

MEDT 7466**Digital & 35mm Photography**

Semester Hours: 3

Semester/ Year: Summer 2008, Thursday 11 a.m. – 2:40 p.m. **June 12 mandatory class meeting.** The rest of the class is online.

Instructor: Dr. Barbara K. McKenzie

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Office Hours: Monday, Tuesday, Thursday, and Friday 9:30 a.m. – noon and by appointment

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Distance Support: WebCT Home Page- <http://webct.westga.edu> ,
 WebCT Help & Troubleshooting- <http://www.westga.edu/%7Edistance/webct2/help/>
 UWG Distance Learning Ed Helpline (770) 838-3018, Mon.-Fri., 8-5 p.m.
 Distance Learning Help- distance@westga.edu, Mon.-Fri., 8-5 p.m.
 Getting Started handout-
http://www.westga.edu/%7Edistance/webct2/students/gettingstarted_webct_students.pdf
 E-mail WebCT VISTA for Help-<http://webct.usg.edu/support/westga/>
 Distance Learning Student Guide-
<http://www.westga.edu/%7Edistance/distancestudents/>

Library Support: Ingram Library Distance Learning Services at the University of West Georgia-
<http://westga.edu/~library/depts/offcampus/> ,
 Irvine Sullivan Ingram Library-
<http://westga.edu/~library/info/library.shtml>

Communication: The office communication method to students is through campus e-mail (My-UWG).
 Be use to access this several times a week to keep up to date on important information.

COURSE DESCRIPTION

(No prerequisites) An exploration of principles of photography including the elements of light, subject, camera, film, and composition. Digital and 35mm instructional applications of

photography in the workplace, developing black & white negatives and prints, shooting high-quality digital photographs, and how to enhance digital photographs are covered.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES:

Students will:

1. Develop competencies in operating equipment needed for taking and producing 35mm black and white prints for use in the work place (i.e., 35mm camera, tripod, copy stand, flash attachment, lights, enlarger, black and white film, processing tank) (Horenstein, 1983; Horenstein, 1989; London et al., 2002; Rand & Litschel, 1994). (D1 Decision Makers; D3 Lifelong Learners; D8 Knowledgeable; NBPTS 4a; ISTE/NETS-T II-e; AASL 2);
2. Develop competencies in operating equipment needed for taking and editing digital photographs for use in the work place (i.e., digital camera, computer, mouse, editing software such as Photoshop, lights, tripod) (Horenstein, 1983; Horenstein, 1989; London et al., 2002; Rand & Litschel, 1994). (D1 Decision Makers; D3 Lifelong Learners; D8 Knowledgeable; NBPTS 4a; ISTE/NETS-T II-e; AASL 2);
3. Discuss the various applications of photography by students, teachers, and administrators and its role and importance in the teaching/learning process as a means of enhancing learning and motivation with all types of learners) (Horenstein, 1983; King, 1994; London et al., 2002; McClelland, 2002). (D1 Decision Makers; D2 Leaders; D3 Lifelong Learners; D4 Adaptive; D5 Collaborative; D6 Culturally Sensitive; D7 Empathetic; D8 Knowledgeable; D9 Proactive; D10 Reflective; NBPTS 4a; ISTE/NETS-T II-b, II-e; AASL 2);

4. Discuss the features of digital editing software (London et al., 2002). (D1 Decision Makers; D2 Leaders; D3 Lifelong Learners; D8 Knowledgeable; D9 Proactive; NBPTS 4a; ISTE/NETS-T II-b, II-e; AASL 2); and
5. Develop an electronic portfolio that consists of all class projects, reflections, and a variety of print and non-print photography resources that can be used in the work place to meet the varying the diverse needs of all students (McKenzie, Davison & Hurt, 1996; McKenzie & Hurt, 1995; McKenzie, 1993; McClelland, Sandino, Russell, Heimlich, & Molenda, 2005). (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS 4a; ISTE/ NETS-T II-b, II-e; AASL 2)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Rosen, M.J. & DeVries, D.L. (2005). *Photography & Digital Imaging*. Dubuque, IA: Kendall/Hunt Publishing Company.

References:

- Hedgecoe, J. (1993). *John Hedgecoe's Photography Basics*. New York, NY: Sterling Publishing Co.
- Horenstein, H. (1983). *Black and white photography, a basic manual*. (2nd ed.). Boston, MA. : Little, Brown, and Company.
- Horenstein, H. (1989). *The photographer's source - a complete catalog*. Simon and Schuster Inc.
- Huss, D. (2004). *How to do everything with digital photography*. New York, NY. McGraw-Hill/Osborne.
- King, D. (1994). *My first photography book*. London, New York, Stuttgart: Dorling Kindersley.
- London, B., Upton, J., Kobre, K. & Brill, B. (2005) *Photography* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- McKenzie, B. K. (1993). The art of photosketching and its applications in the school. *School Library Media Activities Monthly*, 10(3), 39-40.
- McKenzie, B. K. & Hurt, J. (1995). Integrating photography into the curriculum inexpensively: Student applications. *School Library Media Activities Monthly*, 11(9), 36-38.
- McKenzie, B. K., Davidson, T. J., & Hurt, J. (1996). Photography and the curriculum....more focus on learning. *School Library Media Activities Monthly*, 13(2) 32-33.
- Rand, G. and Litschel, D. (1994). *Black and white photography*. Minneapolis/St. Paul, MN: West Publishing Company.
- Rosen, M. J. and DeVries, D. L. (1993). *Introduction to photography*. (4th ed.). Belmont, CA: Wadsworth Publishing Company.
- Smaldino, S.E., Russell, J.D., Heinich, R., & Molenda, M. (2005). *Instructional technology and media for learning* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Wignall, J (1996). *Kodak's Most Basic Book of 35 mm Photography*. (2nd ed.). Rochester, New York: Consumer Imaging, Eastman Kodak Company.

Selected Useful Websites

On Photography:

- A History of Photography: <http://www.rleggat.com/photohistory>
- A complete Guide to Digital Photography: <http://www.shortcourses.com>
- American Photography: <http://www.pbs.org/ktca/americanphotography>
- Kodak - http://www.kodak.com/eknec/PageQuerier.jhtml?pq-path=2/3/38/315&pq-locale=en_US
- Masters of Photography: <http://www.masters-of-photography.com>
- Photolinks: <http://www.photolinks.com>
- Photography Guide: <http://www.photography-guide.com>
- Photography Tips: <http://www.photography-guide.com>
- Photography Sites: <http://www.photoclicks.net>
- The American Museum of Photography: <http://www.photography-museum.com>

On Photoshop:

- Photoshop CS3 Tutorials - Free Adobe Photoshop 10 Tutorials ...
<http://www.photoshopsupport.com/tutorials/cs3-photoshop-10.html>
- Photoshop Cs3 Tutorial @ Suite101.com
http://www.suite101.com/reference/photoshop_cs3_tutorial
- Beginners Adobe Photoshop CS3 Tutorial - Video Based Training CD
<http://www.softwaretrainingtutorials.com/photoshop-cs3.php>
- Photoshop cs3 tutorial the Toolbar explained
<http://www.tutorialized.com/tutorial/Photoshop-cs3-tutorial-the-Toolbar-explained/28502>
- Adobe Photoshop CS3 Tutorial: Advanced Black and White Conversion ...
<http://www.muymono.com/photoshop/adobe-photoshop-cs3-tutorial-advanced-black-and-white-conversion/>
- A free video tutorial on Photoshop CS3 Editing texture on 3d model P2
http://www.video-tutes.com/Tute_details_1603.htm

Useful Tools:

- Acrobat Reader – <http://www.adobe.com/products/acrobat/readstep2.html> , or <http://www.download.com/3000-2378-10000062.html>
 - Adobe Support - <http://www.adobe.com/support/products/acrobat.html> , or http://www.delawarepersonnel.com/misc/documents_pdf.shtml
 - QuickTime – <http://www.freedownloadcenter.com/Search/quicktime.html>
 - Quick Time Support – http://images.apple.com/quicktime/pdf/QuickTime7_User_Guide.pdf
 - QuickTime for Windows Support – http://uuhsc.utah.edu/MoranEyeCenter/gbs/gbs4/html/c_winquicktime.html

Materials:**Cameras:**

We will be using 35mm and digital cameras for the course. Although it is desirable for everyone to own their own camera, it is not a requirement for the course. You are expected to have access to these cameras so that assignments can be completed on time. The Teaching Materials Center (TMC) has a few digital cameras that can be checked out overnight.

Paper & Editing Software:

Black & White Prints: You are given the option of learning how to develop black and white prints in this course if you are interested in doing so. In your black and white assignments you can develop your own prints or have them developed professionally at Walmart, Walgreens, or a selected photography shop of your choice. Most students have elected to do this since this class is online. If you elect to develop your own prints you must purchase your own black and white printing paper. Chemicals for the development of black and white 35 mm prints are provided by the department.

Digital Prints: You must edit all of your submitted digital prints using editing software. You just purchase a version of PhotoShop for use at home or use PhotoShop at your workshop or the computer lab in the College of Education. You do not have to purchase the most expensive version of the program. It is advised to check for competitive pricing.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**Link to Conceptual Framework**

The focus of this course is on composing and creating black & white and digital photographs. In addition, students review how images can be used in teaching. The overall evaluation for this course is structured so that each assignment can be combined to produce a portfolio of their work. Due to the broad nature of the assignments, each conceptual framework descriptor is covered in the various course assignments. As students complete their assignments, they will have demonstrated achievement in the areas of *decision making*: by selecting an appropriate subject, composing the shot, and formatting the print as well as selecting an appropriate instructional use for the image or process (course assignment 2.1, 2.2); *leadership*: enhancing his/her knowledge and skills in instructional technology in order to integrate photo imaging into the curriculum (course assignment 2.1-2.3); *lifelong learning*: studying how to use and integrate photo technology into the work place (course assignment 2.1-2.4); *being adaptive*: changing educational practices to meet the needs of learners (course assignment 2.3); *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in photo technology (course assignment 2.3); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse learners (course assignment 2.3); *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (course assignment 2.3); *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others' postings in completing the course activities (course assignment 1-3); *being proactive*: implementing new interventions and innovations in photo

technology to better serve learners (course assignment 1-3) and *reflection*: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/ innovations and school changes that are needed to more effectively integrate photo technology into the curriculum (course assignment 1, 2.4, 3).

Activities and Assignments:

1. Class Attendance and Online Participation10%

Students are expected to attend the one required face-to-face class and participate in **class activities, discussions**, and to post their **reflections** as required. Each week students are required to respond to at least one weekly question and respond to two students' comments.

- A response is more than a one word or a one sentence statement.
- It must be at least one to two well developed paragraphs that contain a minimum of four sentences.
- 2 points are given for online posts. One point is for the post and the other point is for responding to two other students' posts.
- Reflection will consist of the following topics:
 - What are five exciting ways that photography (35 mm and digital) can be integrated into the curriculum in your field of study to make learning more meaningful to students?
 - What are the benefits of photography for the students, including those who have diverse and special needs in the school? List and describe a minimum of five.
 - What are your five top resources for photography in the print format and five top resources for photography in the electronic format? (these include both 35mm and digital resources)
 - How has this course enhanced your knowledge, skills, and disposition as it relates to photography and its use in the workplace?

Course Objective 4, checklist.

2. Student Portfolio Work.....80%

Item	%
2.1 - 2 Black and white prints (One must be 35mm. The second print can 35mm or a digital print that is transformed into a black and white) <ul style="list-style-type: none"> • (Each print = 5%) 	10
2.2 - 6 Digital prints <ul style="list-style-type: none"> • (Each print = 5%) 	30
2.3 - 1 Photoblog with a minimum of 10 photos and text that will be used by the graduate student in the workplace	10
2.4 - 1 Collaborative Photography Lesson Plan (In a small group up to 3 people. This can be done individually if the student prefers to work alone) <ul style="list-style-type: none"> • Lesson Plan that is technology infused (5) • Instructional materials that are prepared by the student (2) • Rubric (1) • Pre test (1) and post test designed by the student (1) • Analysis of data (1) 	15

<ul style="list-style-type: none"> • Minimum of ½ page summary of the impact of the LP on student learning (2) • Minimum of ½ summary of student's perceptions on how the lesson went and revisions the student would make the next time he/she taught the lesson (2) 	
<p>2.5 - Selected Optional Project (<i>this is a required class project</i>. The student may select the project)</p> <ul style="list-style-type: none"> • Three selected photos not previously submitted in class, • Podcast on a photography topic that can be used in the workplace by the student (can be done in a group up to 3 people) • PowerPoint with photos with or without music that can be used in the workplace that contains at least 20 photos (can be done in a group up to 3 people) • Other (talk to the instructor about your ideas) 	5
<p>Portfolio Design</p> <ul style="list-style-type: none"> • Follows good design principles 	5
<p>Links</p> <ul style="list-style-type: none"> • All Links work 	5

All student work submitted during the course is required **to be original**. This means students cannot use work that was created at another time. Individual projects will use 35mm cameras and digital imaging equipment. There will be 9 required projects for the course. At least **one** image must be created using 35mm camera.

All student work must be submitted in an electronic portfolio.

- It can be in a PowerPoint presentation with the photos displayed or linked or
- The presentation can be on a web site.

If the presentation is a PowerPoint presentation it **MUST be burned to a CD and sent to the instructor or hand delivered to the instructor by the due date**. If you are mailing the CD make sure you send it by special delivery so it arrives on time. Late CDs will **not be accepted**.

The electronic portfolio must contain the following elements:

- 2.1 - Two black and white prints (projects 1 and 2 below)
- 2.2 - Your digital images (projects 3 – 8 below)
- 2.3 – Photoblog
- 2.4 - Collaborative Photography Lesson Plan & Report on Impact on Student Learning
- 2.5 – Selected Optional Photography Project
- 2.6 – Your required course reflections (noted within the Bulletin Board postings)
- 2.7 – Your self introduction at the beginning of the course

Course Objectives 1-3, checklist.

***See examples of photography assignments on the instructor's Flickr photoblog – Go to – <http://flickr.com> – and then search for – [barbmckenzie777](#)

2.1 Black and White Print Work

1. Black and White Print #1 – a Portrait

a. Make a portrait of yourself or another person that attempts to describe *aspects of the interior person as well as the exterior*. Emphasis should be placed on creative interpretation (i.e., what is actually depicted of the person to indicate *self*.)

b. In addition, write two paragraphs summarizing:

(1) how in your opinion this photograph meets the photographic requirement of depicting the person's interior and exterior self and

(2) the value of this assignment to you.

The text response should be at least two well developed paragraphs for each digital photograph submitted.

Course Objectives 1 & 2, checklist.

2. Black and White Print #2 – (Select from the options below)

a. Make a print that can be used as part of your classroom instruction. This can include a number of options that are listed below. In addition, type up a paragraph describing how you intend to use the photograph (i.e., to introduce a concept, a review, to stimulate thinking about a concept), the group of students who will use it, and the subject area.

b. As with project #1, write two paragraphs summarizing:

(1) how your selected photograph meets the photography requirement and

(2) the value of this assignment.

The text response should be at least two well developed paragraphs for each digital photograph submitted.

The print options are:

• Photo sketch	• Photograph of a group
• Photograph with selected focus	• Photograph demonstrating depth of field
• Photograph demonstrating humor	• Photograph with an unusual camera angle
• Night time photograph	• Photograph highlighting architecture
• Photograph with textured objects	• Photograph showing rhythm

Course Objectives 1 & 2, checklist.

2.2 Digital Photography Work

*Each digital project below requires the submission of images and written information on
(a) how each digital photograph met the photography assignment and
(b) the value of the assignment to the student.

The text should be at least two well developed paragraphs for each digital photograph submitted.

1. Light & Shadow (1 image)

a. Make an image that emphasizes the affect of light on the subject. This can be done by actually considering shadows and light as the subject rather than the thing that makes the shadow.

b. Write two well developed paragraphs summarizing:

1. how each of your photograph met the photography assignment and
2. the value of this assignment to you.

This should be a minimum of two well developed paragraphs for each of the two digital photographs.

Course Objectives 2 & 4, checklist.

2. Transforming Objects (1 image)

a. Make an image that uses extreme point-of-view (worm's/bird's eye) or extreme close-up, create an image that has challenging pictorial space and changes our perception of an ordinary object.

b. Write two well developed paragraphs summarizing:

1. how each of your photograph met the photography assignment and
2. the value of this assignment to you.

This should be a minimum of two well developed paragraphs for each of the two digital photographs.

Course Objectives 2 & 4, checklist.

3. Ambiguous Space (1 image)

a. Using the qualities of reflective materials, extreme cropping, and/or frames within frames, make an image that has a confusing or ambiguous space.

b. Write two well developed paragraphs summarizing:

1. how each of your photograph met the photography assignment and
2. the value of this assignment to you.

This should be a minimum of two well developed paragraphs for each of the two digital photographs.

Course Objectives 2 & 4, checklist.

4. Atmospheric Space (1 image)

a. Make an image that emphasizes the space or air in a photograph rather than objects. This can be done using inclement weather, smoke, depth-of-field, unusual lighting conditions, etc.

b. Write two well developed paragraphs summarizing:

1. how each of your photograph met the photography assignment and
2. the value of this assignment to you.

This should be a minimum of two well developed paragraphs for each of the two digital photographs.

Course Objectives 1 & 2, checklist.

5. **Double-exposure (1 image)**

a. Use the capabilities of Photoshop to combine at least two images to create a double-exposure affect.

b. Write two well developed paragraphs summarizing:

1. how each of your photograph met the photography assignment and
2. the value of this assignment to you.

This should be a minimum of two well developed paragraphs for each of the two digital photographs.

Course Objectives 2 &4, checklist.

6. **Emotional Movement (1 image)**

a. Make an image that conveys both extreme movement and emotion within the confines of a still, two dimensional media .

b. Write two well developed paragraphs summarizing:

1. how each of your photograph met the photography assignment and
2. the value of this assignment to you.

This should be a minimum of two well developed paragraphs for each of the two digital photographs.

Course Objectives 2 & 4, checklist.

2.3 Photoblog Project (can be completed in a small group up to 3 students)

Create a photoblog by selecting a free photoblog web site such as Flickr.com. Design a photoblog you would use in the workplace. Take digital photographs and upload at least 15 photographs. Name your photos and provide summary data for each photograph. In a word document include the following information:

- Name(s) of individuals who created the photoblog
- The URL of the photoblog
- The goal of your photoblog
- The objectives
- The grade level of students and class this would be used with or the teachers this would be used with
- Responses to the following questions:
 - (1) Have you personally used photoblogs before?
 - (2) Have you used photoblogs with your students?
 - (3) How have you used photoblogs with your students?
 - (4) How have your students used photoblogs?
 - (5) What are the advantages of photoblogs?
 - (6) What are the disadvantages?
 - (7) What was the value of this assignment to you?

Lastly, **post your photoblog URL on the bulletin board** so others in the class can review your work.

Course Objectives 1 - 3, checklist.

2.4 Collaborative Lesson Plan *(can be completed in a small group up to 3 students)*

Using the provided technology-infused lesson plan or one of your own that addresses all of the required categories, design and teach a lesson to a small group of individuals related to photography (e.g., how to use a digital camera, how to compose a photograph). You are required to:

- (a) design a pre-test to determine student's entry level knowledge and skills related to your topic,
- (b) give students the pre-test before the instruction begins,
- (c) design instructional materials to deliver the lesson that utilizes technology to teach a selected photography skill (e.g., PowerPoint presentation, overhead transparency, handouts, search on the Internet),
- (d) teach the lesson,
- (e) design a post-test and administer it to the students after the lesson is completed,
- (f) analyze the data from the pre and post tests to determine the degree of change that took place question by question,
- (g) write a ½ page paper on the impact your lesson had on student learning according to your observations,
- (h) write a ½ page paper on how the lesson went and revisions that would be made the next time the lesson is taught.

Course Objectives: 1-3, checklist.

2.5 Selected Optional Photography Project *(projects #2 & 3 below can be completed in a small group up to 3 students)*

Students are to select and design an optional project of their choice from the list of options below or come up with another idea and have it approved by the instructor in advance. Up to three students can work together as a team on options 2 and 3.

1. Three additional digital photographs from the list of options in Black and White photograph #2 that were not completed that the student is interested in taking (i.e., a Photo sketch, Photograph with selected focus, Photograph demonstrating humor, Night time photograph, Photograph with textured objects, Photograph showing rhythm).
2. The creation of a PowerPoint presentation of photos with or without audio that tells a story. This must contain a minimum of 15 slides.
3. The creation of a Podcast with visuals and/or audio for instructional purposes in the student's field of study.
4. Other (please discuss this with your instructor)

Course Objectives 1, 2 & 4, checklist.

3. Quizzes..... 10%

There will be 2 quizzes given during the semester. These will consist of short and long response essay questions that require critical thinking, problem solving and application of what is learned to the student's field of study. Each quiz will be 5% of the overall grade in the course.

Course Objectives 1-5, quiz.

Grading Policy:

The following grading scale will be used:

A = 92 - 100%, B = 82 - 91%, C = 70 - 81% and F = Below 70%.

Instructor Feedback

As a student you can expect to receive feedback from your instructor in 48 hours or less via e-mail or returned phone calls. Your instructor is available for online chats or face-to-face meetings in the office as well. On the weekends she can be contacted by e-mail on Saturday as a general rule but usually takes Sundays off for her family. If your instructor is out of town she will notify you in advance. Please feel free to contact me with the e-mail and phone numbers I have provided you in the course.

CLASS POLICIES**Submitting Assignments**

Students are expected to keep up with the weekly learning plan and submit assignments by the due dates. Valid reasons for submitting work late must be cleared with the instructor in advance. It is extremely important that students keep up with the weekly plan and not get behind. Only original work may be submitted for credit and grading. *Work that is one week late will receive a deduction as shown below.*

Type of Assignment	Deduction
<ul style="list-style-type: none"> Late e-mail submission or bulletin board posting 	<ul style="list-style-type: none"> Half credit when one day to one week late (posting after stated time is considered late) When your posting is more than one week late an additional 10% deduction will be taken for each day late
<ul style="list-style-type: none"> Late class projects 	<ul style="list-style-type: none"> 10% deduction for each day late
<ul style="list-style-type: none"> Late quiz 	<ul style="list-style-type: none"> Half credit when one day to one week late (Posting after stated time)

Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner,
- Collaborating and working equitably with students in the class,
- Actively participating in class each week,
- Turning in assignments on time,
- Arriving at and leaving class punctually,
- Treating class members and colleagues with respect in and out of the classroom, and
- Eliminating interruptions in class. This includes cell phones, beepers. (They should be turned off when entering the classroom).

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

Photography Awards

Students will be given photography awards for their achievement in the class. Students and the student will vote for the below awards. They include:

- The Best Black and White Portrait #1,
- The Best Black and White Print #2,
- The Best Digital Photograph,
- The Best Electronic Portfolio,
- The Best Digital Photograph displaying:
 - Light and Shadow,
 - Transforming Objects,
 - Ambiguous Space,
 - Atmospheric Space,
 - Double Exposure,
 - Emotional Movement,
- The Best Photoblog
- Best Optional Photography Project, and
- The Most Improved Photographer.

DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations

may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest State University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

CLASS OUTLINE – in Process