

**Writing 100: Writing about family photographs:
Truthful, absurd and critical responses to snapshots**

Moravian College
Fall 2010
Mondays & Wednesdays 1:10-2:20pm
HILL 209

Instructor	Kristin Baxter, Ed.D.
Office location	South campus, art building, office 2
Office hours	Wed 2:30-6:30pm or by appointment. Please call or email first to confirm office hours.
Office phone	610.861.1463
Email	kbaxter@moravian.edu
Facebook Group Page	Writing 100: Truthful, absurd and critical responses to snapshots

“So why is it that we are not content to let found photographs remain silent?”

-West, N.M. (2008), p. 83.

Course description:

Writing 100 introduces writing as a process that is central to college learning and to life. Writing 100 focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of Writing 100 entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

This section of Writing 100 will examine the ubiquitous family snapshot. Why are snapshots so commonplace in popular culture? What do our photographs posted and shared on Facebook, blogs, and web sites say about ourselves? What are common subjects contained within a collection of family snapshots? What subjects are rarely photographed? Students will improve their writing and observation skills through a series of assignments based on the creation of both real and imagined narratives associated with one’s own collection of snapshots or those of others. During a group visit to the Museum of Modern Art in New York City, students will critically examine works of fine art photography and engage in dialogue concerning the natures of fine art and snapshot photography. Films that have snapshots as a key feature of their plot will also be critically examined and evaluated. Employing peer-to-peer teaching and learning in a collaborative, supportive environment, this course is designed to inspire creative writing ideas and improve all aspects of writing skills, in addition to foster the ability to critically evaluate visual imagery that saturates our contemporary culture.

Required Texts:Purchase at bookstore:

Hacker, D. & Sommers, N. 2010. *The Bedford Handbook*. (8th ed.). New York: Bedford/St. Martin's.

Xeroxed copies of these articles/chapters will be distributed in class:

Barnet, S. (2007). *A short guide to writing about art*. (9th ed.). Upper Saddle River, NJ: Prentice Hall.

Foster, J. & Lahs-Gonzales, O. (2006). *Accidental mysteries: Extraordinary vernacular photographs*. Chicago, IL: Intuit: The Center for Intuitive and Outsider Art.

Gifford, R. (2007). *China road: A journey into the future of a rising power*. New York: Random House.

Way, C. (2006). Writing fiction stories. In C. Way, *Focus on Photography: A Curriculum Guide* (pp. 80-81). New York: International Center of Photography. Retrieved from <http://www.icp.org/index.php?q=school/community-programs/teacher-resources>.

West, N.M. (2008). Telling time: Found photographs and the stories they inspire. In M. Heiferman, *Now is then: Snapshots from the Maresca collection* (pp. 79-89). New York: Princeton Architectural Press.

Additional articles about the artists in the exhibition, *New Photography 2010*, will be distributed in class.

Goals of the course:

In addition to the outcomes listed in the Writing 100 Guidelines, in this section, students will:

- Sharpen observation skills and use those skills to respond critically to snapshots, fine art photography, and film.
- Evaluate snapshots and fine art photographs and understand them as emerging from cultural and social contexts.
- Understand that critical responses to photographs in both creative and academic written formats are acts of inquiry.
- Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline.

Dates to Remember:

September 20 th :	Writing the Absurd
October 4:	Reflection of Convocation
Friday, November 5:	Trip to Museum of Modern Art
November 15:	Research Paper
December 6:	Reflection of <i>Everything is Illuminated</i>

Course Requirements:**1. Class Participation 15% of course grade**

Students are expected to actively participate in class. This means:

- You come to class on time and you are prepared to stay in class for the duration of the class meeting. Leaving the room during class is distracting and inconsiderate; only do so, if it is a true emergency.
- You come to class prepared, having read assigned readings and completed written assignments.
- You volunteer thoughtful, respectful responses on a regular basis, you share your own insights and perspectives on readings and written assignments and you offer support and feedback to your fellow classmates regarding their work.
- Your cell phone is silenced and out-of-sight for the duration of the class and your focus is placed completely on our classroom and museum experiences.
- You submit final copies of your papers and reactions to readings on time. Your grade for each assignment drops by 10 points for each day it is late. Emailed papers are not accepted.

This demonstrates more active learning than simply being in class, taking notes, and looking attentive, which is much more passive learning. It is within the instructor's purview to apply qualitative judgment in determining this portion of your grade.

2. Participation in Facebook Group Page & Writing the Absurd: Fictitious Narratives about Snapshots

20% of course grade

DUE: September 20

Minimum 750 words.

Your grade for each assignment drops by 10 points for each day it is late. Emailed papers are not accepted.

Browse through the snapshots on our FB Group Page. Choose one photo that seems puzzling to you, or one that raises questions in your mind. What is curious about the picture? What would you like to ask the owner of it? (But don't talk to the owner yet!) You will write a 750-word fictitious or absurd story about this picture, imagining what happened before, during, and after this photo was taken.

Description of assignment: (from C. Way, "Writing fiction stories.")

A photograph provides a great deal of information about character, situation, setting, theme, and mood, and it offers a sense of "being there." It's like a visual outline for a story. Using a photograph as a starting point for a fiction story can jumpstart the imagination. Whereas a photograph captures a single moment in time, a fiction story can take us to a key moment or epiphany, when a character learns something. Unlike a photograph, a story has a beginning, middle, and end. Considering the "before and after" of a single photograph—what may have happened before the photograph was taken, what is happening in the photograph, and what may happen next—provides good material for a story. Discussing elements of photographs and of fiction can help students create and revise their stories.

ELEMENTS OF FICTION

After discussing these elements in class and completing a pre-writing worksheet, students are required to write a fictitious story about one of the snapshots posted on our Facebook Group Page.

Many elements of fiction writing have parallels in photography. Using a photograph for a fiction-writing exercise builds an understanding of important concepts such as point of view, character, situation, setting, tone, and theme.

Point of view: The way the photographer sees things is similar to the way the writer tells or narrates the story.

Character: People are revealed through telling gestures, expressions, actions, and details, such as their clothing or personal objects, in both photography and fiction. In contrast to photography, fiction can use dialogue and the narration of thoughts to supplement character development. This difference is interesting to keep in mind when adding text to images, as only words can provide dialogue and inner monologue.

Situation: The action or context in a photograph is analogous to action or a plot point in fiction.

Setting: The background of a photograph or the time and the place of a story often reflect or add information for understanding the subject.

Tone: The tone or mood is often revealed through artistic elements such as color, shape, and lighting in photography and through language, sentence structure, and rhythm in fiction.

Theme: The main idea or point of a story is comparable to the message or meaning of a photograph.

Grades for this assignment are based on:

(10 points each)

- Posting a minimum of 3 snapshots on Facebook Group Page.
- Writing a fictitious narrative about someone else's snapshot, in the "Comment" section on the FB Group Page (minimum 750 words). Including the "elements of fiction" in your writing. See below.
- Writing reaction papers to assigned readings. Showing evidence that you are integrating ideas from assigned readings into your writing. How has the assigned reading enriched your writing? What can you "take away" from the assigned reading that will inspire your writing?
- Using scholarly vocabulary/terms/concepts/ideas from readings and class discussions in your writing.
- Showing evidence of close observation of photograph.
- Bringing 2 printed, paper copies of your fictitious narrative to class during peer-review days. You will work in pairs during peer review sessions.
- Submitting "Author Self-Editing Form" with final paper. (See end of the syllabus)
- Submitting "Peer Review Form" with final paper. (See end of the syllabus)
- Submitting drafts with edits and comments on them, with your final paper. I want to see evidence of your revisions and the growth of your ideas and writing skills.
- Proofreading your paper to insure it is free of grammatical and typographical errors.

3. Fall Convocation Reflection

20% of course grade

DUE: October 4

**** REQUIRED ****

Thursday, September 23, 10:30am, Johnston Hall

Minimum 1000 words.

Your grade for each assignment drops by 10 points for each day it is late. Emailed papers are not accepted.

This reflection should be written as though you are writing to a friend, who is also a college freshman. Your reflection must include:

- An overall description of the event and your first impressions.
- A critical analysis of the lecture and the assigned reading by responding to the following questions: “Will China be the next superpower? Why? Or Why not? Or what are other things I need to know to decide? How is this relevant to me, as a college freshman?”

Grades for this assignment are based on:

(10 points each)

- Writing reaction papers to assigned readings.
- Showing evidence that you are integrating ideas from assigned readings into your writing. How has the assigned reading enriched your writing? What can you “take away” from the assigned reading that will inspire your writing?
- Use of scholarly vocabulary/terms/concepts/ideas from readings and class discussions in final paper.
- Taking notes during the Convocation. You must turn in your notes taken at Convocation when you submit your final paper.
- Responding to the assigned questions for your reflection (see above) and showing evidence of critical analysis of the lecture and assigned reading.
- Bringing 2 printed, paper copies of your work to class during peer-review days. You will work in pairs during peer review sessions.
- Submitting “Author Self-Editing Form” with final paper. (See end of the syllabus)
- Submitting “Peer Review Form” with final paper. (See end of the syllabus)
- Submitting drafts with edits and comments on them, with your final paper. I want to see evidence of your revisions and the growth of your ideas and writing skills.
- Proofreading your paper to insure it is free of grammatical and typographical errors.

4. Research Paper: The role of images in print media and cinema in contemporary culture
25% of course grade
DUE: November 15

Minimum 1500 words.

Your grade for each assignment drops by 10 points for each day it is late. Emailed papers are not accepted.

Your research paper will be based on one aspect of “the role of images in print media and cinema in contemporary culture.” It will include a critical analysis of a work of art by one of the photographers that we will view at the Museum of Modern Art.

“An unanswered question is an essay topic in disguise.” – Barnett, p. 58.

A research paper is based on a problem, question, or thesis. It is not an informational, encyclopedic description of a particular topic. A research paper is analytical and/or argumentative. You will argue your position on a question or problem that is of interest to you and is based on the theme of “the role of images in print media and cinema in contemporary culture.”

Think back to the first assignment in the course. The snapshots you wrote about posed what questions or puzzles? What was curious about the pictures? What did you want to know more about? Bring this same sense of inquiry to choosing a topic for your research paper.

“The best way to get ideas is to confront puzzling questions.” –Barnet, p. 56.

There will be four parts to this research paper:

Part I. Introduction: Introduces the reader to the problem your paper addresses. Provide context to the problem, by reviewing the literature on the topic. Given what you have read, what problem has emerged? Why is the problem significant? Why it is interesting to you? Set forth your thesis. What is the purpose of your paper? Then give an overview of the rest of your research paper.

Part II. Body of the paper provides support for your thesis.

Part III. A written reflection of your experiences at the Museum of Modern Art. Focusing on one photographer from the *New Photography 2010* exhibition at MoMA, how does he or she explore the role of images in print media and cinema in contemporary culture. How does the experience of viewing the works in person affect the meaning for you? You will integrate the thoughts and ideas stimulated by the text, *A Short Guide to Writing About Art*. Your paper must include a reproduction of one the artist’s photographs. You must refer to the formal elements of the photograph, employing scholarly terminology and vocabulary, refer to *A Short Guide to Writing About Art*, for terminology and vocabulary. Your paper must show evidence of close observation of photographs.

Part IV. Conclusion. Avoid simply summarizing your whole paper. Instead tell us what other questions now emerge? What else do you want to know now? What does your research point to for future researchers?

Grades for this assignment are based on:

The final grade for your research paper will be broken down into sections. Your grade for each assignment drops by 10 points for each day it is late. Emailed papers are not accepted.

- a. (5 points) Summary of assigned reading about contemporary photographers
- b. (5 points) Summary of *Bedford Handbook* sections & identification of 3 questions about finding and evaluating online sources
- c. (10 points) Participation in library orientation, including asking and responding to questions; participating in discussion during library session. Bringing questions to the library. (**See below).
- d. (5 points) Identification of 3 possible research questions based on the topic of “the role of images in print media and cinema in contemporary culture.”
- e. (5 points) Draft of Bibliography. You must cite at least 3 scholarly sources. one of your sources must be obtained through interlibrary loan. All sources must be scholarly, academic sources (not Wikipedia, or from blogs, etc.).
- f. (20 points) Drafts of your research paper;
 - i. Bringing 2 printed, paper copies of your work to class during peer-review days. You will work in pairs during peer review sessions.
 - ii. Submitting “Author Self-Editing Form” with final paper. (See end of the syllabus)
 - iii. Submitting “Peer Review Form” with final paper. (See end of the syllabus)
 - iv. Submitting drafts with edits and comments on them, with your final paper. I want to see evidence of your revisions and the growth of your ideas and writing skills.
- g. (10 points) Required meeting with a Writing Center tutor about one of your drafts of your research paper. Tutors will send me an email that describes your meeting. Make your appointments early!!! Plan on setting up a meeting for early November.
- h. (20 points) Participation in museum visit; participation in discussion in museum; When you submit your final paper, turn in notes that you take while in the museum. Answer questions in *A Short Guide to Writing about Art*, pp. 56-58.
- i. (20 points) Final, edited, paper (not emailed) copy of your research paper; free of grammatical and typographical errors; proper use of APA formatting. Evidence of 4 required sections (Intro; Body; Museum reflection; Conclusion). Reproduction of a work of art is included; refer to the formal elements of the photograph in your critique, employing scholarly terminology and vocabulary. Must show evidence of close observation of photographs.
- j. Final grade drops by 10 points for each day your paper is late
- k. Emailed research papers are not accepted

***We will have an orientation in the library, however, if you need additional help in finding sources, let me know and we can arrange a time to meet together in the library, and I can offer you further assistance.*

Museum Visit (Part of requirements for Research Paper)

****REQUIRED**** all day, Friday, November 5th

The Museum of Modern Art
11 West 53 Street New York, NY 10019
(212) 708-9400

Along with other students in the Art Department, we will visit the Museum of Modern Art in New York City, on Friday, November 5th, 2010. Please speak with me if your professor or coach expressed concerns about missing class or practice/games that day.

The cost will be \$50 and will be charged to your student account.

Buses will leave from the Moravian College campus in the morning, and return later that night. We will visit the exhibition entitled, *New Photography 2010*, at the Museum of Modern Art as a class, in the morning. Then you are free to explore the rest of the museum or other museums in the area with your friends. Plan on bringing lunch or money to buy lunch on your own. Avoid taking backpacks of any size, as you will have to check these in the coat check. They are not allowed in the museum.

A link to the information about the Museum of Modern Art and the exhibition we will visit can be found on our Group Facebook Page or on www.moma.org:

New Photography 2010 presents four artists—Roe Ethridge, Elad Lassry, Alex Prager, and Amanda Ross-Ho—whose photographs, taken in the real world and made in the studio, mine the inexhaustible reservoir of images found in print media, television, and cinema. Ethridge takes his shoots in “editorial mode,” directly borrowing from commercial images already in circulation, including outtakes from his own illustrational magazine work. Lassry defines his practice as one consumed with *pictures*, meaning with generic images lifted from the fag-ends of consumer society, such as Hollywood publicity stills and design illustrations. His intensely colored photocollages or newly staged studio pictures never exceed the format of a magazine spread and are displayed in matching frames that derive their color from the dominant hues in the photograph. Ross-Ho’s mix-and-match installations lined up with pictures of needlepoint and textile designs renegotiate the definition of craft in contemporary art. Prager takes her cues from pulp fiction and the fashion images of Guy Bourdin to construct filmic narratives starring women disguised under synthetic wigs, dramatic makeup, and retro polyester attire. Infusing the seductive language of film and advertising with a touch of subversive conceptualism, the artists included in this edition of *New Photography* explore the relationship between image and *picture*.

If an emergency arises and you are unable to attend the museum visit on November 5th, you will be required to attend one of two other museum trips, with the Art Department. (Dates and museums TBA.) Students who cannot attend the November 5th trip must write a proposal for an alternate research paper assignment, to be completed at one of the alternate museum trips. Advance consultation with the instructor is required to arrange these alternate plans.

5. Reflection about the film, *Everything is Illuminated*

20% of final grade

DUE: December 6

750 words minimum.

Your grade for each assignment drops by 10 points for each day it is late. Emailed papers are not accepted.

Your paper will be based on a series of questions about the film that will be distributed in class. You will be required to summarize the film, including rich details. Then, you will be asked to critique the use of snapshots and memory in the film.

Grades for this assignment are based on:

- Including a summary, with rich details about the film. Close observation of the film and close attention to the narrative is essential. Refer to specific examples or details of the film in your paper.
- Critical discussion of the use of snapshots and memory, with evidence of original ideas.
- Bringing 2 printed, paper copies of your work to class during peer-review days. You will work in pairs during peer review sessions.
- Submitting “Author Self-Editing Form” with final paper. (See end of the syllabus)
- Submitting “Peer Review Form” with final paper. (See end of the syllabus)
- Submitting drafts with edits and comments on them, with your final paper. I want to see evidence of your revisions and the growth of your ideas and writing skills.

Attendance:

After the third unexcused absence, final grade will be dropped by one full letter.

An excused absence is one confirmed by a note from the Dean’s Office, Student Services, the Learning Center, or verified with a doctor’s note (within 24 hours of illness). Death in family should be confirmed with Student Services.

Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence.

Job interviews or doctor’s/dentist’s appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 10 minutes late for class
- Leaving class 10 minutes or more early
- Being tardy more than 3 times. Tardiness: being 5 to 10 minutes late for class

Students: If you are late or absent, it is your responsibility (not the professor’s) to find out what you missed and to catch up in a timely manner. Please get an email address from a classmate, and email that person if you are absent, not the professor.

Grading:

Each writing assignment carries a certain “weight” toward your final grade:

Class participation 15%

Facebook assignment 20%

Convocation reflection 20%

Research Paper 25%

Reflection about film, *Everything is Illuminated* 20%

At the end of the syllabus, students can find the Final Grade Checklist for each writing assignment. Final grades are based on how well the student completes each of the requirements for the assignment.

Goals of the course. Students will:	Means of Assessment
Sharpen observation skills and use those skills to respond critically to snapshots, fine art photography, and film.	Writing assignments must show evidence of close observation of photographs and film. This is part of the Final Grade Checklist for each assignment.
Evaluate snapshots and fine art photographs and understand them as emerging from cultural and social contexts.	Reading articles regarding the cultural and social meaning of snapshots and fine art photography and then writing written reflections about the assigned readings. Classroom discussion. Field trip to New York City to visit the Museum of Modern Art; written reflection about field trip will be included in final research paper.
Understand that critical responses to photographs in both creative and academic written formats are acts of inquiry.	Writing a fictitious narrative about a classmate’s snapshot; writing a formal research paper.
Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline.	Reading related articles and book chapters and using academic terminology in writing assignments. This is part of the Final Grade Checklist for each assignment.

Class Schedule
Monday & Wednesday 1:10-2:20pm

Date	Topic	Assignments due
Mon Aug 30	Welcome & Introductions Review syllabus Review Facebook Group Page Review <i>Bedford Handbook</i>	
Wed Sept 1	Review any questions or concerns about the syllabus Discussion of Facebook Group Page & types of photographs to post Discussion of assigned reading	Reading due: Foster & Lahs-Gonzales “Accidental mysteries: Extraordinary vernacular photographs” Due: 1 page written reflection/reaction to assigned reading Due: 1 page written reflection/reaction to syllabus. What are you looking forward to most? What are you dreading? What are questions or concerns you have?
Mon Sept 6	No class; Labor Day	
(Optional) Tues Sept 7 4:30pm	Opening reception for <i>Bounce</i> show, In HUB	
Wed Sept 8	Discussion of photographs posted on Facebook Group Page. What do you see in the photographs? What are the people doing? Why? Complete story-writing worksheet. Discussion of assigned reading	Post a minimum of 3 photographs on Group Facebook Page Reading due: West, “Telling time: found photographs and the stories they inspire” Due: 1 page written reflection/reaction to assigned reading
(Optional) Thurs Sept 9	10am-2pm Study Abroad Fair, HUB 4-6pm Organization/Club Fair, HUB	
Mon Sept 13	Peer Review	Due: 1st Draft of Writing the Absurd: Fictitious Narratives about Snapshots Bring in 2 copies of your draft for peer-review

Wed Sept 15	Peer Review	Due: 2nd Draft of Writing the Absurd: Fictitious Narratives about Snapshots Bring in 2 copies of your draft for peer-review
Mon Sept 20	Discussion: What kinds of photographs are posted? Which ones were most popular? Where there photographs not written about? Why not? What do snapshots reveal about their cultural and social contexts?	Post final, edited version of fictitious narrative on Facebook. DUE: Final, edited, <u>paper</u> copy of narrative and all other required sections. Emailed assignments not accepted. 10 points off final grade for each day late.
Wed Sept 22	Prepare for Convocation assignment & discussion of assigned reading	Reading due: Excerpt from <i>China Road</i> Due: 1 page written reflection/reaction to assigned reading
** Required ** Thursday, Sept 23 Fall Convocation, 10:30am Johnston Hall	Take notes during convocation	
Mon Sept 27	Peer Review	Due: 1 st Draft of written reflection of Fall Convocation Bring in 2 copies of your draft for peer-review
Wed Sept 29	Peer Review	Due: 2nd draft of written reflection of Fall Convocation Bring in 2 copies of your draft for peer-review
Mon Oct 4	Mid Term Complete mid-term evaluations Introduction to Research Paper Assignment; How can we use our Group FB Page to help?	DUE: Final, edited, <u>paper</u> copy of Convocation reflection and all other required sections. Emailed assignments not accepted. 10 points off final grade for each day late.
Mon Oct 11	No class. Fall break	

Wed Oct 13	Discussion of artists in MoMA show	<p>Reading due: Readings about artists: Roe Ethridge, Elad Lassry, Alex Prager, and Amanda Ross-Ho</p> <p>Due: 1 page written reflection/reaction to assigned reading; Which of the artists interest you? Why? In what way do they investigate the role of images in print media and cinema in contemporary culture?</p>
Mon Oct 18	Discussion of assigned reading	<p>Reading due: <i>Bedford Handbook</i>, pp. 437-490</p> <p>Due: 1 page written reflection/reaction to assigned reading; 3 questions about finding and evaluating sources online</p>
Wed Oct 20	Meet in the Reeves Library: Orientation Meet at 1:00pm sharp	<p>Reading due: <i>Bedford Handbook</i>, pp. 621-684</p> <p>Bring 3 questions about finding and evaluating sources online, be prepared to ask these questions to the librarian</p>
Mon Oct 25	Group discussion of possible research questions	<p>Due: 3 possible questions for your research paper, based on review of the literature, and based on a problem or question that is of interest to you. Why is this an interesting question? Why is it problematic? Why is it significant?</p>
Wed Oct 27	Peer Review of outline & bibliography Group discussion of when to quote and when to summarize what other authors say. How will you use sources in your research paper?	<p>Due: 2 copies of:</p> <ul style="list-style-type: none"> • one of the three questions for your research paper; what do you hope to discover? • an outline of research paper • 3 “good quotes” that you might use in your research paper and summarize the authors’ arguments • First draft of bibliography; with a note next to each source, describing it

Mon Nov 1	Peer Review	<p>Due: 1st Draft of research paper; Use sources to support your argument.</p> <p>Bring in 2 copies of your draft for peer-review</p>
Wed Nov 3	Peer Review Prep for museum visit; Discussion of assigned reading.	<p>Due: 2nd Draft or section of research paper. Use sources to support your argument.</p> <p>Bring in 2 copies of your draft for peer-review</p> <p>Reading Due: <i>Short guide to writing about art</i>, pp. 56-58 & pp. 98-109</p> <p>Due: 1 page written reflection/reaction to assigned reading;</p>
Fri Nov 5	REQUIRED visit to Museum of Modern Art	<p>Bring notebook, paper, pens, pencils, camera (optional), lunch, extra cash.</p> <p>Write out notes to your responses to the questions in <i>Short guide to writing about art</i>, pp. 56-58. You will turn this in with your final paper.</p>
Mon Nov 8	Peer Review	<p>Due: 1st Draft of the section of your research paper: Reflection of museum visit.</p> <p>Bring in 2 copies of your draft for peer-review</p> <p>Evidence of obtaining a source from interlibrary loan.</p> <p>(Optional): Post pictures from MoMA trip on Facebook Group Page</p>
Wed Nov 10	Peer Review	<p>Due: 2nd Draft of the section of your research paper: Reflection of museum visit</p> <p>Bring in 2 copies of your draft for peer-review</p>

Mon Nov 15	Introduction to assignment: Photographs/Memory in Film: <i>Everything is Illuminated</i> Questions to respond to while viewing the film will be distributed	DUE: Final, edited, <u>paper</u> copy of research paper due to the professor, with all required additional parts. Emailed assignments not accepted. 10 points off final grade for each day late.
Wed Nov 17	Film: Continued	
Mon Nov 22	Film: Continued	
Wed Nov 24	No Class; Thanksgiving	
Mon Nov 29	Peer Review	Due: 1st draft of reflection of film Bring in 2 copies of your draft for peer-review
Wed Dec 1	Peer Review	Due: 2nd draft of reflection of film Bring in 2 copies of your draft for peer-review
Mon Dec 6	Final review/discussion of Group Facebook Page	DUE: Final, edited, <u>paper</u> copy of reflection due with all required additional parts; Emailed assignments not accepted. 10 points off final grade for each day late.
Wed Dec 8	Conclusions	

The Writing Center

Second Floor Zinzendorf

Phone Number: 610-861-1592

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. In order to make an appointment at the Writing Center, you can stop by to sign the appointment sheet or call. It is recommended that you sign up well in advance of your assignment's due date in order to ensure proper session time.

When you have an appointment, it is important to bring as much information about the assignment with you as possible (handouts, class notes, etc.). The tutors can help you through all stages of your writing.

Disability Statement

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Academic Honesty Policy

Moravian College expects students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist other students in efforts to complete their own work. This policy of academic integrity is the foundation on which learning at Moravian is built. See p. 47 in the Moravian College 2008-2010 Catalog. Also see the Student Handbook online at: <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Syllabus is subject to change

Please note that this syllabus is subject to change, due to the needs of the students and to meet requirements of the art department and/or college. It is imperative that students attend class, seek out and stay apprised of changes or modifications of this syllabus.

Final Grade Checklist
Facebook Assignment

Student's Name:

10 points each:

Posting a minimum of 3 snapshots on Facebook Group Page	
Writing a fictitious narrative about someone else's snapshot, in the "Comment" section on the FB Group Page (minimum 750 words). Including the "elements of fiction" in your writing. (See syllabus for explanation)	
Writing reaction papers to assigned readings. Showing evidence that you are integrating ideas from assigned readings into your writing.	
Use of scholarly vocabulary	
Showing evidence of close observation of photograph.	
Bringing 2 <u>printed, paper</u> copies of your fictitious narrative to class during peer-review days.	
Submitting "Author Self-Editing Form" with final paper.	
Submitting "Peer Review Form" with final paper.	
Submitting drafts with edits and comments on them, with your final paper.	
Proofreading your paper to insure it is free of grammatical and typographical errors	
Final Grade	
Points deducted for late work	

Final Grade Checklist

September 23 Convocation Assignment

Student's Name:

10 points each

Writing reaction papers to assigned readings.	
Showing evidence that you are integrating ideas from assigned readings into your writing.	
Use of scholarly vocabulary/terms/concepts/ideas	
Taking notes during the Convocation. You must turn in your notes taken at Convocation when you submit your final paper.	
Responding to the assigned questions for your reflection and showing evidence of critical analysis of the lecture and assigned reading.	
Bringing 2 <u>printed, paper</u> copies of your work to class during peer-review days.	
Submitting "Author Self-Editing Form" with final paper.	
Submitting "Peer Review Form" with final paper.	
Submitting drafts with edits and comments on them, with your final paper.	
Proofreading your paper to insure it is free of grammatical and typographical errors.	
Final grade	
Points deducted for late work	

Final Grade Checklist
Research Paper

Student's Name:

(5 points) Summary of assigned reading about contemporary photographers	
(5 points) Summary of <i>Bedford Handbook</i> sections & identification of 3 questions about finding and evaluating online sources	
(10 points) Participation in library orientation, including asking and responding to questions; participating in discussion during library session. Bringing questions to the library.	
(5 points) Identification of 3 possible research questions based on the topic of "the role of images in print media and cinema in contemporary culture."	
(5 points) Draft of Bibliography. You must cite <u>at least 3 scholarly sources</u> . <u>one of your sources must be obtained through interlibrary loan</u> . All sources must be scholarly, academic sources (not Wikipedia, or from blogs, etc.).	
(20 points) Bringing 2 <u>printed, paper</u> copies of your work to class during peer-review days. Submitting "Author Self-Editing Form" with final paper. Submitting "Peer Review Form" with final paper. Submitting drafts with edits and comments on them, with your final paper.	
(10 points) Required meeting with a Writing Center tutor	
(20 points) Participation in museum visit; participation in discussion in museum; When you submit your final paper, turn in notes that you take while in the museum. Answer questions in <i>A Short Guide to Writing about Art</i> , pp. 56-58.	
(20 points) Final, edited, <u>paper</u> (not emailed) copy of your research paper; free of grammatical and typographical errors; proper use of APA formatting. Evidence of 4 required sections (Intro; Body; Museum reflection; Conclusion). Reproduction of a work of art is included; refer to the formal elements of the photograph in your critique, employing scholarly terminology and vocabulary. Must show evidence of close observation of photographs.	
Final Grade	
Points deducted for late work	

Final Grade Checklist
Everything is Illuminated

Student's Name

(20 points) Summary with rich details	
(20 points) Critical discussion	
(20 points) Bringing 2 <u>printed, paper</u> copies of your work to class during peer-review days.	
(20 points) Author Self-Editing Form & Peer Review Form	
(20 points) Submitting drafts with edits and comments on them, with your final paper	

