

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ART 248

Year: 2024-2025

Course Title: Word & Photographic Image

Credit Hours: 3

I. Course Description:

In this workshop course, students explore various methods of combining text with photographic images, focusing on how the inclusion of language impacts both the photographic process and their creative expression. Creative visual assignments encourage students to develop aesthetic and conceptual thinking, become acquainted with contemporary photographers, evolve their own individual photographic styles, and build technical expertise. ART 248 fulfills the SUNY General Education The Arts Knowledge and Skills Area, but does not satisfy a liberal arts requirement. ART 212 or instructor permission; prior completion of, or concurrent enrollment in, ENGL100. 3 Cr. (2 Lec., 2 Lab.) Spring semesters.

II. Additional Course Information:

1. Word & Photographic Image is designed for artists, writers, photographers, and students who seek to continue their photography work.
2. Students are responsible for purchasing their own course supplies. A list is provided by the instructor.
3. Students are required to work on assignments outside of class using the required photo editing and manipulation software for the course.
4. Students will need to shoot photographs outdoors and outside of class time.
5. This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Create technically proficient digital photographs with compositions that show sensitivity to photographic design and context.
2. Implement storytelling and a developed artistic voice in photographic works that are incorporated with writing.
3. Critique and evaluate course assignments and the work of contemporary and historically relevant photographers.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs – N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not

program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Photography A.S.**

PLO #3: Create photographic works that reflect a personal artistic vision, aesthetic sensibility, style, or approach.

SLO # 2 Implement storytelling and a developed artistic voice in photographic works that are displayed with writing.

SUNY General Education Competencies– N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **The Arts**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: Students will demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

Course SLO 1: Create technically proficient digital photographs with compositions that show sensitivity to photographic design and context.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Layout design with image and text
2. Self-publishing a book that combines photographs and text.
3. Juxtapositions of words and images
4. Advanced digital capture, editing, and output
5. Advanced SLR camera technique
6. Advanced RAW workflow and digital photo editing
7. Color management and ICC profiles
8. Digital printing on different media types
9. Handling digital printing media and archival issues
10. Presentation of prints
11. Critique and analyzing photographic work
12. Photographic history and contemporary photographers
13. Creative and expressive applications of photography
14. Context in photographic works
15. Craftsmanship
16. Artistic photographic composition
17. Visual communication
18. Creative digital photography techniques
19. Developing stories with photographs and writing

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Course Assignments including documentation of applying the creative process	50-70%
2. Written reflections	5-30%
3. Participation in critiques and discussion	10-30%

Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

	OER
1. Contemporary essays to be provided by the instructor	<input type="checkbox"/>

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Didi-Huberman, Georges. <i>The Eye of History: When Images Take Positions</i> . Translated by Shane Brendan Lillis, RIC Books, 2018.
2. Bayles, David, and Ted Orland. <i>Art & Fear: Observations on the Perils (and Rewards) of Artmaking</i> . Image Continuum Press, 2001.
3. Holleley, Douglas. <i>Your Assignment Photography: An Interactive Resource for Students and Teachers of Photography</i> . Clarellen, 2009.
4. Davis, Harold. <i>Composition & Photography: Working with Photography Using Design Concepts</i> . Rocky Nook, 2022.
5. Hirsch, Robert, and Greg Erf. <i>Exploring Color Photography: From Film to Pixels</i> . Focal Press, 2015.
6. Barnbaum, Bruce. <i>The Art of Photography: A Personal Approach to Artistic Expression</i> . Rocky Nook, 2017.
7. Hirsch, Robert. <i>Seizing the Light: A Social & Aesthetic History of Photography</i> . Routledge, 2017.
8. Barrett, Terry. <i>Criticizing Photographs: An Introduction to Understanding Images</i> . Routledge, 2021.
9. Freeman, Michael. <i>The Photographer's Eye Remastered 10th Anniversary: Composition and Design for Better Digital Photographs</i> . Octopus Publishing Group, 2017.
10. Hirsch, Robert. <i>Photographic Possibilities: The Expressive Use of Concepts, Ideas, Materials, and Processes</i> . Routledge, 2017.
11. Orvell, Miles, and Professor of English and American Studies Miles Orvell. <i>American photography</i> . Oxford University Press, 2003.
12. Halberstam, Judith, et al. <i>Rose is a Rose is a Rose: Gender Performance in Photography</i> . Edited by Jennifer Blessing, Guggenheim Museum, 1997.
13. Duganne, Erina. <i>The Self in Black and White: Race and Subjectivity in Postwar American Photography</i> . Dartmouth College Press, 2010.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: Online professional training tutorials
Electronic: Online professional training tutorials
Other: None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.