

**Fulfilling the PWM**

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**Capstone  
Requirement**

# A quick review of the Basic Requirements of the PWM

(You can find more details on the PWM webpage)

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## Six Upper Division Courses:

- **One Professional Writing Core** course
- **Two Professional Writing electives** from the English Department or Writing Programs
- **One approved elective from other departments** across campus
- **One additional upper-division course** from any of the above 3 categories
- **One writing capstone course, cumulative portfolio course, or internship course\*\*:**
  - ENGL 195CE: Community and Corporate Internships in English
  - ENGL 197: Individual Studies in English
  - ENGL 199: Directed Research or Senior Project in English
  - **ENGL/ENGCAMP M185: Professional Writing Capstone** (Most people do this; this is what we discuss most today)

# But first, if you want to do the 195CE, 197, or 199

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- You will need to look into internships
  - More info on PWM website
- You will need to find a faculty member who is willing to work with you on a specific project that you propose
  - Ask plenty of time in advance
  - Approach them with some ideas in mind

# Some basic advice about getting an internship

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Students embarking on an internship search may use any search platform they like, but try the UCLA Career Center's events/job fairs as well as the Career Center's Handshake platform. Students searching for an internship should keep the Center for Community Engagement's 195CE eligibility guidelines in mind ([here](#) is the CCE's 195CE page for their reference.) And, of course, their internship needs to include professional writing duties. Here's the order-of-operations for internship credit:

1. Step 1: Secure internship
2. Step 2a: Send internship position description to Steph/Sara so that Michael can verify that the position is relevant to the minor
3. Step 2b: Complete enrollment via the Center for Community Engagement

# Some basic advice about finding a faculty advisor

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- Student's seeking a faculty mentor for a 197 or 199 must identify a **ladder faculty mentor**.
- **No Writing Programs instructor** can supervise; we are not ladder faculty.
- Find a ladder faculty mentor in the English Dept or your major department.
- It's advisable to ask someone with whom you have already completed coursework.

# The MAIN THING

About internships and individualized study courses

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## PLAN WAY IN ADVANCE

You need to plan much further in advance than you think!

If you want a Winter internship, you should begin searching now. Early planning is especially important if you plan to graduate *before* Spring.

Approach any possible faculty mentors at least one quarter prior to the proposed 197/199.

**It's really, really difficult to arrange a capstone at the last minute!**

# To get more help

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**Have questions about enrollment, academic procedures, or the application process?**

Contact:

Sara Hosegera, *Curriculum Coordinator, UCLA Writing Programs*

[shosegera@humnet.ucla.edu](mailto:shosegera@humnet.ucla.edu)

Steph Bundy, *Undergraduate Advisor, Department of English*

[MyUCLA MessageCenter \(Advising Unit: English\)](#)

**Have questions about course content or the minor's design?**

Contact:

Michael C. Cohen, *Faculty Coordinator for Writing in the English Majors & the Professional Writing Minor*

[cohenm@humnet.ucla.edu](mailto:cohenm@humnet.ucla.edu)

# The Capstone CLASS

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What English Composition/English M185 is like

Lots of possible genres and topics

What to start thinking about now

Conversation



# The class itself

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- Sets some (helpful!) intermediate deadlines for you
- Emphasizes voice—developing your own!
- Emphasizes the writing process
- There *are* assigned readings (so some work beyond that for your own project)
- Half or more of the class time is focused on student writing

What can you produce in the capstone class?

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## JUST A FEW IDEAS

A **public science essay** in the style of a magazine such as *Harper's* or *New Yorker*

Conduct a series of **interviews** and write an article on, say, the student experience of science majors at UCLA

A **fairly extensive magazine article** on literature, film, social media, sports, e-gaming, e-museums, or other entertaining or artistic media

A **profile** of someone interesting

A mock/practice **law review article**

A set of personal essays linked to some theme, such as immigration or romance or family history or change . . .

A **Podcast**

A **proposal for change**

A **tabletop exhibition** of artifacts (or a more expansive collection) with the accompanying writing

An **academic research article** based on your lab experience, or an **academic literature review** to help you prepare for grad school

A **multi-modal project**

A **business proposal**, including customer research and industry analysis

Ideally, you will have a pretty good idea of what you want to do before Spring quarter begins

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Why?

So you can begin work right away.

Why is that necessary?

So you can write a draft in the first half of the class and improve it in the second.

# You can also prepare by taking the appropriate courses in advance of the Capstone class

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If you want to write a proposal for a non-profit, then you should have taken the non-profit class or at least have some experience in writing a proposal from another class.

If you want to write a law review article, then you should probably have taken the class on law writing.

If you want to produce a podcast, then you definitely will need to have taken the class on podcasting.

# What to start thinking about **right now**

- 1. Your broader, broader goals!**
  - 2. What needs to be communicated?**
  - 3. What topics do you want to explore?**
  - 4. Questions you hope to ask and answer**
- a. Audience (and register)
  - b. Tone
  - c. Deliverable
  - d. Model texts and favorite writers
  - e. General disciplinary perspective
  - f. General attitude or tempo
  - g. Your goals for the text

# What to start thinking about **right now**

## **#1: Your broader, broader goals**

How does this project fit into other goals you have for writing, career, or other aspects of your future life? Is it a first step, a stepping stone, a tangent, an eddy, a possible first chapter of something bigger? Does it let you create a writing sample in a field of interest? Does it let you explore something you wouldn't otherwise have the opportunity to explore? How does it fit into your professional and/or intellectual narrative? What do you want to **DO** with the text?

What **else** to start thinking about **right now**

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## **#2: Goals for the text**

- What topics do you want to explore?
- What needs to be communicated?
- Jot down some questions you hope to ask and answer.



# What **else** to start thinking about **now**

- **Audience** (Academic? General public? Pediatricians? Parents?)
- **Deliverable** (What will we have at the end here? A one-of-a-kind paper-based 'zine? A personal website with multiple book reviews? An article or essay ready to send to a specified publication? A 12-page research-based review article and a short op-ed to try to bring the main thesis to newspaper readers?)
- **Length** (All one thing? Several pieces?)
- **Model texts and favorite writers** (In the same genre or form, or maybe just exemplifying other aspects of your intentions. For example, maybe you want to write a persuasive article about climate change, but try to achieve the humor of David Sedaris or Richard Adams.)

# (known) Spring 2025 ECM185 Instructors

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## Maya Manojlovic

Types of projects:  
Multimedia/  
multimodal &  
digital,  
Personal  
narrative,  
Academic  
writing

Topics:  
Cinema and Media (from  
video games to XR -  
VR/AR/MR), History  
Ecology and environment,  
Mindfulness, Art  
Social justice, Law,  
Health/Medical narratives

## Dana Cairns Watson

Types of Projects:  
Public & Academic  
Science and Tech writing  
(research papers,  
literature reviews,  
magazine articles,  
proposals)  
Humanities research  
Participant Observer  
essays

Topics:  
Engineering & Design  
Food and Agriculture  
Indigenous Science  
Environmentalism,  
Climate Change, &  
Nature Writing  
Education & Literacy  
Science, Tech, and  
Society

# Small Group Discussion and Brainstorming (in breakout rooms)

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- So, let's talk. Who do we have here? What are your interests?
- This conversation is a first oral draft of your ideas, and listening to others might help you come up some ideas if you don't have one yet.
- Maybe you want to get contact info and keep in touch, helping each other think about this project.

# Q & A

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- Or maybe you've had a great idea you'd like to share!
- You can do that now, or contact one of the M185 instructors:
  - [dcwatson@ucla.edu](mailto:dcwatson@ucla.edu)
  - [mayam@humnet.ucla.edu](mailto:mayam@humnet.ucla.edu)