



CHARLES, VASA MINNESOTA, BY ALEC SOTH



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### **FIRST-YEAR EXPERIENCE (FYE) INFORMATION:**

The digital world we inhabit can be of great convenience, but it can also distract us from living in the present. Photography and yoga allow us means of slowing down to really see the world. Whether we are looking through the lens of a camera, or we are sitting on a yoga mat there is much we can do to contemplate what we see and how we see it.

UNIV 110: First-Year Seminar (3 cr.) (RC, PSR2) MW 1:00 – 1:50 pm Karina Stander  
ART 180: Digital Photography (3 cr.) (PSR3) TTH 1:00 - 3:50 pm Ryan Stander

The First-Year Experience (FYE) at Minot State University is an opportunity for you to participate in a powerful learning experience that will inspire your transition to university life and learning through unique learning communities, peer mentors, and opportunities to engage with the campus and larger community.

- o Goal 1: To connect you to your peers and faculty members.
- o Goal 2: To engage you with the campus and larger community.
- o Goal 3: To enhance your sense of belonging at MSU.
- o Goal 4: To communicate and facilitate your understanding of the academic expectations of the university.

o Goal 5: To enhance your competency in some of the following skills and capacities:

- \* written and oral communication
- \* critical thinking
- \* critical reading
- \* collaboration
- \* information literacy
- \* quantitative literacy
- \* problem solving.

**DROP POLICY:**

This course is part of a two or three course first-year learning community. These courses are linked and must be taken together. If you decide to drop one of these classes, you will be required to drop all of them. You will need to obtain a permission code from your UNIV 110 instructor and will be required to meet with your instructors prior to receiving this code. Dropping these courses could have significant impact on your student record and financial aid. It is also recommended, prior to dropping, you consult with the Financial Aid Office.

**ART 180: DIGITAL PHOTOGRAPHY COURSE INFORMATION**

**CATALOG DESCRIPTION:**

Course will encourage exploration and production of digital imaging techniques. 3 credits / 6 studio hours per week

**COURSE DESCRIPTION:**

Art 180 is an introduction to basic digital photography. Basic camera and software knowledge (Photoshop and Lightroom) will be coupled the element of design, historical and contemporary photography to help guide students toward using the medium as a creative and expressive avenue. The student will cultivate their ability to make critical judgments and develop their personal expression through photography as contemporary art.

**OBJECTIVES & OUTCOMES:**

In this introductory photography course, the student will:

- understand the manual functions of the camera (aperture, shutter, ISO)
- understand the relationship between aperture and depth of field.
- understand the particulars of digital imaging
- learn basic photographic manipulations in Photoshop and Lightroom
- learn and use basic design concepts for composition.
- produce organized portfolios with a photographic concept.
- begin self-critique and discussion of their work.
- become familiar with contemporary photography.
- investigate camera operation and photographic techniques, as well as develop personal expression, while establishing the basis to continue the artistic experience beyond the class. That is, technique plus personal expression, or making art – the how, the why.

**CLASS TEXT:**

**Required:**

*Digital Photography: A Basic Manual*, Harry Horenstein, 2011, ISBN: 978-0316020749

*The Adobe Photoshop Lightroom CC: Book for Digital Photographers*, Scott Kelby, ISBN 978-0133979794

**BUILDING HOURS:** Monday through Friday 7AM-10PM, Saturday 9AM-6PM  
Card swipe access. If you are working late and are nervous about walking to your residence or car by yourself, call #4357 (from a campus phone) or 858-HELP (4357) (from a cell phone) for an escort.

**SPECIAL FEES:** Upon registration \$75.00 covers sundry art department resources and materials for student use.

If needed, a limited number of DSLR's are available for rental.

**SUPPLIES:** **Required:**  
- Digital SLR Camera (must have fully manual mode and be able to capture RAW format)  
- Card reader  
- Portable hard drive (highly recommended over flash/thumb drives)

**Recommended:**  
- tripod

**ONLINE RESOURCES:** [www.keh.com](http://www.keh.com) [www.bhphotovideo.com](http://www.bhphotovideo.com) [www.adorama.com](http://www.adorama.com)

**COURSE CONTENT:** From time to time we will encounter artwork and ideas that you may not like and will struggle to appreciate. Rather than dismissing the artwork, push through and try to understand, if not appreciate the work. Additionally, we will likely encounter artwork that deals with themes of the human body, sexuality, gender, violence and other things that may brush against your moral and political boundaries. I will not offer "trigger warnings" for such material. Once again, rather than closing them off, these encounters are wonderful opportunities for discussion and self-reflection.

## **UNIVERSITY POLICIES:**

### **TITLE IX:**

In the event that you choose to write or speak about having survived sexualized violence, including non-consensual sexual intercourse, non-consensual sexual contact, dating violence, domestic violence, or stalking, Minot State University (MSU) policy requires that, as your instructor, I share this information with the Title IX office. The Title IX coordinator will contact you to let you know about your options, accommodations and support services at MSU.

If you do not wish the Title IX office notified, instead of disclosing this information to your instructor, you can speak confidentially with individuals on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

Contact Information:

Lisa Dooley | Title IX coordinator  
Minot State University | Memorial 412  
500 University Ave W | Minot, ND 58707  
Ph: 701.858.3447 | [lisa.dooley@NDUS.edu](mailto:lisa.dooley@NDUS.edu)

**NON-DISCRIMINATION:** Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, gender identity, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices which are inconsistent with this policy should be reported using the Student Complaint and Anti-Discrimination Form located here: <https://form.jotform.com/72996849416981>.

**DISABILITY POLICY:** In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, PTSD and Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located on campus in the lower level of Lura Manor, or by calling 701-858-3371 or by e-mail at [evelyn.klimpel@minotstateu.edu](mailto:evelyn.klimpel@minotstateu.edu).

**SAFE CAMPUS:** Minot State University committed to a safe and violence free campus, and fully supports the prevention of violence across campus. <http://www.minotstateu.edu/keepusafe/>

## **DEPARTMENT / CLASS POLICIES:**

**ATTENDANCE:** Minot State University has a commitment to students who represent the University in official capacities. University-sanctioned activities include events that are required or encouraged by a class, program, club, or athletic team. When a student has a scheduled absence due to a university-sanctioned activity, it is the student's responsibility to communicate with the faculty member prior to his or her absence.

Attendance for all courses is imperative. Missing class means you did not receive the fullness of information, techniques, background, etc.

Students must attend all classes\*

Students must be on time (3 late arrival / leave early = 1 absence)

On the 4<sup>th</sup> missed class, your grade will drop one letter grade and continue to drop one letter grade for ever two missed classes thereafter.

Students must complete all work

Students must present work on time

Students must actively participate in class

**WORK LOAD:** This is a 3 credit course in which you will spend 6 hours in class per week. Course work ebbs and flows over the semester, but you should keep a rough model in mind where every hour in class equals 1-1.5 hours outside of class. So, 6 hours in class in a week will yield approximately 6-9 hours of expected work outside of class.

**LATE WORK:** Late portfolios will be deducted one letter grade and will be due at the following class period. You must present your work in a critique to the

class when you turn it in. Failure to do so will substantially impact your grade. It is your responsibility to make sure the late critiques happen. Each week late, up to two weeks, the grade for the portfolio will decrease 1 letter grade from the grade earned. This means I will grade the portfolio as normal and deduct a letter grade for each week. For example: If you turn in a "B" level portfolio 2 weeks late, you will ultimately receive a "D". After two weeks late, you will receive an "F".

**NOTE TAKING:** During lectures, demonstrations, films, and your readings, you are expected to take notes. Doing so dramatically improves your recall ability and actual learning.

**STATEMENT OF ACADEMIC INTEGRITY:**

In the creation of works of art, originality is one of the most important factors taken into consideration. Without originality, an artist cannot expect to be taken seriously by the art world. You cannot participate in exhibitions or competitions and your work will be considered unprofessional. It is expected that all artwork created in the academic setting be original. Unless an assignment given stipulates that another piece of art is to be studied or a student has obtained prior permission to copy a particular work of art with a specific educational goal accomplished, copying art in the classroom is considered plagiarism and will be treated as such. Under no condition can any other piece of art be appropriated. Images should not be copied unless an assignment stipulates that specifically.

A first offense for plagiarism will result in the student receiving a failing grade for the project. A second offense will result in automatic failure of the course.

**CELL PHONE POLICY:** First and foremost, they should be turned off and out of sight during your time in the classroom. If they indeed must be on (family emergency, sick child, etc) please place them on vibrate mode. If you need to answer your phone during class, then get up and leave the room with the least amount of disruption possible. Do not text message during class. Two reminders of this policy will result in being counted absent for the day.

**MUSIC DEVICE POLICY:** The use of personal music listening devices during class lectures is not allowed.

**WORK TIME:** Over the course of the semester, we will have numerous days for you to work on your projects within the class hours. I will expect that you have your materials with you and that you actively work on *our* assignments for the duration of the class period.

**LOSS POLICY:** The Minot State University Art Department is not responsible for any projects, supplies and materials left by students after semester's end. Remaining items may be discarded, used as fund raising materials, retained as educational examples or become part of the permanent student art collection.

**DAMAGE POLICY:** Students who misuse and damage Minot State University equipment will be held liable for the costs of repair or replacement. Charges will be issued against your student account.

**COMPUTERS & PASSWORDS:** Students in the various digital courses are given access to the digital lab. Each computer is likely used by other classes and will also have student work saved on it. Please respect others by not changing settings, not moving or adjusting their files, and keep your stuff organized. Because these are shared computers, it is at your own risk if you choose to save your work on them. After each class, you must close any programs you have used, and put the computer to sleep. If you work in the lab at night, close the programs and shut down the computer before you leave closing the door behind you.

**SAFETY CONCERNS, SPECIAL NEEDS:**  
See the instructor if you have special needs.

**GRADING:** Students will be evaluated (graded) through a combination of *assignments, attendance, and participation*. Full participation in all aspects of the class including critiques will be graded. Additionally, because this is an art class, students will be evaluated on creativity and their ability to produce work. This means that if you make a considerable effort, the instructor will take your labor into account, though this does not guarantee an "A." For maximum success, concern yourself less with your grade, and focus on investing yourself into the process of photography and art making.

**GRADING SCALE:**  
100-90% = **A**  
89-80% = **B**  
79-70% = **C**  
69-60% = **D**  
59% and below garners and **F**

For clarification on common guidelines concerning letter grades in studio art classes see the enclosed hand-out,

**GENERAL OBSERVATIONS ON THE LETTER GRADING SYSTEM:**

In general, students who receive an A, B, C, D, or F grade will fit into the following profiles.

**A Grade** Those students who attend class regularly and fulfill all the requirements of the course demonstrating exceptional effort and use the framework of the course as a vehicle for outstanding achievement in a way that transcends the assignments. This includes their exceptional ability to grasp concepts, techniques and materials presented in the course in a way that exceeds mere competency and produces work that demonstrates creative/imaginative use of the material presented in class. Often this student will do much more work than is specifically required or does the required assignments with a distinctive and original approach which indicates; 1) mastery of techniques presented, 2) sound design skills creatively applied and 3) professional attitudes toward their work, including proper presentation.

**B Grade** Those students who attend class regularly, do all the work in a satisfactory manner, and show the ability to use concepts, techniques and materials in a fashion that goes beyond mere competency and creates a body of quality personal and creative work based upon the course material. Sometimes this student will do more than is required and demonstrates some originality in solving design problems and managing the techniques creatively. Professionalism is demonstrated by good attendance and through work

presented with reasonable skill. Students who show impressive and significant growth over the semester will often receive a B grade.

**C Grade** Does no more and no less than is necessary to meet the requirements of the course. Work is adequate without being exceptional, gives little evidence that the ideas and techniques presented in the course were used in an imaginative or creative fashion. Has not adopted a professional attitude toward the work and attendance was only adequate and presentation lacked quality craftsmanship.

**D Grade** Does not meet even the minimum course requirements or does not finish work. Frequently misses class and/or is often late, and has been absent at critiques. Class behavior is unsatisfactory and demonstrates the lack of desire to learn. Work completed or attempted gives little evidence of attention to details in technique or ideation and is poorly presented at critiques.

**F Grade** Similar grade to a D grade except the degree or any one or all of the listed factors make the student's ability to fulfill the requirements of the course impossible. Student does not come to meeting the course requirements. Attendance is poor and has missed several critiques. Fails to develop professional attitude to learning and their work in regards to quality and quantity produced.

**WRITING/PAPER CONCERNS** If an assignment requires 3 pages, this means three **full** pages of writing...not 3 pieces of paper with a sentence stringing onto the last page. Consider this an exercise in academic writing...no texting abbreviations etc.. Use your spell check! Read it aloud before you turn it in!

1 inch margins, Arial or New Times Roman fonts, size 11.  
Use Chicago style (see Kate Turabian's Manual for Writers). See also [www.ryanstander.com](http://www.ryanstander.com) > teaching > style guide

**JOURNAL REQUIREMENTS:** From time to time, you may be asked to complete a journal response to accompany an assignment. While this is still an academic response, the writing may be more personal. ***The purpose of the journal is to demonstrate understanding, not to reproduce the content of your textbook.***

#### **COURSE SCHEDULE:**

\* *SCHEDULE SUBJECT TO CHANGE*

#### **Week 1 – 8.21/23**

T - Introduction to course, Camera Check out

**Assignment:** Order Necessary Materials ASAP!!

**Assignment:** BRING CAMERA & IMAGES TO EVERY CLASS!

**Assignment:** Read Your Camera Manual

**Assignment:** Read Horenstein Introduction, Ch. 1-4

Th - Introduction to the technical camera, In class shooting

**Assignment:** Exercise I: 75 Creative Exposures

#### **Week 2 – 8.28/30**

T – Introduction to digital camera basics

**Due:** Show proof of books

Th – Shooting Day

#### **Week 3 – 9.4/6**

T – Intro to Lightroom

**Due:** Exercise I: 75 Exposures

**Assignment:** Exercise II: 75 Creative Exposures II

Th – Introduction to the Visual Elements, Lightroom Ctd. (10 altered photos)

**Due:** Exercise II: 75 Creative Exposures II

**Assignment:** Read Chapter 12 in Barbara London's *Photography*, 11<sup>th</sup> Ed., p. 227-252 (On Reserve in the Library)

**Assignment:** Portfolio I: Visual Elements Scavenger Hunt

**Week 4 – 9.11/13**

T – Shooting Day: Portfolio I: Visual Elements Scavenger Hunt

Th – Lightroom Ctd., Studio Work Day

**Week 5 – 9.18/20**

T – Critique Portfolio I: Visual Elements Scavenger Hunt

**Due:** Portfolio I: Visual Elements Scavenger Hunt

Th – Intro to Color Theory / William Eggleston

**Assignment:** Portfolio II: Curating Color

**Assignment:** Exercise IV: Drive By Shooting

**Week 6 – 9.25/27**

T – Shooting Day – Exercise III: 3 City Blocks / Channeling Eggleston

**Assignment:** Read Chapter 13 in Barbara London's *Photography*, 11<sup>th</sup> Ed., p.253-303 (On Reserve in the Library)

Th – Poetics and Photography, Adobe Spark Software

**Week 7 – 10.2/4**

T – Curating Color statement work

Th – NOTSTOCK! (We will be volunteering at NOTSTOCK!)

**Week 8 – 10.9/11**

T – Critique Exercise IV: Drive By Shooting

**Assignment:** Exercise V: 2x2x2

**Due:** Exercise IV: Drive By Shooting

Th – Critique/Presentation: Portfolio II: Curating Color

**Due:** Portfolio II: Curating Color

**Week 9 – 10.15**

Midterm Grades Due

**Week 9 – 10.16/18**

T - Intro to Night Photo, Work Time

**Assignment:** Portfolio III: Night Photography Portfolio

Th - History of Photography, Sally Mann – What Remains

**Week 10 – 10.23/25**

T – Critique Exercise V: 2x2x2

**Due:** Exercise V: 2x2x2

Th – Lighting Studio Introduction, Intro to Still Life

**Assignment: Exercise VI: Still Life (p199)**

**Week 11 – 10.30/11.1**

T – Photobook Analysis, Work Time

**Assignment:** Begin gathering images for photo book

**Assignment:** Portfolio V: Photobook

Th – Test

**Week 12 – 11.06/8**

T – Lighting Studio / Class Photo Shoot, Intro to Portraiture

**Assignment:** Portfolio IV: Portraits

**Assignment:** Portrait Research

Th – Critique Portfolio III: Night Photography Portfolio

**Due: Portfolio III: Night Photography Portfolio**

**Week 13 – 11.13/15**

T – Work on Book Layout  
**Due: Portrait Research**

Th – Work on & send off book designs!!!

**Week 14 – 11.20/22**

T – Critique Exercise VI: Still Life (p199)  
**Due: Exercise VI: Still Life (p199)**  
**Assignment: Exercise VII: California Supermarket**

Th – Thanksgiving

**Week 15 – 11.27/29**

T – Work Day

Th – Work Day

**Week 16 – 12.4/6**

T – Critique: Exercise VI: California Supermarket  
**Due: Exercise VI: California Supermarket**

Th – Critique Portfolio IV: Portraits  
**Due: Portfolio IV: Portraits**

**Week 17 – 12.10**

Final Critique – 12-1:50 Portfolio V: Photobook  
**Due: Portfolio V: Photobook**

**GRADE RECORD:**

\_\_\_\_\_/2 Books

\_\_\_\_\_/3 Exercise I: 75 Creative Exposures

\_\_\_\_\_/3 Exercise II: 75 Creative Exposures II

\_\_\_\_\_/10 Portfolio I: Visual Elements Scavenger Hunt

\_\_\_\_\_/10 Portfolio II: Curating Color

\_\_\_\_\_/3 Exercise III: 3 City Blocks / Channeling Eggleston

\_\_\_\_\_/3 Exercise IV: Drive-by Shootings

\_\_\_\_\_/3 Exercise V: 2x2x2

\_\_\_\_\_/3 Exercise VI: Still Life

\_\_\_\_\_/10 Portfolio III: Night Photo

\_\_\_\_\_/10 Test

\_\_\_\_\_/3 Exercise VII: California Supermarket

\_\_\_\_\_/10 Portfolio IV: Portrait

\_\_\_\_\_/10 Portfolio V: Photo book

## 10 Rules for Students and Teachers

Sister Corita Kent (often attributed to John Cage)

Rule 1: Find a place you trust, and then, try trusting it for a while.

General Rules as a Student

Rule 2: Pull everything out of your teacher.  
Pull everything out of your fellow students.

General Rules as a Teacher

Rule 3: Pull everything out of your students.

Rule 4: Consider everything an experiment.

Rule 5: Be self disciplined. This means finding someone wise or smart and choosing to follow them. To be disciplined is to follow in a good way. To be self-disciplined is to follow in a better way.

Rule 6: Follow the leader. Nothing is a mistake. There is no win and no fail. There is only make.

Rule 7: The only rule is work. If you work it will lead to something. It is the people who do all the work all the time who eventually catch onto things. You can fool the fans—but not the players.

Rule 8: Do not try to create and analyze at the same time. They are different processes.

Rule 9: Be happy whenever you can manage it. Enjoy yourself. It is lighter than you think.

Rule 10: We are breaking all the rules, even our own rules and how do we do that? By leaving plenty of room for "x" qualities.

Helpful Hints:

Always be around.

Come or go to everything.

Always go to classes.

Read everything you can get your hands on.

Look at movies carefully and often.

Save everything. It may come in handy later.

# Teaching Thursday: Five Tips for Every College Student

<https://mediterraneanworld.wordpress.com/2013/08/29/teaching-thursday-five-tips-for-every-college-student/>

Here is my advice.

1. You will get sick. College is a hive. Going to college is like flying on an airplane continuously for four years. You breathe each other's air, you consume each other's germs, you live, work, and play on top of each other. You are going to get sick and miss class. Realize this and plan accordingly.
2. Close relatives will die. It doesn't take hours of analyzing [U.N. Model Life Tables](#) (although I believe that they support my argument) to recognize that your grandparent's generation is likely to begin to die while they're college age. In fact, your parents will generally enter an age in which the odds of death at any one year increase significantly ([at least this is how I've read this table.](#)). These are statistical models developed from vast pools of population data. You should expect death to visit you in college and make plans accordingly.
3. Your computer will die. It doesn't take complex statistics to know this. All of our computers die every year or our hard drives crash or the internet vanishes or Blackboard does not do what it was meant to do. In fact, just this week, I had a mighty wrestling match with Blackboard and while no one really wins in these situations, I at least managed to adapt my class to this almost inevitable situation. Technology is not reliable, make plans accordingly.
4. North Dakota has bad weather. Invariably, when you go to Crosby in Divide County to visit your dying great aunt Myrtle this November, there will be a blizzard. We go to school in North Dakota where "the weather is bad or it's fixin' to get bad." While I won't ask you not to attend your nephew's first hockey game or your grandmother's 75th birthday party, I will tell you to anticipate being stuck in some small town, without internet, for 72 hours whenever you travel in North Dakota between October and early May. These months see snow and bad weather, anticipate this and plan accordingly.
5. You will have "personal issues". If the 14th-century Europe witnessed the devastating effects of the Black Death, the 21st century has paid the horrible price for personal issues. They strike the college aged among us and like the various flu epidemics that appear with the changing of the leaves, they leave only sorrow and destruction in their wake. You live in a hive, breathe each other's air, and form volatile relationships with people you are forced to endure for four years. This will inevitably lead to "personal issues." Every student has them every year. It will lead to sleepless nights, missed classes, and poor quality work. Anticipate an outbreak of personal issues every semester and plan accordingly.

By placing these realities on the table, I'm making it clear that I expect students to develop habits that allow them to adapt quickly to the common challenges of college age life. I'm not unsympathetic to the death of a close relative or a prized USB drive, but, at the same time, I am not responsible for these things either. Students have to anticipate, communicate, and adapt.

I also tell students that if they can document that their significant other ran off with their school laptop, while they are snowed into Slope County attending their great uncle's funeral with the flu, I'll give them an "A".