

Trajectories in Animation, Mathematics, and Physics

Final Project Presentations and Program Ending Assignments

Final Project Presentations: Mon. Mar. 11. 9:00 – 3:00; Tue. Mar. 12. 9:00 – 5:00; Wed. Mar. 13. 9:00 – 1:00

- You have 10 minutes to present your work, with some follow-up time for questions.
- All presentations will occur in Lab 2 2223A.
- The order of presentation will be determined arbitrarily so you need to be prepared to present your work by 9 am Monday March 11.
 - Any materials you want to project need to be in the Winter Final Project Workspace folder on Orca, in a subfolder labeled with your name no later than 8:30 am Mon. Mar. 11 (and as early as possible).
 - Any other materials necessary for your presentation should be present in the room and ready to go no later than 8:30 am Mon. Mar. 11 9 am (and as early as possible).
- After your presentation, complete your **Project Summary Statement**

Program Wrap-up: Thu. Mar. 14. 9:00 – 1:00

- Self-Evaluation Peer Review Workshop
- Studio Clean-up
- Potluck
- Evaluation Conference Sign-up
- End-of-Program Wrap

Portfolios due: Fri. Mar. 15. 9:00 am

- Studio unavailable to students after that time (so faculty can review portfolios undisturbed)

Portfolio check-list:

Evaluation Conferences: Mar. 18 – Mar. 22

- sign-up for conference during Program Wrap-up on Thu. Mar. 14
- details on Conference Tickets at that time

Project Summary Statement:

After you have completed your project and the presentation, write a statement

- evaluating your work,
- describing specific math or physics skills or concepts that you learned from your project
- describing creative skills or experience that you gained from the process
- discussing how the finished work deviated from the proposal, including
 - your proposed and accomplished artistic goals
 - your proposed and accomplished didactic goals
 - your intentions as an artist compared to the reception by the audience

Self-Evaluation:

- Bring 3 copies of your draft Self-Evaluation essay to the Self-Evaluation Peer Review Workshop beginning at 9 am Thu. Mar. 14. The essay should be in narrative form (so a real essay, not a free-write, list, etc.) and be double-spaced so that your readers have room to offer you significant constructive comments.
- After the Peer Review Workshop, revise your Self-Evaluation and submit 2 copies of the final, polished version with your Portfolio. The 2 copies should be printed out on the template form available at my.evergreen.edu.

Your Self-Evaluation is a polished essay. This important essay will follow you in your Evergreen career. It will serve as source material for your Academic Statement. You may use it in future programs. Future faculty may ask to see it, either as part of a signature requirement for a program or when deciding to sponsor an Individual Learning Contract. For a two-quarter program, your Self-Evaluation essay should be between 500 and 750 words (less than a page on the template form available at my.evergreen.edu).

Many of you wrote an interim Self-Evaluation at the end of fall quarter. If you took it seriously then, it will serve as good source material for this program-end Self-Evaluation. Try not to feel constrained by what you wrote then – your program-end Self-Evaluation may have very much or very little in common with what you wrote at the end of fall. All of the prompts and workshop materials are still available in the Fall Archive; use those prompts for your free-writing if they are helpful.

Your essays might include/address the following, though the narrative structure is up to you:

- Introduction: brief description of previous academic, professional, or personal experience that brought you to this program, possibly including goals, and orients your reader to the essay. A good introduction describes your intentions for the program and frames your learning in terms of those goals.
- Descriptive: the most important or compelling things you learned or did in the program (give specific examples). Choose convincing and descriptive evidence to show, not tell, how and what you learned.
- Evaluative: how well you did that work, including evidence.
- Reflective: what that work means to you, either academically or personally, and the personal or social significance of that learning.
- Conclusion: next steps, either within the program or for your next academic work or career. A good conclusion summarizes your accomplishments and/or discusses how your learning in the program will help you achieve future goals.

The Descriptive, Evaluative, and Reflective pieces are not meant to set the structure of your essay, but rather direct you towards things you might address. Specific examples or stories are most convincing.