

**LIL 420: ARTS AND HUMANITIES CAPSTONE
REVISION PROJECT BENCHMARK 3: Drafting and Conferencing (10 POINTS)**

Use the space provided to check off and record your activity and ideas for this third phase of your revision project. You can download the checklist as a Word document to type your responses, or to print and take to your meeting, but please save the file as a PDF to upload to your ePortfolio. Please also submit a link to this ePortfolio page in Brightspace.

Be sure to date and sign your sheet. Please ask your professors to sign off as well.

Benchmark 3:

DUE: Week 11 (~Oct. 29th)

This benchmark focuses on putting your sources to work

- revisiting sources as needed:** provide an update on changes to your source list. What's working? What turned out not to be relevant/helpful?

The structure of the unit map is provided by The Telling Room's A New Land Unit Plan created by Veronica Foster in 2021.

This source has been the most beneficial to ensuring my organization during this project.

Ainsworth, Larry, and Kyra Donovan. *Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment*. International Center for Leadership in Education Incorporated, 2019.

The above source proved a helpful guide to the process of assigning the priority and supporting standards.

Glaspell, Susan. "A Jury of Her Peers - Short Story by Susan Glaspell." *American Literature*, 1917,

<https://americanliterature.com/author/susan-glaspell/short-story/a-jury-of-her-peers>.

Glaspell, Susan. "Glaspell's Articles." and "The Hossack Case." *Midnight Assassin: A Murder in*

America's Heartland, Patricia Bryan and Thomas Wolf, 1900-1901,

<https://www.midnightassassin.com/articles.html>. Accessed 5 November 2025.

Glaspell, Susan. *Trifles*. *The Norton Anthology of Literature by Women: The Traditions in English*.

Edited by Sandra Gilbert and Susan Gubar, 3rd ed., Vol. 2, W.W. Norton, 2007, pp. 178–189.

These texts (above) are the central pieces to this segment of the unit that I am planning.

Jouve, Emeline. *Susan Glaspell's Poetics and Politics of Rebellion*. University of Iowa Press, 2017. *ProQuest Ebook Central*. Accessed 30 October 2025.

The above provides supporting information for the timeline and context of Glaspell's life.

Mustazza, Leonard. "Generic Translation and Thematic Shift in Susan Glaspell's "Trifles" and "A Jury of Her Peers." *Studies in Short Fiction*, vol. 26, no. 4, 1989, pp. 489-496.

EBSCO, [https://research-ebSCO-](https://research-ebSCO-com.une.idm.oclc.org/c/64q3hc/search/details/qskef5abzf?db=lkh)

[com.une.idm.oclc.org/c/64q3hc/search/details/qskef5abzf?db=lkh](https://research-ebSCO-com.une.idm.oclc.org/c/64q3hc/search/details/qskef5abzf?db=lkh). Accessed 30 10 2025.

The above source aided me in understanding the differences between Glaspell's version of the same story. It dissected both texts meaningfully, which will guide my class discussions later.

Waterman, Arthur E. *Susan Glaspell*. Edited by Arthur E. Waterman, Twayne Publishers, 1966. *Gale Literature*. Accessed 30 October 2025.

The above provides supporting information for the timeline and context of Glaspell's life.

- reviewing/updating your revision plan:** Briefly describe the point you've reached in the project. Have your project goals and focus become clearer, more complicated, or changed in any other way? Do you need to update your abstract?

Throughout the process, I have had to give up a few of the authors I originally planned on focusing on in the unit. Due to time constraints, my primary focus is now solely on Susan Glaspell, meaning my project has become a segment (a week's worth) of a unit of study.

- adding new content to your projects.** Let's see some examples of the work-in-progress

The following is a link to the second lesson plan where students participate in pre-reading stations. It is still a work-in-progress currently.

<https://docs.google.com/document/d/1gKPzOfWS3S4suKn70Mg3LO9mQxFwF0ijFKXIMrxFQIk/edit?usp=sharing>

- Submit project update to process page.**
- You should also have met with your professor to review progress and **posted a progress update to your process page.** Provide a brief summary of your most recent

conversation with your professor about your questions, sources, process, progress and next steps.

Dr. Tuttle – Explicitly identifying the differences between genre and form for students, providing visuals, and reworking the timeline and historical context stations to include more information on the period the pieces were written in.

Dr. Clarke – Discussed emphasizing the checklists instead of the rubrics but adding an element of depth for that other dimension of the summative project. Reviewed lessons one and two and discussed ways to incorporate the other text to ensure students do the reading.

- Designated periods for reading/annotation and for drafting.** Have these changed since Benchmark 2?

Not necessarily, just finding a little time each day to work on new lessons and revise those I have already created, constantly incorporating new sources.

- Made a follow-up appointment.** When will you meet again?

There is no set date/time yet, but the next time we meet will likely be after all of the lesson plans are drafted within the next two weeks.

NEXT STEPS: Schedule another meeting with your project advisor/professor over the next two weeks to discuss progress and emerging questions. Add a progress update entry to your process page.

I met with Prof(s).Dr. Tuttle and Dr. Clarke on 10/30 and 11/4, respectively.

Your Signature Sarah Bourdeau

Faculty: please sign off to confirm that you've had a chance to discuss the original class assignment and offer guidance about revision:

_____ Lane W. Clarke 11/4/25 _____

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