

TEC-998 – Photography for Teachers

Independent Study Online Course Syllabus

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Course Description

You already own at least one great camera, whether it's a DSLR, smartphone, GoPro, or even a drone, but you may be wondering why it takes such ordinary photos. In this class, we will unlock the potential of the gear you already have and transform those ordinary photos into extraordinary visual tools for instruction.

Photography is a powerful medium that can significantly enhance your teaching by making abstract concepts tangible and engaging. We'll explore practical techniques to improve your photos, from mastering basic camera settings to understanding composition and lighting. Additionally, you'll learn how to use user-friendly editing software to refine and enhance your images, ensuring they capture your students' attention and imagination.

Beyond technical skills, we'll discuss creative strategies for integrating photography into your lesson plans across various subjects, fostering a more interactive and stimulating learning environment. By the end of this course, you'll be equipped to create compelling visual content that enhances your teaching and inspires your students.

Recommended Text, Software, Hardware and Course Materials

Guidebooks and Readings: [Digital Photography Complete Course](#) by DK. Publisher: Penguin Random House, ISBN-978-1-4654-3607-8. This is an excellent resource, but you may find the instructor-created materials along with Internet resources work as well, so it is not required for this course.

Software: A popular image editor is Adobe Lightroom which many districts subscribe to as part of Adobe's Creative Suite. Affinity Photo 2 is an excellent editor and if you have a free Canva EDU account, Affinity Photo 2 is free for you as well. Adobe Camera RAW, included in Photoshop is fine too. Canon, Nikon and GoPro cameras also include free RAW photo editing software.

Hardware: Today's cameras are very capable, and we'll endeavor to get the most out of the

camera(s) you already own. A DSLR, iPhone, GoPro and even drone camera will most likely be able to capture images in RAW format and be suitable for this class.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

ISTE Standards for Teachers, 2008

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessments
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

McRel Technology Standards www.mcrel.org/standards-benchmarks

1. Knows the characteristics and uses of computer hardware and operating systems
2. Knows the characteristics and uses of computer software programs
3. Understands the relationships among science, technology, society, and the individual
4. Understands the nature of technological design
5. Understands the nature and operation of systems.
6. Understands the nature and uses of different forms of technology

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Understand the common elements and features of DSLR cameras.	(NBPTS 2) (ISTE-T 1,2,3,4) (McRel Tech 4)	CE 2, 3, 4, 6
2. Differentiate between the different file types that modern DSLR cameras use along with their strengths and weaknesses.	(NBPTS 2) (ISTE-T 1,2,3,4) (McRel Tech 4, 5, 6)	CE 2, 3, 4, 6
3. Compose digital images using the vast assortment of settings that DSLR cameras offer.	(NBPTS 2, 4) (ISTE-T 1,2,3,4) (McRel Tech 4, 5, 6)	CE 2, 3, 4, 6
4. Understand the importance of color spaces when working with digital images and how to apply them for the best effect.	(NBPTS 2, 4) (ISTE-T 1,2,3,4) (McRel Tech 1, 2, 5)	CE 2, 3, 4, 6
5. Differentiate between different sources of light and how to best utilize light to compose a photo	(NBPTS 2, 4) (ISTE-T 1,2,3,4) (McRel Tech 6)	CE 2, 3, 4, 6
6. Apply the principles of the Exposure Triangle when capturing digital images.	(NBPTS 2, 4) (ISTE-T 1,2,3,4) (McRel Tech 4, 5, 6)	CE 2, 3, 4, 6
7. Apply a variety of techniques in image postprocessing to achieve the desired effect.	(NBPTS 2, 4) (ISTE-T 1,2,3,4) (McRel Tech 2,4,5,6)	CE 2, 3, 4, 6

8. Evaluate during peer discussion the characteristics of digital images and their application in student instruction	(NBPTS 1, 2, 4, 5) (ISTE-T 1, 5) (McRel Tech 1, 2, 4)	CE 1, 2, 4, 6
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* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible For Each Assignment
	- Course introduction video - Introduce yourself forum - Course syllabus	
Module 1 – Getting Started With Hardware and Software	- Topics related to various camera capabilities and limitations including lenses, flash and shutter options. - Watch: Screencasts and tutorials related to understanding the best hardware settings for a specific application. 1.1 Survey participation: Discussion on hardware and software the student will be using. 1.2 Quiz – Basic Camera Operations and Settings	5 pts 10 pts
Module 2– Editing Images	- Topics related to editing images with software. - Watch: Self-paced video screencasts related to topics from this module along with a variety of supplemental video tutorials. 2.1 Quiz: Introduction to RAW Photography: Benefits and Basics 2.2 Assignment: Cropping, Straightening and Resolution. 2.3 Assignment Basic Adjustments in RAW Editing Software: White Balance 2.4 Assignment Basic Adjustments in RAW Editing Software: Exposure and Contrast. 2.5 Assignment – Advanced Color Correction and Enhancement Techniques	5 pts 5 pts 5 pts 5 pts 5 pts

Module 3 – Capturing Images	- Topics related to applying the best techniques for a specific setting. - Watch: Self-paced video screencasts related to topics from this module along with a variety of supplemental video tutorials. 3.1 Composition 3.2 Assignment: Controlling Exposure. 3.3 Assignment: Aperture – Depth of Field. 3.4 Assignment: Shutter Priority. 3.5 Assignment: Lenses - Fixed, Telephoto and Wide-Angle. 3.6 Assignment: Panorama Photography. 3.7 Assignment: HDR Photography. 3.8 Assignment: Photography Lesson.	5 pts 5 pts 5 pts 5 pts 5 pts 5 pts 5 pts 5 pts
Module 4– Specialized Photography	- Topics related to taking well-composed images in a variety of settings. - Watch: Self-paced video screencasts related to topics from this module along with a variety of supplemental video tutorials. 4.1 Assignment – Using Light. 4.2 Assignment – Portrait Photography 4.3 Assignment: Landscape Photography	 5 pts 5 pts 5 pts
Module 5 – Independent Project	5.1 Forum Participation: Exhibit five of your best photographs from this course along with a description of the techniques you used.	5 pts
Module 6 – Finishing Up	- Reading: Instructions on class completion, including feedback, course review and grade request. - Watch: Course completion video.	Included above
	TOTAL POINTS	100

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.

- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.

- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including

plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations

and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.