This syllabus is subject to change if necessary. Please check D2L announcements daily to see if there have been any changes.

Course description and goals, i.e., what kind of class is this?:
Although this course is called “photojournalism,” it is really more broad than that. The course’s primary goals are to get you to think about:

-How to take photos that document your reality
-What kind of photos to take, and what kinds of choices are involved in photography
-How to circulate photos on the internet so that other people can see them
-How to look at photos, both your own and other people’s
-How to judge photos in terms of how they express meaning visually
-How to participate in an online media community

There are many different kinds of photography. This course will focus particularly on shooting real people and real places. It will be about engaging with and capturing reality. This is what photojournalists are supposed to do, but it is also what ordinary people do when they take snapshots. This course assumes that photojournalism is a practice that overlaps with other practices: everyday snapshot photography, art photography, and participation in online communities.

One basic assumption guiding this course is that looking at photos and taking photos are very deeply connected, and that you need to be both a looker and a taker to really understand photography (and photojournalism).

This course has a workshop format, similar to courses in art or creative writing. Everyone in this class will share their photos with everyone else, and will offer regular feedback to their peers. Your grade will be based not only on your own photography and writing, but also on your feedback to others. Your grade will also be informed by your peers’ assessments of your work and on your own self-assessment.

This class will not have anything like online lectures or content modules, and it will not
have quizzes or exams. It is focused on taking and sharing photos and on discussion of photography. The instructor will engage with your discussions, leave comments on your photos, and assess your work regularly to give you feedback and advice.

**This course has several essential components:**
- D2L discussions
- flickr
- videos (two feature-length documentaries) and online media linked from discussions

**To succeed in the class you will need:**
- Several hours every weekday of the session to devote to the course
- A computer with a high-speed connection to the internet
- A camera (more below)
- Intellectual curiosity
- Open eyes

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**ONLINE RESOURCES**

**flickr**
Every student will set up a flickr account (go to [http://flickr.com](http://flickr.com) and sign up) at the beginning of the course, and this is where you will post the photos you take.

Flickr is a photo-sharing site and a social network. Every student is expected to become a flickr “contact” of the instructor and of every other student. Much of our class will take place in interactions on flickr.

Flickr has an app for Windows, Android and iOS mobile devices. You may use these apps but should always look at your photos on a computer display.

Re privacy: flickr has privacy settings that you can set for each photo: anyone can see your photos, family and/or friends only can see them, and no one but you can see them. Everyone in the class should mark their contacts as “friends”. This way, if you want to share a photo with the class that cannot be seen by anyone else on the internet, you have this option. I encourage everyone to make all of their photos public, and reserving privacy only for especially sensitive images. After creating your flickr account, please add the instructor [http://www.flickr.com/people/mzn37/](http://www.flickr.com/people/mzn37/) as a contact/friend. In the first few days, please add all of your classmates (you will find them by following links from
ASSIGNMENTS

Daily expectations
Every weekday of the course, you will be expected to do a number of things:

- Take photos you intend to share publicly (you can’t cheat on this - the metadata on your photos reveal when they were taken). Often you will have specific assignments, such as taking photos of particular subjects or in particular locations, but often you will not.

- Post at least one photo to your flickr page. You are expected to include a title, description, and at least three tags on every photo. At least one photo posted per day must have been taken in the previous 24 hours. Sometimes the syllabus will specify what kind of photo to post on a particular day. Sometimes you will be required to post more than one photo in a day.

- Comment on at least two peers’ photos on flickr as flickr comments, pointing out something of substance (e.g., nice composition, great capture, good choice of camera angle, I like how she’s smiling, too bad this guy’s eyes weren’t open, what was that turkey doing on your lawn?...)

- Often read something, look at specific photos online, or watch a video assigned for class

- Check D2L for announcements.

Videos
Two of the assignments for this course will be to watch documentaries about photographers, which you will discuss on D2L. These movies, What Remains: The Life and Work of Sally Mann and Bill Cunningham New York, can be accessed from Amazon, Netflix, iTunes, etc. Please make sure that you can access and view both of these movies in order to complete these assignments.

GRADED WRITING ASSIGNMENTS:
Discussion responses
Three times each week of the course, there will be a discussion topic for you to respond to on D2L. These responses will generally be expected to be 300 words minimum and the discussion prompt will specify word count expectations. You will also be expected to respond to at least two other students’ postings within a day. Responses to peers are expected to be one or two complete sentences and to have substance greater than “I agree” or “good point.” Discussion topics are at the end of this syllabus.

Weekly self-assessments
At the end of each of the four weeks, you will write an account of your progress in the course called a weekly self-assessment. In writing this you will go back over the work you have done that week. Each self-assessment will include a descriptive point-form inventory of your course contributions (discussion responses, photos, comments, replies, tweets, questions for the instructor, etc.) and a reflection in complete sentences and paragraphs on your work as a whole, describing challenges you faced and new ideas you learned. In this weekly self-assessment I also want you to choose one photo of your own and describe what you like about it in minimum 200 words. Self-assessments will be submitted to the D2L dropbox as Word, PDF, or RTF documents. All files submitted must include your name in the filename - a grade penalty of 5 points will be given for filenames that are missing your name.

Final first-person essay
In this final essay due on the last day of the course, you are to reflect on your experience, what you learned, what you found challenging, what you are taking away from the class, etc. This essay should talk about how you think of yourself as a photographer, as a visual storyteller, as a producer of media, and as a member of the class as a community of photographers. This essay should include a selection of a small number of photos you are especially proud of, with a discussion of your thoughts about this work. Your final essay will be submitted to the D2L dropbox as a Word, PDF, or RTF document. Minimum 1000 words. All files submitted must include your name in the filename - a grade penalty of 5 points will be given for filenames that are missing your name.

Due Dates/Times
Assignments for this course are always at noon, but you may submit your work at any time. There is no requirement that assignments be posted on the day when they are due. They may be submitted early.
Instructor contact info
You can reach the instructor by email, google chat, or by phone or text (please treat this as a last resort if you really need to get in touch with me) at 414-418-8787.

I generally treat my working time as the hours between 9 am and 5 pm, Monday through Friday. I might not read or respond to you after 5 pm on weekdays and any time on Saturday and Sunday. If you contact me on a weekday evening or on the weekend, please do not expect to hear from me until the following weekday morning after 9 am.

GRADING
This class will be graded on a 1000-point scale. 1000 points=100%

1. Photography: 2x200=400 points (40%) -- grade calculated holistically at the halfway mark and at end of the course. To get a good grade in this component you must take photos daily and post a photo daily, and the photos you post must satisfy the specific assignments where appropriate. (Not all of your photos will be for a specific assignment.)

2. Twelve discussions responses in D2L (your posted topics): 12X25=300 points (30%)

3. Four weekly self-assessments: 4x25=100 points (10%)

4. Feedback to classmates (flickr comments, D2L discussion replies, tweets): 2x50=100 points (10%) -- grade calculated holistically at the halfway mark and at end of the course according to both quantity (meeting minimum flickr comments and D2L replies) and quality of your feedback. To get a good grade for this component you must post two comments on flickr daily and two replies on each discussion response, and the comments and replies must be timely.

5. Final first-person essay: 100 points (10%)

A note about holistic grading: when I say I am grading your work holistically, it means I am looking at all of the work and considering it as a whole. I will assess how well your photos and writing have achieved their goals and assign a grade based on my sense of
this. In other words, you don’t get a set number of points awarded or taken away for meeting certain criteria or for failing to do so. It’s all being considered together at once. Think: holistic=the whole of the work. Why grade this way? Because writing and photography are expressive and personal and subjective, and judging them isn’t formulaic.

**Grade breakdown:**
93-100 A  
90-92 A-  
87-89 B+  
83-86 B  
80-82 B-  
77-79 C+  
73-76 C  
70-73 C-  
67-69 D+  
63-66 D  
60-62 D-  
less than 60 F

**Grade penalties:**
- For every weekday without a photo: 10 points off your photography grade. You can take one day off as a “grace” day without penalty, in case you get sick or something dramatic comes up. If you miss posting a photo on more than 5 weekdays, automatic F in the class.

- You must complete ALL FOUR self-assessments AND the final first-person essay to get credit for this class. If you miss submitting even one of these, automatic F in the class.

- Late discussion responses, self-assessments, and final first-person essays will be penalized 10 points per day INCLUDING WEEKENDS. If a discussion response or self-assessment is more than two days late, no credit will be given for it (but you still need to complete the self-assessment to get credit for the course even after two days).

- Feedback to peers must be timely. If comments on flickr are routinely left more than 48 hours after photos are posted, grades will be deducted at the instructor’s discretion. D2L discussion replies are due at noon the day after the response is posted and late replies will be penalized at the instructor’s discretion.
- Documents submitted to D2L dropbox must have appropriate filenames that contain your name -- 5 points off if your filename is missing this.

**RUBRICS**

There are two rubrics for this course: one for photography, and the other for writing, which includes discussions, self-assessments, the final essay, and feedback to peers. (A rubric is a set of expectations applied in evaluation.)

**Photography**: does this photograph satisfy the assignment? (e.g., if you are asked to photograph a human subject in natural light, is the subject human and the light natural?) Does it communicate clearly and with feeling? Is the composition appropriate to the subject? Is it an engaging image that produces a desired effect in the person looking at it? Does it have significant meaning?

**Writing**: does this writing satisfy the assignment in terms of topic, length, and style? Is the writing appropriately correct and well-presented? ( Appropriately correct? I don’t expect comments or tweets to have the same style as an essay, but there are still standards.) Does it make its points clearly? Does it show careful thinking and insight?

**How I look at your photos (and how you might look at them too)**:
I will look at every photo you post on flickr. I will notice how my eye moves around the composition. I will think about the beauty of the image (or lack of it - maybe that was the point?), and how it affects the way that I feel. I'll think about what the image means, or what you may be trying to express with the photo. I'll look at the image for focus (or lack of focus), and sharpness or blurriness. I will try to understand whether these things are intentional, whether they add or take away from the beauty or the concept or the expression. How do the aesthetics (aspects like light and color, composition, choice of subject and framing) relate to the concept of the photo (the idea you might expect the viewer to take away) and vice versa? Does their relationship confuse or make more complex the power of the image? In short, I will reflect upon your images in the context of the assignments and in the framework of the photo rubric provided.

**How I will read your writing**:
I will evaluate your writing in a way similar to how I evaluate your photos. I will value clear and direct writing that expresses interesting ideas in an engaging way. Writing, like photos, can be blurry and unfocused -- sometimes it works to do this on purpose, but most of the time these are flaws. You will look at and edit your photos, choosing compositions that best reflect what you mean to express. You should do the same with...
your writing. Before posting, check spelling and read it aloud so that you can be sure that it makes sense to you and other people.

CAMERAS, PHOTOGRAPHY, PROCESS, ETC.

What camera are you supposed to use?
For this course you need to have a camera. Most smartphones have a camera good enough for the work you will do in this class. If you want to use a camera that is just a camera, here are some tips [http://thewirecutter.com/reviews/best-cheap-camera/](http://thewirecutter.com/reviews/best-cheap-camera/) A more expensive camera can be harder to use, but also opens up many new possibilities. But the course will be productive no matter what kind of camera you use.

For this course you need time to go out and take many photos. The most important thing for you to do in this course is take lots of pictures every day.

General rules of photography for this class
-Please do not apply any filters or effects to your photos! Please do not use Instagram for this class.

-Be patient; photography often means waiting, trying different things out, seeking. It’s harder to take good photos in a hurry.

-Take lots of shots; unless you have great stuff or the assignment calls for it, post only one or two a day -- part of your work is figuring out which of the dozens you shoot are good, and which of the good ones is the best.

-Do not post every shot you take to flickr; select the best. Sometimes out of 50 photos there is one really great shot, a few good ones, and junk. Only post the really great shot. Don’t be too tempted to post the just good ones too.

-Make your body totally still when you take a handheld photograph. Hold your elbows by your side, exhale, then snap. Sit on the ground or lean against a wall for extra stability.

-Unless you’re looking for blurry images or have lots of light, your subject needs to be stationary and still. This can be a challenge if you’re taking pictures of animals or kids or if you’re indoors with the flash off.
Pay attention to light. Bright midday sun is often not great for photography. The lighting indoors is usually bad for photography. Overcast sky, the hour around sunrise or sunset ("golden hour" http://en.wikipedia.org/wiki/Golden_hour_%28photography%29), and light coming through windows is often good for photography.

-No flash photography. Forget that cameras even have a flash.

-Use natural light if you can (in other words, if you can take your shot outside during the day, or by a well-lit window, go for it).

-No zooming - if you want the subject to be closer up, get closer to the subject.

-Get close to your subjects.

-Think about different ways of framing your shots: landscape or portrait (turn your camera 90 degrees and see how it looks -- often the better framing for a shot of one person), low or high angle, close or closer to your subjects.

-Be uninhibited about taking people's photos; photographers will take a picture of anything if they think it will make a good image. Try not to pay attention to what people think of you taking a picture and focus on your work.

-Please go ahead and break any of these rules -- go for it, be a rebel -- but only if you know why you're doing it and you have a good reason which you are prepared to explain and defend. The rules are made to be broken. But they're also rules: I didn’t come up with them just for fun.

-If you have questions about any of these rules, please ask for more info, clarification, etc.

Photoshop
Photo editing software like Photoshop can help make photos look good if used appropriately. Applications like Preview on Apple computers can do simple tasks like cropping and adjusting levels. There are free online editors you can try such as http://pixlr.com/editor/ (google “free online photo editor” and you’ll find others). There is also a very basic photo editor called Aviary baked into flickr -- when you are looking at a photo of your own, clicking on the three-dots icon at bottom right brings up a menu offering “Edit photo in Aviary.”
This isn’t a Photoshop class and I will not instruct you formally how to use this tool but you can use it if you want to. However, please avoid strong effects that interfere with the sense of the reality of the subject. Fixing red eye and correcting color for accurate skin tone, cropping and rotating, lightening shadows are fine. I might sometimes suggest cropping or rotating photos in my comments on your work, which are very standard practices in photojournalism. But adding things to the shot that weren’t there in the first place is not for this class so please be faithful to reality if you’re manipulating an image using photo editing tools.

Standards of civility and courtesy, and course etiquette:
As in any community, members of this class will occasionally have negative feelings and expressions. In evaluating other people’s photos it’s fine to point out both strengths and weaknesses. If everyone’s response is always “I love it” we will never learn anything. However, critical points must be made with the utmost respect and appreciation for each other’s perspectives and emotions, and in a spirit of building up rather than tearing down.

This course is place for free creative expression. There are no topics or subjects of photography that are automatically forbidden. However, photos that express hateful or abusive ideas (in the instructor’s judgment) will be considered a violation of the community’s expectations of civility, courtesy, and respect.

VERY IMPORTANT POLICIES, PLEASE READ CAREFULLY, DID I MENTION HOW IMPORTANT THEY ARE?

No extra credit assignments will be given for any reason to any student except for those offered in this syllabus: attending meetups, and a few incentives in one or more assignments (e.g., Humans of Milwaukee).

If you need special accommodations in order to meet any of the requirements of this course for reasons of disability, religious observance, military service, or something like that, please contact your instructor as soon as possible, preferably on the first day. You must have a visa from the Accessibility Resource Center http://uwm.edu/arc/ to receive any accommodation for a disability.
**Academic misconduct**, including plagiarism, will be treated severely. Students are responsible for the honest completion and representation of their work and for the proper citation of sources. Please familiarize yourself with the university’s policies and procedures regarding academic misconduct.

Please go to [http://www4.uwm.edu/secu/SyllabusLinks.pdf](http://www4.uwm.edu/secu/SyllabusLinks.pdf) for more information about academic misconduct and other policies.

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**WHAT TO DO AT THE BEGINNING OF THE COURSE**

**By the end of the first day:**
- Sign up for a flickr account (if you don’t have one already). Add the instructor (.michael.newman.) as a contact and a “friend.” Also recommended: downloading the flickr app for smartphones.

- Optional but recommended: sign up for a google account and add the instructor (mznewman37@gmail.com) as a chat contact. Gchat is a good way to contact me for a quick question.

- Photo assignment: take a photo of yourself and post it to your flickr account, giving it at least three tags. This will be the photo of you that you will link to in your initial discussion response.

**By the end of the first few days:**
- Add all of the other students in the class as flickr contacts, making them all “friends.”

- Complete the first discussion responses and comment on at least two other responses for each one.

**Meetups (optional, extra credit)**

On one or more occasions, the instructor will offer to meet in person with a group of students in this class. The purpose of the meetup would be primarily to share ideas about how to use the camera and how to choose good subjects for photography. Some people also like to meet face to face to have a sense of who their classmates and teacher/students are. A meetup might include a walk or bike ride. If there is interest and the first meetup is considered a success, additional meetups may be scheduled at times.
that work for many participants.

Students who participate effectively in a meetup can earn 25 points in extra credit a maximum of twice.

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**SCHEDULE**

**Week 1**

**T 5.26** Begin work on course: sign up for flickr, establish contacts with instructor and classmates, take photos, post first photo. Please also upload a picture in which your face is clearly visible as your D2L user profile pic.

Meetup: Tuesday, May 26 at 7 pm. Meeting place will be the entrance to the Golda Meir Library west wing. Bring your camera. (Meetups are always optional.)

**W 5.27** discussion response #1 due at noon (selfie)

**R 5.28** Discussion response #2 due at noon (neighborhood)

**F 5.29** Discussion response #3 due at noon (stranger)

**Sa 5.30** Weekly self-assessment #1 due at noon

**Week 2**

**M 6.1** Discussion response #4 due at noon (structure)

Meetup: Monday, June 1 at 7 pm. Meeting place will be the entrance to the Golda Meir Library west wing. Bring your camera. (Meetups are always optional.)

**T 6.2** Discussion response #5 due at noon (Bill Cunningham)

**W 6.3** no written assignments due

**R 6.4** Discussion response #6 due at noon (Humans of Milwaukee*)

**F 6.5** Weekly self-assessment #2 due at noon

**Week 3**
M 6.8 Discussion response #7 due at noon (public event)

T 6.9 no written assignments due

W 6.10 Discussion response #8 due at noon (your news photo)

R 6.11 Discussion response #9 due at noon (photo essay proposal)

F 6.12 Weekly self-assessment #3 due at noon

Week 4
M 6.15 Discussion response #10 due at noon (Sally Mann)

T 6.16 no written assignments due

W 6.17 Discussion response #11 due at noon (photo essay)

R 6.18 Discussion response #12 due at noon (gallery)

F 6.19 Weekly self-assessment #4 due at noon

Sa 6.20 Final first-person essay due at noon

*If you’re not in Milwaukee, then of wherever you happen to be.

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Discussion response topics:

Every discussion response will have a prompt in greater detail than what’s given below posted in D2L. These are just the topics. The prompts will make clear the expectations including word minimums. They will often contain links to readings or videos that you must do or watch to complete the assignment. They will often require you to take certain kinds of photos, post them to flickr, and discuss them and your experience planning and taking them.

Week 1

1. Self-portrait, Introduce yourself to the class.

2. Go to a neighborhood you have never been to before, and post at least 3 photos as a
flickr album. This should be a city or town, not a rural area. For discussion, talk about your process: why did you choose this place? what was it like going there? did you feel uncertain, unsafe, excited? What did you discover in the process of doing this? What are you trying to express about this location? Photos may have human subjects or not.

3. Photo of a stranger. Go to the Sartorialist blog/video + post a photo in the Sartorialist style of a stranger (maybe two, one is better) on the street or on campus. Suggested that you try to show someone in interesting attire but whatever you find interesting about your subject will be fine. For discussion: What was it like taking someone’s photo? Did you ask their permission? Did anyone refuse? Were they flattered? Does having a job to do (to take a photo for your class) make it easier to do this?

**Week 2**

4. Photograph either minimum three photos of one notable building or structure, or two photos of different notable buildings or structures that make for an interesting pairing. Include an informative description that indicates the significance of each building. (Note that there are many ways for a building or structure to be notable: the school where I went as a kid is notable to me, but so is the art museum). For instance consider [http://blog.flickr.net/en/2012/06/19/moby-on-la-architecture/](http://blog.flickr.net/en/2012/06/19/moby-on-la-architecture/) Also consider that you can show the inside of a building too.

5. Bill Cunningham movie: what is Bill C’s process? What does he consider a good photo? Why does he ride a bike? How important do you think his choice of camera is? (Could he do just as well with an iPhone?) Is Cunningham a journalist? (His colleagues at the New York Times certainly seem to admire his work.)

6. Humans of Milwaukee* assignment. Go look at [Humans of New York](http://www.humansofnewyork.com/about) I also recommend following their facebook page and looking at comments people leave there. This is a photo blog that combines portraits of strangers with a brief quotation from the subject or other caption written by the photographer. Your assignment is to post a photo to flickr in this style: a photo of a stranger with the same kind of caption. Your caption is really important for this assignment, as one purpose is to get you thinking about matching image and caption effectively. Note that the photos in HONY are taken in a city, and the background helps to establish the setting. Also note that the subjects tend to be intriguing in some way. Do your best to find a great subject against a meaningful background matched to a caption that helps reveal them. For discussion:
how did you find your subject? What were you trying to accomplish by matching the photo with the caption you wrote? How was this assignment similar or different from the stranger assignment? Did you learn from the first time in a way that helped the second time?

*If you are not in Milwaukee, do Humans of wherever you are.

**Extra credit points for this assignment:**
- subject is 25 or more years older (or younger) than you: 5 points
- subject is of a different sex than you: 5 points
- subject is of a different race or ethnicity than you: 10 points
- subject’s first language is different from yours: 10 points

**Week 3**
7. Photograph a public event (like a fair, festival, or farmers market; this assignment will be due the Monday after Milwaukee Pridefest, which is a great subject for photography [http://pridefest.com/](http://pridefest.com/)). Post an album of 5-15 photos (all of them captioned informatively in the description), and discuss your process and the decisions you made re what to shoot, how to capture it, etc. It might seem tempting to choose a nighttime event but low light can be a big challenge, and I strongly encourage you to shoot before the sun goes down.

8. Find a news story from the previous week and take a photo that might have been published with it: one photo is fine but make it really good; several photos together that could be an online slideshow would work too. Photos must be informatively captioned in the style of a news photo. Discuss your process and the decisions you made re what to shoot, how to capture it, etc. (Note that not all news is hard news - you could find a story about style, food, entertainment, sports, travel...)

9. Photo essay proposal: In week 4 you will publish a photographic essay on your flickr page. For this assignment in week 3 you will propose a topic and approach for this photo assignment. Write this as a “pitch” to a magazine editor in which you describe your objectives and the ideas you are trying to communicate with this project. Include a link to a photo essay (a good source would be *Life* magazine’s web archives) that you are going to model your project on, making clear how you will follow the style or theme of the model. (The point isn’t to copy the shots themselves so much as to take inspiration.) E.g., prom photos from the 50s: [http://life.time.com/culture/the-prom-that-went-on-and-on/#1](http://life.time.com/culture/the-prom-that-went-on-and-on/#1). Also look at how the magazine itself laid out the photos: [http://books.google.com/books?id=fFMEAAAAMBAJ&lpg=PA145&dq=prom%201958%20life&pg=PA146#v=onepage&q=prom%201958%20life&f=false](http://books.google.com/books?id=fFMEAAAAMBAJ&lpg=PA145&dq=prom%201958%20life&pg=PA146#v=onepage&q=prom%201958%20life&f=false) Or the “Country
Doctor" photo essay here:
http://books.google.com/books?id=_kgEAAAAMBAJ&lpg=PA33&dq=eugene%20smith%20country%20doctor&pg=PA115#v=onepage&q=eugene%20smith%20country%20doctor&f=false

Or a color photo essay on the SS France cruise ship’s maiden voyage
http://books.google.com/books?id=h00EAAAAMBAJ&lpg=PA13&dq=photographic%20essay&pg=PA21#v=onepage&q=photographic%20essay&f=false

Or just search Life magazine for photographic essay:

Week 4
10. Sally Mann movie: discuss her process. How similar or different is it shooting with your camera/computer interface compared with her 19th century equipment? How important is it that her subjects are her family? Why is her photography different from family snapshots? Or is it? Compare with Bill C movie.

11. Photo essay: link to a flickr album with a minimum of 8 photos, each one with a descriptive caption. The photo essay should tell a story in images that fit together thematically. Write an accompanying text of minimum 300 words introducing the topic to readers of the magazine. This text should be posted in the main page of the photo essay album and in D2L - just copy the same text from one place to the other. Give the photo essay (i.e., the album) a good title, the kind that would capture the attention of magazine readers - 10 points off if you call it “photo essay.”

12. Make a flickr gallery of your classmates’ photos with a minimum of 10 photos. (A gallery is a collection of photos on flickr that cannot include your own shots.) These should be at least 10 photos you really like, so choose well. Please do not include more than two photos by any one person. The maximum number of photos in a gallery is 18, so anything between 10 and 18 is fine. Write a short reflection on your experience in this class looking at other people’s photos, what you admire about them, what (if any) themes you see running through your own personal favorites, and what you learned from others in this class.