1. Introduction and Summary of The Signature Work (200 words)

The Signature work project “化诗入画” (Verse into Vision) is aimed to build a system using Artificial Intelligence models to turn ancient Chinese poems into modern paintings. In this signature work project, the machine learning related knowledges, the API interface and database construction related skills, Website construction and deployment techniques, media theories and information theories are included. This interdisciplinary project requires me to take courses in statistics, computer science, and media and art to get all background knowledge and techniques I needed. Moreover, I get the abundant experience from learning process which also helps me to solve the problems smoothly when I did my signature work project. After well-prepared skills, knowledges and experiences, the project is executed during Capstone 1 and 2 when I finished majority of the goals and learn great experience that would contribute to my future goals. This narrative and reflection essay is focused on three topics around to the preparation and the duration of my signature work process: 1. Three thematic courses’ contribution to my signature work; 2. How experiential learning support my signature work; 3. Progress made in two capstone courses and their influence on my future goals with my reflection for the whole signature work.

1. Courses Outcomes’ Contribution (600 - 800 words)
   1. Stat 401
      1. Couse basic information (You need to summarize them): This course introduces the principles and methodologies for data acquisition and visualization, along with tools and techniques used to clean, process, and visualize data for visual analytics. The goal of this class is to provide students with a basic grounding in theories, techniques, and tools that can be used to design and implement complex data acquisition and visualization in information workspaces, as well as an introduction to theories that help inform the design of such systems. Topics will cover different data types and analytics, web crawling technique. A significant supplementary goal of this course is to help students to reinforce their programming skills in Python and Java Programming language. Students will use the Processing programming environment to develop interactive computer graphics and information visualizations. This course will also cover the practical software tools and languages such as Tableau, Python, and D3.
      2. Important skills that I used in my signature work.
         1. Website constructing: I build two website with the skills I learned using Python and HTML.
         2. Data visualization: The overall methodology helps me to present the project result better.
         3. Human machine interaction: Contribute in the design of the UI of website which simplifies the user experience.
      3. Experience from Course projects
         1. In two course project of Stat 401, I practice how to process the data and visualize them properly. How to use the visualization to help answer questions. And how to build a functional website.
   2. LIT 402 (Duke)

The basic information about what I learn in the course: This course provide an overview of attempts to answer these and similar questions, tracing both the history of media technologies that led us here and the history of our attempts to understand those media. By examining the development of ways of thinking about media, I gain a nuanced, multifaceted understanding of media and mediation, one they can apply to their own ever-more mediated lives.

- What I did in the course:

1.RECALL

a. …important developments in the history of technology that contributed to the current media formation.

b. …the general trajectory of media theory as a discipline, including key texts, turns, and precursors.

2. UNDERSTAND

a. …the motivations behind major turns in media theory, especially as they relate to other developments in critical theory and philosophy.

b. …the purposes and uses of key media theory methodologies, especially media archeology, critical code analysis, media geology, and media-specific analysis.

3. ANALYZE

a. …various media formations from a comparatist standpoint, both within a traditional grouping (e.g. comparing two examples of social messaging platforms) and between traditional groupings (e.g. comparing social media to predictive algorithmic media).

b. …the relationship between media theory and other closely related disciplines, especially cultural studies; cinema studies; communications studies; science and technology studies; radio, film and television; and visual media studies.

4. CREATE

a. …an original written media-theoretical analysis of an object of the student’s choosing.

b. …media theory-informed understandings of a wide range of cultural phenomena, including those encountered in the student’s day-to-day life.

* Final paper’s experience discussing about technology and media.

In my final paper of LIT 317S, I discussed about technology’s impact on the birth of new media especially emoji. As a study of media theories and communication theories, the final paper helps me to analyze the semiotic meaning of Chinese poem for human and machine and discuss the difference of human and artificial intelligence.

* 1. Stats 302
     1. Content
        1. API
        2. Chinese poem
        3. NLP models
        4. Model adjustment / parameter tuning

1. EL (400-500 words)
   1. CS216 (Duke) Course project
      1. DKU 7 animating principles:
         1. Rooted Globalism

To cultivate informed and engaged citizens who are knowledgeable about each other’s histories, traditions of thought and affiliations; and skilled in navigating among local, national and global identities and commitments. This principle is reflected in the required levels of proficiency in English and Mandarin, the core courses and comparative study of cultural traditions throughout the curriculum, and in co-curricular programming that brings students together to learn from each other outside the classroom.

* + - 1. Collaborative Problem-Solving

To instill the habits of collaboration and the ability to synthesize disparate insights in solving complex challenges. This principle is reflected in an interdisciplinary structure that emphasizes the integration of knowledge, in pedagogies that include team-based assignments, and in co-curricular programming that emphasize teamwork.

* + - 1. Research and Practice

To enhance the ability to forge links between theory and practice in the many-sided and rapidly changing world of human need. This principle is reflected in the divisional foundations, which impart the basic skills necessary for critical inquiry across many fields and problems, and in advanced research in the disciplinary studies, capstone and signature products. Experiential opportunities that align the formal curriculum with practica, internships and other hands-on offerings further link theory and practice.

* + - 1. Lucid Communication

To develop the ability to communicate effectively, both orally and in writing, and to listen attentively to different viewpoints in coming to mature judgments. The common core, divisional foundation and capstone courses provide multiple opportunities for sustained, guided practice in writing, speaking and listening. These are supported by stand-alone and co-courses linked to the core, by required language proficiencies, by the focus on a summative project that melds research and practical experience and by the seminar-style size of most classes.

* + - 1. Independence and Creativity

To nurture free inquiry, deep reflection and a drive to ask interesting questions and find compelling answers. These principles are embodied in the liberal arts design of the curriculum—placing a premium on exploring ideas and seeking new experiences; encountering different ways of thinking and living in history, text, image, culture and methodology, and in the variety of choices among paths of study and electives.

* + - 1. Wise Leadership

To shape thinkers and doers who possess the moral compass to guide communities and institutions toward a common good and who have the wisdom and technical competence to deal effectively with complexity. This principle is present in core courses that examine the relationship between individuals and different levels of community and to leading an examined life, in the many interdisciplinary studies that require knowledge of problems that span national boundaries and cultures, in the required practicum, and in the capstone seminars where students integrate specialized knowledge with broader knowledge and questions.

* + - 1. A Purposeful Life

To form reflective scholars who test their core beliefs, connect their course of study to big questions of meaning, and who build the capacity for lifelong learning and exploration. This principle is reflected in the distinctive capacity of a liberal arts college to form intentional communities of meaning. It is brought to life in core courses, in self-designed capstone work and in an e-portfolio system that captures the larger inquiry informing a student’s pathway.

DKU

1. Capstone and SW reflection:
   1. Capstone 1
   2. Capstone 2
2. Conclusion (200 words)