# Week 12: FNDN 201 Conclusion

You have now had the opportunity to think about the meaning of “the good life” and some of the concepts that may contribute to experiencing it. Of course, this exploration is not complete. You will inevitably continue to pursue the meaning of the good life, and as you move through different phases of life, you will lose and find contentment again and again, and you may change your conclusions about the things that are essential and non-essential. We have asked some difficult and often abstract questions, but let’s return to the beginning when we looked at the meaning of happiness. In the face of philosophical notions such as peace, power, and freedom, is there any room to consider basic pleasure? Holidays, travel, enjoying a cup of coffee with your best friend, eating good food, attending concerts and movies, laughing – are these trivial? Or are they in some way, at some level, necessary?

As you review your journey in this course to prepare your final project, challenge yourself. You have one week to focus on the final project, to review all of the questions and your reflections. Perhaps you have some conclusions, perhaps some hesitations, and maybe more questions. Be sure to read the Final Project assignment in detail and contact your professor for clarifications.

**[Please put the assessment on a separate page]**

**Assessment**

Here is the final assessment you will complete for FNDN 201:

## **Critical Summary**

Now that we have come to the end of our course, you have the opportunity to look back over all of the prompts and topics we have explored. Choose ONE of the prompts to explore in more depth. You may want to choose something that really intrigued you, something that you want to learn more about, or something that has a personal impact on you.

At the top of your page, record the full reference for the prompt.

Write an introduction (one paragraph) in which you explain why you chose this prompt.

Choose 3-5 aspects of the prompt to respond to. This could include the historical or situational context, the themes or main ideas, images, quotes, etc. For each one, write a paragraph that summarizes the idea briefly and offers your personal thoughts in response. You may question, critique, disagree, support, compare, contrast, offer different social, cultural, or religious perspectives, or relate with a personal experience.

End with a short paragraph in which you offer further questions and/or related concepts that arise from this prompt.

### Requirements:

* Typed, double-spaced, standard font, optional title page
* Length: 3-4 pages
* No additional research is required, but if you do choose to pursue additional research (such as background on the author, context, or situation), document carefully in APA or MLA.
* Write academically, using formal vocabulary and sentence structure. Grammar matters!
* Use first person but avoid using “you” in all academic written work.

## **Final Project**

In lieu of a final exam, this course has a final project and accompanying presentation. Note that participation in the presentation is required to pass the course. Online students should arrange a time with the professor for a virtual presentation.

### **The Questions**

Your project should respond to the following questions.

1. After considering many possible factors (themes or questions) in the good life, what are the three most significant, in your opinion?
2. What do you consider less important, not essential, or perhaps even detrimental to the good life?
3. Which concepts or questions challenged you the most and why?
4. Which prompts impacted you the most and why? Provide evidence from the prompt itself, such as quotations and specific details.
5. What new personal goal(s) are you now planning to engage in pursuit of the good life?
6. How has questioning the good life impacted your concepts of God, self, and others?
7. What can you do to help others experience the good life?

#### **The Requirements**

The work on your final project should begin on day one and progress through the course. Your project should include quotes or ideas drawn from **your journal**, from some of **the prompts** (articles, videos, images etc. that we looked at), and from **discussions**. Your written component should make direct references to these components. You are welcome to mention other things that have made you think about the good life during the course (such as readings from other courses, conversations with your roommate, places you visited, songs you’ve been listening to…). Note: There is no requirement to spend money on this project. We encourage students to use what they have as much as possible.

#### **The Project**

You can express your responses to the questions in any of the following ways:

1. Write a paper in which you answer each question and prepare a presentation of your responses, such as a powerpoint, prezi, scrapbook, or poster presentation.
2. Create a photo essay in which you express your discoveries through images. Each photo should include a brief explanation. Note: photos should be original, not from the internet.
3. Create a multi-media presentation that might incorporate image, art, music, animation, etc. Include a written statement as well (unless the presentation includes explanation).
4. Create an original piece of art (any form), short play (including script), film, or music that presents your responses. Include an artist statement that explains how your piece presents your answers to the questions.
5. Create a display of physical objects as symbols of your ideas. Include a written paper that explains how the objects answer the questions.
6. Write poetry that presents your discoveries and answers the questions. Include a written statement that interprets the poetry.
7. Design a game that leads us through the questions and presents your responses in some way.
8. Other creative ideas are welcome. Be sure to discuss your idea with the instructor.

#### **The Presentation**

Presentations will take place during the final week. We will arrange the details closer to the date.

# Supplemental information

**Citation Standards:**

Final projects must be supported by a list of sources. This list should be in the format indicated by the professor guiding the course inquiry (MLA or APA). Cite all sources referenced, including course lectures, discussions, fora, journal entries, and other material that has influenced your investigation. Be consistent regarding the format of the entries in this list of sources.

**Display Standards and Comments Regarding Visual Art:**

Paintings: stretched canvas panels are the standard medium.

Photography: Photos used should form (a) series that brings new perspective to your central thesis. They should be original photos, and credit must be given to the artist who took them.

Drawing and Photography: Presentation can have considerable impact on how the work is received. The use of matting can add a professional touch, and should be considered. If visible edges are desired use magnets or small binder clips to help hold up the images.

3D/Sculpture: Document these original artworks with at least 3 photos from different angles. Good lighting is critical to recording these works well. Ensure media/materials are clearly identified in the supporting documentation.

Artist identification: Current standard is to sign the back of artwork, as the signature is seen as invasive. Some artists do sign on the front – typically drawing and painting.

### **Final Project Rubric**

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| **Critical Thinking Indicators** | **Beginning** | **Developing** | **Competent** | **Accomplished** |
| **Thoughtful Approach**  **(8 points)** | **Ambiguous**  Relevant ideas are presented with inaccuracies, omissions or in part.  (1-2) | **Acceptable**  Relevant ideas are presented with minimal inaccuracies and omissions.  (3-4) | **Clear**  Relevant ideas or concepts are presented in correct and appropriate format referring to appropriate contexts.  (5-6) | **Exact**  Relevant ideas or concepts are presented and interpreted precisely and thoroughly within new and appropriate contexts. (7-8) |
| **Thoughtful Presentation**  **(7 points)** | **Haphazard**  Presentation of supporting ideas and their connection to the thesis is not clear.  (1) | **Collected**  Some connection between supporting ideas is present, but not made clear. (2-3) | **United**  Supporting points clearly presented in a manner that helps establish connections.  (4-5) | **Polished**  Presentation and connection between supporting points achieved in a compelling manner.  (6-7) |
| **Course Materials Themes and subthemes**  **(10 points)** | **Incongruous**  Application of concepts, prompts or themes is incorrect, unsuitable or omitted.  (1-2) | **Suitable**  Most subthemes are included, main theme is addressed.  (3-5) | **Pertinent**  All 10 course subthemes are included, perspective on central theme is present.  (6-8) | **Perceptive**  All subthemes are included, central theme engaged with conviction using creative thought and explanation.  (9-10) |
| **Well-Thought Personal Perspective with Supporting Information.**  **(5 points)** | **Unsubstantiated**  Conclusion(s) omitted, or not in correlation with supporting evidence.  (1) | **Realistic**  Conclusion(s) explained with a simple connection to supporting information or evidence with few inaccuracies.  (2) | **Coherent**  Conclusion(s) logical and consistent with evidence or supporting ideas, and is/are presented in a manner that creates a credible whole.  (3-4) | **Articulate**  Convincing conclusion(s) expressed clearly with details and explanations supported by evidence gathered in a comprehensive and original manner.  (5) |
| **Use of Research Materials, Interconnection**  **(15 points)** | **Minimal**  Little or no effort present to connect ideas from course prompts.  (1-4) | **Connected**  Some valuable connections are made between course prompts, and central thesis.  (5-8) | **Complete**  Many worthy connections are shown between course prompts and central thesis.  (9-12) | **Thorough**  Well-thought connections between the course prompts clearly demonstrate central thesis.  (13-15) |
| **Depth of Thought and Presentation of Perspective(s).**  **(15 points)** | **Limited**  Focuses on a single perspective, includes inaccuracies or omits significant perspective(s).  (1-4) | **Simplistic**  Perspective is explained in a simplistic manner with few inaccuracies.  (5-8) | **Detailed**  Explains and elaborates on two or more possible perspectives correctly.  (9-12) | **Comprehensive**  Several perspectives are explained in detail with supporting information considering various points of view.  (13-15) |
| **Personal Engagement**  **(10 points)** | **Reduced**  Little evidence of personal engagement or connection is offered.  (1-2) | **Moderate**  Some attempt is made to demonstrate a connection with the material.  (3-5) | **Engaged**  Consistent demonstration of personal connection with material.  (6-8) | **Transformed**  Honest engagement with prompts and personal impact of the course material is obvious.  (9-10) |

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| **Live Presentation**  **(20 points)** |  |  |  |  |
| **Invitional Presence**  **(portfolio, host and display)** | **Inanimate**  Little effort made to greet or attract viewers.  (1) | **Pleasant**  Greeted visitors. Effort to develop attractive display was limited.  (2) | **Interesting**  Welcomed visitors warmly. Display drew some attention.  (3) | **Exciting**  Engaging display with strong welcome that invited further interaction.  (4) |
| **Audience Connection** | **Limited**  Little effort made to engage visitors in presentation.  (1) | **Connected**  Responded effectively when prompted with questions.  (2) | **Encouraging**  Guided visitors through the presentation, seeking thoughts and questions.  (3) | **Engaging**  Showed enthusiasm for presentation, engagement with visitors’ ideas.  (4) |
| **Organized / Prepared** | **Random**  No apparent reason for arrangement of elements. Some aspects may seem absent.  (1) | **Complete**  All expected elements are present, but might not be well displayed.  (2) | **Arranged**  Thought has been put into careful organization of the materials.  (3) | **Polished**  Presentation of the materials has a significant positive impact on intended message.  (4) |
| **Course Theme** | **Unclear**  Connection with the course theme is not clearly presented.  (1) | **Related**  Some connections with the course theme are apparent.  (2) | **Established**  All elements of the presentation have a clear connection to course theme.  (3) | **Convincing**  Presentation forms a well-thought unit that clearly establishes a significant perspective on the theme.  (4) |
| **Responses to viewers’ questions** | **Unclear**  Responses seem uniformed or disconnected from portfolio.  (1) | **Partial**  Responses do not fully answer questions or are only tangentially connected to portfolio.  (2) | **Considered**  Responses answer questions through making connections to portfolio.  (3) | **Thorough**  Responses are connected to elements of portfolio indicating deep awareness of material.  (4) |