

ASSIGNMENTS: AHS PREPSTONE (AHSE 3190)

Assignment One: Proposal Checklist & Personal Goals

- By week four of the semester (9/26 by 5 p.m.) complete your personal goals email. *Send to TA and Gillian Epstein.*
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Proposal Checklist

By week four of the semester (9/26 by 5 p.m.) produce a document that addresses the following questions (one to two double-spaced pages length, short answers are best, include numbering and respond to each numbered prompt). These questions refer to your projected activities during the Capstone semester (not this semester), except for Prepstone question #6. *Submit via email to TA and Gillian Epstein*

1. Your name
2. 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**). If your project is NOT in the same discipline as your concentration, you need to demonstrate to us that you are qualified. This requires special permission, so you need to tell me about your qualifications in that discipline. Be wary, prepstone explorer: **note that you must articulate a plan here for how you will complete a relevant AHS Concentration prior to enrolling for the AHS Capstone.** (You will not be able to take the Capstone course without a complete AHS Concentration).
3. What scholarly field(s) will you be working in? 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”)
4. What questions will this project answer? Please feel free to list more than one. Tentative or vague is also okay at this point.
5. What activities will you conduct throughout the Capstone semester, including writing and research?
6. What is your plan of work for the **Prepstone** semester? What do you want to accomplish?
7. Describe the final deliverable that you will produce during this Capstone (e.g., artist portfolio, research paper, music composition, documentary of service work...)
8. Which experts (BBOW faculty members or others) might supervise and/or assess this Capstone? How do you know them? Have you contacted them? The AHS Capstone

teaching staff will invite outside mentors. Please include here the contact info (name, title, school, and email) for the mentor you would like to work with, and let us know if you have already asked this person to be your mentor. All students must have a mentor signed up before the semester begins.

9. Anything you want us to know now? Do you have any questions or concerns?

Assignment One, cont.: Personal Goals

- By week four of the semester (9/26 by 5 p.m.) complete your personal goals email. *Send to TA and Gillian Epstein.*

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?

Via email, lay out several specific personal goals that will customize and add meaning to your Capstone project. Send to T.A.s and to Gillian Epstein.

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.

Assignment Two: Proposal

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

By week 10 (11/7 by 5 p.m.) produce a completed draft of the AHS Capstone proposal. Label each section. *Send to TA and Gillian Epstein.*

The following is a direct excerpt from the Capstone Fall 2010 Assignment Supplement...

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

Draft deadline: 6:00 PM, Mon Sept 19 (email to course leader and peer reviewers)

Final deadline: 6:00 PM, Friday Sept 23 (email to course leader and mentor)

Length: Usually around five to seven pages

Grading: 10% of your grade, determined by mentor and course leader

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 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 that your course leader will send you, 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.

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 time schedule for this semester, coordinated with the deadlines on the syllabus. 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 and research? (this applies to all projects)
- When will you start creating your Disciplinary Deliverable?
- What customized deadlines do you need? For instance, for a sketch, an outline, a draft of a composition or a paper?
- Include the due dates of all assignments in the syllabus (Progress Report, Disciplinary Deliverable, Revision, 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, ask about that now!

Assignment Three: Capstone Citations

- Complete Two Capstone Citations.** *Submit via email to TA and Gillian Epstein*
By week 14 (12/5 by 5 p.m.) complete two Capstone citations
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(The following is a slightly modified excerpt from the Capstone Fall 2010 Assignment Supplement)

Context for your Deliverable (Two citations)

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.