

Altering the Digital Image & Creative Art Practices

GSI SAUL VILLEGAS

[SUMMER SESSION II](#)

July 29 - August 30, 2024

Tuesday/Thursday, [Zoom Online-Synchronous](#)
Tu/Th 1:00 PM - 4:30 PM (PDT) [CANVAS](#)

COURSE INFORMATION

Throughout the 5-week course, students will be guided through the principles & elements of digital design and digital filters for editing as a creative approach to image-making, template building, poster design, collage, and color theory methodology. Students are encouraged to develop a portfolio of digital images based on their primary interests. The course will be focused on aesthetics, color theory, and design as the central common theme. The syllabus is subject to change.

INSTRUCTOR INFORMATION

Saul Villegas
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Mr. Saul

Villegas holds an MFA in Digital Arts & New Media from the University of California, Santa Cruz. His experience in traditional art-making practices has guided him through transitioning photographs of those works into digital archives for printing and the web. His practice stems from bridging Art & Science themes using pictorial media as a tool for communication.

LEARNING OUTCOMES

Using the student learning outcomes as a guide, the student, upon completing the course, will be able to edit an image, create unlimited artboards specific to their project needs, enhance images, and edit & create digital media using editing software.

- ***IDENTIFY** the principles and elements of design, color theory, and filters used in Adobe Photoshop CC. Students will learn to use these structures to build on their creative art-making practices.*
- ***CREATE** digital images based on the knowledge of using rulers & guidelines to create custom sizes suitable for an array of measurable images. Students will use photographs or artwork that reflect their own style and desired outcome of displaying materials via web & or print.*

- ***ANALYZE** image editing tools specific to selections, masks, lighting, color altering, and layering as they relate to the color spectrum and textural elements in the image.*
- ***INTERPRET** compositions in pictorial media to understand the relationship between the original images and re-edited versions for storytelling that can be used further to guide the viewer into their way of thinking and frame their processes linked to their research.*
- ***ASSOCIATE** the image-making process with ideas that inform their thinking and illustrate their artistic approach. Examine color theory and its application and associated meaning through philosophical interpretation.*
- ***HUMAN DIMENSION** informs students of pathways to their art style preferences while understanding the human dimension aspect of media other artists apply to their choices of color and design in art practice.*
- ***CREATE** a digital portfolio that addresses the key features of image-making to use as a color and design manual for further academic inquiry and experimental editing processes.*
- ***INSPIRE** the student to take creative approaches, archive their work, and create a path to ongoing research to integrate the methods introduced in the Supportive Space.*

Using Photoshop CC to create an archive allows the students to shift their way of utilizing imagery—and bridges them into a phase of transferring internal knowledge toward digital and physical materials. Experiments with images and edits could be accessed by analyzing imagery, comparing color schemes, and making connections with the human dimensionality of the image-making process.

PREREQUISITES/COREQUISITES

NA

REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY

How to get [Adobe Creative Cloud](#)

TEXTBOOKS:

[UCSC TEXTBOOK STORE](#)

[Color Studies](#) 3rd Edition¹

[Design Basics](#) 9th Edition² (download Kindle app)

[Perception and Imaging: Photography as a way of seeing](#), available through UCSC Library³

¹ 1. Edith Anderson Feisner and Ron Reed, "Color Studies," Bloomsbury, accessed July 1, 2023, <https://www.bloomsbury.com/us/color-studies-9781609018597/>.

² 1. Stephen Pentak and David A. Lauer, "Design basics 009 edition", Kindle Edition - Amazon.com, accessed July 1, 2023, <https://www.amazon.com/Design-Basics-MindTap-Course-List-ebook/dp/B00MEP8HFO>.

³ Zakia, Richard D. *Perception and Imaging: Photography--A Way of Seeing*. Oxford: Routledge, 2013. [Web](#).

TECHNOLOGY:

[Photoshop CC System Requirements](#) on PC/Mac Desktop/Laptop
[Color Wheel](#)

Digital Camera (DSLR) or Cell Phone with Camera capability

[External Harddrive](#) for storing .psb files.

*[Wacom Tablet](#) **Optional** for digital painting techniques*

TECHNOLOGY REQUIREMENTS:

If your computer cannot run the software or you need another way to access it

A reliable internet connection

USING LAB SPACES OR SHARED COMPUTERS ON CAMPUS

[Digital Scholarship Commons](#)

[Information Technology Services](#)

[Check Operating Systems Support Page](#)

Adobe Creative Cloud, free for UCSC students: (Student [Licensure through UCSC](#))

Data storage sufficient for storing digital image files (Minimum 10GB Free Disk Space)

THIS COURSE WILL USE A VARIETY OF FEATURES ON CANVAS

Canvas: All assignments will be submitted via Canvas & Google Drive.

Use Canvas with [Google Chrome](#) on your desktop for the best experience

COMMUNICATION

ZOOM OFFICE HOURS: FRIDAY 1-3 PM

email: svilleg6@ucsc.edu

Canvas and or Google Drive will be used to upload weekly assignments, midterm projects, student art journals, and finals. All communication about the class will be sent through an announcement with room for any questions. I will provide Office hours once during the day and once in the evening to accommodate time zones. It typically takes 1-2 days after a lecture to respond to individual emails.

WEEKLY ASSIGNMENTS, ASSESSMENTS & GRADES

There will be 5 Modules released weekly for your course material and assignments. The assignments will be available on Canvas with additional readings, including video

tutorials, to support the assignments. **An additional Asynchronous Video will be available to support features that will bridge the students into the following modules.**

- **Student Art Journal Assignment** An ongoing assignment consisting of journaling your progress and troubleshooting throughout the course of 5 weeks. Students will keep track of their learning by creating an Art Journal on Google Slides. This will serve as an archive and may be helpful to revert to an important edit or filter used. (5) slides per week, Max (25-30). **20 points**
- **Design Chart Assignment.** A template design will be constructed using various shapes, tools, and filters.. Using the Principles of Design & Elements, students will develop a chart for future reference. **20 points**
- **Color Wheel Assignment** Students will create a Color Wheel *Additive* chart containing various color schemes, including: primary RGB, monochromatic, analogous, triad, complementary, split complementary, gray value scale & color arrangements essential in graphic design. This assignment will use the Adobe Color online tool & Photoshop CC. **20 points**
- **Pen tool selection sharp tool and arrangement Assignment** The Pen tool is the most important tool in Photoshop that allows you to make the sharpest selection. This tool will allow the students to become more precise with extracting the image.
- **Collage using Masks Assignment** Students will learn how to make selections of various elements to collage or stitch together in a composition using the masking method, where you hide/reveal the foreground or background of an image.
- **Self-Portrait study Assignment** using overlaying screen colors. Students will become familiar with additive color selections using colors that screen over various parts of the portrait- students are encouraged to create portraits for professional headshots using gradient backdrops and lighting techniques. **10 points**
- **Before & After Assignment** Compare and contrast the original image and edited version study. Using this format, students will be able to understand the concept of unaltered images in comparison to new work to be able to showcase materials to their audience in a way that shows their work. **10 points**
- **Final Climate Poster Design Assignment** Students will produce a poster that could be used for a younger audience that focuses on creating positive messaging that sparks curiosity, builds opportunities for engagement, and illustrates possibilities for action and change while also illustrating the beauty and wonder of the natural world around us - all things good to shift people's thinking to be less about extracting from the environment and more into the "caregiving" role of the natural world and our communities. **This poster project will be exhibited at the Seymour Marine Discovery Center as part of the Climate Action Lab initiative in conjunction with OpenLab Collaborative Research Center⁴. 40 points**

⁴ <https://openlabresearch.com/ecovisions-students-shaping-climate-futures>

- **A variety of Filters & Special FX will be demonstrated.** Students are encouraged to follow along and recreate each online assignment. Special FX will introduce a Beta Version of Photoshop with *Generative Fill* (AI) and new Panel Filters.
- **Experimental Filters & Added Content.** Depending on the fluctuation of the course's learning curve, the instructor will suggest and demonstrate features that can help identify methods to prepare students for the following week of instruction. Photoshop is a non-linear art editing software that may take several approaches to reach the same or similar results. This Asynchronous Video will support the class as a whole.

UNIVERSITY GRADING SYSTEM:

A+ (4.0) = 97-100

A (4.0) = 96-94

A- (3.7) = 93-90

B+ (3.3) = 89-87

B (3.0) = 86-84

B- (2.7) = 83-80

C+ (2.3) = 79-77

C (2.0) = 76-74

C- (1.7) = 73-70

D+ (1.3) = 69-67

D (1.0) = 66-64

D- (.7) = 63-60

F (0)

GRADING POLICY

Students will be responsible for letting me know of any time missed that will prevent them from turning in an assignment. Please communicate any concerns through email or canvas message. For any students who have accommodations related to DRC, please email your TA and include me, and we will work together to build your portfolio and provide any additional support. Grades will be evaluated based on the quality of your work, the layers used and labeled on your .psb files, and the timely submission of your weekly assignments.

STUDENT HOURS FOR COURSE

UC Senate Regulation 760 specifies that one academic credit corresponds to a total of 30 hours of work for the median student over a quarter. Students are required to spend an average of 3-5 hours after lectures and homework assignments, which total approximately **15-20 hours per week**, to become successful in this course.

Breakdown of Hours per week specified by Homework Assignments, Readings, Tutorial Research, and Art Journals:

4-5 hours will be dedicated to an assigned Weekly Reading, including viewing external tutorials and with a response on the Discussion Posts with your colleagues.

4 Hours estimated on the Art Journal Archive will include text information, demonstration of Lecture notes, and overall progress of your project including up to date screenshots of your photoshop workspace.

4-6 Hours will be dedicated to creating your personalized Youtube Playlist of additional special effects in which you will do research on and provide a sample of work.

INSTRUCTOR FEEDBACK

Discussion posts on Canvas/Discord Server by students should start conversations on troubleshooting to address key issues.

I will be available to provide feedback to each student by analyzing their work and Photoshop (.psb) files. By reviewing each student's files - there will be an evaluation on what is being learned as well as difficulties, and adjustments will be made based on each student's feedback and performance.

TA FEEDBACK

TA TBA

Office Hours TBA

Your TA will provide direct comments and feedback on your assignments. [Please click here to learn how to access my comments in Canvas.](#) For major assignments, I will include a grading rubric that will be available to you before submitting your work.

STUDENT FEEDBACK & SUPPORTIVE SPACE

Students are expected to provide written feedback to their TA & Instructor on any issues that may arise in the attendance of the course lectures, assignments, and final presentations. With written or oral communication through Canvas, Zoom, or email, students will be guided to support them best and their learning needs. The course is structured with process-based learning through experimentation that is meant to provide the students with the tools to understand the material and assignments needed to complete the course.

STUDENT CRITIQUE AGREEMENT⁵

COURSE SCHEDULE

Each Lecture/Studio is 4.25 hrs
Students will meet twice a week
for a total: of 8.5 hours of Instruction/Studio Synchronous

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Days & Times	Room	Instructor	Meeting Dates
Tu/Th 1:00 PM - 4:30 PM (PDT)		Villegas,S.	07/29/24 - 08/31/24

WEEKLY DELIVERABLES

WEEK 1: Design Principles & Elements

WEEK 2: Color Theory

WEEK 3: Perception & Imaging

WEEK 4: Special FX | Poster Template

WEEK 5: OPEN STUDIO | FINAL PRESENTATIONS

IMPORTANT COURSE DATES

Session 2

Deadlines

- Add/Swap - Thursday, Aug 1, 2024
- Drop - Monday, August 5 (tuition reversed)
- Request "W" Grade - Sunday, August 18 (no tuition reversal)
- Change Grade Option - Sunday, August 25
- Grades Due - Thursday, September 5

FINAL EXAM DATE AND TIME

Students will sign up for a Final assessment and one on one presentation of their materials that should include all assignments, a 15-20 minute presentation of their work and explanation of various tools learned in class. A list of what is to be presented will be

assigned in Week 4. The proctored exam will be on Zoom. All work completed for assignments will be cross-referenced in the .psb files on Google Drive.

Any students requiring accommodations for time and presentation of materials should contact me no later than week 2 to adjust on Week 5 for time slots requiring additional preparation of materials and time allotted to 30-45 minutes.

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access to this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, ensure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

You can find more examples of accessibility and inclusivity statements in [CITL's Sample Syllabus Language](#).

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#) by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department (831) 459-2231 ext. 1.
- For emergencies, call 911.

Note: The following statements are optional. You may choose to incorporate any or all of them as they are or (even better) revise them so that they are more relevant to your course or field.

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following the Discussion Prompts on Canvas Weekly
- Edits in course materials using only permitted Programs of **Photoshop & Photoshop Beta** versions by the [Creative Cloud](#)
- Materials should not be shared (for example: sharing .psd files, screenshots of Art Journals & Demo's from Lecture)
- Keeping the knowledge learned about in class to yourself—materials such as readings, discussions, and Video Lectures include copyrighted material and shouldn't be shared outside of the course.
- Incorporating proper citation of all sources of information
- Submitting your original work for evaluation in the Art Journal, Weekly submissions and Discussion responses, and Final Projects.

Academic misconduct includes, but is not limited to, the following:

- Plagiarism (using existing imagery not created by you)
- Using AI generative art for collage-driven exercises (which excludes all layers of the file)
- Using another person's materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during a Lecture without explicit permission from the instructor. For accommodations, video lectures will be on YuJa.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and

disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

INTELLECTUAL PROPERTY

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

PRINCIPLES OF COMMUNITY

You may choose to involve students in the preparation of principles of community for your course. This allows students to be partners in deciding what guidelines you will collectively follow to ensure free, open, and respectful discussions. A sample of such principles follows.

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the

single most effective way to ensure respectful discussion and to create a space where we are all learning together.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

REPORT AN INCIDENT OF HATE OR BIAS

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

CONTENT ADVISORY

Consider including a content advisory if your course includes highly-charged content. Content advisories give people the forewarning they need to prepare for triggering material. They are not intended to censor instructors or invite students to avoid material that challenges them. On the contrary, warning students of challenging material can help their engagement by giving them the ability to take charge of their own health and learning. These samples are adapted from statements produced by your colleagues at UC Santa Cruz.

This course examines some texts, images, and videos that contain descriptions of violence and/or scenes depicting violence. I will do my best to provide individual warnings on the syllabus for course materials and in presentation slides for class content that are particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to step outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

In addition to a general statement, you may consider adding “tags” to specific course materials:

I've included tags for [X, Y, and Z] next to specific course materials on the syllabus. If you have concerns about encountering anything specific in the course material that I have not

already tagged and would like me to provide warnings, please come see me or send me an email. I will do my best to flag any requested triggers for you in advance.

STUDENT SERVICES

Counseling and Psychological Services

Many students at UC Santa Cruz face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Student Success and Engagement Hub

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/Technology

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

For all other help and support, including the health center and emergency services, Click here to go to UCSC's [Emergency Services](#) page. Always dial 9-1-1 in the case of an emergency.
