



Think before Print!

LC8002 Gened2 Critical Reasoning & Persuasion

CA2 Photo-essay

SINGAPORE POLYTECHNIC

School of Communication, Arts & Social Sciences

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Singapore Polytechnic
LC8002: Critical Reasoning & Persuasion
Semester 2 AY 2017/18

CA 2: Course Assessment (50% Weighting)
Pair & Individual Assessment

Photo-essay

A. Objectives

Photographs, like all the creative works and experiences you have encountered this semester, have the power to tell a compelling and persuasive story. Putting together what you have learnt about persuasion and narrative techniques, you will craft a **photo-essay** about discrimination.

B. Project Description

Each pair will be given a MAXIMUM of 10 minutes to show the photo-essay and answer questions in class.

C. Instructions

Step 1 – Selecting Your Partner(s)

Pair up with someone from a **different Diploma course**. Leverage on each other's strengths. In classes with an uneven Diploma-mix, groups of three may be formed (at least one member from a different course.)

Step 2 – Deciding on the Topic

- a) Use photos and words to tell the story of individuals who have been fighting discrimination in Singapore. Alternatively, you can focus on a group of people suffering from discrimination in Singapore. You may also use **your own personal experience**.
- b) Here are some **areas of discrimination** you may want to look at—choose one that you are passionate about:

- | | |
|---------------------|-------------------------|
| ➤ Looks | ➤ Age |
| ➤ Race/ nationality | ➤ Socio-economic status |
| ➤ Religion | ➤ Academic ability |
| ➤ Gender | ➤ Disability |

This list is not exhaustive and you may propose other sub-topics, subject to tutor's approval.

- c) Craft your photo-essay in the **first-person point-of-view**: either the Hero's POV **OR** the Victim's POV.

Step 3—Researching the Subject

- a) Include at least three levels of causes/consequences of discrimination or of the acts against discrimination:
1. at the **personal** level,
 2. in the **economy**,
 3. through **politics**, or
 4. in **society**.
- b) You **must** conduct **secondary research**—search for stories and news online or in libraries (<http://guides.lib.sp.edu.sg/GenEdn2>). This adds **content depth** to your photo-essay.
eg: The number of transient workers in Singapore, the percentage of elderly in Singapore
- c) If you conduct primary research (eg: interview); you **must consult your tutor**. Be **sensitive** to your interviewees—refer to **APPENDIX B**. If you are using their stories, seek their permission and acknowledge them (a photograph with them or words of thanks) at the end of your photo-essay.
- d) You can be held liable for **plagiarism** if you use a story from a published source. Consolidate your sources using the Harvard citation style on a slide titled “**List of references**” at the end of your photo-essay. Refer to the library’s guide available at <http://eliser.lib.sp.edu.sg/page/citation#compiling>. Acknowledging your sources shows respect and, more importantly, depth in your photo-essay.

Step 4: You may choose Step 4a or 4b first. Refer to **APPENDIX A** for templates.

Step 4a – Gathering Photos

- Your photo-essay should contain **a minimum of 25 and a maximum of 30 photos in total**.
 - 20-25 photos must be taken by you and your partner.
 - Up to **FIVE** photos from the Internet, inclusive of pictures on social media sites.
 - Acknowledge your sources, Harvard style. You may be penalized otherwise.
- If you take a portrait or profile of someone, **seek his/her permission**.
- **Consider shooting photos of objects or locations related to the people you are studying.** Make them relevant to your story using words (see Step 4b). Rely on art knowledge picked up in term 1.
- **One photo, one slide.**
- You may select and arrange the photos to fit the typical narrative structure: exposition, rising action, climax and resolution, or shuffle its sequence (eg: **starting with the climax**).

*Note that you are **not assessed on the image quality** of your photos/ photographic skills.*

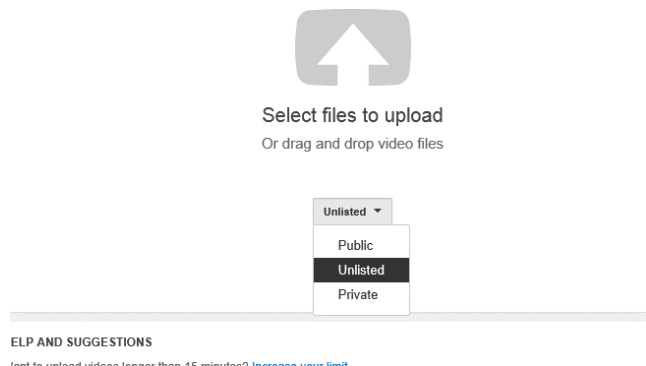
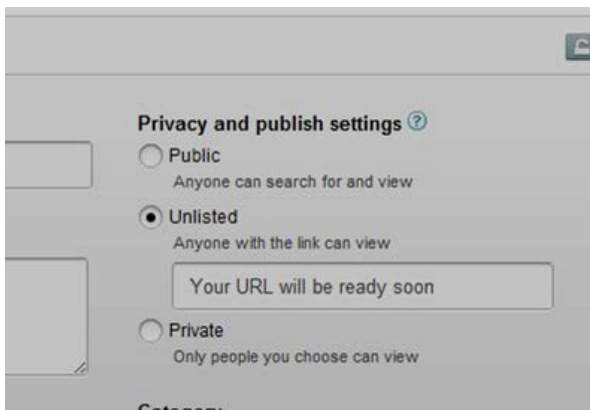
Step 4b – Writing the Story

- A short paragraph should accompany each photo.
- Your paragraphs must flow to tell the story, revealing your protagonist's identity and the facts.

*Note that you are **not assessed on language skills**, but viewers must understand your story.*

Step 4c – Stitching the Photo-essay

- You can choose different ways to create your photoessay. One method is to use [Microsoft Powerpoint 2010](#) (hyperlinked; click for help) or a movie-making software to piece the words and pictures together to **form a coherent story**.
- Include the compulsory disclaimer slide (refer to p4) in your photo-essay.
- Upload your photo-essay on [YouTube](#) (hyperlinked; click to access) **at least three days before your presentation, on your tutor's advice**.
 - You may add a soundtrack (background music) to your photo-essay. Be aware of copyrights—proper citation technique is the most crucial here. (See pt.3d on the previous page and Appendix B)
 - In the “Description” box, **copy and paste your list of references**.
 - Make sure you set the “Privacy and publish setting” to **Unlisted**:



- **Email your tutor the link** to your photo-essay when you have uploaded it.

Step 5 – Showcasing Photo-essay (Pair) & Responding to Questions (Individual)

Each pair will be given a MAXIMUM of **10 minutes** to show the photo-essay and answer questions in class in the last week of term 2. There is no need to speak during the showcase. During the Q&A segment, you will individually answer some questions from the audience and tutor.

COMPULSORY DISCLAIMER SLIDE for PHOTO-ESSAY

Inspired by real life events and characters, this work of fiction was designed, developed and produced by a multicultural team of two or three of various beliefs and backgrounds.

This photo-essay, produced as part of an assignment on identity and discrimination in Singapore, seeks to highlight the challenges facing the heroes or the victims.

***The producers of this video declare**
that permission has been sought from the real people featured and that all sources have been cited, and no part of this photo-essay has been plagiarised.*

D. Submission Requirements and Deadline(s)

CA2 SCHEDULE

Week 1	You will be briefed on CA1 (Narrative Analysis), CA2 (Photo-essay) and CA (Class Participation).
Week 12	You will update your tutor on CA2 progress.
Week 15	You will have time to consult your tutor on CA2.
Week 16	You will have time to consult your tutor on CA2.
D-3	Submit CA2 URL at least 3 days before CA2Showcase.
Week 17	CA2 Showcase + Q&A

Penalties for lateness

Students are to be punctual for oral CA and/or presentation. Students will have 10 marks deducted from their awarded marks if they arrive after the first presentation has started. It is the student's responsibility to contact the lecturer and group mates (if applicable) should the student miss the oral CA. Students must have a valid LOA from their respective schools before a makeup test is conducted. The make-up test must be completed latest within a week after the scheduled oral CA.

Plagiarism Warning

You are reminded that plagiarism is a serious offence. Plagiarism occurs when you take sentences or paragraphs or even the whole article written by another person and pass it off as your own work without acknowledging the author or the original source. This is actually cheating and is a breach of examination rules that will not be condoned by the Polytechnic. Any student who cheats, attempts to cheat or breaches any examination rules will face disciplinary action. Students who knowingly assisted in the plagiarism will also be penalised.

CA2 Photo-essay: Course Assessment (50% Weighting) Group & Individual Assessment AY1718

GenEd Class: GD/GE2/FT/ Title of photo essay:	Assessment Components <i>(please see full rubric details in the CA2 brief)</i>			Marks awarded
	Name:	Name:	Name:	
	Class register number:	Class register number:	Class register number:	
	Admin. No:	Admin. No:	Admin. No:	
Part 1 to 4: GROUP COMPONENT				
Part 1: <i>Elements of narrative</i> - Applies the elements of narratives (1 st person POV, structure, messages, character development) effectively	Comments:			/20
Part 2: <i>Photos and words</i> - Selects a variety of photos to enhance persuasiveness of the story - Uses words to enhance persuasiveness or understanding of the story				/20
Part 3: <i>Delivery of content</i> - Delivers facts through a coherent story - Provides causes/consequences from at least three PEPS levels - Shows evidence of research - Accurate Harvard citation of research, music and images				/25
Part 4: <i>Adherence to safe upload guidelines</i> - Disables comments on the uploaded YouTube video - Unlists the uploaded video on YouTube - Copyright-free and royalty-free photos used - Copyright-free and royalty-free music used - Includes the disclaimer slide				/5
Part 5: INDIVIDUAL COMPONENT (Personal Response Q&A)				
Part 5: <i>Personal response</i> - Demonstrates understanding (depth and breadth) of the issue - Gives clear and well-reasoned responses - Handles the questions tactfully and respectfully	Comments:	Comments:	Comments:	
	/30	/30	/30	
Total	<input type="checkbox"/> Late penalty (-10) /100	<input type="checkbox"/> Late penalty (-10) /100	<input type="checkbox"/> Late penalty (-10) /100	

CA2: Photo-essay Assessment Rubric

Grade	A	B	C/D	F
Elements of narrative (20)	<ul style="list-style-type: none"> Applied all the required elements of a narrative (1st person POV, structure, character development) effectively Delivered message(s) successfully (16 – 20)	<ul style="list-style-type: none"> Applied sufficient narrative skills such that the story flow was generally smooth Delivered message(s) successfully (14 – 15)	<ul style="list-style-type: none"> Applied some elements of narrative, critically missing some, which affected the narrative Delivered message(s) that can be understood (10 – 13)	<ul style="list-style-type: none"> Struggled to apply elements of narrative: an unconvincing or disjointed story Did not have a clear message (0 – 9)
Photos and words (20)	<ul style="list-style-type: none"> Presented a variety of carefully selected photos to enhance persuasiveness of the story Used words effectively to enhance persuasiveness or understanding of the story (16 – 20)	<ul style="list-style-type: none"> Presented a sufficient range of photos, with some shots appearing repetitive Used words effectively to advance the story (14 – 15)	<ul style="list-style-type: none"> Presented a limited range of photos, with many shots appearing repetitive Used words, but they were sometimes too brief for comprehension (10 – 13)	<ul style="list-style-type: none"> Struggled to present the required number of photos Little or no words provided to aid the understanding of the story (0 – 9)
Delivery of content (25)	Provided an extensive look at the discrimination by: <ul style="list-style-type: none"> Delivering facts into the narrative coherently and persuasively Covering at least three PEPS levels comprehensively Showing comprehensive evidence of research Accurate Harvard citation of research, music and images (21 – 25)	Provided an adequate look at the discrimination by: <ul style="list-style-type: none"> Delivering facts into the narrative largely coherently and persuasively Covering two PEPS levels comprehensively, or three PEPS levels with insufficient depth Showing sufficient evidence of research Accurate Harvard citation of research, music and images to some extent (18– 20)	Provided a superficial view of the discrimination by: <ul style="list-style-type: none"> Delivering facts into the narrative somewhat coherently and persuasively Covering only one PEPS level, or two PEPS levels with insufficient depth Showing superficial evidence of research Accurate Harvard citation of research, music and images to some extent (12 – 17)	Struggled to present an accurate portrayal of the discrimination by: <ul style="list-style-type: none"> Critically distorting facts, and/or was unable to use facts in a coherent and persuasive way in the narrative Covering one or none of the PEPS levels Showing little or no evidence of research Improper citation or no citation evident (0 – 11)

Grade	A	B	C/D	F
Guidelines (5)	<p><u>All</u> guidelines are met:</p> <ul style="list-style-type: none"> Presented a video which is unlisted and comments are disabled. Images and music used are largely royalty-free. Disclaimer slide is evident. <p>(5)</p>	<ul style="list-style-type: none"> Demonstrated sufficient adherence to the guidelines; at least 4 of the guidelines are met. Video must be unlisted to be in this band, otherwise a C/D grade is to be given. <p>(4)</p>	<ul style="list-style-type: none"> Demonstrated superficial adherence to the guidelines; at least 1 guideline met. <p>(1-3)</p>	<ul style="list-style-type: none"> None of the guidelines are met. <p>(0)</p>
Personal Response (30)	<ul style="list-style-type: none"> Demonstrated empathy and thorough understanding of the issue, giving clear and well-reasoned responses Handled questions tactfully and respectfully <p>(24 – 30)</p>	<ul style="list-style-type: none"> Demonstrated sufficient understanding of the issue by offering reasons or clarity to the story Handled questions tactfully and respectfully <p>(21 – 23)</p>	<ul style="list-style-type: none"> Demonstrated superficial understanding of the issue, giving conflicting but elaborate responses Could be more tactful and respectful when handling questions <p>(15– 20)</p>	<ul style="list-style-type: none"> Struggled to understand the issue Gave discriminatory/contradictory responses, handling questions tactlessly and disrespectfully <p>(0 – 14)</p>

End