# Adobe Photoshop
### Course Syllabus 2019

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## Course Description

Adobe design products are used world-wide in the design and film industry. This course will focus on Adobe Photoshop. Adobe Photoshop™ is the cornerstone product for Adobe. It is also the beginning certification to acquire if you choose to move further in your design career.  You will learn beginning and intermediate techniques by watching ACA (Adobe Certified Associate) training videos and practicing the taught techniques. There will also be demonstrations, lectures, and videos from different sources to instruct and inspire your learning. Basic design principles will be discussed with each lesson. No previous experience is necessary to take this course.  Students can earn **college credit** with Southwester Oregon Community College by passing the Adobe Certified Associate exam through Certiport at the end of the course.

## Final Exam

Tuesday & Wednesday, June 11-12, 2019

## Student Learning Objectives

The material taught in this class is based on the International Society for Technology in Education (ISTE) standards. Students in this program will seek to become a:

### Digital Citizen

Student will recognize the rights and responsibilities of living, learning, and working in an interconnected digital world and practices safe, legal and ethical use of software and hardware.

### Knowledge Constructor

Gather, locate, organize, analyze, evaluate and use information
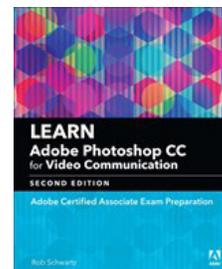
### Innovative Designer

Student uses a variety of technologies to create new, useful, and imaginative solutions. Student uses digital skills to produce creative products.

### Creative Communicator

Student communicates clearly and creatively using platforms, tools, styles, formats, and digital media appropriately.

1. Ear buds or headphones in order to hear the many instructional videos
2. Book: *Learn Adobe Photoshop CC: Adobe Certified Associate Exam Preparation*. Available from Adobe Press
3. USB drives are great for backing-up your work in progress.

**Grading Methodology**

At Brookings Harbor High School teachers in all content areas will use proficiency based instructional and assessment practices to determine what students know and can do. Students will be assessed using multiple measures. A five point grading scale with corresponding letter grades of A, B, C, D and F will be entered for each assignment and assessment. Students will be assessed on summative and formative assessments. Rubrics with Common Core State Standards will be used. Formative assessments can include independent practice that is completed outside of class of up to ten percent of a student's overall grade. This independent practice will be aligned to Oregon's Career Related Learning Standards and Common Core State Standards.

Methodology for grading will include formative and summative assessments. Formative assessments are there for the purpose of frequently assessing skills throughout a unit or in process of acquiring the necessary skills in order to demonstrate proficiency in multiple opportunities and various contexts. The foundation of Common Core is that a student is constantly provided opportunities to attain mastery in order to prepare for college and career and reach their academic goals.

**Academic Honesty: Plagiarism And Cheating**
Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses.  Instructors have the responsibility to submit, in a written report to the Vice Principal any such incident that cannot be resolved between the instructor and student.  Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner."

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**Grading Scale:**
A = 5 and/or 90%-100%

B = 4 and/or 80%-89%

C = 3 and/or 70%-79%

D = 2 and/or 60%-69%

F = 1 and/or 50%-59%

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## Photoshop Term Calendar
*The instructor reserves the right to alter the course calendar*
Students will read and watch tutorials by Rob Schwartz at ACA Test prep.com

| Week | Description |
|---|---|
| 1: Jan 28-Feb 1 | • How to Prepare for Industry Exams<br>• Creative, Communication & Cooperative Skills<br>• The Photoshop Interface<br>• Organizing your data: Creating Folders, File formats<br>• Importing and Opening images into Photoshop |
| 2: Feb 4-8 | • ACA Test Prep lessons 1.0 - 1.10 **Project 1**<br>• Fix common problems in photographs from improper camera settings.<br>• Fast Photo Fixes: redeye, unsharp Mask, |
| 3: Feb 11-15<br>4: Feb 18-22 | • ACA Test Prep lessons 2.01 - 2.18 **Project 2**<br>• **Ina the Ballerina**/Basic retouching techniques: adjust levels, color correction, blending, cloning, colorizing, crop, rotate, and filters<br>• Combine and export layers<br>• Export or save digital images to various file formats |
| 5: Feb 25-Mar 1<br>6: Mar 4-8 | • ACA Test Prep lessons 3.0 - 3.20 **Project 3**<br>• **Event Flyer: Designing for paper**.<br>• set up documents for commercial printing, resolution, text, styles, filter effects, guides & rulers<br>• Adobe Bridge, RAW images, smart objects, fills, blendin modes, layer masks<br>• Designing with type |
| 7: Mar 11-15<br>8: Mar 18-22 | • ACA Test Prep lessons 4.01-4.13 **Project 4**<br>• **Hogwartz Pet Store**<br>• Copyright, web images, selection tools, masks, matching colors, text<br>• working with multiple images in Photoshop<br>• content-aware move, color adjustment tools, believable blending, masks |
| 9: Mid-Semester Finals | |
| 10: Apr 8-12<br>11: Apr 15-19 | • ACA Test Prep lessons 5.01-5.07 **Project 5**<br>• **Mysterious Scene**<br>• background, skies, blends and masks |
| 12: Apr 22-26 | • ACA Test Prep lessons 6.01-6.14 **Project 6**<br>• **Bring it All Together**<br>• Cell phone photos, masks, selections, color, sponges, shadows, smart filters |
| 13: Apr 29-May 3<br>14: May 6-10 | • ACA Test Prep lessons 7.01-7.14 **Project 7**<br>• **Bottom Thirds**<br>• video, document presets, grids, guids, rulers, shapes, style, smart objects, flattening, libraries |
| 15: May 13-17<br>16: May 20-24 | • ACA Test Prep lessons 8.01-8.21 **Project 8**<br>• **Ebook Cover**<br>• smart objects, selections, vector masks, text, styles, adjustment layers, brushes, industry tricks |
| 17: May 28-31 | • ACA Test Prep lessons 8.01-8.21 **Project 8**<br>• **Learning to think like an artist**<br>• working with clients, project plan, design and art theory |
| 18: June 3-7 | **Final Project** |

**Tips for Student Success**
Learning Adobe software can be very frustrating and challenging. I am always here to assist, but the majority of the learning happens when the user solves the problems on their own. Most professionals attribute their learning to amount of "seat time" they have spent at the computer. The longer the student is exposed to the software interfaces, the more familiar the solutions become. Patience is the key when learning a software program. **PERSEVERANCE** is very important in this class.

**Academic Support at BHHS**
- An Extended School Day bus will be available to all students each Tuesday, Wednesday and Thursday after school, starting the third week of school, so that students will be able to get extra help from teachers or form study groups on those days. The bus(es) will leave at 4:30 pm.
- Below, list the names of two or three students in this class who will agree to help you if you have questions, or who might be interested in forming a study group for Tuesdays/Thursdays

**Classroom Behavior Expectations and Consequences**
In accorance with BHHS school wide expectations, students in this class will exhibit behaviors of Bruin PRIDE:
- Perseverance
- Respect
- Integrity
- Diversity
- Excellence

**In my classroom, this means that student will:**
- *not bring food or beverages into the computer lab*
- *come prepared to work hard*
- *refrain from playing games or using social media on the computers*

***Given the disruptive potential posed by cell phones, students are required to keep cell phones off during class***

If a student does not understand my expectations, I will re-teach them so that the student understands. If the student is actively choosing not to meet basic classroom expectations, the following consequences will apply:

**1st consequence** = reteach my expectations / conference after class
**2nd consequence** = parent contact
**3rd conswequence** = assign student to stay after school in my classroom on Tues. or Thurs. Student will take the Extended School Day bus home
**4th consequence** = administrative referral / consequence to be determined by administration

## Student Agreement

I have received the class syllabus for this course and I understand the guidelines and expectations for this course.

Date:                          Printed name:


Signature: