

This collaborative project consisted of developing written material in French (description and analysis of artwork to be included in exhibition brochures) for the Colby Museum. Each group of students was responsible for the analysis of artwork by a specific artist exhibited in the Colby Museum. During the semester they:

- met with the Colby Museum curators to familiarize yourself with the artists and the artwork;
- attended work sessions in the museum & learned how to use the museum resources;
- gave a public presentation in French at the CLAS event in the Colby Museum;
- wrote exhibition material in French to be used by visitors

#### CHRONOLOGY & ASSESSMENT: SCAFFOLDING APPROACH

- **Step 1:** Visit of the museum **during class time**. Overview of the selected artists for this project—Alex Katz, James McNeill Whistler, Mary Cassatt. Meeting with the Curator of Academic Programs, the Katz Curator, and the Lunder Consortium for Whistler Studies Fellow. The respective curators introduced the artists to students.
- **Step 2:** Meetings with respective curators. Students chose their partner and the artist they wanted to study.

➔ **Paper 1: Defining the rationale** (How does this project fit into the course's theme "Writing the self"? How will you connect the artist and his/her artwork to the content of the course? What's the relevance of those 5-7 art objects and why? What is your rationale?) LENGTH: 4 pages.

- **Step 3:** Group meetings. Each group met individually with the Curator of Academic Programs outside of class time to study the objects more closely and develop analytical perspectives for the written assignments + looked at texts to prepare bibliography. Groups met outside of class time to put together an annotated bibliography.

➔ **Paper 2: Annotated bibliography** (listed primary and secondary sources that helped write their analysis of the artist's artwork—each entry included a short paragraph explaining the relevance of the source for their analysis, title and bibliographical reference.) LENGTH: max. 4 pages.

**IN-CLASS INFORMAL ORAL GROUP PRESENTATIONS** to analyze the paintings (teaching classroom in the museum). Students discussed the artworks; took notes; shared their initial analysis.

- **Steps 4 & 5:** Group meetings in the museum with Shalini Le Gall, Curator of Academic Programs, to go over detailed outlines. Conversation with relevant curators to discuss their progress. Students' analysis weaved the theoretical and conceptual material from class with the textual and artistic material in the museum.

➔ **Paper 3: Detailed Outline of analysis**  
(Introduction/paragraphs/conclusion: Indicate your main ideas in each paragraph. What are you trying to demonstrate? What are the key points of your analysis? What would a reader/museum visitor get from your analysis? What is the connection to "writing the self"?) LENGTH: max. 3 pages.

**IN-CLASS WRITING WORKSHOP/PEER-REVIEWING:** Students shared their outlines/paragraphs, and peer-reviewed each other's work.

- **Step 6:** Mock presentations **during class time** to prepare for the public event at the Museum. The Curator of Academic Programs was invited to give students feedback to improve their presentations.
- ➔ **Paper 4:** Public presentation of project (in French) at the Colby Museum during CLAS. Students had to revise their text/presentation for this event. LENGTH: 500 words (**text for the brochure**) + 2 pages (**rationale of project** within the context of the course). Students received a group grade because they worked together to compose the narrative. *This text was used as the basis for the brochure.*
- **Step 7:** Concluding the project
- ➔ **Paper 5: FINAL VERSION of the 500-word paragraph.** This polished version was used by the Museum; it was also translated into English.

#### OVERVIEW OF THE ASSIGNMENTS FOR THIS CLASS

##### Calendar for the written assignments/presentations -- important dates

<b>Blog comments</b>	<b>Collaborative project</b>	<b>Creative project: BLOG</b>
Comment 1 – Feb 17	Colby Museum LAB	Entry 1 – Feb 12
Comment 2 – March 3	Paper 1 – March 7	Entry 2 – Feb 26
Comment 3 – March 17	Paper 2 – April 4 (ann. biblio.)	Entry 3 – March 12
Comment 4 – April 7	Paper 3 – April 18 (det. outline)	Entry 4 – April 2
Comment 5 – April 21	Paper 4 – April 23 (analysis—500 words + explication—two pages)	Entry 5 – April 16
Comment 6 – May 5	Paper 5 – May 8 (final paragraph)	Entry 6 – May 1
<b>Reflective essay:</b> May 16	<b>Presentation 1:</b> Museum project April 29	<b>Presentation 2:</b> Creative project/blog May 14