



Spring 2020 – Final Project Guidelines

The goal of the final assignment is that students engage with course content on their own terms, and move past simple regurgitation of the material, whether that be with a creative piece or a written research project.

Option 1: Creative Project. The student creates a piece of new media art (image, game, video, audio file, etc.) which **builds upon, challenges, or otherwise expands the course conversation about one or more concepts covered in weeks 8-15**. Each creative piece will be accompanied by an artist's statement of 250-300 words, which explains the goals of the piece and its composition. To turn in this project, post the creative project to your blog, along with the artist statement, and then submit the link on Blackboard. Make sure the link works!

***If you choose this creative option, also look at the rubric for an A grade in option 2, and **estimate a similar amount of work** that should go into your piece, in terms of critical thinking, time, and effort.*

Outstanding (A range)	The media art piece clearly shows hard work and dedication in its production. It takes one or more concepts from the course and expands upon them, provoking new thought or providing new perspective. The artist's statement is polished and professional, logically organized, showing engagement with and clear original thought about these concepts.
Good (B range)	The media art piece clearly shows that it took significant time to complete. It illustrates concepts from the course but doesn't necessarily add anything new to the discussion. The artist's statement is polished and professional, well organized, showing critical engagement with these concepts.
Fair (C-D range)	The student submits a complete media art piece. It is loosely or superficially connected to core ideas from the course. The artist's statement is vague, meandering, or fails to offer any deep critical thought about the course content.
Poor (D- or below)	The media art piece is incomplete or exceedingly sloppy. It is not apparently connected to core ideas from the course. The artist's statement is missing, too short, or fails to situate the piece within course content. **Only one or more of these major issues may be enough to land the project in this category.

Option 2: Research Project. The student does **research on an original thesis that builds upon, challenges, or otherwise expands the course conversation about one or more concepts covered in weeks 8-15**. The student will choose one or more core concepts from the course (for example, "gamification") and develop their own idea which engages with or builds upon these concepts using outside scholarly sources (see the guide at the end of this document). An example would be a paper which argues the thesis, "Today's Social Media Challenges McLuhan's Separation of Medium and Message." An example of an outside source for this example project would be a university study of social media usage data.

**Consult the [Writing Center](#) on campus for free help with this assignment.

***You may choose APA, MLA, or Chicago/Turabian format for this paper. I have taught or used all of them, and I don't see the point of asking you to learn one specific format for this class.

Outstanding (A range)	The research paper reaches 1000-1250 words. It clearly not only engages with but builds upon a core concept from the class which is unquestionably central to the paper's thesis statement. The paper carefully cites or paraphrases no fewer than four outside scholarly sources for support, and the sources' relevance to the paper is properly explained. The paper is professionally organized, easy to follow, makes its points logically, and conforms to academic standards of grammar and style.
Good (B range)	The research paper reaches 1000 words. It clearly engages with a core concept from the class. The paper cites or paraphrases no fewer than four outside scholarly sources for support, and the sources are properly introduced. The paper is well organized and conforms to academic standards of grammar and style.
Fair (C-D range)	The research paper may fail to reach 1000 words. Its engagement with course content may be unclear. The paper cites or paraphrases 3-4 outside scholarly sources for support, but the sources' relevance to the paper may be unclear. The paper is hard to follow, lacks original thought, lacks organization, and/or has significant issues with grammar or style.
Poor (D- or below)	The research paper is obviously rushed or incomplete. Its engagement with course content may be unclear. It lacks a central argument. The paper uses inappropriate outside sources or lacks them completely. The paper is hard to follow or exceedingly poorly written. **Only one or more of these major issues may be enough to land the paper in this category.

Is my source scholarly*?

*academic, peer-reviewed, refereed

