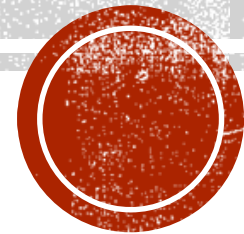


# FINAL RESEARCH PROJECT

Due Tuesday, April 27<sup>th</sup>



# OVERVIEW: UPDATE: FINAL 2+ WEEKS!

- **TODAY: FINAL PROJECT CHECK LIST & SPECS**
  - Individual Meetings
- **PRESENTATION options for EXTRA CREDIT**
  - In-class – 5-10min
  - Powerpoint PDF Media Rich (Image, Video, Audio, VO)
- **EXAM REVIEW: Tues APRIL 27<sup>TH</sup>**
- **EXAM#2: TUES. MAY 4<sup>TH</sup>**
- **FINAL READINGS/SCREENINGS:**
  - Short READ: Brunn-Zakrzewski EDUCATION and HAPPINESS (The Greater Good Science Center, Berkeley California)
  - Short READ: TEN FILMS That Emphasize A Better Humanity
  - Short SCREENING: Shawn Anchor: SCHOOLS: The Happiness Advantage (12min)
  - Short SCREENING: The BLUE ZONES (60min Australia 16min)
  - Short SCREENING: :Richard Layard, CAN WE BE HAPPIER (4min)



# SECTIONS (10) FINAL RESEARCH PROJECT

## 1. **TITLE AND SUBTITLE**

- **Provocative/Engaging**
- **HOT: Cool**
- **Idea/Quote from Interviews?**
- **AVOID: Either/Or titles or Obvious Questions**

## 2. **INTRO**

- **What is the broader topic and issue?**
- **What is your FOCUS and/or FOCAL POINTS for this CASE STUDY?**
- **Why is it important NOW (2021)?**
- **WHAT IS NEW???**
- **What are the current patterns/developments RECENTLY?**
- **HOW is the issue connected to the issues of this course?**
- **MAJOR QUESTIONS: What are yours?**
- **Initial Thesis and Central Arguments--What are you trying to argue (which isn't completely predictable)**



# SECTION 3

## 3. PERSONAL CONNECTIONS?

- **KEEP** it SHORT (NO MORE THAN 1-2 paragraphs)
- **Experience(s)?**
- **Observations?**
- **Your Biases?**



# SECTIONS 4 & 5

## 4. **BACKGROUND RESEARCH**

- **What important research has been conducted on this issue**
- **(synopsis of 7 articles/books)**
- **What SPECIFIC arguments have been made about the issue over time?**
- **Connections to course content. What are they?**

## 5. **STEREOTYPES and STEREOTYPICAL REPRESENTATIONS: Media & Technology**

- **How is the issue represented or reflected in the media currently?**
- **Stereotypical Portrayals and/or representations? Changes in representation or thinking?**
- **How does Technology play a role in the issue (progression, evolution, etc.**



# SECTION 6

## 6. SURVEYS

- **What did you aim to find out with the surveys?**
- **SAMPLE POPULATIONS: Who were the types of people that you hoped to survey? Why?**
- **What types of questions did you ask?**
- **Were those questions revealing?**
- **Other questions you needed to develop?**
- **SURVEY FINDINGS?**
- **DATA/STATS?**

1. **Important comments/responses?**
2. **Patterns from responses from the responses?**
3. **Unexpected and unique findings?**
4. **Reading between the lines of the responses?**
5. **What people didn't say?**
6. **Correlations with findings from other research?**
7. **Questions for interviews: More depth and complexity?**



# SECTION 7

## 7. INTERVIEWS

- **What did you aim to find out with the INTERVIEWS?**
- **Who were the types of people that you hoped to interview? Why?**
- **What types of questions did you ask?**
- **INTERVIEW FINDINGS?**



# SECTION 8

## 8. **CONCLUSION & FINDINGS**

- **STEP BACK—MACRO Perspective**
- **SIGNIFICANT FINDINGS**
- **SOLUTIONS/APPROACHES? Possible Solutions or Steps toward sensible options**
- **FUTURE? Educated Projections**
- **PERSONAL APPROACHES/CHANGES**



# **SECTIONS 9 & 10**

## **9. SOURCES & RESOURCES**

- **FULL BIBLIOGRAPHY of Sources**
- **WORKS CITED/END NOTES**
- **Interviewee List**
- **Resource List**

## **10. APPENDIX**

- **Survey Questions/Responses**
- **Interview Questions/Responses**



# FINAL HIT LIST

- **Clear and Descriptive Writing**
- **PROOF READ!!!** -- Spelling, grammar, punctuation
- **Qualified statements — YES!-** (Based on the data... It appears... Compared to \_\_\_\_\_, it seems... **Avoid Hyperbole & Over-exaggeration?** Avoid the purely pejorative/judgmental.
- **Clear Section Headers and - Subheaders**
- **DO NOT CENTER TEXT!!!!**
- **Images**
- **Pull Quotes**
- **Video Clips**
- **Charts**

The simplest model of communication relies on three distinct parts: sender, message, and receiver. More complex models add a fourth element: the channel used to send the message. We'll talk more about channels later in this module, but for now, you can think of the channel as the medium, or form, of the message. Channels can take verbal, nonverbal, and written forms. Emails, conversations, video conferences, television ads, and Web site publications are all examples of specific communication channels.



In business, the sender and receiver roles can be filled by many people within and outside of the organization: For example, a manager (sender) holds a meeting with an employee (receiver) to discuss the employee's performance. The marketing department (sender) publishes a product launch announcement to reach potential customers (receivers).

There is also an enormous range in the kinds of communication that take place within and to and from an organization. For example, business communication is used to promote products, services, or an organization; relay information within a business; or deal with legal and similar issues. It encompasses a

Mother Nature has never created something of such perfection, something that takes Darwin's theory of evolution to the extent that a natural element can, over millions of years, evolve into something so flawless.

The green seed of the white-flowering climbing leguminous papilionaceous plant, *Pisum sativum*, has become a dining-table favourite for good reason.

The perfect accompaniment to any meal, the diminutive spherical vegetable brings joy to billions worldwide, be they fresh, frozen, canned or dried.

Even leaving aside the astounding nutritional package, the taste explosion and texture of a well cooked pea is undeniably enough to award this deceptively simple seed the gold-medal of the foodstuff Olympics.

*It is not an exaggeration to say that peas can be described as nothing less than perfect spheres of joy.*

