



Digital Photography 1

SYLLABUS

**Digital Photography 1–Institute of Photographic Studies  
Faculty of Record: Rowan Gillson, M.A.**

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**COURSE DESCRIPTION:**

This is the first of three photography courses designed to take students with no prior experience to mastery of general photographic principles and techniques. Digital Photography 1 is designed to (1) give students an understanding of how to use a digital single-lens-reflex camera (DSLR), (2) help students develop a moral and artistic framework for evaluating (critiquing) images, (3) provide students with a foundational understanding of composition, exposure, lighting and portraiture, and (4) lay the foundations of efficient workflow in digital asset management.

Digital Photography 1 bases photographic education on the ideas of meaning and purpose. Without meaning, there can be no purpose, and without purpose there can be no evaluation of merit, achievement, or even beauty. Photography is fundamentally more than just self expression, but finds value as a form of art to be enjoyed by others and as a means of communication between individuals and parties.

**EXPECTED OUTCOMES:**

Upon completion of this course the student should be able to:

- Demonstrate proficiency in the basic use of a DSLR camera
- Provide working definitions of composition, exposure, and portraiture
- Demonstrate proficiency in using 5 tools for effective composition
- Defend the concept of purpose in creating and evaluating images
- Demonstrate proficiency in controlling the depth of field of their images
- Demonstrate proficiency in controlling subject movement in their images
- Create pleasing portraits with sharp eyes and catch lights
- “Center the Needle” in Manual mode to produce consistently accurate exposure
- Describe directions, colors, and qualities of light and how to use them well
- Demonstrate proficiency in creating macro images
- Understand the biggest challenge in Landscape photography and overcome it

**RATIONALE:**

The rationale of this course, in terms of the vision of IPS, is as follows:

- Digital Photography 1 fulfills the vision of IPS by laying a foundation of photographic excellence and instilling in students an understanding of the role of Purpose in art, equipping them to create images of impact and excellence for the sake of the Kingdom of God.

**COURSE REQUIREMENTS:**

To successfully complete this course, students must be able to:

- Read materials relating to each topic to be considered
- View recorded lectures
- Complete photographic assignments
- Engage in evaluation of photographic assignments with instructors and classmates

- Perform satisfactorily on exams and coursework

Students are required to have the following equipment:

- Adobe Photoshop Lightroom
- Digital SLR camera with lens, battery and memory card
- Personal computer with internet access

**BOOKS TO PURCHASE:**

**BIG PICTURE SCHEDULE:**

*Complete descriptions and grading criteria for each assignment may be found in the week-by-week descriptions and the alphabetical listing of assignments*

Due Date	Assignment	Points
Week 1	Watch <b>lecture</b> : “DSLR Basics - Focusing”	10
	Watch <b>lecture</b> : “DSLR Basics – Start Here, Camera Settings”	10
	Watch <b>lecture</b> : “Lightroom – Import and Export”	10
	Watch <b>lecture</b> : “Composition – Filling the Frame”	10
	Watch <b>lecture</b> : “Photographic Theory – Why do we Photograph?”	10
	Watch <b>lecture</b> : “Photographic Theory – Evaluating Images”	10
	<b>Research</b> : “Why do I Photograph?” paper	20
	<b>Turn in</b> : Fill the Frame assignment	25
	Participate in <b>Critique Session</b>	20
Week 2	Watch <b>lecture</b> : “Lighting – Color of Light”	10
	Watch <b>lecture</b> : “Composition – Rule of Thirds”	10
	Watch <b>lecture</b> : “Lightroom – Library Module”	10
	Watch <b>lecture</b> : “Exposure – Centering the Needle”	10
	<b>Turn in</b> : Rule of Thirds Assignment	25
	<b>Research</b> : Begin working on Purpose in Photography Paper	
	Participate in <b>Critique Session</b>	20
Week 3	Watch <b>lecture</b> : “Composition – Depth”	10
	Watch <b>lecture</b> : “Exposure – Aperture”	10
	Watch <b>lecture</b> : “Lighting – Direction of Light”	10
	<b>Turn in</b> : Compositional Depth assignment	25
	<b>Turn in</b> : Depth of Field assignment	25
	<b>Research</b> : Photographer Using Depth paper	20
	Participate in <b>Critique Session</b>	20
Week 4	Watch <b>lecture</b> : “Composition – Framing”	10
	Watch <b>lecture</b> : “Exposure – Shutter Speed”	10
	Watch <b>lecture</b> : “Lighting – Quality of Light”	10
	<b>Turn in</b> : Framing assignment	30
	<b>Turn in</b> : Motion Study assignment	25
	<b>Research</b> : Inspiring Lighting paper	20
	Participate in <b>Critique Session</b>	20

Week 5	Watch <b>lecture</b> : “Composition – Lens Selection”	10
	Watch <b>lecture</b> : “Exposure – Histogram”	10
	Watch <b>lecture</b> : “Exposure – ISO”	
	<b>Turn in</b> : Lighting Sampler assignment	60
	<b>Research</b> : Turn in Purpose in Photography paper	40
	Participate in <b>Critique Session</b>	20
Week 6	Watch <b>lecture</b> : “Portraiture – The Basics”	10
	Watch <b>lecture</b> : “Portraiture – Eyes”	10
	Watch <b>lecture</b> : “Portraiture – Candid”	10
	<b>Research</b> : Portrait Photographer paper	20
	<b>Turn in</b> : Head and Shoulders Portraits assignment	25
	Participate in <b>Critique Session</b>	20
Week 7	Watch <b>lecture</b> : “Landscape – Composition”	10
	Watch <b>lecture</b> : “Lightroom – Export Dialog, Image Resolution”	10
	Watch <b>lecture</b> : “Portraiture – Working with Groups”	10
	<b>Research</b> : Begin Final Paper	
	<b>Turn in</b> : photographic assignment for Week 7	25
	Participate in <b>Critique Session</b>	20
Week 8	Watch <b>lecture</b> : “Image Management – Storage and backups”	10
	Watch <b>lecture</b> : “Macro Photography”	10
	Watch <b>lecture</b> : “Lightroom – Smart Collections”	10
	<b>Research</b> : Final Paper	50
	<b>Turn in</b> : Macro assignment	25
	Participate in <b>Critique Session</b>	20
	<b>TOTAL POINTS POSSIBLE</b>	900

**GRADING SCALE:**

<b>Grade</b>	<b>Scale</b>	<b>Points</b>
<b>A</b>	<b>93-100</b>	<b>900-837</b>
<b>A-</b>	<b>91-92</b>	<b>836-819</b>
<b>B+</b>	<b>88-90</b>	<b>818-792</b>
<b>B</b>	<b>85-87</b>	<b>791-765</b>
<b>B-</b>	<b>82-84</b>	<b>764-738</b>
<b>C+</b>	<b>78-81</b>	<b>737-702</b>
<b>C</b>	<b>75-77</b>	<b>701-675</b>
<b>C-</b>	<b>72-74</b>	<b>674-648</b>
<b>D+</b>	<b>68-71</b>	<b>647-612</b>
<b>D</b>	<b>65-67</b>	<b>611-585</b>
<b>F</b>	<b>Below 65</b>	<b>584-0</b>

**LATE ASSIGNMENTS:**

For every late assignment, you lose 10% of the possible points for each class period the assignment is late. Example: the maximum score possible on a late 10-point project will be 9 points the second week, 8 points the third week and so on.

In order to facilitate potential college credit, assignment deadlines are not flexible. A one-time, 2-week extension can be arranged for \$100 to allow a student to complete their remaining assignments. Points will still be deducted for work turned in after the original deadline.

**WEEKLY DETAILED SCHEDULE:**

**Week One: Introduction, Camera Basics, Purpose**

**Lectures:**

- **DSLR Basics – Start Here, Camera Settings.** Students will be introduced to their DSLR cameras. We will go through key settings and menus. This lecture will be available in Canon and Nikon versions. Students do not need to watch both the Canon and Nikon videos.
- **DSLR Basics - Focusing.** This session will teach students how to focus effectively using the various tools available.
- **Lightroom – Importing and Exporting.** This session will cover the basics of importing and exporting images using Adobe Photoshop Lightroom.
- **Composition – Filling the Frame.** In this session we will discuss the foundation of successful composition – filling the frame. Students will be challenged with the idea that their images have purpose, and must be carefully crafted to fulfill that purpose to the best of their ability.
- **Photographic Theory – Why do we Photograph?** We ask the question “Why do we photograph?” to establish the concept of purpose within our photography. As individuals and as a culture we create images for a reason.
- **Photographic Theory – Evaluating Images.** Building upon the previous lecture, we will establish some general ideas for how to evaluate images and introduce the specific image evaluation standards for this class.

**Research:**

- **Why I Photograph Paper** Students will turn in a 1-2 page paper answering the question “Why do I photograph?”. See the Alphabetical Description of Assignments below for details.

**Assignments:**

- **Photographic Assignment – Fill the Frame.** Students will turn in 5 images that demonstrate the compositional technique of “filling the frame.” Each image will be captioned by the student to describe the purpose for which it was created and how it fills the frame. These images will be evaluated by the class instructor during the weekly critique session.
- **Critique Session.** Students will meet with their instructor and classmates for an online conferencing event to evaluate the images turned in for the week’s assignment. Each critique session will take into special consideration the techniques learned during the week as well as incorporating all previous learning.



**WEEKLY DETAILED SCHEDULE:**

**Week Two: Shutter Speed, Rule of Thirds, Color of Light, Centering the Needle**

**Lectures:**

- **Lighting – Color of Light.** Light comes in all different colors. In this session, we'll introduce the Kelvin Temperature Scale, White Balance, and talk about how to successfully photograph in differing colors of light.
- **Composition – Rule of Thirds.** Perhaps the most widely recognized compositional technique for photography is the Rule of Thirds. We will talk about how to use the Rule of Thirds to effectively create stronger images that emphasize the purpose for which they were created.
- **Exposure – Centering the Needle/Reciprocity.** In this lecture students will learn how their camera measures light every time an image is created. Students will learn the technique of "Centering the Needle" for proper.
- **Lightroom – Library Module.** In this session students will become familiar with the Library Module in Adobe Photoshop Lightroom 4 and learn to use stars, flags, colors and collections to organize and sort their images.

**Research:**

- Begin working on Purpose in Photography paper due Week 5. See the Alphabetical Description of Assignments below for details.

**Assignments:**

- **Photographic Assignment – Rule of Thirds.** Students will turn in 5 images that demonstrate the compositional technique of "rule of thirds." Students will caption each image to describe the purpose for which it was created and how they have used the rule of thirds. The class instructor will evaluate these images during the weekly critique session.
- **Critique Session.** Students will meet with their instructor and classmates for an online conferencing event to evaluate the images turned in for the week's assignment. Each critique session will take into special consideration the techniques learned during the week as well as incorporating all previous learning.

**WEEKLY DETAILED SCHEDULE:**

**Week Three: Depth, Aperture and Direction of Light**

**Lectures:**

- **Composition – Depth.** Photographers are constantly faced with the challenge of representing a 3 dimensional world in a 2 dimensional medium. This lecture will offer techniques for enhancing the sense of realism in images.
- **Exposure – Aperture.** This lecture will look at the creative aspect of aperture—depth of field. Students will learn how to change their aperture settings in order to direct attention within their images or bring everything into sharp focus.
- **Lighting – Direction of Light.** This session will discuss front, back, and side lighting and the influences each has upon a subject. Students will learn that by changing the direction of light, they can dramatically alter the message they are conveying about the subject.

**Research:**

- **Depth Sample Work.** Students will discover a photographer whose work demonstrates a mastery of the concept of depth and will share it with the class in a 1-2 page paper. Students will describe how the photographer has used depth well in either individual images or in collections of images. Links to view the specific images being discussed should be included in the paper. See the Alphabetical Description of Assignments below for details.

**Assignments:**

- **Photographic Assignment – Compositional Depth.** Students will turn in 5 images that demonstrate the compositional technique of “depth.” Each image will be captioned by the student to describe the purpose for which it was created and how they have successfully represented depth. These images will be evaluated by the class instructor during the weekly critique session.
- **Photographic Assignment – Depth of Field.** Students will turn in 3 images that demonstrate effective use of aperture to create a shallow depth of field and 2 images to demonstrate a large depth of field. Each image will be captioned by the student to describe the purpose for which it was created and how they have used the aperture. These images will be evaluated by the class instructor during the weekly critique session.
- **Critique Session.** Students will meet with their instructor and classmates for an online conferencing event to evaluate the images turned in for the week’s assignment. Each critique session will take into special consideration the techniques learned during the week as well as incorporating all previous learning.

**WEEKLY DETAILED SCHEDULE:**

**Week Four: Framing, Shutter Speed, Quality of Light**

**Lectures:**

- **Composition – Framing.** Perhaps the most challenging compositional technique of this class is that of Framing. Students will learn the 3 types of frames and how to use each one effectively.
- **Exposure – Shutter Speed.** This session will introduce the concept of shutter speed and discuss how this influences motion within an image. After this session, students will be able to either freeze or show motion by controlling the shutter speed.
- **Lighting – Quality of Light.** The quality of light ranges from directional to diffused, and everything in between. Students will learn to identify different qualities of light and how to use them to enhance the purpose for which they are creating images.

**Research:**

- **Lighting Evaluation Paper.** Students will identify an image with dramatic lighting that is particularly inspiring to them and write a 1-2 page paper describing how the photographer has used the light to create an amazing image. See the Alphabetical Description of Assignments below for details.

**Assignments:**

- **Photographic Assignment - Framing.** Students will turn in 6 images that demonstrate effective use of framing, 2 images for each of the three types of framing. Students will caption each image to describe the type of framing they have used. The class instructor will evaluate these images during the weekly critique session.
- **Photographic Assignment – Motion Study.** Students will turn in 3 images that demonstrate effective use of shutter speed to show motion and 2 images to stop motion. Students will caption each image to describe how they have used the shutter speed to either show or stop motion. The class instructor will evaluate these images during the weekly critique session.
- **Critique Session.** Students will meet with their instructor and classmates for an online conferencing event to evaluate the images turned in for the week's assignment. Each critique session will take into special consideration the techniques learned during the week as well as incorporating all previous learning.

**WEEKLY DETAILED SCHEDULE:**

**Week Five: Lens Selection, Histogram, ISO**

**Lectures:**

- **Composition – Lens Selection.** Students will learn how different lenses affect spatial awareness and change the relationship between the foreground, mid-ground, and background within an image.
- **Exposure - Histogram.** In this lecture students will be introduced to the histogram, a mathematical representation of the exposure data contained in images. The histogram is a powerful tool for evaluating proper exposure.
- **Exposure - ISO.** Students will learn about the fourth piece of the exposure equation, the ISO, and how it represents the sensitivity of their camera's sensor to the light passing through the lens. Students will understand how to change their ISO and what settings are likely to be successful in varying circumstances.

**Research:**

- **Purpose in Photography Paper.** Students will write a 2-3 page paper discussing the idea that photographs have purpose and meaning. Students will identify key reasons why photography has meaning and how that changes the way imagery ought to be handled. See the Alphabetical Description of Assignments below for details.

**Assignments:**

- **Photographic Assignment – Lighting Sampler.** Students will turn in 12 images that demonstrate the various types of lighting we have discussed throughout this course: 2 images each will represent 1) front lighting, 2) back lighting, 3) side lighting, 4) directional lighting, 5) diffused lighting, and 6) directional diffused lighting. In each image, the subject must be easily identified and clearly illuminated with the appropriate type of lighting. The student will caption each image to describe the lighting they used and how it makes the subject look good. The class instructor will evaluate these images during the weekly critique session.
- **Critique Session.** Students will meet with their instructor and classmates for an online conferencing event to evaluate the images turned in for the week's assignment. Each critique session will take into special consideration the techniques learned during the week as well as incorporating all previous learning.

**WEEKLY DETAILED SCHEDULE:**

**Week Six: Portraiture Basics**

**Lectures:**

- **Portraiture – Introduction.** This session will introduce the field of portraiture, giving students an overall vision for creating portraits and some basic techniques for successfully working with people.
- **Portraiture – Lighting and Eyes.** We will talk about the importance of creating portraits with sharp eyes that contain catch lights. This lecture will discuss techniques for proper focusing and ways to increase the light in the eyes.
- **Portraiture – DP1 Posing Basics.** This session will give students a foundation for posing individuals by outlining some basic principles of making people look good. We will introduce the Front View and 3/4 View of the face.

**Research:**

- **Portrait Photographer.** Identify a portrait photographer who inspires you. Write a 1-2 page paper describing how they use light, composition, and/or posing to create effective portraits. See the Alphabetical Description of Assignments below for details.

**Assignments:**

- **Photographic Assignment – Head and Shoulders Portraits.** Students will turn in 5, head and shoulders portraits of 5 different individuals. Each image must have sharp eyes and catch lights. Students will caption each image to describe how they set up their portrait. The class instructor will evaluate these images during the weekly critique session.
- **Critique Session.** Students will meet with their instructor and classmates for an online conferencing event to evaluate the images turned in for the week's assignment. Each critique session will take into special consideration the techniques learned during the week as well as incorporating all previous learning.

**WEEKLY DETAILED SCHEDULE:**

**Week Seven: Landscape**

**Lectures:**

- **Landscape – Composition.** This lecture will provide a basic overview to landscape photography. Students will be shown how to apply the principles of lighting, exposure, and composition to their images to create artful and compelling landscape photos.
- **Lightroom – Export Dialog, Image Resolution.** This lecture will build upon the introduction to exporting with Lightroom in week 1 and go further by providing students with an understanding of image resolution and proper resizing techniques for various forms of electronic display.
- **Portraiture – Working with Groups.** This session will discuss the basics of photographing groups of people ranging from 5-6 up to 200. Students will gain techniques for quickly coordinating lots of people to create a successful image.

**Assignments:**

- **Photographic Assignment – Landscape Sizing.** Students will turn in 5 images from a sunrise or sunset landscape shoot. One image must be sized correctly for each of the following applications: 1) Facebook full resolution, 2) Facebook low resolution, 3) iPhone 5 screen, 4) iPad Retina screen, 5) their own computer desktop. Each image will be captioned with the output for which it is intended. The class instructor will evaluate these images during the weekly critique session.
- **Critique Session.** Students will meet with their instructor and classmates for an online conferencing event to evaluate the images turned in for the week's assignment. Each critique session will take into special consideration the techniques learned during the week as well as incorporating all previous learning.

**WEEKLY DETAILED SCHEDULE:**

**Week Eight: Macro, Storage and Groups**

**Lectures:**

- **Image Management – Storage and Backups.** This lecture will discuss the necessary evil of storing large quantities of data and maintaining a successful backup program. Students will be taught about various options available and be given a plan to successfully manage their own image system.
- **Macro Photography.** In this lecture students will be introduced to Macro Photography. They will learn about a 1:1 ratio and the convenient technique of “lens flipping” to create stunning macro images.
- **Lightroom – Smart Collections.** In this lecture students will learn about the Smart Collection feature in Adobe Photoshop Lightroom and how to effectively incorporate it into their imaging workflow.

**Research:**

- **Final Paper.** Students will carefully consider the previous 8 weeks and write a 2-3 page paper on their own growth and understanding as a photographer, providing working definitions of Exposure, Composition, and Portraiture, and identifying the key elements of each. See the Alphabetical Description of Assignments below for details.

**Assignments:**

- **Photographic Assignment – Macro.** Students will turn in 5 macro images using one of the following techniques: a) a macro lens, b) a macro filter or c) lens flipping. Students will caption each image to describe the technique used and the photographer’s purpose. The class instructor will evaluate these images during the weekly critique session.
- **Critique Session.** Students will meet with their instructor and classmates for an online conferencing event to evaluate the images turned in for the week’s assignment. Each critique session will take into special consideration the techniques learned during the week as well as incorporating all previous learning.

## **ALPHABETICAL DESCRIPTION OF ASSIGNMENTS AND POINT VALUES:**

### **Assignment Images**

Each week, students are responsible to turn in to their instructor a collection of images demonstrating competence in the techniques and principles taught through the lectures. Each week's assignment builds upon the previous weeks', meaning that students should be incorporating everything they have learned up to that point in their assignment images each week.

Each image is worth a total of 25 points, 5 points each for Sharpness, Purpose, Composition, Exposure, and Impact. (Purpose is directly related to the assignment that week, for example, 2 images must demonstrate a shallow depth of field in Week 3's assignment.) A score of 19 represents the standard of excellence we are looking for at Digital Photography 1. At IPS we maintain an objective rating scale across all of our workshops, adjusting the expected level of mastery at our lower level classes, rather than change the scale itself.

Each image is worth 5 points toward your final grade, thus an image score of 19 will translate into a full 5 points. An image score of 18 represents 95% of the standard, and is thus worth 4.7 points (95% of 5) toward your final grade. An image score of 20 represents 105% of the standard, is worth 5.3 points, and earns extra credit toward your final score.

### **Critique Sessions**

Each week you will meet with your course instructor for a critique session during which your instructor will review images from the week's assignment. Each critique will be focused on the content of the week's lectures, but will incorporate prior weeks' learning as well. Your instructor will select images from the week's assignment to include in the critique session, being careful to select at least one image from every student. Students are expected to participate in the conversation by asking questions, answering questions, and providing insight into the original intent behind their own images. Students will be graded on attendance and participation. Students who are unable to attend will be able to watch the recorded session and earn 75% of the possible points for participation by emailing their instructor a summary of the critique of their own image(s).

### **Lectures**

This course consists of 28 lectures that are approximately 20-30 minutes each. To receive credit for watching these lectures, you must send your instructor a one-paragraph response to each lecture. A "response" doesn't mean agreement or disagreement; rather, it is a "takeaway"—a reflection of what you learned from the lecture and would like to apply to your own photography.

### **Lighting Evaluation Paper**

Students will identify an image that inspires them through excellence in lighting. In a 1-2 page, single-spaced paper, students will describe the color, quality, and direction of light and discuss how this combination has made the image successful. This assignment is worth 20 points and will be graded as follows, 6 points for successfully identifying an excellent example of lighting, 10 points for artfully describing how lighting has been used/captured to make the image dynamic, 4 points for a clearly written paper with proper use of grammar, spelling and punctuation.



### **Photographer Using Depth Paper**

Students will identify a photographer who demonstrates an excellent portrayal of three dimensional space through the effective compositional use of depth. Students will write a 1-2 page, single-spaced paper describing how their work as a whole and 2 images individually successfully give the viewer a realistic sense of depth. Your paper must include links to a site where the photographer's work can be viewed as well as direct links to the two specific images being discussed. This assignment is worth 20 points and will be graded as follows, 6 points for successfully identifying an excellent example of depth, 10 points for artfully describing how depth is portrayed in the same imagery, 4 points for a clearly written paper with proper use of grammar, spelling and punctuation.

### **Portrait Photographer Paper**

Students will identify a portrait photographer that demonstrates consistently excellent portraiture. Students will write a 1-2 page, single-spaced paper describing the techniques the photographer consistently uses and how they portray their clients in a pleasing manner. Highlight 2 specific images and describe the elements of posing, composition, exposure and lighting that make each successful. Your paper must include links to a site where the photographer's work can be viewed as well as direct links to the two specific images being discussed. This assignment is worth 20 points and will be graded as follows, 6 points for successfully identifying an excellent example of portrait photography, 10 points for artfully describing how the photographer uses principles of portraiture to make their subjects look pleasing, 4 points for a clearly written paper with proper use of grammar, spelling and punctuation.

### **Purpose in Photography Paper**

Students will evaluate the concepts of meaning and purpose within their imagery from a Biblical worldview. Include the ideas discussed in our Photographic Theory lectures: creation gives us purpose and meaning; images are not random, but are created for a purpose; purpose gives us the ability to evaluate (critique) images. Does a belief in a Creator change the way we photograph? How does this impact the creative process of making images? How does this change the way in which images are evaluated? This 2-3 page, single-spaced paper is worth 40 points and will be graded as follows: 12 points for a compelling discussion of how belief in a Creator affects one's view of purpose and meaning, 12 points for a compelling discussion of how purpose affects the creative process, 12 points for a compelling discussion of how purpose affects the evaluation process, 4 points for a clearly written paper demonstrating a proper use of grammar, spelling and punctuation.

### **Final Paper**

Turn in a 2-3 page, single-spaced paper describing your own personal growth and current understanding of photography. Provide your own working definition of 1) Exposure, 2) Composition, and 3) Portraiture and identify the key aspects of each area. In each area identify and describe how you have grown. This assignment is worth 50 points; 12 points for a compelling discussion of each area, 12 points for an artful description of your current understanding of photography, 2 points for a clearly written paper using proper grammar, spelling and punctuation.

### **Why I Photograph Paper**

Students will carefully consider their own motivation and vision in the field of photography. In answering the question "Why do I photograph?" students should consider what images they are drawn to, what inspires them to pick up their camera, and what they find themselves working to make better within their images. Upon understanding their motivation, students should describe key growth areas that will aid them in their personal pursuit of photographic excellence. This 1-2 page, single-spaced paper is worth 20 points and will be graded as follows: 10 points for thoughtful evaluation of their own

motivation, 6 points for clear evaluation of areas needing development, 4 points for a clearly written paper using proper grammar, spelling and punctuation.