

ASSIGNMENTS: AHS PREPSTONE (AHSE 3190)

Assignment One:

Proposal Checklist; Personal Goals; Archive Inspiration

- By week four of the semester (9/25 by 5 p.m.) complete your proposal checklist. *File in course dropbox and label "LastName Proposal Checklist."*
 - By week four of the semester (9/25 by 5 p.m.) complete your personal goals list. *File in course dropbox and label "LastName Personal Goals."*
 - By week four of the semester (9/25 by 5 p.m.) complete your archive inspiration. *File in course dropbox and label "LastName Archive."*
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Assignment One: Proposal Checklist

By week four of the semester (9/25 by 5 p.m.) produce a document that addresses the questions below.

Please copy and paste the prompts below into a word doc and then write your (single-spaced) responses below each numbered prompt. With the exception of question #7, all of these questions refer to your proposed work and collaborations during your future AHS Capstone semester. *Submit via course dropbox and label "LastName Proposal Checklist."*

1. Your name

I bet you have this covered...if not, see me for new identity.

2. What is your concentration?

Describe all prior AHS experience that will qualify you for the Capstone (e.g., describe your Concentration, or other activities of equal rigor to an AHS Concentration).

3. Has your concentration been approved?

If yes, great! Move on to question 4...

If no, please explain your approval plan here:

4. Is your approved concentration relevant to your proposed AHS Capstone project?

If yes, explain connection between approved concentration and proposed project here:

If no, see me for new identity. Just kidding. But be warned and be wary, intrepid Prepsone Explorer! If your proposed project is not in the same discipline as your concentration, you need to demonstrate that you are qualified in your proposed new area of work and gain approval from the AHS committee—no easy feat. I understand that passions and interests

change, so do come talk with me if you find yourself in this boat and we will think through options together: my core goal for you is that you propose and later execute a project that inspires and excites you, and I am happy to brainstorm with you to help make this happen! Please explain your optimal plan here and make sure to also explain a Plan B in case your proposal is not approved:

- 5. What scholarly field(s) will you be working in for your proposed project?** Be as specific as possible. (e.g., “photography” is better to write than simply “art,” “anthropology and social studies of the Internet” is better to write than simply “anthropology”)
- 6. What questions will this project explore?** Please feel free to list more than one. Tentative or vague is also okay at this point.
- 7. What is your plan of work for the Preystone semester? What do you want to accomplish?**
- 8. What activities and tasks do you anticipate conducting throughout the Capstone semester?**
- 9. Describe the final project that you will produce during this Capstone (e.g., artist portfolio, research paper, music composition, documentary of service work...).**
- 10. Who will serve as your AHS Capstone faculty mentor?** (Note that mentors must be Arts, Humanities, or Social Sciences faculty from BBOW or beyond at accredited institutions. Also note that all students must first secure verbal agreement from a faculty mentor, and then Capstone faculty formalize that agreement via a contract and stipend).

If you have a mentor secured, explain how you know this mentor and include contact info. here: (name, title, school, phone, email).

If you do not have a mentor secured, list proposed names here and explain your logic for why they would be good mentors for your proposed project:

- 11. Anything you want us to know now? Do you have any questions or concerns?**

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Assignment One: Personal Goals

- ❑ By week four of the semester (9/25 by 5 p.m.) complete your personal goals paragraph. *File in course dropbox and label "LastName Personal Goals."*
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I am always doing what I cannot do yet, in order to learn how to do it.
- Vincent Van Gogh

The AHS Capstone Project offers you the opportunity to create something new and beautiful, a creative piece, a study, a community service, or so many other possibilities. But it is also an opportunity for you to achieve your own goals. If this project is going to succeed, it must become yours. You have to make it meaningful for you, and you need to orient this project towards the outcomes that matter most to you. Goals can take many forms... do you want to:

- Improve your communication skills? Writing, drawing, public speaking...
- Fill in a hole in your education by doing extra reading or exploration?
- Submit your work to a professional organization?
- Find a way to make this project relevant for your future career?
- Make professional connections this semester through your project?
- Change the world in some way? Direct your work towards meeting a social need?
- Educate others throughout the course of this project?

In a word doc, lay out several specific personal goals (paragraph form or bulleted list form—up to you!) that will customize and add meaning to your Capstone project. File in dropbox.

This goal-setting activity is actually one of the most important aspects of this Capstone. Take control of your learning, set lofty goals, and don't stop until you achieve them. Note that you will revisit these goals during your Capstone semester and produce a self-evaluation on how well you met them...

...continue to next page to complete assignment one...

Assignment One: Archive Inspiration

- ❑ By week four of the semester (9/25 by 5 p.m.) complete your archive inspiration paragraph. *File in course dropbox and label "LastName Personal Goals."*
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Do I want to reinvent the wheel? No, I do not. **- Internal Preystone Monologue**

So, you are planning to do a Capstone project...good news! Many Olin Capstoners have tread this ground before you. Not only that, they have left digital copies of their work, complete with abstracts and keyword searches! Eureka!

Chances are that you can learn from some of the choices made in other Capstone projects from the recent and distant past. To gain inspiration from our AHS Capstone archives, please do the following:

- Visit Olin's Digital Commons to view AHS Capstone projects from 2005 through 2011. http://digitalcommons.olin.edu/ahs_capstone/
- Search the archives (note Olin has a keyword search) to find two previous Capstone projects most relevant to your proposed project (they could have similar content, similar structure, similar research approaches, or some other innovation or approach that strikes your fancy).
- In a word doc of 1-2 paragraphs (okay to write as bulleted lists, if you prefer) list the titles and authors for the two projects that inspired you, and for each project state specifically what you noted that could inspire or connect to your own project planning, research, and/or execution.

Assignment Two: Proposal

❑ **Complete Proposal, submit via email to TA and Gillian Epstein**

By week 10 (11/6 by 5 p.m.) produce a completed draft of the AHS Capstone proposal. Label each section. *File in dropbox and label "LastName Proposal."*

The following is a direct excerpt from the Capstone Fall 2012 Assignment Supplement...

The future belongs to those who believe in the beauty of their dreams.
- Eleanor Roosevelt

The proposal must be organized according to the letter bullets below. Please include each section, labeled by the letter and title below. Thoroughly (and with specific details) answer all questions in each section, with at least a decent-sized paragraph per lettered section.

A. Project goals

Throughout this semester you will carry out a project that includes a research component and the production of a deliverable. Please answer the fundamental question: **What are the goals of this project?**

The "goals" section should address **all** of the following:

- Describe the significance of the final deliverable
- Discuss the questions you plan to answer and/or the problems you will confront throughout this project, and tell us what you expect to discover
- Define your intended audience and describe the impact(s) that your project will have upon this audience
- Relate these goals to your Personal Goals assignment: how will you make this project meaningful to you?

Please include a set of **essential** goals that you must achieve, as well as one or more **ambitious** goals that you will hopefully achieve.

We understand that this project is only just beginning. These goals are subject to change, but at this point give your best guess about the questions you will pose, the answers you might uncover, and the deliverable(s) that you will produce.

B. Form and size of final disciplinary deliverable

What will you produce by the end of this project? Here are only a few possible examples:

- A paper? How long?
- A work of art? Rough dimensions and form? What type of artist's notes?

- A performance? Length, location? Will there be program notes?
- An event for an organization you're interning with? What kind of event? How will you document it for your mentor and course leader to evaluate?
- A hot tub time machine? How large? What water temperature?

Please include a set of **essential** deliverables that you must deliver, as well as one or more **ambitious** deliverables that you will hopefully deliver.

Your deliverable description must also include metrics, i.e., more than one way to tell whether you've met your goal (size/length? scope? an expert's quality assessment?).

C. Methodology

What do you think will be the **appropriate methods that you will use to execute this project**? (For example, research, interviews, writing, revising, composition, musical or other performances, painting, photography, editing, presentations, teaching, survey writing, data analysis, practice sessions in front of an audience...).

List all methods that apply but offer several sentences of details for each, elaborating upon the specific tasks that you plan to carry out.

D. Budget

Regardless of the nature of your project, Olin requires that you must pay at least the first \$150 of costs -- think of this as basically a textbook fee.

If your project will cost you \$150 or less, just say "I do not need funding for this project."

If you require more than \$150 of funding, please submit a budget proposal that:

- Itemizes each cost, *including the first \$150 that you will pay*. Use the best cost estimate you can and give proof where possible (e.g., printout from Amazon web site showing cost).
- Justifies each expense.
- Fallback plan – what can you do if you do not receive full funding?

NOTE: the AHS Capstone budget is limited and we cannot guarantee funding for all projects. We cannot guarantee funding for any projects, actually. We can guarantee this: the printer in AC 413 will crash if you attempt to print more than four pages.

E. Qualifications and education

Please answer the following three questions:

- What are your qualifications to undertake this project? In particular, list your AHS Concentration name + courses (unless you have previously petitioned to do a Capstone in an area other than your Concentration), and describe your experience (coursework, other) and familiarity with both the skills and content embedded in your project.
- Have you completed your Concentration? If not, when will you?

- Where are you least qualified, and in what ways will you educate yourself throughout the course of this project?
- Who will be your mentor, how is s/he qualified for this project, how do you know that person, and has s/he agreed to serve as the mentor?

F. Initial source list

This project will draw upon the works of others. In this proposal you must locate at least three written *scholarly sources*¹ and/or *relevant primary sources*² that will help you carry out or contextualize your project. Have more than three? Great! Please answer the following:

- Include the title and citation information for each source (date, author, type of source...).
- In one sentence per source, tell the reader what it is. Be brief!
- In one or two sentences per source, justify what you hope to learn from each source and how it is relevant to your project.
- Relate your use of sources to your overall project vision and to your personal goals. What excites you about the works/ideas/experiences of others? How can you make this context interesting and meaningful to you? You only need to answer this question once, not once per source.

You may use additional non-written and/or non-scholarly sources in your project, but right now we just need at least three written scholarly sources.

Special note for those doing “creative arts” projects (music, art, dance, creative writing, etc.): you will also do scholarly reading and writing. This work is integral to the AHS Capstone program.

G. Ethical considerations

What ethical issues will you need to be aware of and how will you address these? Here are a few possibilities for you to consider:

- Are you bringing any biases to the project?
- How might people use, interpret, or respond to your project (either while you are working on it or after it is finished)?
- Is there any potential for unintended rickrolling? Explain and justify.
- Consider plagiarism issues. Similarly, are there any specific intellectual property or copyright issues related to your project?
- Some projects involve research with human subjects if data will be gathered from talking to, surveying, or observing real people. Who are your potential research

¹ Wondering what a “scholarly source” is? See the document in the course dropbox “documents” folder, called “Journals and News Articles Definitions.” This document explains what “scholarly source” means. For further clarification, ask your course leader and/or Dee Magnoni, Olin’s librarian, who created this document.

² Primary sources may be relevant in place of a “scholarly source” for certain projects: e.g., search the Capstone archives for “vocal percussion” and “electronic music”... http://digitalcommons.olin.edu/ahs_capstone/

subjects, if any? How will you present yourself and the project to potential research subjects?

H. Concerns/questions

- Do you anticipate any major challenges? If so, how might you address them?
- Do you have any project-related questions for your course leader or mentor? Be specific -- we want to help!

I. Plan of work

Create a very specific time schedule for this semester, coordinated with the deadlines on the syllabus; keep in mind that you can propose revising the syllabus deadlines such that they make the most sense for your project and/or for your mentor's assessment needs. Also keep in mind that you may want to add weekly deliverables or assignments in your proposed schedule to keep yourself on track.

Think about the best order for undertaking the "methods" in the methodology section above. How much time is needed for each? Can you perform some tasks in parallel?

Create milestones to help you complete the final deliverables on time. Hand in this customized calendar with your proposal. Include the main course deadlines, the tasks specific to your project, and the following general milestones (as relevant):

- When do you want to finish your background reading, research, development, and/or planning?
- When will you start creating your Initial Project Submission? Your Final Project Submission?
- What customized deadlines do you need? For instance, for a sketch, an outline, a rehearsal, a draft of a composition or a paper?
- Include the due dates of all assignments in the syllabus (Initial Project Submission, Complete Draft, Final Project Submission, Project Assessment, and Final Presentation)
- Did you leave time to achieve all of your Personal Goals?

Can you build in any contingency plans (such as slack time that you can shift to a task taking too long) in case you encounter unexpected delays or difficulties?

NOTE: this plan is subject to change based upon what you discover throughout the semester. However, deadlines for syllabus course assignments are firm unless you make prior arrangements with the course leader and mentor. If you need to move deadlines, do so now!

Assignment Three: Capstone Citations

- ❑ **Complete Two Capstone Citations.** *File in dropbox and label "LastName Citations."*
By week 13 (12/4 by 5 p.m.) complete two Capstone citations
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(The following is a slightly modified excerpt from the Capstone Assignment Supplement)

Context for your Deliverable

(Two citations: see pg. 7 of this document re explanation of scholarly source and primary source)

Regardless of your deliverable, it must contain some form of "citation" somewhere, i.e., references illustrating how you are incorporating, building upon, or reacting to the work of others. For this assignment, produce two or more specific citations that you will insert somewhere into your deliverable. This can take many different forms:

- If you are writing a research paper or report, citations should be footnotes. Include a citable piece of information that will actually appear in your paper -- a quotation, statistics, a paraphrasing of an argument, etc. -- and a footnote to accompany it.
- If you are producing a piece of art, you will also produce an artist's statement, gallery notes, etc. Include five pieces of information that will appear in these notes: a discussion of your influences, an analysis of how your piece of art relates to the works of others, a description of an artistic genre, etc. -- and cite your sources.
- If you are creating a musical composition and/or performance, you will produce detailed Program Notes that provide both stylistic and musicological context. Cite all material pertaining to each of your sources within the body of your Program Notes. Include a Bibliography at the end. You will also analyze your composition(s) and/or performance works so that you can examine, and interact with, the theoretical context underpinning your own creative process.
- If you are giving a presentation or performing community service, excerpt key aspects of your work that are informed by the work of others, and cite them properly.

This assignment is difficult to describe because it will take so many forms for the wide range of projects that we will encounter. Ask questions, do your best, be brave, and keep in mind your personal learning goals about understanding context.

More than two citations would be delightful, delicious, and dreamy. Decadent? Definitely.