should be able to tell what your camera is doing for you, because, you will <u>not</u> be able to use any Image Manipulation (Photoshop) on this image except sizing and naming the image. This assignment will also let you know if your camera is functioning properly.

Examples I Have Found

This assignment wants you to look at photos on the web and find three that match certain criteria below. Search the web and find one example, of each of the following:
1. Depth of Field (DOF)-
2. Contrast (high or low)-
3. Color (lots of colors, lack of color... but not B&W)

Available Window Portrait Lighting

In this assignment, the goal is to have you start to notice Window or Natural Lighting. Notice where your light source is coming from and the direction of the light. As well as those two items, notice the color temperature of the light that you are using. Notice the quality of the light you are using. The large light source gives us soft portrait lighting, Small light source gives us harsh shadow and contrast. Look for modeling of lighting on the face trying to get a 3:1 lighting ratio so you see the roundness of the face and eyes. Notice how to take a great image *without any electric light source* such as your camera flash. You should also start looking behind the subject and notice the backgrounds.

Lab 1 • Basic Photoshop Intro.

We are going to play with a few images in class using some basic, first-time Photoshop tools and see how they work. You will download the images to your desktop, work with me through the tools in class on the first image (DSC_1988) The single Sunflower.

Then we will go over each tool and learn how that tool effects the image. When you have finished the Single Sunflower that you have gone over with the instructor, you may delete that image and move on to Image (DSC_1978), The multiple Sunflower image. **You DO NOT have to hand in the single sunflower,** it was just for practice. Now, work on your own with the Multi sunflower image thru the step we used on the first image. **Submit Image "<u>DSC_1978</u>" Multiple sunflower image to Canvas when you are finished. Crop this image in any way that you think looks the best** and then name it, save it, and upload it to the Canvas site for credit.

Fill Flash

In this assignment the goal is to use the flash on your camera, not as the main light source, but to use it as a supplemental light source to minimize the shadows on the subject or to balance the light exposure of the background to the subject. You will also be shotting an image with your flash and use it to balance out your exposure of a bright background light.

Lab 4 • Basic PS- More tools

Sharpening, Healing brush, Million dollar look-
1• Sharpening tools

2• Selection Tools

3• Healing Brush for retouching
4• Cloning tool
5• Glam look for portraits

Lab 6 • Compositing
Photoshop image processing and layering workshop: Putting an image to actual use is a beginning to compositing. This lab will focus on creating this invitation. All the assets will be provided. **We will discuss this in class and you will do your composite outside of class.** Upload your completed image for grading and we will critic your images on the due date in class.

Stop Action-Motion Blur
The Object of this assignment: To have you become familiar with the different shutter speeds on your camera. Learning to show Motion and Blur and to Stop the action of your subject.

Depth of Field
In this lab we are going to take an image that has serious problems and fix it. It should demonstrate why RAW camera files are preferred to .jpg files if post processing and tweaking are to be done.

Panorama
<u>Understanding Depth of Field</u>
1. Control the area of your photo that is in focus by using longer focal lengths more Telephoto length Lens and wider iris settings (f/stops or Apertures).
2. Become more familiar with the setting on your camera.
3. Become more familiar with the limitations of your camera.

Lab 2A • Getting Curvy
Using the Curves Tool: Short cut Keystroke is Command+M on a Mac and Control+M on a PC
Goal: To begin to understand the differences between Levels and Curves in Photoshop. Curves is a powerful image 'fixing' tool that even experienced PS users don't use because they are intimidated by the interface.

Textures and Photoshop Filters
The purpose of this assignment is to: Understand how to use lighting to create textures. You will also be introduced to some of the Photoshop Filters that are available in PS.
Using your camera, shoot lots of images of objects that might create good textures. Lighting is important. Flat light is not the best. Direction of light is extremely important to get good the texture. To see the texture, you need Highlights and Shadows. Without those two elements, you do not have texture.

Story Telling
Using your camera, shoot lots of images that, put together, tell a story. Select a minimum of 3 to a maximum of 5 of the best images, crop and process them per this assignment. This assignment is worth 50 points. Note the due date. It's the date of the Final Exam for this class.

A good story has characters in action with a beginning, middle, and ending. Fortunately, a lot of information can be given in a single photograph. Location, time, and atmosphere and viewers' imagination. Keep standards of pictorial beauty, but pack as many storytelling elements in one photograph as possible to develop an action.

I will be looking for you to show me what you have learned this semester such as: Composition, Leading Lines, Frame within a frame, Color balance, Proper contrast, Proper use of lens and perspective, However, the most important part of this assignment will do you tell a story with your images.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities.

Required Course Syllabus Statements

Generative AI
Statement on the Use of AI in Assignments
In our commitment to embracing emerging technologies and preparing you for the digital future, integrating and using artificial intelligence (AI) tools in your assignments is permitted and encouraged where appropriate. However, it is vital to understand and adhere to the following guidelines:
Critical Thinking: AI should be used as a tool to augment your own critical thinking and creativity, not replace it. Your work should reflect an understanding of the course material and your own analysis.
Transparency: Clearly acknowledge the use of AI in your work. When submitting assignments, disclose any AI assistance you've received, including the specific tasks the AI performed.
Ethical Use: Utilizing AI ethically means respecting copyright laws, avoiding plagiarism, and ensuring the originality of your submissions.
Learning Objectives: Remember that the primary goal is your learning. AI should uphold the learning objectives of the assignment and the integrity of the course.
AI Literacy: Part of your education is developing a nuanced understanding of AI's capabilities and limitations. Use these tools not only to complete tasks but also to evaluate the results provided by AI critically.
This approach to AI in assignments fosters a learning environment where technology is a partner in your educational journey, not just a shortcut. Your ultimate goal should be to enhance your skills and knowledge, preparing you for a world where AI is a collaborator in the workplace.

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.

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 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

DHH is located on the Orem Campus in BA 112.

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*.

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 – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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. 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.