Abstract

This course will introduce the student to fundamental aspects of practical digital image processing, using specific applications to demonstrate these principles. The use of modern engineering tools (specifically MATLAB®) to solve image processing problems is emphasized.

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1 Instructor

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2 Course Goals and Objectives

Goal: The goal of this course is for the students to understand the characteristics of digital images and various algorithms which manipulate or extract information from such images.

Objectives: Students will be able to

- Understand how images are formed, acquired, and stored, along with an appreciation for the limitations of images in terms of characteristics such as resolution, object visibility, contrast, and so on.
- Understand how to manipulate digital images in the spatial domain and the frequency domain to achieve a desired result such as image enhancement or restoration.
- Demonstrate the software engineering skills to choose and implement the appropriate algorithm in MATLAB; correctly interpret and write up the results.
- Demonstrate the ability to communicate technical topics clearly, concisely, and with proper grammar, formatting, and style for technical writing and presentations.

3 Course Prerequisites

The student must have earned a C or better in EE 3220 or verify having an equivalent background.\footnote{The student is expected to be comfortable with topics such as basic linear algebra, Fourier transforms, linear signals and systems (i.e., convolution, correlation, etc.), the sampling theorem, quantization, basic probability and random processes, and programming in MATLAB.}

If you are in this course without the appropriate prerequisites, you will be administratively dropped. This may happen immediately, but it can occur at any time during the semester if you are found to not have the prerequisites. This is a College-wide policy regarding prerequisites.

4 Course Grading

4.1 Breakdown of Graded Events

Graded material is given the following weights. Note the Final Exam is scheduled to be given from 10:15 AM to 12:15 PM on Monday, December 12, 2016.
<table>
<thead>
<tr>
<th>Graded event</th>
<th>Note</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Chap 1–3</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Chap 1–5 +</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes, Exercises</td>
<td>no notice</td>
<td>5%</td>
</tr>
<tr>
<td>Computer Projects</td>
<td>at least 5, see rubric</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project</td>
<td>current industry topic</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Unless arranged for *ahead of time* by the student with the instructor, it is not possible to make up a missed exam without an Authorized Absence (available only from the Dean of Students Office). This policy, in accordance with University Regulation 6-713, is strictly observed. See http://www.uwyo.edu/dos/absences/.

### 4.2 Grading Scale

The course will be graded on the following scale, where the student’s overall average in the course, as a percentage, is represented by $x$. No “curving” for grades is used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$90 \leq x \leq 100$</td>
</tr>
<tr>
<td>B</td>
<td>$80 \leq x &lt; 90$</td>
</tr>
<tr>
<td>C</td>
<td>$70 \leq x &lt; 80$</td>
</tr>
<tr>
<td>D</td>
<td>$60 \leq x &lt; 70$</td>
</tr>
<tr>
<td>F</td>
<td>$0 \leq x &lt; 60$</td>
</tr>
</tbody>
</table>

### 4.3 Turn-In Policy

All computer project assignments are due NLT 1600L (for civilians, that means “no later than 4:00 PM local time”) on their respective due dates. The format for project reports is given on the course website (in the Admin section); the specified format is strictly enforced. There is an example formatted report on the course web page; it would be foolish not to look it over before writing your first project report.

On computer projects, the student is not allowed to use any program from any of the MATLAB Toolboxes (including the Image Processing Toolbox), or any other pre-written MATLAB software. Many, many past students would agree that writing the code yourself is the best way to understand the IP algorithms.

The normal turn-in method for a computer project is electronic (as e-mail attachments) and should include both your report (in PDF format only) and the original software (i.e., MATLAB m-files) you created for the project. Pay attention to any required naming conventions for your files that are listed in the project assignment instructions.

Late turn-ins will not be accepted unless an extraordinary situation exists. Unforeseen computer, e-mail, or printer problems do not constitute an extraordinary situation—they happen often—so plan ahead!

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$^2$Be sure to include in the program comments any needed explanation about your program, its operation, or potential problems running it.
4.4 Computer Project Grading Rubric

The following rubric will be used to score computer projects and the final project. Students who read the rubric before starting on the first project consistently score better than their peers who don’t bother to read the rubric. Note that a typical “pretty good” project turn-in will only score about 70% according to this rubric. It will take real effort to get into the “A” range on the projects.

<table>
<thead>
<tr>
<th>Score</th>
<th>10 - Excellent</th>
<th>7 - Average</th>
<th>4 - Minimal</th>
<th>0 - Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>The project results are completely correct.</td>
<td>The project results are mostly correct.</td>
<td>The project results are incorrect in a few areas.</td>
<td>The project results are incorrect in multiple areas.</td>
</tr>
<tr>
<td>Competence</td>
<td>All parts of the results are present and well presented.</td>
<td>All parts of the results are present but are not well presented (e.g., poor or missing figures or tables).</td>
<td>Minor parts of results are missing.</td>
<td>Major parts of results are missing.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>Interpretation of results is excellent and provides an appropriate level of critical insight.</td>
<td>Interpretation of results is adequate and provides a moderate level of critical insight.</td>
<td>Interpretation of results is minimal or lacking critical insight.</td>
<td>Little or no interpretation of results.</td>
</tr>
<tr>
<td>Method</td>
<td>Application of algorithms shows originality and thoughtful application, with no coding errors.</td>
<td>Application of algorithms is appropriate, with no coding errors.</td>
<td>Application of algorithms is basic, and may have minor coding errors.</td>
<td>Incorrect algorithms or errors in code.</td>
</tr>
<tr>
<td>Efficiency</td>
<td>Code shows sophisticated and/or original techniques to maximize efficiency.</td>
<td>Code shows a significant attempt to use efficient techniques.</td>
<td>Code shows a moderate attempt to use efficient techniques.</td>
<td>Code shows little or no attempt to use efficient techniques.</td>
</tr>
<tr>
<td>Clarity</td>
<td>Code includes very helpful comments and is logically organized.</td>
<td>Code is adequately commented and is logically organized.</td>
<td>Code is poorly commented and is disorganized.</td>
<td>Use of obfuscated, poorly designed code.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>The conclusions are very well formulated, show impressive insight or originality, and are strongly supported by the results.</td>
<td>The conclusions are well formulated, insightful, and are supported by the results.</td>
<td>The conclusions are moderately insightful and are only partially supported by the results.</td>
<td>The conclusions are minimal or missing.</td>
</tr>
<tr>
<td>Style</td>
<td>The paper is clear, concise, and consistent. It is easily understandable and a pleasure to read.</td>
<td>The paper is understandable, but could be improved.</td>
<td>Multiple sections of the paper are difficult to read/understand.</td>
<td>The entire paper is difficult to read/understand.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The writing is near perfect with almost no grammar or spelling errors.</td>
<td>Minor grammar or spelling errors are present, but are not too distracting. Content is clear.</td>
<td>Some grammar or spelling errors are significant and detract from the meaning. Requires closer editing.</td>
<td>Pervasive grammar or spelling errors distort meaning and make reading difficult.</td>
</tr>
<tr>
<td>Formatting</td>
<td>Required formatting guidelines are correctly followed.</td>
<td>There are minor formatting errors present in the paper.</td>
<td>There are major formatting errors present in the paper.</td>
<td>Required formatting guidelines are not being followed.</td>
</tr>
</tbody>
</table>

Total: 0.00 out of a possible 100 points maximum
Qualitative points (max of 10)
0.00 Final score
5 Course Materials and Resources

5.1 Textbook

The primary textbook used for EE 4530, by R. C. Gonzalez and R. E. Woods, is listed as [1] in the reference section of this syllabus. This is by far the most popular image processing text in the world, and for good reason. You will use the book extensively in this course. For some topics, handouts may also be used.

5.2 Web Sites

We will make frequent use of the course web site hosted under the WyoCourses system. It is a secure web host for UW students, and you will need to log in with your normal UW student account details. **We will mainly use just the “Files” area of the website.** A copy of this syllabus, lecture slides, assignments, and other supplemental material will be posted to this web site. **You are responsible for checking it regularly.** Files will be organized using easy-to-understand subdirectory and file names.

Another web site you may find helpful is the textbook companion web site. See:  

http://www.imageprocessingplace.com/

This is a richly populated web site with all the figures in the book, tutorials, links to many other sites, etc. You are encouraged to take advantage of it!

5.3 Software and Other Resources

Each student must demonstrate proficiency with the following software:

- MATLAB, version 7 (or higher), The MathWorks, Inc.

This software is available in the ESIG Labs (EN 1034, 1039 and 1041) and in the ECE Department Student Computing Lab (EN 5038). Note that there are significant price reductions on MATLAB and its Toolboxes for student purchasers if you wish to work at home.

6 Miscellaneous Course Policies

6.1 Collaboration Policy

For all computer projects and the final project, you will work as a team of two students. You may also consult with other students currently enrolled in EE 4530 who are on other teams, but you must document any such help you receive (e.g., as comments directly in the source code of your program and in the References or Acknowledgment section of your project report). No comments mean you are submitting the project as totally your own.

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3If there is an odd number of students in the class, one and only one “team” will have just a single member. This team approach is a reflection of the team-oriented nature of essentially every engineering (and computer science) type of job in today’s workforce.
team’s work; my assumption will always be that each one of you is an honorable person unless you cause me to believe otherwise. Simply copying all or part of another team’s assignment is absolutely not allowed—the actual item you turn in must ultimately be your own team’s work. You may be called upon to explain to me in person and in detail how certain answers were obtained or how your software works. Exams and quizzes must always be the student’s own work.

6.2 Academic Honesty

“The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the University community have a responsibility to be honest and have the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated.” [excerpted from the UW General Bulletin] All persons should report suspected violations of standards of academic honesty to the instructor, department head, or dean. See UW Regulation 6-802, “Procedures and Authorized University Actions in Cases of Student Academic Dishonesty.” You can read this and all other University regulations at: http://www.uwyo.edu/generalcounsel/current-uw-regulations-and-presidential-directives/

6.3 Disability Statement

If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You must register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, Room 109 Knight Hall. Refer to the UDSS website: http://www.uwyo.edu/udss/

7 Course Overview

Welcome to Digital Image Processing! This course will prepare you to deal competently with various image processing challenges that may confront you in the future. The subject is usually found to be fun and enjoyable by most students, but don’t think this course is just playing with pictures! There is a considerable need for quantitative, mathematical descriptions and manipulations of images—so be prepared for that. However, the emphasis in this course is on fundamental principles and practical applications, rather than esoteric theory or arcane derivations.

Warning: the computer projects are not easy and will take a lot of time. Just like with anything worthwhile in life, if you aren’t willing to put in the time and effort, you won’t ever become good at it. Be prepared to devote considerable time to this class—especially the computer projects! The time needed to do well on the computer projects catches many students by surprise, so work that into your time planning. Too many students, underestimating what the projects will take, destroy any hope for a good grade by not turning in good work on the projects. While I promise to be sensitive to the time requirements of every assignment I give you, it’s you who must put forth sufficient effort. As Robert E. Heinlein was known to say, “TANSTAFL.”
8 Course Topic Outline

The following outline lists the basic sequence of course topics. The speed and depth of coverage will depend to some degree upon student comprehension, but remember: this is NOT a lower-level class; I won’t “hold your hand.” That also means an appropriate amount of independent reading and work outside of class is expected of you. More specific lesson-by-lesson guidance will be given when needed as the semester progresses.

- Introduction to Digital Image Processing (Chap. 1–2)
  - What is it, why do we do it? Origins and examples of image processing (IP)
  - Fundamental steps in IP, components of an IP system
  - Perception, image formation and optics, pixelization, quantization
  - Basic pixel descriptions, measures, and operators

- Image enhancement in the spatial domain (Chap. 3)
  - Gray level transformations and histograms
  - Using arithmetic and logic operations on images
  - Spatial filters: smoothing, sharpening, other

- Image enhancement in the frequency domain (Chap. 4)
  - The 1-D Fourier transform, the DFT and FFT, in time and in space
  - The 2-D Fourier transform in space and its inverse
  - Filtering in the frequency domain: smoothing, sharpening, other

- Image restoration (Chap. 5, up to Sec. 5.10)
  - Types of image degradation
  - Spatial domain and frequency domain noise reduction
  - Reducing other forms of degradation: inverse filtering, Weiner filtering, other

- Final Project: current industry problem

9 Final Project

The final project (one per team) consists of finding a practical solution to a current industry problem using image processing techniques. A final project report, similar to regular project reports, will be required. If time permits, a brief presentation of the team’s solution will be made to the class.

Lecture time will be reserved to introduce the students to the problem, and to provide any additional image processing concepts that may apply to solving the problem. Time will be allotted for student questions, and for in-class brainstorming.
References


read as an introduction. After the divorce, Shapiro’s later book with Stockman is less complete but more approachable.


[34] D. Sage and M. Unser, “Teaching image-processing programming in Java,” *IEEE Signal Processing Magazine*, vol. 20, pp. 43–52, Nov. 2003. **ANNOTATION:** A well written article, but the software advocated tends to hide a lot of the low level details of image processing. Still, it’s a worthwhile article with links to some good, free software with which you can learn some things.


...one more page to the end...
Finally . . .

Congratulations on reading this far! Lesser mortals gave up several pages earlier. As a reward, perhaps these quotes will inspire you in a positive manner . . .

*Whoever controls the media—the images—controls the culture.*
—Allen Ginsberg

*There is nothing worse than a sharp image of a fuzzy concept.*
—Ansel Adams

*It is change, continuing change, inevitable change, that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be . . .*
—Isaac Asimov

*The trouble with quotes from the Internet is that you can never tell if they’re genuine.*
—Abraham Lincoln

*That which does not kill us makes us stronger.*
—Friedrich Nietzsche