



## Grossmont-Cuyamaca Community College District Articulation Agreement

| High School Course                                  | Credits | College Course                          | Units |
|---|---------|---|-------|
| Graphic Design III - Advanced Graphic Design        | 10      | GD-210 Professional Digital Photography | 3     |
| High School Name: Steele Canyon Charter High School |         | College: Cuyamaca College               |       |

1. **Course Prerequisites**

Graphic Design II - Intermediate Graphic Design

2. **Recommended Preparation**

“B” grade or higher in Graphic Design II

**College Articulation Credit**

“B” grade or higher in Graphic Design I - Introduction to Graphic Design (both terms)

“B” grade or higher in Graphic Design II - Intermediate Graphic Design (both terms)

3. **College Course Description**

Practical course intended for anyone interested in traditional photographic methods as they apply to digital photography. Students will learn to properly light, compose, expose, adjust, manipulate and print digital photographs. Explores advanced camera settings and file editing with Adobe Photoshop. Assignments will emphasize skills needed to produce high quality images for print and web display.

4. **Required Content for Articulation**

- 1) Advanced raw file processing
- 2) Image compositing
- 3) Exposure compositing
- 4) High dynamic range (HDR) photography
- 5) Advanced image enhancement
- 6) Photo illustration
- 7) Creating content, composition and expression.

5. **Required Competencies (SLOs) for Articulation**

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

- 1) Optimize digital photographs using advanced camera raw processing techniques.
- 2) Express a concept or theme using photo illustration as a medium.
- 3) Photograph and process high dynamic range scenes (HDR) for optimized image quality.

6. **Assessment Methods**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Exams that measure students' ability to use design terminology and explain design and technology concepts.
- 2) Exercises that measure students' ability to use computer applications to solve real-life digital image problems.
- 3) Exercises that demonstrate skillful use of a digital camera and accessories based on criteria provided by the instructor.
- 4) Exercises that require effective application of photography principles based on criteria provided by the instructor.
- 5) Exercises that require use of hardware and software applications to enhance digital photos based on criteria provided by the instructor.
- 6) Critiques that require students to verbalize and apply feedback to improve digital photos based on criteria specified by the instructor.

7. RUBRIC: Attached

8. **Texts and other supporting materials (software, etc.)**

- 1) Representative example: Handouts prepared by instructor.
- 2) Supplemental: Stone, Jim and Barbara London. *A Short Course in Photography: Digital*. 3rd edition. Pearson, 2014.

9. **Criteria for Course Articulation**

- 1) High school and college teachers attend articulation meetings to determine curriculum alignment and articulation competency rubric.
- 2) Student must pass high school course with a grade of "B" or better and have mastered course competencies as identified in the articulation competency rubric.

Agreement was based on Statewide Career pathways Project Template: Yes X No \_\_\_\_

Name of Template Used: \_\_\_\_\_ Articulation meeting held: May 17, 2019

Effective date: June 30, 2019 Expiration date: June 29, 2022

**High School/CE/Signatures**

**College Signatures**

Mickey Clausen 6-3-19  
Teacher Date

[Signature] 6/12/19  
Instructor/Division Chair, Cuyamaca Date

MICKEY CLAUSEN  
Teacher (print name)

Tom Bugzavich  
Instructor/Division Chair (print name)

Don Holm 6-3-19  
Principal Date

[Signature] 6-7-19  
Dean of Instruction, Cuyamaca Date

STEELE CANYON HS  
High School

\_\_\_\_\_  
Teacher Date

\_\_\_\_\_  
Instructor/Division Chair, Grossmont Date

\_\_\_\_\_  
Teacher (print name)

\_\_\_\_\_  
Instructor/Division Chair (print name)

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Dean of Instruction, Grossmont Date

\_\_\_\_\_  
High School

Date: \_\_\_\_\_

Student Name \_\_\_\_\_

## Graphics Design Project

Name of project: \_\_\_\_\_

| CATEGORY                                     | 4 20 Points  | 3 15 Points  | 2 10 Points   | 1 5 Points   |
|--|--|--|---|--|
| <b>Degree of Difficulty</b>                  | Project demonstrates a high degree of difficulty in techniques/skills.                   | Project demonstrates some degree of difficulty in techniques/skills.               | Project demonstrates little degree of difficulty in techniques/skills.  | Project demonstrates no degree of difficulty in techniques/skills.                                 |
| <b>Attractiveness</b>                        | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentation content. |
| <b>Originality</b>                           | Product shows a large amount of original thought. Ideas are creative and inventive.      | Product shows some original thought. Work shows new ideas and insights.            | Uses other people's ideas (giving them credit), but there is little evidence of original thinking.              | Uses other people's ideas, but does not give them credit.  |
| <b>Mechanics</b>                             | No misspellings or grammatical errors.   | Three or fewer misspellings and/or mechanical errors.                              | Four misspellings and/or grammatical errors.  | More than 4 errors in spelling or grammar.   |
| <b>Followed Directions/ Met Requirements</b> | Followed all aspects of the directions perfectly. All requirements are met and exceeded. | Followed most of the directions. All requirements are met.                         | Did not follow all the directions. One requirement was not completely met.                                      | Followed little or none of the directions. More than one requirement was not completely met.       |

Comments:

## Your Portfolio Rubric

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

| CATEGORY   | 4   | 3  | 2   | 1  |
|--|---|--|---|--|
| <b>Body of Work</b>  | The portfolio is an accurate and comprehensive representation of the student's body of work.                              | The portfolio is an acceptable reflection of the student's body of work but needs development.                           | The portfolio is a poor reflection of the student's body of work in the program.  | The student's portfolio is incomplete.   |
| <b>Creativity</b>  | The student's portfolio design reflects an exceptional degree of student creativity in organization and/or final product. | The student's portfolio design reflects an acceptable degree of creativity in organization and/or final product.         | The student's portfolio design lacks creativity in organization and/or final product.   | The student's portfolio design does not meet expectations.   |
| <b>Attractiveness</b>  | The portfolio is exceptionally attractive in terms of design, layout, and neatness.                                       | The portfolio is attractive in terms of design, layout, and neatness.  | The portfolio is acceptably attractive though it may be a bit messy.  | The portfolio is distractingly messy or very poorly designed. It is not attractive.                            |
| <b>Graphic Images</b>  | Graphic images of work are of exceptional quality throughout the portfolio.   | The quality of graphic images is acceptable.   | More than half of the graphic images of work are unacceptable.  | The quality of graphic images is unacceptable.   |
| <b>File Types</b>  | The file types used are appropriate for the portfolio content.  | Most of the file types used are appropriate for the portfolio content.   | More than half of the file types used are inappropriate for the content.  | The file types used are inappropriate for the portfolio content.   |
| <b>Portfolio Planning</b><br>- Portfolio Goal<br>- Portfolio Worksheet<br>- Organizational Structure<br>- Supporting Documents<br>- Tracking Spreadsheet | Student fully participated in the portfolio planning process. All elements/ documents are of exceptional quality.         | Student participated in the portfolio planning process. One or two of the planning elements/ documents were not created. | Student minimally participated in the portfolio planning process. Three or more of the planning elements/ documents were not created. | Student did not participate in the portfolio planning process.   |
| <b>Grammar and Mechanics</b>   | There are no grammatical mistakes. Capitalization and punctuation are correct throughout the portfolio.                   | There is one grammatical mistake. There is one error in capitalization or punctuation.                                   | There are two grammatical mistakes. There are two errors in capitalization or punctuation.  | There are three or more grammatical mistakes. There are three or more errors in capitalization or punctuation. |
| Point to Grade Conversion: 25-28=A; 22-24=B; 19-21=C; 17-18=D; Below 17=F  |   |  | <b>TOTAL POINTS:</b>  |  |