Office hours by appointment through Zoom or other agreed to video conferencing software. Official communication through SFA issued email. Students should be in the habit of checking their email on a daily basis. Those who do not will miss critical information.

Course Description:
Three semester hours. Advanced work in photographic processes and techniques for both commercial and fine art applications. Levels A-F. Prerequisites: ART 100, 110, 217 or consent of instructor.

Program Learning Outcomes (PLO’s):

Program – STUDIO ART BFA PLOs
1. Undergraduate students will demonstrate proficiency in studio foundation skills as they relate to the elements and principles of design.
2. Undergraduate students will exhibit a high level of proficiency in the use of materials, techniques and media.
3. Undergraduate students will demonstrate understanding of contemporary art issues through exploration of synthesis of content, problem solving and creativity.
4. Undergraduate students will define and state knowledge of Art Historical precedents.

Program – STUDIO ART BA PLOs
5. Undergraduate students will demonstrate proficiency in studio foundation skills as they relate to the elements and principles of design.
6. Undergraduate students will exhibit proficiency in the use of materials, techniques and media.
7. Undergraduate students will demonstrate understanding of contemporary art issues through exploration of synthesis of content, problem solving and creativity.
8. Undergraduate students will define and state knowledge of Art Historical precedents.

Student Learning Outcomes (SLO’s): Students enrolled in Advanced Photographic Processes will be given the opportunity to learn the following and demonstrate such:
- How to produce artwork of high quality and quantity in a short, concentrated amount of time.
- The importance of working on a series of images with both formal and conceptual coherence.
- How to synthesize photographic information in various processes according to individual choice, experience, and media specific demands.
Overview:
This class will focus on four areas of development for the student photographer:

1) Independent artistic voice: Students will have the mandate to propose and execute a body of photographic work that fits their own vision. In consultation with the professor at the beginning of the term, students will propose the project they will want to pursue. Upon review for the appropriate amount of rigor, both in terms of quality and quantity of output, the professor will approve the project proposal. Students should then actively work for some part of each day of the term to complete this project. There will be a daily review, Monday through Friday, of work in progress. There will also be two critiques: one halfway through the term and one on the final day.

2) Adobe Photoshop assignments: There will be a number of guided projects, posted to YouTube, that students will be expected to follow and complete. See the calendar for details. In addition, students will be required to resourcefully search the web to find 3 independent tutorials to follow and complete.

3) Print on Demand Photo Book: Near the end of the term, students will work collaboratively to create a print on demand book showcasing the best of their work from the term. The book will contain work from each student, and each student will receive a copy of the published book to be paid for with the materials fee from the class.

4) Readings and written responses/group discussion: I will provide up to five readings for students to study. We will discuss them in class zoom meetings. Students will write coherent and substantive responses to the readings.

5) Artist’s statements: Each student will prepare an artist’s statement related to the work he or she is creating for this class.

Each art student should be actively pursuing an idea or group of ideas that bring continuity to his/her work. It can be helpful to identify things about which you have an opinion, and try to find ways to express that opinion. It is also very helpful to identify the type of artwork that stimulates you and analyze what it is about that work that is valuable to you. Be prepared to discuss in depth the ideas that inform your work. If you need help forming some ideas, feel free to contact me and I will help you brainstorm.

Grading and Attendance: Formal evaluation of coursework will proceed as follows: Grades will be assigned on a scale of 1-4, 1 being low and 4 being high. Merit will be based on quality of craftsmanship, creativity, and ambition. Each project will be compared to the grading rubric (see below). I reserve the right to assign occasional readings, including written responses, and administer quizzes and/or exams as I see fit and will include the grades of such along-side project grades. Since this class is based largely on studio experience, attendance is mandatory. I expect students to arrive to class on time, every time, just as I expect for myself. Students who miss class will fall behind. Below is the grading scale:

- 3.5 - 4  A
- 3 – 3.4  B
- 2 – 2.9  C
Grading Rubric:
An assignment receiving a grade of “A” represents the best possible example of that assignment. The work is excellent. There are no technical problems. The parameters of the assignment, such as they are, have been met with exactness. Content is both creative and ambitious and goes well beyond simple imitation of the demonstration. The work exhibits a sound understanding on the part of the student.

An assignment receiving a grade of “B” represents work that is good, but could be better. The work has some technical errors, but overall is satisfactory and above average. Possibly not all of the parameters of the assignment have been fulfilled, but most have. The content is thought out to a certain point, but it is slightly evident that further inquiry could have been used on the part of the student.

An assignment receiving a grade of “C” represents work that is average. The work has several errors, both technical and conceptual. The work betrays a general lack of understanding on the part of the student. Not all parameters have been met. The assignment lacks creativity beyond the demonstration of the assignment.

An assignment receiving a grade of “D” represents work that is below average and that is in need of reconsideration. There are many glaring errors in both technique and conceptual rigor. The work doesn’t satisfy the parameters of the assignment, but should be given some credit based on a low level of effort. The work displays that the student does not grasp the assigned content very well at all.

An assignment receiving a grade of “F” represents the type of work that can in no way be accepted for credit. The parameters of the assignment are not met. The technical errors are gratuitous. The portrayed attitude is one of “blowing off.” The work should be redone.

Acceptable Student Behavior: Student behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Policies:
Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the
falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. For more information visit http://www.sfasu.edu/policies/academic_integrity.asp

Students with disabilities: No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any ... postsecondary education program or activity ... [Federal Rehabilitation Act of 1973, Section 504, 84.43] and

An institution shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discrimination on the basis of handicap, against a qualified handicapped applicant or student ... for more information visit http://www.sfasu.edu/policies/academic_accom_stu_disab.asp

Witheld Grades Semester Grades Policy (A-54):
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Course Evaluations: Near the conclusion of each semester, students in the School of Art electronically evaluate courses taken within the COFA. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COFA faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the School of Art, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Projects

1) Self-portrait grid relating the parts to the whole
2) Appropriation collage
3) Photo Montage
4) Stitching
5) Puppet Animation
6) Independent Portfolio
7) Collaborative Photo Book
8) Readings/Written Responses
9) Independent Tutorials
10) Artist’s Statements

Calendar

Monday May 11: Introduction. Syllabus Review. Discussion of Independent project proposals. Lecture on Project Number 1 Self-Portrait Grid (relating the parts to the whole).

Tuesday May 12: In-Class Proposal Review and revision. Reading number 1 assigned.

Wednesday May 13: Proposals due at the beginning of the day. In class review/discussion of reading. Lecture on Project number 2 Appropriation Collage.

Thursday May 14: Review of first independent photos. Reading number 2 assigned.

Friday May 15: In-Class Review/discussion of reading. Project number 3 Photo Montage.

Monday May 18: Midterm Critique. Lecture on Artist’s Statements.

Tuesday May 19: Artist’s Statement first draft due. Lecture on Project 4: Stitching. Reading number 3 assigned.


Thursday May 21: Lecture on Project 7: Collaborative Photo Book. Reading number 4 assigned.


Monday May 25: Memorial Day. No Class


Wednesday May 27: Final Critique