**IST 263 Project Milestone 2 – Copy Document**

Note: In the “actual page text” section I am expecting you to write every bit of text that will appear on the page. If you write an outline or samples you should expect to receive a 0/10 on this assignment.

**Name**: Maddie Beck

**Description (From Milestone 1)**:

My idea is to create a portfolio type of website that includes information about me, my resume, and example work I have done in the past.

Home page: This page will have my general information bio with links to my email, LinkedIn, and to other pages of the website.

Page 2: This will be my resume. It will include all of my work experience, skills, education information, etc. Just all professional information that jobs would be looking at.

Page 3: This page will include examples of journalistic pieces that I have written and other examples of my work. Possibly some graphic design examples, but mostly written work broken up into categories of what type of journalism it is.

**Home Page**

**Short Description**

This page will have some pictures of me, professional and others. Below will be a little bio of myself with interests and general information. There will be links within the text to other pages.

**Actual Page Text**

Madelyn Beck

Digital Journalism Student

Buffalo, NY born and raised, Madelyn graduated from Williamsville South High School in 2021 and moved to Syracuse, NY to study journalism at Syracuse University, with an intended graduating year of 2025.

Aside from studies, Madelyn has a history of musical theater and performing, with a love of singing, dancing, and guitar.

Instagram Resume

LinkedIn Portfolio

Facebook

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**Page 2**

**Title:**  Resume

**Short Description**

This is be my resume including work experience, skills, education and contact information

**Actual Page Text**

Madelyn Beck

(716)536-9502

Mgbeck@syr.edu

Syracuse NY, 13210

Experience

Guest Services Attendant Oct. 2022-Present

Barnes Center at the Arch; Syracuse, NY

* Provide prompt customer support with a professional, friendly, and patient attitude
* Maintaining a high level of knowledge of the services offered to answer any questions patrons may have
* Manage the phone line with professionalism, and facilitate calls between patrons and staff

Musical Theater Instructor Sep. 2016-Aug. 2022

Academy of Theatre Arts; Buffalo, NY

* Planned and executed targeted lesson plans to instruct on dance technique, musical history, and performance etiquette
* Mentored struggling students with individualized approaches to enhance learning
* Choreographed multiple dance numbers in various styles for performances throughout the year

Graphic Designer Spring 2022

Zipped Magazine; Syracuse, NY

* Created designs for print publication
* Collaborated with an editorial team to complete magazine
* Drafted a vision board with inspiration ideas

Digital Writer Fall 2023

Jerk Magazine; Syracuse, NY

* Pitch weekly story ideas, and collaborate with superiors to consolidate ideas
* Maintain the proper voice and overall theme of the magazine

Education

Syracuse University May 2025

S.I. Newhouse School of Public Communications

Magazine, News, and Digital Journalism BS

School of Information Studies

Information Management, and Technology

Skills

Digital:

Adobe Creative Suites )Premiere, Illustrator, InDesign, Photoshop, XD)

HTML, CSS, JavaScript, SQL

Social:

Instagram, TikTok, Facebook, Pinterest

Writing Style:

AP Style, MLA, Chicago, APA

Language:

Conversational French

Other:

Point of Sale, customer service, adaptability, problem solving, time management, leadership

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**Page 3**

**Title:**  Example work

**Short Description**

This page will have written and visual example of work i’ve done in the past

**Actual Page Text**

Work Examples:

**Syracuse Stage premieres the musical of *How to Dance in Ohio***

*Representation of the underrepresented.*

By Madelyn Beck | September 25, 2022

Photo by Madelyn Beck

The Syracuse Stage opened its doors on September 23, to run the first ever full musical production of *How to Dance in Ohio*, based on the 2015 HBO documentary by the same name. Not only featuring Tony Award winning actors, but the Stage also opened up the opportunity for current and previous Syracuse University students to gain equity points for the theater acting union.

*How to Dance in Ohio* follows the story of seven autistic teens and young adults on their coming of age story of navigating their way through the world. However, this is not only a show with representation of autism onstage, but the Ohio team also made sure to create a safe and inclusive environment offstage to ensure the actors could be as successful as possible. This is one of the first shows to cast all characters with actors of the same neuro, ethnic, and other identifying characteristic backgrounds, which is a huge part of why this story is so important to tell.

Sammi Cannold, the director of *How to Dance in Ohio*, said she wanted to make the show as accurate a representation as possible of how autism can appear from person to person, and the best way to do this was to cast people that are actually on the autism spectrum as each of the characters.

“The biggest way, across the board, that allowed us to bring ourselves to our characters was that our director has been very welcoming to the idea of us releasing any stims, or releases of energy that we need to do on stage, because it is pretty common for autistic people. She really wanted us to be authentic to ourselves and to the characters,.” said Liam Pearce, a former student at Pace University, currently playing the role of Drew in *How to Dance in Ohio*. “Not having to mask or suppress any of my stims or quirks helps me connect to the character very easily.”

Pearce was diagnosed with autism at the age of five and was in group therapy, similar to the show, until the age of 9. Throughout his middle school, high school, and college experience, he was not surrounded by many people who could fully understand how much autism affected his life. Being in this show, surrounded by other people that share a similar diagnosis, and by people who are understanding of the accommodations needed was validating,” he said.

“It’s completely different from anything I’ve done before,” said Pearce. “It feels safe.”

In an attempt to ensure rehearsals and the overall experience was as inclusive as possible, the production team sent out a survey to the cast prior to the start of rehearsals where they were able to share any accommodations that would need to be as successful as possible during the process.

“Before we started rehearsals, they sent us a form of accessibility concerns, and I am visually impaired so there was an option for enlarged print in our scripts,.” said Corinne Ferrer, a Syracuse University senior studying acting. “I really felt seen because we are not really surrounded by that attention to accessibility very much.”

Corinne understudies the role of Ashley Amigo, a Cuban American girl with a single father. The casting and production team made sure to cast actors with as similar of a personal identity as possible to the characters to ensure the most accurate representation. Corinne was able to encapsulate the character of Ashley onstage because of her ethnicity, and close connection with her parents that pushed her to strive for her goals.

“It’s a story of so many underrepresented people, and voices you never hear about,” said Corinne.

Autism is extremely underrepresented in the arts, and this show encapsulates the struggles that people with autism deal with from day to day, and how they make decisions and interact with other people in different situations. One example in particular, throughout the show we see the journey of a character by the name of Marideth Bridges who has severe sensory issues. She is seen periodically wearing headphones to block out excess noise, and is uncomfortable with physical touch. By the end of the show though, Marideth is able to overcome her boundaries with physical touch; allowing Drew to hold her hand as they dance together.

*How to Dance in Ohio* is not a show about autism, but instead a show about the lives of people living with autism. It shows the audience that autism appears very differently from person to person.

“It is very important that we have all autistic actors playing the autistic characters because it is not something that we have seen in the media very often. We usually get neurotypical people playing the autistic parts,” said Imri Leshed, a recent Syracuse University graduate, who understudies for three of the autistic male roles in the show. “It is a very great example of the way that theater can be used as an artform to get across an important message.”

The Syracuse Stage will be running *How to Dance in Ohio* from now until October 9. Tickets, and more information can be found at <https://www.syracusestage.org/events>.

Since coverage of this show on September 28, the show had to close early due to a Covid-19 outbreak within the cast and crew.

Sources:

Liam Pearce (actor playing the role of Drew) (980)240-4122

Imri Leshed (Former Syracuse Student, swing for three autistic characters) (607)229-5965

Corinne Ferrer (Syracuse University drama student, understudy for Ashley Amigo) (786)512-4986

**Tommy Pegan’s Journey Behind the Scenes**

*Take a behind the scenes look at Tommy’s life of musical theater, and big dreams coming to reality.*

By Madelyn Beck

Image taken by Katherine Kenwell Cich

Thomas Pegan, formerly known as the self proclaimed stage name “Tomme” for dramatic effect, and now better known as Tommy, is a recent Elon University graduate who has had big dreams of working in the fine arts for his entire life. As a child, Tommy was amazed by how moving and inspiring the arts could really be.

Tommy was born in Buffalo, NY into his family as a twin, but “[they] could not be more different,” said Pegan. “My brother was really into sports when we were kids, and I could not have been less interested. I used to speak for my brother to the point where he was mute for a while, so my mom figured I needed somewhere to put my energy and enrolled me in dance and theater classes instead.”

At a very young age, Tommy had a childhood dream of directing his own theatrical production on his back porch. He wanted full creative freedom and control over a show, which is where his aspirations to become a musical director stemmed from.

“When I was little I used to religiously go to Sesame Street Live every single year, and I was always really enamored by it because I didn’t view them as the characters from Sesame Street. I was very aware that it was a production, and that was everything to me,” said Tommy. “And on top of that I remember an episode of Blue’s Clues, where Blue was putting on a talent show in her backyard, so I asked my mom if I could do Sesame Street Live in the same type of setting as Blue’s talent show.”

After years of planning different productions from the age of eight, all the way through high school, participating in community theater, and teaching youth acting classes along the way, Tommy felt a calling to study arts administration, with a concentration in the performing arts in college.

“When covid hit and we were all sent home in the middle of my sophomore year of college, I needed something to keep me from going crazy,” said Tommy. “I was feeling a burst of inspiration and determination to make my childhood passion project a reality so I started tirelessly working on the plans to direct a production of *Ruthless!* the musical, on my back porch.”

What started as a dream that seemed like it would never leave the page, was really starting to come to reality. Tommy began searching for scripts and rehearsal tracks to teach the vocals. Read throughs of the script, and cast meetings were taking place on zoom as lockdowns were in full effect at the time. But, regardless of all the obstacles, this was really something Tommy felt his passion for again.

After months of online, and eventually in person rehearsals in his backyard, *Ruthless!* was ready to perform with a six person cast, a DIY lighting and sound set up, and a packed audience surrounding his back porch. It was that day that PorchMusical was born.

Since *Ruthless!*, Tommy produced two other full length musicals on his porch, *Addams Family* and *The Prom*, each one getting bigger and more extravagant and the one before. Show quality and audience attendance only increased as more and more people became interested in what PorchMusical was.

“I really took on every role of the production team of a musical. I learned how to curate a rehearsal schedule, teach vocals to the cast, costume everyone, design the set, direct the show of all things, but it was all worth it to see the final project pulled together,” said Tommy.

Tommy took classes and performed in musicals at many community theaters around him, but he really stuck at The Academy of Theater Arts. Not only did he perform, but here he also worked as a part of the staff, sharing his love for theater with the youth.

The summer of 2022 he was offered the opportunity to direct his own production of a show of his choosing in a more formal setting than his porch. He worked with owner of the theater, Dina Slawson, to figure out a schedule for when he would be able to hold rehearsals, and a budget he would be given for costumes, set pieces, and props, but from there he was given full creative control in an actual theater.

Auditions for the musical *Company* took place in June, and rehearsals ran through August.

Image taken by Katherine Kenwell Cich

“My five-year-old self sitting in the audience of Sesame Street Live would be shitting his pants if he could have seen how far we have come since then,” said Tommy.

Post college Tommy has new life goals of working on Broadway as the part of a production team.

Source list:

Thomas Pegan (716)713-5828

***The Fine Arts are a Necessity in Public Grade Schools, and Here’s Why***

*How the arts benefit students in all aspects of their lives.*

By Madelyn Beck / October 23, 2022

American public school art budgets have decreased by almost 70%, according to popular art sales and research website, artnet.com [link to the data]. New York arts programs have taken a hit.

2020 not only brought a deadly world pandemic, which came with much uncertainty of when life would go back to normal, but it also led us into the normalization of remote schooling. Because of this, many arts programs took a hit: teachers found it difficult to teach over a computer screen what is meant to be an interactive and hands-on type of instruction.

However, the Syracuse City School District somehow managed to remain almost entirely untouched after coming out of the pandemic, and has even grown greatly because of it.

“The district has about 20,000 students, and every single one of them has access to the fine arts from the day they start Pre-K,” said Rory Edwards, director of fine arts for the Syracuse City School District, and former band and music theory teacher at SCDS’s Henninger High School. “We offer visual art and classroom music, and when students get into upper elementary school they have the opportunity to start instrumental music. In high school our students have the opportunity to participate in drama performances, theater, musicals, plays, and other arts related extracurricular activities.”

This access to the fine arts is not completely uncommon for public school students to have access to from such a young age, but for this many opportunities to be provided is where SCSD stands out from others.

It is not only important for students to have access to the arts in grade school because college makes it a lot more difficult to take art and music classes, but the fine arts allow students a creative outlet during their days that can help relieve stress and express their emotions.

Lisa Teater, an art teacher at Corcoran High School has been teaching art classes ranging from studio art, to advanced portfolio classes in the SCSD for 17 years and describes her experience teaching students as “her happy place.”

“The Syracuse City School District offers IB art classes, or college level classes that can transfer over for college credit once students start to apply to schools. These classes challenge students not only in aspects of skill level, but also in intellectual ways of learning how to annotate their art work, and dig deeper into the meaning behind what they are creating,” said Teater.

Lisa Teater shared her IB art class's current project of turning anatomical hearts into a representation of a personal identity that may not be surface level, or very recognizable at first glance. Students are forced to dig deep into a part of them, and pull in more in depth information on their creative process.

However, these intensive arts programs are not equally accessible all around central New York. Outside of the SCSD, many art and music teachers struggle to maintain a successful program for students due to funding and budget cuts.

“I have friends who are teachers in surrounding districts that have expressed the inequity in regards to some of the funding they get in comparison to us,” said Lisa Teater.

Rory Edwards in particular, has made sure to provide as best of an experience for students and teachers as possible, by giving access to all types of programs and experiences throughout the school year. Students throughout the district are able to participate in many arts related activities such as theater performances, music competitions, and so many others.

“I do feel very supported by the community and district, but funding could always be better,” said Lisa Teater. “If we had another art teacher we would have more experiences for students to do.”

After working as an art teacher in this district for so long, Lisa Teater has experienced many moments in which students have been able to find their place in the arts, and have used their creativity to relieve the stress of other classes, and even from their home lives.

The arts not only allow students to learn new skills in different mediums, but it also carries over into other aspects of their lives.

Why art matters:

* It gives a visual representation of the past
* It embellishes the world around us
* Art is therapeutic
* A gateway to expression
* Art communicates in ways words can’t
* It helps us express our dreams
* It helps us understand ourselves
* It tells stories, both real and imaginary
* It provides a creative outlet
* Art helps us understand what is happening in the present day
* It helps us communicate what may be difficult to talk about vocally