Technology, Arts & Media Program
UNIVERSITY OF COLORADO AT BOULDER

I M A G E

ATLS 2100-310/311
FALL 2016
Lecture Meeting Time: W 9:00AM – 10:15AM
Instructional Locations:
Lecture: ATLS 100
Labs: ATLS 1B25
Instructor – Kevin Hoth (pronounced like "both")
Instructor contact info: kevin.j.hoth@colorado.edu
Office Hours: Wednesdays 10:30AM—12:30PM, by appointment, and online video-chat
Office Location: 233 (Image Lab) / ATLS 225F
Edmodo class link: https://www.edmodo.com/home#/join/95jshv

"A camera is a tool for learning how to see without a camera."
-Dorothea Lange

COURSE DESCRIPTION

This course introduces techniques, technologies, and concepts of digital image making and manipulation through lectures, projects and critiques. The course focuses on digital photography, digital animation and digital video as a means to formal and expressive ends. This course also contextualizes practices and methodologies of digital imaging within historical and critical perspectives.

This course introduces students to important skills in photographic image creation including lighting, composition, digital manipulation and compositing, printing, animation and other contemporary topics in imaging technology. We will study the history of photographic imaging and examine various forms of output including the fine art print, the projected image, the image on networked devices and the image in social media. We will look at the way photographic images each have their own agenda, and how their meaning changes through time and context.

The overarching theme of the course is that every image has an agenda and by understanding the way images are created we may become more savvy image creators and evaluators. The multi-headed question we will address is: What is an image, how does it function, and why do we care?

Technology, Arts & Media Program
UNIVERSITY OF COLORADO AT BOULDER

COURSE OBJECTIVES

Students will...

Critical Thinking & Theory / History (CT):

- CT1 - Develop critical image evaluation skills
- CT2 - Learn key developments and practitioners in the history of photographic imaging
- CT3 - Gain an understanding of the manners in which images are used and manipulated for artistic, journalistic, scientific and commercial means
- CT4 - Gain an understanding of how differing image media and capture processes affect the way we see and understand the world and ourselves

Design/Creative (DC):

- DC1 - Understand and use photographic design principles
- DC2 - Understand and use the visual language of photography
- DC3 - Learn to use the camera as a creative tool of selection and expression in both still and motion-based formats
- DC4 - Learn to manipulate the digital image in creative and innovative ways

Technical (TA):

- TA 1 - Develop an understanding of camera anatomy and mechanics
- TA 2 - Develop an understanding of the basic principles of light and lighting
- TA 3 - Become versed in the software and hardware necessary for creating and manipulating digital images in both still and motion-based formats
- TA 4 - Become versed in mechanisms of pre and post-production, image output and sharing via print and online dispersal

COURSE FORMAT

This and the other TAM Core courses are split amongst a Lecture and a Lab. During Lecture, I will introduce concepts, theories, necessary technical knowledge, significant historical developments, movements and artists; we will engage in activities and lively discussions to gain a better understanding of the course material.

Technical skill building, production and hacking will take place during the Lab sessions. Your instructor will lead you into a workshop, process, or experimentation. Your full participation for the Lab will marked as a 1 or 0.

CLASS PACE

We move at a brisk pace. This class is not abstract leisure painting and it's not differential calculus – it's somewhere in between. Somewhere maybe quite vague which is a fertile place for interesting and compelling things to happen. All growth comes with some struggle—be open to it!

Ask yourself these questions:
When have you learned the most in your life? When it was easy? When everything was handed to you? How did it feel when you struggled very hard for a long time and at the end you arrived at the mountain top and looked out over the sumptuously beautiful landscape?

The above being said, if you find yourself completely lost than by all means speak up for yourself. I cannot read your mind so please do stop me or another IMAGE Instructor and I am more than happy to go over a concept or skill again with you.

SELF-DIRECTED LEARNING (TAM)

In the TAM program it is expected that you will be doing research and practice on your own outside of class. As Instructors, our goal is to provide you with the most current outside resources so you can feel confident when you are on your own. Find a thread and pull it and see where it leads.

TECHNICAL RESOURCES

Labs: You have access to all tam labs with your BUFFONE card. Building access info can be found here: http://tam.colorado.edu/. You will need to fill out the online form to get access to the labs and classrooms: http://atlas.colorado.edu/card-access/

Software: Adobe Creative Suite and much, much more. This class is not about just learning software. Anyone can learn software via the Internet.

Hardware: We will be using Macs in class with OSX. If you have a PC for your home personal computer this is completely fine, but it should have the same software and sufficient power as the machines we use in class (or enough so that it does not hinder your work). Our labs are open around the clock so you have all the resources you need to complete your work on time.

Equipment: cameras and other devices may be checked out from Sage in the Atlas office (ATLS 223). Available items are listed here: http://tam.colorado.edu/checkoutequipment.html. Note the particular check out hours for the current semester.

Laptops: you may check out laptops from OIT here: http://www.colorado.edu/oit/services/teaching-learning-spaces/laptop-checkout

OUTSIDE TECHNICAL RESOURCES

Online resources:

This course will utilize Lynda.com as tool for learning outside the classroom/lab in order to move beyond more basic concepts and technical skills. The point here is that we offload some basics outside of class so that in class we can use valuable and limited class time to learn more advanced skills and to delve into more advanced concepts and theories. Questions from the online tutorials will be addressed and discussed at the start of class if need be. NOTE: This is not busy work and I have watched these videos myself and made sure they are worth watching. Students come into this class with varied backgrounds so if you find the videos are too basic for you either skim through them or move onto more advanced ones. Also note that if you have not watched the videos you will probably be severely lost in Lab session.

Edmodo will be used for online discussions, reflection posts, quizzes, exams, assignments, and for posting your grades. If you want to know what your current grade is you can always just login to Edmodo and there it is!

Video segments (online or otherwise) on artists, genres, and historically relevant creative movements will also be shown.

REQUIRED TEXTS

There is not textbook for this class. All required readings for this course will be provided via pdf. The course will utilize selections from the following texts:

- Sontag, Susan. On Photography. 1st edition. New York: Picador, 2001. Print.
- Wells, Liz. The Photography Reader. Routledge, 2003. Print.
- Heiferman, Marvin. Photography Changes Everything. Aperture, 2012. Print.
- Fulford, Jason and Gregory Halpern. The Photographer's Playbook: 307 Assignments and Ideas. Aperture, 2014. Print.
- Berger, John. Ways of Seeing: Based on the BBC Television Series. Reprint edition. London: Penguin Books, 1990. Print.
- Mitchell, William J. The Reconfigured Eye: Visual Truth in the Post-Photographic Era, MIT Pres, 1994, Print.
- Szarkowski, Jon. The Photographer's Eye. Museum of Modern Art, reprinted 2007. Print.

RECOMMENDED TECHNICAL TEXTS

- Faulkner, Andrew, and Brie Gyncild. Adobe Photoshop CC Classroom in a Book. 1 edition. Adobe Press, 2014. Print.
- Faulkner, Andrew, and Brie Gyncild. Adobe After Effects CC Classroom in a Book. 1 edition. Adobe Press, 2014. Print.
- Team, Adobe Creative. Adobe Premiere Pro CC Classroom in a Book. 1 edition. San Jose, CA: Adobe Press, 2013. Print

RESOURCES AND MATERIALS NEEDED

Digital Camera

You have access to the ATLAS check out items: http://tam.colorado.edu/checkoutequipment.html, but you may also want to bring your own camera if you have one or even use the one you have on you at all times.

Please bring a camera with to every class including Lecture - can be your phone camera.

Notebook

You will need a notebook for taking handwritten notes. Any information given out by the instructor verbally, in discussion, via lecture or handout is fair game for exams and quizzes. You may take notes electronically but if I find you are on social media or Facebook or the like you will be marked down one absence and/or may be asked to leave the classroom.

Secondary Storage

You must have your work backed up in TWO (2) places at all times. Lost or corrupted work is an unacceptable excuse for late/missing work. Technology often fails so plan on it doing so. Again, no accommodations will be made for lost files due to technology fail.

Headphones
For days when we are working with sound. Earbuds are ok but if you have headphones that cover the ears those are better. We will let you know when you will need to bring these to Lab.

Sketchbook
You may also want to bring a sketchbook to class as some projects will require you to problem-solve, brainstorm, or otherwise scheme visually with an analog drawing setup.

ATTENDANCE

LECTURE REFLECTIONS

Attendance in both Lecture and Labs is required per TAM policy.

Attendance for Lecture is counted via in-class reflections. I will leave a few minutes at the beginning (reading reflection) or end of class (lecture reflection) for these. Each student will publicly post a tweet-length (~140 character) reflection to Edmodo. This will double as your attendance record - miss a reflection and it's as if you've missed class. You may not post reflections for another student. If you do you and the person you posted for will automatically be docked the entire semester's worth of reflection points (15% of your total course grade). Good reflections are often a summation of the day's topics or a question regarding an area that you don't fully understand or would like to discuss in more depth. All reflections are read, if not responded to. If you have to miss class, you don't need to let me know. It's your responsibility to ask a classmate what you missed, to get all the relevant information from a classmate, and to make sure you complete any assignments on time.

Note: in Edmodo reflections are graded as either 1/1 (received and attendance noted) or 0/1 (not received and attendance not noted).

This class requires students to be present in order to create, review, and discuss the work that is being produced. Therefore, individual attendance is essential to the dynamic of the class as a whole. By policy, all TAM Faculty allow students 3 unexcused absences (get out of jail free cards can be used for whatever at any time—no need to bring in documentation of a brief illness), every absence after that will result in the lowering of the final letter grade by 10%. Grave illness or serious family emergencies will be addressed on a case-by-case basis. Arriving late is both an irritancy and a disruptor of valuable class time. I will begin class on time and expect you to be seated when I begin. Lateness will result in a one-third absence. Absence over 50min (Labs) to will result in one-half class absence. Three lates equals one full class absence. Talking over the instructor or another student while they are talking will also count as a one-third absence. When I am speaking or another classmate "has the floor," your attention should be on me or them--not on your friend next to you, not on your computer or phone screen. If you are texting or on social media unrelated to class I will ask you to leave and you will be marked absent for the entire class no matter when the incident occurred.

LABS

You will be engaged with in-class projects that will count as both your attendance and your smaller in-class project grade. Your Lab instructor is your point of contact for any attendance questions or issues that may arise that interfere with your Lab presence.

BUDDY SYSTEM

Please make a buddy in the class so that if you are absent or late you and your buddy can exchange notes, project information, handouts, review demos, etc.

CONNECTION OUTSIDE OF CLASS

By university policy I will contact you from my CU email to your CU email. You must check your university email regularly as I will send out class updates, grades, links, corrections, etc. My policy is that I will respond to your emails within 24 hrs. I will answer email after class up until 7pm. If it something dire then mark your email URGENT. Note that I may not respond to an email immediately as very often you will solve your own problem and you will learn more from that than by me just giving you the answer. Also, remember that everything you need to know about what we are doing, project details, dates, etc. is on the class syllabus, timeline or Edmodo and is available 24/7/365 via the links I have provided you.

EDMODO

We will use some features of the online learning environment called Edmodo. I will send invites after the second day of class to those who are officially enrolled.

We will be using Edmodo in the following ways:

1) To disseminate content (readings, videos, etc.)
2) For project submissions and any needed critique follow up
3) To host online discussions around posted topics. Posts can be whatever is of interest to you or relevant to the topics we discuss in class. I encourage you to post any articles that you have encountered that might be of interest and are relevant to the class.
4) For end of class reflections
5) For the posting of Grades

Think of Edmodo as a sort of educational Facebook. So Post. Comment. Like. Contribute.
Edmodo Join URL: See first page of syllabus herein.

Note: You will have to create an account to submit reflections, turn in projects and share resources…we will not use D2L.

HOMEWORK

Students should be spending around 2–3 hours of time outside of class for every hour inside. This equates to 6–12 hours of homework per week. This is normal for this course and for this department.

CRITIQUES

Critique sessions (will take place during Labs) are an opportunity to provide constructive feedback for your work. The best critiques are the result of dialogue, an unfolding conversation between creator and viewer to reveal strategies and solutions for refinement. It is also an opportunity to delve in how we create meaning via image making. I will give feedback based on over twenty years as a creator and evaluator of said creations. I know what I think already so I look most forward to hearing your fresh perspective. There may not be a "right answer" to what a piece of art needs but there are ways to critically evaluate creative work in a clear, objective fashion. My aim is to help you become more comfortable and skilled in this process. We will avoid statements such as "oh, that's cool." Rather we will look at what is effective and what is not so a statement such as "your use of texture here is very effective in giving us a sense of tactility in the chosen space you've captured" is more informative to the creator and the class.

I take critiques very seriously. Even if your project is not fully completed, it is required that you come to class to give feedback on your classmates' projects. Work is expected to be completed by midnight before the day the project is due. Do not attempt to finish your project during critique—it will be automatically marked late, anyway. Have everything you need uploaded, tested and ready. Student computers will be locked from use at the start of crit' and full participation is expected.

GRADING

Students will be assessed overall on conceptual ideas, technical skills application, critical thinking, writing, oral presentation, participation and attendance. Student projects will be assessed on conceptual thought, creativity, originality and aesthetic qualities, demonstration of competent use of media tools, and work finished and presented on the due date. The final grade will be averaged from the project work, assignment milestones, attendance, and any writing and oral presentations. In order to counteract grade inflation, I do not give out A's easily. If you turn in all your work on time (and if it is satisfactorily completed), and if you attend class and participate, you are ensured a C. A's and B's are reserved for students who excel beyond average and competent work. The percentage worth of all components (projects, exams, milestones, quizzes) of the class are listed on the class website. All projects and assignments (accessed online via the class website) will have clear instructions as to what is to be turned in, in what format, and by when.

Grading scale:

A = superior work
B = above average work
C= average / competent work
D = below average / poor work
F = failure to meet requirements

Letter	GPA	Percent	Letter	GPA	Percent
A	4	94%–100%	*C-	1.7	70%–73%
A-	3.7	90%–93%	D+	1.3	67%–69%
B+	3.3	87%–89%	D	1	64%–66%
B	3	84%–86%	D-	0.7	60%–63%
B-	2.7	80%–83%	F	0	0%–59%
C+	2.3	77%–79%			
C	2	74%–76%			

* You are required to earn a C letter grade or higher in order to continue course work in the TAM program.

EVALUATION

You will earn a letter grade for the course which is calculated as a percentage of 100% based on these combined percentages:

Lecture

- Class reflection questions (1 x 15 classes) = 15%
- Benchmark Exam = 15%*

Lab

- Major Projects (4 x 10%) = 40%
- Smaller Assignments = 15%
- Lab Work = 15%

TOTAL = 100%

*You must pass this to pass the course. This will be administered via Edmodo and will replicate a quiz format and will have short answer, multiple choice, and True / False questions.

PROJECT EVALUATION

Over the course of the semester there will be 4 projects that will explore the topics at hand. The idea behind the projects is to provide you with an opportunity to apply what you're learning in the lecture and labs in a reflective way that meshes and advances your understanding of the topic being discussed.

All projects will be graded out of 10 points (translated to a letter grade calculated from the percentage earned out of 100%) with the following criteria:

Critical Thinking, Theory (CT)	3pts.
Design / Creative (DC)	3pts.
Technical skills Application (TA)	3pts.
Free point	1pt.
TOTAL	10pts.

I will create a grading sheet that only you can access that will contain my evaluation of your work. A project grade may look something like this: ct:2.25/dc:2.75/ta:3/f:1//9.0. To understand the way I have evaluated your project see the RUBRIC SHEET. I will also have specific rubric sheets for each project. I will give these out when I hand out the project detail sheets.

All projects are due by 11:59PM the night prior to their respective critique session (Lab).

EXAMS/QUIZZES

There will be a benchmark examination at the end of the semester to gauge your level of conceptual thought and critical thinking comprehension as well as your recall of specific technical processes, historically significant periods and practitioners. Your in-class reflections may also be done at the beginning of class as a single quiz question that will be used to spur on discussion.

Project grades, quizzes, and exam grades will be entered into Edmodo so you can always see your current grade status. Grades will be posted for student viewing within a week of the last critique day for that project.

ORIGINAL WORK POLICY

Projects submitted for this course are to be original and made specifically to fulfill the requirements of this course. All projects must be completed by the student during the current semester. Projects submitted in other courses may not be used for credit in this course and vice versa.

LATE WORK

Your work should be uploaded and complete before the start of the critique or the day it is due. Late projects are marked down 10% per day late (no matter the day of the week). If I see you working on something at the start of a crit day it is automatically marked down 10%. You will receive an F for projects that are not turned in by the next class meeting time. Small assignments or project milestones that are late will receive no credit.

FREEDOM OF SPEECH

This class is held in an academic university setting and due to the inherent nature of the Internet and broad range of topics that your project work will explore it is inevitable that we will come across issues dealing with politics, religion, taboo subjects, etc. My role during such discussions will be a facilitator, a mediator, and to be as impartial as possible. All students are encouraged to participate in open discussion and academic discourse.

COURSE CONTENT NOTIFICATION

The instructor of this class reserves the right to show a broad range of course materials, some of which assume the audience to be adult in age and demeanor. Should a student feel offended by something they have seen or heard, it would be appreciated, but not required, for said student to stay to be part of the dialogue to offer their perspective. However, if the student feels that they cannot stay, they are welcome to leave the classroom as discretely as possible.

COLLECTION OF STUDENT WORK

Arts faculty collect samples/examples of student work that may be referenced in courses they teach, annual reviews, and applications for teaching positions. Students that do not wish to have samples of their work collected by faculty members should notify the instructor.

LAB POLICY

Food and drinks are not allowed inside the lab. This is not an open ITS lab. Only students who are enrolled in the tam program should have access to the computers in TAM Labs. Do not under any circumstance prop the doors open or let anyone in. If they are authorized to use the lab they will have their buffone cards activated.

BUILDING ACCESS / EQUIPMENT CHECK-OUT

Please consult the TAM Website for the most current information: tam.colorado.edu. You will need to fill out this online form to gain access to the labs: http://atlas.colorado.edu/card-access/

COMPUTERS, LAPTOPS AND MOBILE COMPUTING DEVICES USAGE POLICY

Laptops and mobile computing devices can be a great asset to learning, but they can also be a source of distraction and can actually impair the learning environment. Within ATLAS courses, computers, laptops and mobile computing devices should only be used for class related activities. Checking E-mail, Facebook, or social media while working on assignments or projects for other courses, Instant Messaging, gaming and web-surfing are unacceptable classroom behaviors. If you are found to be engaging in these activities during course time, Instructors reserve the right to ask you to leave the classroom and mark you absent for the day. Additionally, the use of a cell-phones or texting devices during class is expressly forbidden. If you have an emergency call simply excuse yourself to the hallway and when it is convenient inform me as to why you did so.

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at http://honorcode.colorado.edu.

CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code.

SEXUAL HARASSMENT

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

DISCRIMINATION AND HARASSMENT

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex,

pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

ACCOMMODATIONS FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with your professor.

RELIGIOUS OBSERVANCES

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See campus policy regarding religious observances for full details.In this class, send me an email prior to the observance stating what class period you will be missing and be responsible for materials missed in class. See full details at http://www.colorado.edu/policies/fac_relig.html

Kevin Hoth - Lecture, Labs
kevin.j.hoth@colorado.edu

Conor King - Labs
conor.king@colorado.edu

Mitchell Wolfe - Labs
mitchell.wolfe@colorado.edu