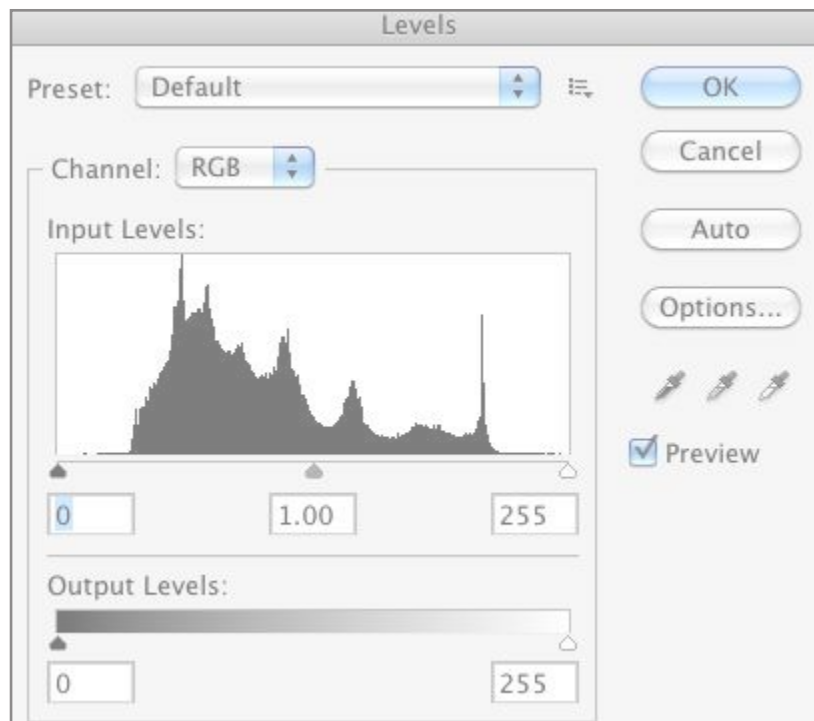


Beginning Photoshop



Professor Brad Shirakawa
San Jose State University

AJEEP

July 2012 V-7C
PC Computer

Version for WEB or Projection only

AJEEP

Beginning Photoshop Syllabus

Course Description

This is a beginning course in Photoshop. It is NOT a photography class.

Course Goals

In six, one hour lessons, students will be able to demonstrate basic photo editing skills for photojournalists and other types of photography, including public relations, advertising and art photography.

Upon successful completion of this course, students will be able to do the following major photo editing skills:

Lesson 1: Zoom and navigate through a photo. Crop, straighten horizon lines and rotate.

Lesson 2: Adjust the image for levels and color. Change modes from RGB to grayscale and create duotones.

Lesson 3: Dodge and burn specific areas of a photo.

Lesson 4: Use selection tools to further adjust and enhance the image.

Lesson 5: Use the clone tool to repair and manipulate the image.

Lesson 6: Use filters to change the image in artistic and unreal ways.

Required Texts/Readings

There is no textbook.

Other Readings

None required.

Other Equipment

These lessons were designed for Adobe Photoshop CS 5.5, but will apply to older and newer versions. A CD with the images required for the lessons is included. Those images are also available for download but require a working internet connection. The CD may be copied for student use. The photographs do not require permission or royalties.

A Mac or PC computer is required, preferably with at least 2 GB of RAM.

*All photographs may be used by permission of the photographer, Brad Shirakawa
July 2012*

Assignments and Grading Policy

Each lesson is designed for a one hour class, however, you may find that the class cannot get through the entire lesson in one hour.

You may chose to NOT use all the material for the hour if need be and either continue the next time, or simply move onto the next lesson. Or you could chose to extend the lessons beyond six lessons. Do not feel bad if your students cannot complete the hour's lesson on time.

The last lesson, number six, can be deleted if you need more time to finish the first five. First time users of Photoshop tend to struggle. After much practice, students may be able to get through the entire lesson in one hour.

If you had never taken a class in art, could you grade a painting or sculpture?

At the end of each lesson is an example of what the photo *could* look like when done correctly. Because photography is subjective, there is not necessarily a perfect result from the use of Photoshop on an image.

Each student's work may look different from the other, and *different from the instructor's example*, yet may still demonstrate good use of Photoshop, making grading difficult.

This presents a quandary for instructors. Just how do you grade a student whose work is different from others, yet could be just as valid and correct?

If you are not that familiar with photography, this can make grading even more difficult.

If the instructor does not know what a good crop is, or good color, just how

do you grade? It would be helpful if the instructor has taken photography classes.

At the end of most of the lessons is the 'final' version of the photo after Photoshop has been applied. I suggest you use it as a guide to whether the student has done the work correctly, or close to. That photo is also inside the folder called "instructor use." NOT EVERY LESSON needs to be graded.

These lessons are more about practicing the skills needed to become good at Photoshop, and less about whether an assignment is done perfectly. The only way to become truly proficient at Photoshop is to use it often, on a variety of images and situations.

There are no written tests. Each lesson is worth the same amount as the others.

How do students show you the finished photo for a grade? I recommend you devise a way for them to send/give you the finished image in a folder with their name on it, so you can know whose photo it is.

Part of the power of Photoshop is its ability to inspire creativity and expand the possibilities of photography. I'm not sure you can grade that. But if students show an interest beyond expectations, you have probably succeeded as an instructor. If they try something in the software on their own yet fail, you have probably succeeded.

Notes to the Professor

1) After teaching software for several years, I personally find lecturing in front of students to be less than effective.

So when I teach Photoshop, I don't use a class session to tell them what they are going to do the *next* session.

I immediately have them open Photoshop, show them around, and have them open photos to start working on *as soon as possible*.

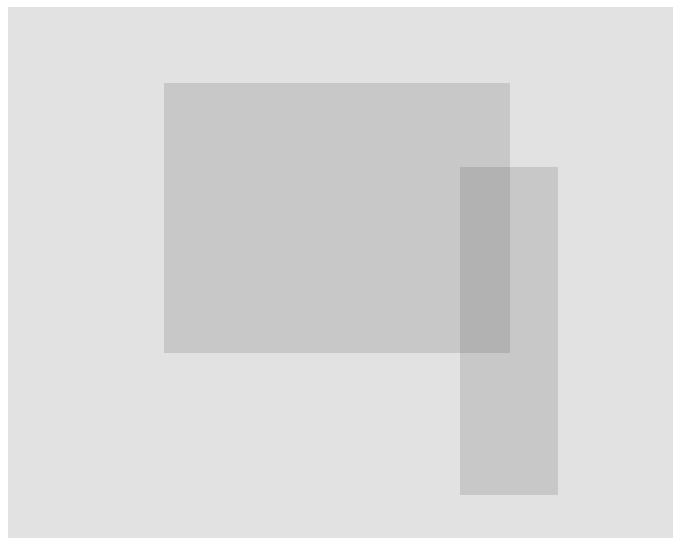
The sooner they start using Photoshop, the faster they will catch on. The old "lecture hall" style of teaching doesn't work as well for software, in my opinion. So these lessons are written that way.

I've given you and also your students images to practice on. They are set up to demonstrate the lesson well.

I also find that students get lazy. If I don't explain it to them, they will not try to figure it out on their own.

So don't be surprised if they ask you over and over to explain the lesson again. It just comes with the territory. Your patience can be tested.

- The lessons I have written are based on my experience as a professional photo-journalist and NOT on books.



I find most books on Photoshop go over everything. I don't know a single professional photographer or graphic designer who knows everything about Photoshop.

So my lessons are about real world use.

Brad Shirakawa

Beginning Photoshop Schedule

List the agenda for the semester including where and when the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Class	Date	Topics, Readings, Assignments, Deadlines
1		
2		
3		
4		
5		
6		

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