Semester: Fall 2013

Class title: PHOT 50A. History and Aesthetics of Photography (4)
Lec-4, field trips P/NP Available
Illustrated lectures on the achievements of important photographers. Designed to stimulate visual thinking and creative problem solving. Visits to museums, films and slide lectures. UC/CSU

COURSE OBJECTIVES
A. Demonstrate ability to explain and describe a basic knowledge of photographic movements and achievements.
B. Demonstrate ability to explain the theory and history of visual literacy.
C. Analyze critically, both orally and in writing, a structure for evaluating visual images.
D. Demonstrate the impact of photographs in other cultures.
E. Develop an appreciation of the relation between photography and other visual mediums.
F. Recognize the difference between successful and unsuccessful historical photographs.
G. Recognize the significant relationships between images and history.
H. Identify important images in the history of photography.

I assessed the student learning outcome(s):
SLO(s) chosen to assess:

C. Analyze critically, both orally and in writing, a structure for evaluating visual images.
H. Identify important images in the history of photography.

Primary Method of Assessment:
25 Students each produced a paper comparing two historical that were reviewed on the following ruberics and rankings.

Instructions:
Write a 3 to 4 double-spaced (1000 words) typewritten page paper comparing and contrasting two specific photographs and photographers that you admire and that have some acknowledged historical significance. Examine each photograph carefully and make specific comments regarding each photographer’s technique, composition, and vision. Make sure to name the photographer and title of both photographs. The questions listed above for the Think Piece paper could be a good place to start when looking at the images you’ve chosen to write about. Also refer to the Szarkowski article topics for discussion. Discuss what you think may have been the maker’s intention; or how the photograph has inspired you personally. Additionally, comment on how the two photographs are
similar to or different from one another. Any two images from the 19th, 20th centuries pre-1945 are fair game. Include MLA style citations and copies of the images stapled to your paper. See course website for examples and help. Visit the CCSF Library and take a workshop on successful writing and using MLA citations.

**In the text of your paper:**
The first gambling Web site appeared in 1995, and online gambling has since become the most lucrative Internet business (Will 92).
or,
George Will reported that in 2002 Internet gambling surpassed pornography to become the Internet's most lucrative business (92).

**In your Works Cited list:**

<table>
<thead>
<tr>
<th>Ruberic/Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruberic 1: Correct MLA style citations and copies of the images stapled to the paper.</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Ruberic 2: 3 to 4 double-spaced typewritten page paper comparing and contrasting two specific photographs</td>
<td>2</td>
<td>11</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Ruberic 3: Refered to the Szarkowski article/think piece topics for discussion.</td>
<td>2</td>
<td>16</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Ruberic 5: Discuss what you think may have been the maker’s intention; or how the photograph has inspired you personally and comment on how the two photographs are similar to or different from one another.</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Ruberic 6: Clarity of expression, grammar, spelling etc.</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

**Conclusion**

Based on the results, students are not entering into the course fully understanding how to properly implement MLA inline and end of paper citations. Additionally, several students struggle with college level writing skills. This semester, I added an MLA exercise and required library workshop on the topic by librarian Kate Connell the first week of the semester to try and improve this. I also re-wrote the course outline and updated the recommended course pre-requisites. I furnished an examples of an “A” paper using proper citations. I also developed a course blog with Instructor approved resources. Given all this – students still did not fully follow instruction or understand the MLA citation format fully.
**Future Assessment or Planned Outcome Adjustment**

I think it’s logical to perform the same assessment method in the next class to see if adjusting proposed teaching strategies improves the portfolio sequencing deficiency. In addition to the writing exercise – I may give an exam at the beginning of the semester on the topic of proper MLA citation. Given that this is a History course and not an English course – I will also re-emphasize the course pre-requisites.