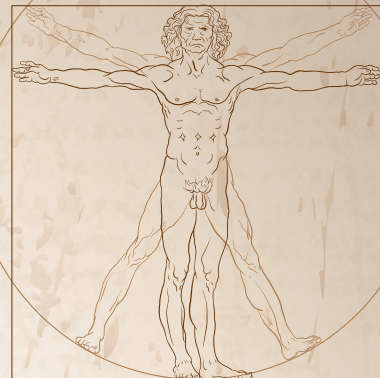


HUM2020: Magnum Opus

The final project is your *Magnum Opus*, a personal masterpiece, that will demonstrate what you have learned in this class. It will consist of a **creative project** accompanied by a **one-page (single-spaced)** statement that references elements from the humanities that influenced your ideas, methods and meanings in your creative project.



The Creative Project

Your project can be produced using any medium in the humanities (visual, literary, performative, digital, etc.) You are encouraged to produce something that relates to your major, interests, or something that is important to you.

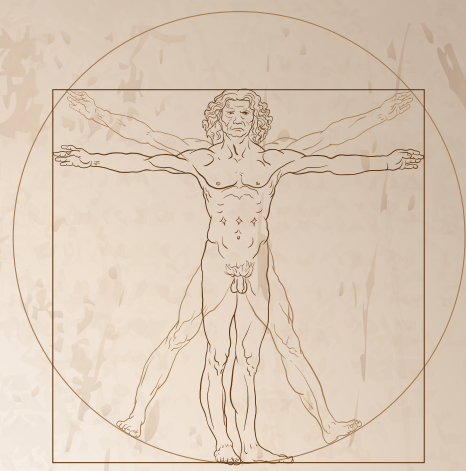
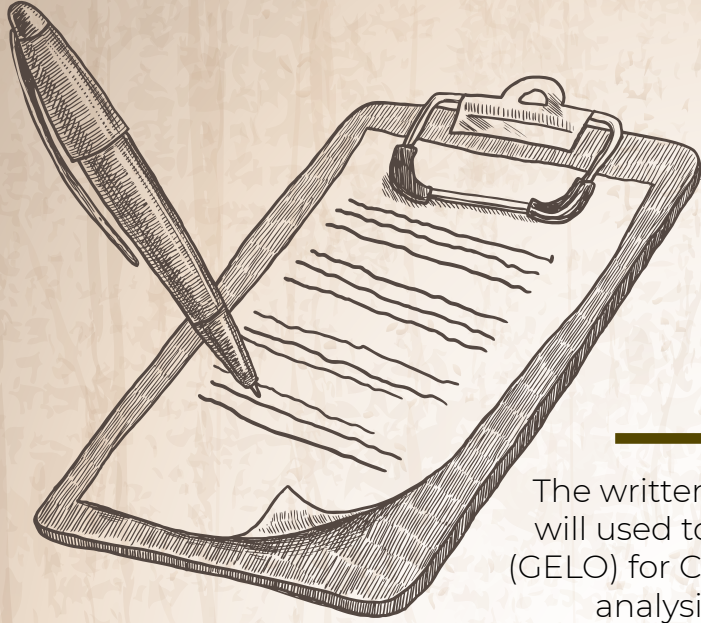
Feel free to produce a traditional piece of art such as a painting, sculpture, song, etc., and you can build off of something that is already in your creative journal. You can also create something in a medium that is not covered in this course such as an app, a logo, a building project, a garden design, a culinary project (such as a cake or squash carving), a skateboard, etc. Innovation and invention are creative activities that qualify for this assignment.

The Written Statement

The statement provides the context of your creative piece, and it details the research you performed prior to creating the piece. The statement should include **terms and concepts introduced** in this class in addition to outside research. You should have **at least five scholarly sources**:

- At least one scholarly reference related to a person (artist, poet, musician, philosopher, architect, developer, etc.)
- At least one scholarly reference related to another piece of work (piece of art, a poem, a song, etc.), a genre (beat, dystopia, etc.), and/or a style/technique (watercolor, slam poetry, graffiti, etc.)
- At least one scholarly reference that provides social and/or historical context such as the background of a movement (religious, social, political, etc.), context of a problem (ie difficulties meeting people during COVID, or other relevant social or historical phenomena related to your creative work.
- The two remaining scholarly references can be about anything that applies to your project.





Statement Format

The written component of your Magnum Opus, the Statement, will be used to evaluate the General Education Learning Outcome (GELO) for Critical Thinking: 'Demonstrate the skills necessary for analysis, synthesis, evaluation, decision-making, critical and creative thinking, and the creative process.' Your statement must critically and creatively analyze, synthesize, and evaluate the human phenomenon (experience, issue, problem) represented in your expression.

Goals for your Statement

- Define a topic (issue, problem, experience or event)
- Describe a position/perspective/solution in a creative work that considers the complexities of the topic through the use of creativity, symbols and representation,
- Situate the creative piece in a context that considers multiple perspectives in the humanities by referencing the influences in your expression,
- Provide evidence to interpret or evaluate the creative piece using at least five scholarly sources,
- Draw a conclusion that ties your creative piece to a broader audience and worldview



Framework for your Statement

To help you achieve the goals above, you can download a pre-formatted Word template from the course website.

Issue & Position (Paragraph One)

Clearly state and describe the topic, issue or problem that you are addressing in your creative piece (see examples in Canvas). Use declarative sentences without pronouns (avoid 'I think' or 'You should' etc.) to communicate your perspective and point of view (Author comes from authority; be authoritative in your writing.) Convince the reader why the topic is significant. Some examples can be:

1. **loneliness in a digital age**
2. **the desire to eat local on a student budget**
3. **the feeling of falling in love**
4. **water conservation issues in Florida**

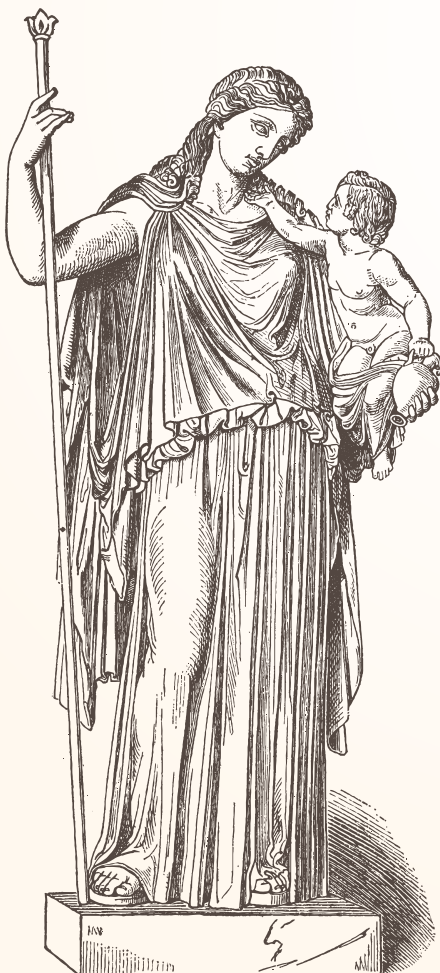


Context (Paragraph Two)

Describe how your creative piece addresses the complexities of the issue through the use of symbols and representation by explaining your methods to produce the piece and interpreting the functions, symbols and meanings in the piece. *Use the Representation lesson to address specific color(s), imagery, metaphor, texture, repetition, patterns, etc.* Use active language such as; symbolizes, reflects, represents, portrays, communicates, etc.) Avoid pronouns such as 'I used blue to represent...,' and be declarative, 'Blue represents ...' Some examples can be:

1. **The mandala logo for the 'Santa Fe Study-Buddy' app represents the interconnectedness of SF students.**
2. **The roadway on the 'Cheap Foods in your Garden' infographic represents the journey to eating local.**
3. **The red and blue swirls forming purple flowers in the painting represent how two people come together to create a new life.**
4. **The Nestle water bottles in the 'Living Waters' garden fountain represent the environmental impacts of plastic in Florida's waterways**

Note: This paragraph plays a key role in grading your expression.

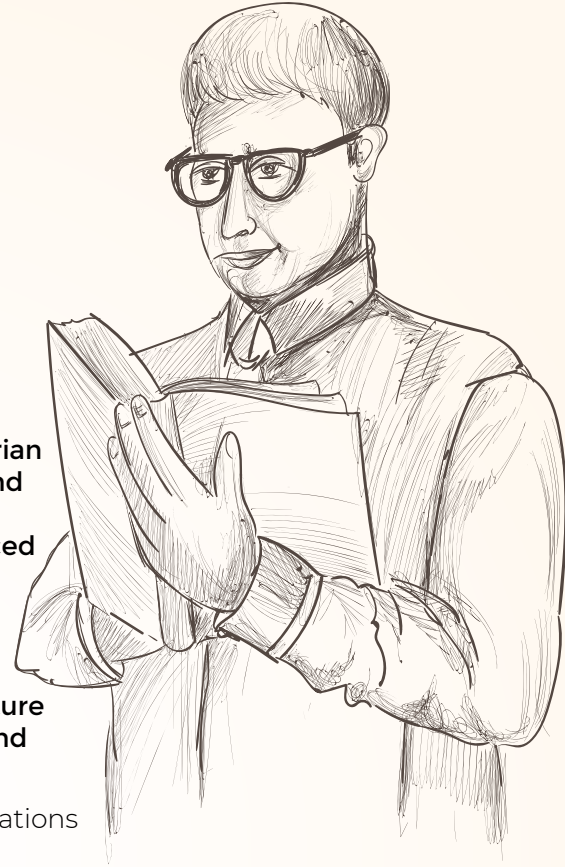
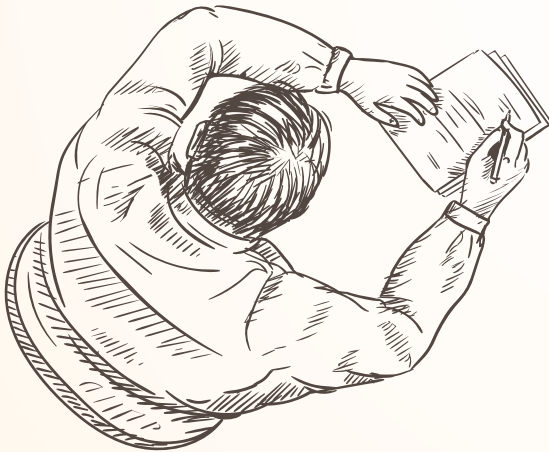


Other Perspectives & Evidence (Paragraph Three)

Situate the context of the creative piece in a way that considers multiple perspectives in the humanities by identifying the influences in your expression. Describe how the humanities influenced your creative piece. This is where you cite the work that shaped how and why you created your work; (ie specific artists, poets, musicians, works, genres, techniques, ideas, philosophies, etc.) Rely on your annotated bibliography as well as additional research in the class. Some examples include:

1. 'Red, yellow and green in the mandala come from the Rastafarian concept of 'I and I' which communicates the oneness of Jah and every human coming together.'
2. The film Taking Root about the life of Wangari Mathaii influenced the motivation to empower people through healthier eating.
3. 'The red and blue swirls reflect the work of Van Gogh's Starry Night and the way Van Gogh was able to find beauty during troubling times.'
4. 'The 'Giant' metaphor in the poem written on the water sculpture was inspired by the story of David and Goliath in Samuel 1:17 and the ability for a small person overcome a big challenge.'

This is where you show your *academic research* in this class. Use in-text citations to reference your research. **Major loss of points if this section is not well-developed.**

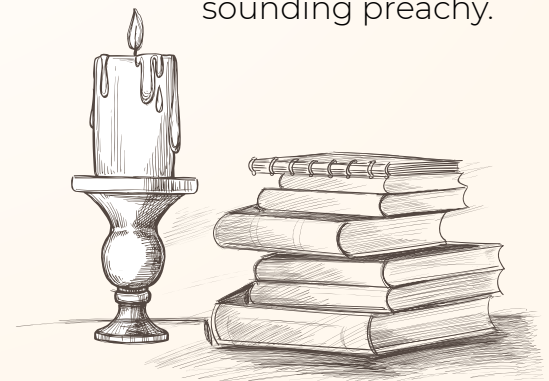


Conclusion (Paragraph Four)

Draw a conclusion that ties your expression to a broader audience and worldview. Briefly describe what you expect/want others to take away from your creative piece. Refer to the Audience lesson to explain how you want the people engaging your piece (viewing, listening, reading, etc.) to interpret your meanings. Feel free to use first person pronoun in this section, but refrain from using second-person such as 'you should' to avoid sounding preachy.

References

There should be at least five scholarly sources that are properly formatted (any style) and cited in the text. Refer to the annotated bibliography lesson in Canvas for information about scholarly research, recommended search engines, and proper formatting. (The references should not be annotated.) Note the syllabus and assignment description specifies that failure to include citations is an automatic '0.'



Formatting: Single-spaced, Times New Roman, 12-point font, one-inch margins, no extra spaces between paragraphs, name date and title in header. Download Word template from Canvas for assistance.

Project Development Activities

Step One: Shared Experience



The first task is to decide and define the topic you want to address in your creative piece. This will be your theme, the message, the meaning that you want to convey to people engaging with your piece. Go back to the Identity lesson and contemplate the shared human thoughts, emotions, or experiences that transcend time and space.

Write a 100-word description of your topic that will convince the reader of its importance, submit to Canvas, (and bring three paper copies for in-class peer review in on-site sections.) Critique at least three topics submitted to Canvas by your classmates.

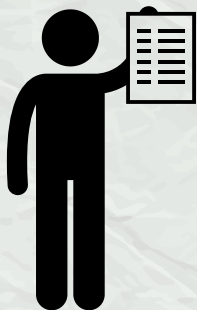
Step Two: Annotated Bibliography



The second task is to conduct scholarly research to produce an annotated bibliography of scholarly work related to the topic and potential influences for creating your work. The references are the academic resources you will use to build your piece such as symbolism, styles and techniques, people, theories, contributions, etc. **There must be at least five scholarly references.** See Canvas for a list of resources on annotated bibliographies, conducting research, and formatting references.

Format the references in any style and submit the annotated bibliography to Canvas. (Bring three paper copies for in-class peer review in on-site sections.) Critique at least three annotated bibliographies submitted to Canvas by your classmates.

Step Three: Outline

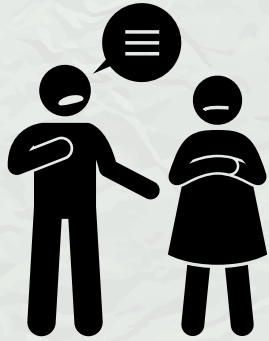


Produce and submit to Canvas an outline of your statement using the chart in this assignment description. (On-site sections bring three copies for in-class peer review.)

Use the rubric in this assignment description to provide feedback to at least three of your classmates' submissions in Canvas. **You must provide constructive criticism; simply telling someone they did a great job does not earn credit.**

Project Development Activities

Step Four: Statement for Peer Review



Produce and submit a complete statement for peer review in Canvas. Incomplete work will not receive credit.

Provide constructive criticism to at least four of your classmates using the grading rubric in this assignment description. You must provide constructive criticism; simply telling someone they did a great job does not earn credit.

Step Five: Creative Piece Peer Review



Submit an image of a prototype or draft of your creative piece to the Canvas discussion board (you may use the Expression Prototype page in your creative journal) accompanied with your statement explaining your methods (second paragraph) and influences (third paragraph).

Keep in mind that *this is not an art class*; your creative piece is not graded on aesthetic appeal, but on the symbolic meaning and intention represented in your work as it is explained in the second paragraph. Provide constructive criticism to at least three expressions submitted by your classmates in Canvas

Step Six: Final Submission



After revising your statement and creative piece, submit to Canvas for grading.

(On-site sections, bring your creative piece and a printed copy of your statement to class for public display and in-class discussion.)

Grading Rubric – Prospectus 10 points

	Gold	Silver	Bronze (2 points)	Lead (1 point)	Points
Paragraph One: Clearly state and describe an issue, topic, problem relevant to the humanities	Issue is stated clearly with all relevant information to understand the 'core' aspect of being human.	Issue is stated and the 'core' aspect of being human is clearly described and defined.	Issue is stated clearly without ambiguity	Issue is stated without clarification or adequate description	/2
Paragraph One: Clearly state and describe a position/perspective that considers the complexities of the issue.	Specific position is imaginative, considers complexities, and integrates diverse perspectives.	Specific position acknowledges complexities of the issue and acknowledges diverse points of view.	Specific position acknowledges diverse points of view.	Position is stated, but is simplistic and obvious.	/2
Paragraph Three: Situate the context of the issue in a way that considers multiple perspectives	Thoroughly analyzes own and others' assumptions and evaluates relevance of contexts	Identifies own and others' assumptions and several relevant contexts	Questions assumptions, identifies relevant contexts	Shows emerging awareness of present assumptions	/2
Paragraph Three: Provide evidence to interpret or evaluate the issue and viewpoints	Information taken from sources with enough interpretation/evaluation for analysis. Questions authority.	Information taken from sources with enough interpretation/evaluation to analyze or synthesize. Questions authority.	Information taken from sources with some interpretation or evaluation. Some question of authority	Information taken from sources without interpretation or evaluation. Fails to question authority	/2
Paragraph Four: Use evidence from your evaluation to draw a conclusion.	Conclusions and outcomes are logical, reflect informed evaluation, and place evidence in priority order	Conclusion is tied to information presented (including challenging viewpoints) and related outcomes are clearly identified.	Conclusion is tied to information presented and related outcomes are clearly identified.	Conclusion is inconsistently tied to some of the information presented and is oversimplified	/2