

GD 3010 PHOTOGRAPHY FOR GRAPHIC DESIGNERS

Credits: 3

This course prepares students to utilize photography with the primary purpose of creating dynamic and compelling images of products and people for advertising. Students become adept at using technology including the digital SLR (standard settings, manual overrides and experimentation), understand lighting (both interior studio settings and exterior outdoor settings), facilitate between lens options (macro, specialty filters and wide angle) and learn the importance of a dynamic portfolio stage setting through appropriate documentation. Modest digital post-production will be explored including industry standard software.

Prerequisites: GD2220 Raster Image Processing

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Use the essential terminology of photography.	The student accurately applies an abundant use of the grammar of photography when presenting their work.	Student identifies and uses the essential grammar of photography when presenting work.	Student partially utilizes the grammar in photography when presenting their work.	Students fail to use the essential grammar of photography when presenting their work.	GD-8, GD-9	Communication Competence, Cultural Competence, Critical Thinking
Compose meaningful photographs using framing, balance, negative space, and the rule of thirds.	Student creates a portfolio of photographs that are meaningfully composed though professional use of framing, balance, negative	Student creates individual photographs that demonstrate use of framing, balance, negative space and the rule of thirds.	Student creates individual photographs that imply a rudimentary use of framing, balance, negative space and the rule of thirds.	Student fails to create individual photographs that demonstrate use of framing, balance, negative space and the rule of thirds.	GD-1, GD-5, GD-6, GD-7	Cultural Competence Design Competence Communication Competence Critical Thinking
Use the manual settings, priority settings, ISO settings, and white balance options of a DSLR or mirrorless camera.	Student creates a professional level portfolio of photographs that synthesizes the use of the manual settings, priority settings, ISO settings and white balance options of a DSLR or mirrorless camera into all projects.	Student creates individual photographs that demonstrate the use of the manual settings, priority settings, ISO settings and white balance options on a DSLR Camera.	Student presents photographs that imply a developmental use of the manual settings, priority settings, ISO settings and white balance options on a DSLR Camera.	Student fails to create individual photographs that demonstrate the use of the manual settings, priority settings, ISO settings and white balance options on a DSLR Camera.	GD-1, GD-2, GD-3, GD-7	Cultural Competence Design Competence Communication Competence Critical Thinking
Demonstrate how aperture impacts both the light and depth of field.	Student creates a professional level portfolio of photographs that intentionally applies how aperture impacts both the light and depth of field.	Student creates individual photographs that identify how aperture impacts both the light and depth of field.	Student presents photographs that imply a developmental knowledge of how aperture impacts both the light and depth of field.	Student fails to identify how aperture impacts both the light and depth of field.	GD-1, GD-2, GD-3, GD-7	Cultural Competence Design Competence Communication Competence Critical Thinking
Demonstrate how shutter speed freezes action or creates motion blur.	PrStudent creates a professional level portfolio of photographs that intentionally applies how shutter speed freezes action or creates motion blur.	Student creates individual photographs that identify how shutter speed freezes action or creates motion blur.	Student presents photographs that imply a developmental knowledge of how shutter speed freezes action or creates motion blur.	Student fails to identify how shutter speed freezes action or creates motion blur.	GD-1, GD-2, GD-3, GD-7	Cultural Competence Design Competence Communication Competence Critical Thinking
Use directional light, diffused light, and reflected light to create photographs.	The student creates a portfolio of photographs that demonstrates the professional use of directional light, diffused light, and reflected light.	Student create individual photographs that demonstrate use of directional light, diffused light, and reflected light.	Student photographs imply a partially developed use of directional light, diffused light, and reflected light.	Student fails to create individual photographs that demonstrate use of directional light, diffused light, and reflected light.	GD-1, GD-2, GD-3, GD-5, GD-7	Cultural Competence Design Competence Communication Competence Critical Thinking
Utilize industry-based software as a means to edit photographic imagery for graphic design.	The student applies industry-based software workflow to a portfolio of professionally edited photographic images for graphic design purposes.	The student uses industry-based software to edit individual images for graphic design purposes.	The student implies a developmental use of industry-based software to edit individual images for graphic design purposes.	The student fails to use industry-based software to edit individual images for graphic design purposes.	GD-1, GD-2, GD-7, GD-9	Cultural Competence Design Competence Communication Competence Critical Thinking