

LIL 420: ARTS AND HUMANITIES CAPSTONE
REVISION PROJECT BENCHMARK 1

Use the space provided to check off and record your activity and ideas for this first 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.

By the end of the week 5, you should have

- taken stock of your past Arts and Humanities coursework and projects and narrowed your revision candidates down to the 1 or 2 strongest possibilities. List those two here.

article about Maine Mariners + vne partnership
intercultural communications final

- met with your past professors to discuss ideas for extending, refocusing, remediating, or otherwise revising those projects. How might your project differ from the original class assignment? Use this space to summarize your conversation and highlight key recommendations: new databases, exhibits, archives to explore? Specific critical sources to read, or other texts or images to screen? New tools, equipment, software, materials or techniques to try out? What are your major decision points?

The original class assignment was to take every chapter questions from my intercultural communications book and put them together for my final. We have decided to have me interview someone from my previous job and research crowd reactions to certain performers and performances.

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

before benchmark 2

If you have decided on a project, you should have

- uploaded that "archival" version (the original) to the Revision Project Page in your ePortfolio
- begun the commentary on your own past work. "Mark up" your original project: What do you still "like" about it? Which aspects may still be "useful" (in Harris's sense) to your

prospective project i.e., which ideas or approaches might you "forward"? Which areas would need to be expanded, refocused, cut, reformatted?

NEXT STEPS: Use your commentary and notes from your discussion of the project with your professor(s) to write a detailed revision plan. **Due October 15th with Benchmark 2**

This plan should include the following activities:

- 1) identifying a set of readings or other sources to contextualize and intellectualize your project
- 2) requesting new sources (e.g., through MaineCat or ILL), scheduling meetings, arranging studio time. This is the prep work.
- 3) designating periods for reading/annotation, sketching, recording, or otherwise "drafting" as appropriate to your field.
- 4) Your plan should also include the ideas. Start off by *drafting an abstract* (~ 150 words) that reflects the context, theoretical approach and/or methods, and major questions you'll be exploring. What are you trying to do in your project and why do you think that objective is important?

I met with Prof(s). RAMEY on 9/25

Your Signature Maive M. Bennett

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

para 1: introduction

para 2: intercultural communication concepts in performing arts

para 3: PAC and audience engagement
spmc? interview shiley? — integrate Iceland, Chinese, Jazz

para 4: individual artists Laufey — impact on audience
social media presence?

para 5: unequal access — educate audience
challenges + opportunities — bridge community
reinforcing stereotype critical appropriation

sample para 6: conclusion, future of arts programming?

differentiate success
TON
Bartste

how does it look in practice?
a season I would propose
and how does it relate to the arts