



**I. COURSE DESCRIPTION:**

CICE students with assistance from a learning specialist will focus on the development and practice of historical photography with particular emphasis on photography's development as an art. In studying the work of a number of great photographers, CICE students will learn to appreciate the rich history of work and see the wide range of possibilities of artistic expression possible with the camera medium. CICE students will also have the opportunity to study in depth the style and art of a particular photographer who appeals to their own interest and to create their own digital work reflecting photography based on a historical context.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. **Have a basic understanding of the effectiveness of images in written and verbal format.**

Potential Elements of the Performance:

- Demonstrate with in class discussions the historical worth of photographic images and persons.
- Make a spoken and visual presentation to class of historical type images.
- Write a short historical piece about historical styles.

2. **Have a basic understanding of written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.**

Potential Elements of the Performance:

- Make a spoken and visual presentation to class of historical styles.
- Create a photographic record that shows understanding of a part of historical photography.
- Make photographs based on historical images and techniques.

3. **Respond to written, spoken, or visual messages in a basic manner that ensures effective communication.**

Potential Elements of the Performance:

- Communicate with presentations the historical worth of photographic images, styles, and persons.
- Participate in discussions about historical styles and images.

4. **Use a variety of basic thinking skills to anticipate and solve problems.**

Potential Elements of the Performance:

- Produce images that reflect techniques and values discussed in class.

5. **Locate, select, organize, and document information using appropriate technology and information systems.**

Potential Elements of the Performance:

- Use Photoshop to create images.
- Use digital cameras and equipment to produce images.

6. **Have a basic understanding of and apply relevant information from a**

**variety of sources.**Potential Elements of the Performance:

- Make a spoken and visual presentation of a historical style and images after sourcing material from lectures, books and websites.
- Create a photographic record that shows understanding of a part of historical photography.

**7. Show respect for the diverse opinions, values, belief systems, and contributions of others.**Potential Elements of the Performance:

- Listen and comment in an appropriate manner to presentations by Instructor and other students.
- Show relevance to photographic work that may have diverse opinions, values, and beliefs.

**8. Manage the use of time and other resources to complete projects.**Potential Elements of the Performance:

- Create presentations in a timely manner.
- Produce assignments on time with available resources.

**III. TOPICS**

1. Historical photographic processes and cameras
2. Camera less photography
3. Black & white and colour photography development
4. Genres of historical photography.
5. War photography.
6. History of manipulated photography.
7. Women In Photography
8. History of Portraiture
9. Camera Obscura
10. Early and modern process
11. Pictorialist & straight photography movements
12. Study of iconic images

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

All students will be required to use tools and materials specified in the equipment list. In addition students should expect to purchase consumable supplies such as printing paper, mat board, cover stock, etc.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

All assignments and test = 100% of the grade.

Students must complete all assignments to achieve credit for the course. There will be approximately 1 photographic assignment worth 25% of the total grade, one mid term exam worth 20% of the total grade, 1 presentation assignment worth 30% of total grade and a final exam worth 25% of the total grade.

Late assignments and resubmissions will only be accepted up until two weeks before the final day of class.

The following semester grades will be assigned to students:

| <u>Grade</u> | <u>Definition</u>  | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+           | 90 – 100%  | 4.00                          |
| A            | 80 – 89%   | 3.00                          |
| B            | 70 - 79%   | 2.00                          |
| C            | 60 - 69%   | 1.00                          |
| D            | 50 – 59%   | 0.00                          |
| F (Fail)     | 49% and below  |                               |
| CR (Credit)  | Credit for diploma requirements has been awarded.  |                               |
| S            | Satisfactory achievement in field /clinical placement or non-graded subject area.  |                               |
| U            | Unsatisfactory achievement in field/clinical placement or non-graded subject area.   |                               |
| X            | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. |                               |
| NR           | Grade not reported to Registrar's office.  |                               |
| W            | Student has withdrawn from the course without academic penalty.  |                               |

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) ability. All modifications to evaluation components and/or assessments must be discussed and agreed upon by the instructor and the learning specialist in advanced of assigned competition date

**VI. SPECIAL NOTES:****Attendance:**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**Deductions – Lates and fails****Lates:**

An assignment is considered late if it is not submitted at the time and date specified by the instructor.

A late assignment will be penalized by a 20% deduction the moment the assignment is late. 10% is deducted for each week that it is late there after. The total late penalty will be deducted from the final grade of the assignment.

**Fail:**

A fail grade (F) is assessed to an assignment, which has not been executed to a minimum satisfactory “D” grade level or in which the directions have not been followed correctly.

A failed assignment must be entirely redone or corrected according to the instructor’s specific instructions.

**Resubmission Policy:**

Any assignment completed during this course may be submitted for re-evaluation if the following criteria are met by the student:

- An assignment that was initially submitted past the initial assigned deadline will not be eligible for re-evaluation
- An assignment that initially achieved a fail grade must be resubmitted to achieve minimum project standards.
- The resubmitted project must be accompanied by the original project and the original evaluation sheet (with written indication of grade breakdown) provided by the instructor.
- Assignments may be resubmitted at any time during the semester. The final date for last resubmissions will be announced by the professor during class and usually are no later than two weeks prior to the end of the semester.

- Resubmitted assignments must identify the project and class, and be clearly marked “RESUBMISSION” when submitted.

It must be understood that resubmitted assignments are usually marked with greater scrutiny than first submissions to take into consideration the learning experiences, practice and longer timeframe available.

- When comparing the original submission grade the student will receive benefit of the higher grade.

## **VII. COURSE OUTLINE ADDENDUM:**

### 1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

### 2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### 3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:  
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:  
The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. Plagiarism:  
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.
7. Tuition Default:  
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.