Intro to the Capstone Requirement

For the Professional Writing Minor

Fall 2022

Important People

- Michael Cohen, *Faculty Coordinator for Writing in the English Majors & the Professional Writing Minor*
  cohenm@humnet.ucla.edu

- Sara Hosegera, *Curriculum Coordinator, UCLA Writing Programs*
  shosegera@humnet.ucla.edu

- Steph Bundy, *Undergraduate Advisor, Department of English*
  [MyUCLA MessageCenter (Advising Unit: English)]

How to satisfy the PWM capstone requirement

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/ENGCOMP M185: Professional Writing Capstone

English 195CE - Course Credit for Internships

- Students must locate and secure the internship independently. We do not provide internship placements.
- Internship credit at UCLA is administered by the Center for Community Engagement. When searching for internships, students should first familiarize themselves with the CCE's eligibility criteria here.
- If a student believes that their internship qualifies for CCE credit, AND if said internship features professional writing duties, they should:
  - Work with CCE on the enrollment process (details here).
  - Send a description of their internship duties to Sara so that their professional writing duties can be confirmed.
- 195CE credit is available Fall, Winter, Spring, and Summer Session A.
- 195CE enrollment takes place during Week 1 of each quarter. Students need to have their internship secured by that time.
- IMPORTANT: students hoping to complete their capstone requirement via internship credit should have a back-up plan in case they are unable to secure an internship prior to graduation.

197s & 199s are considered an option of last resort for the PWM capstone

- English 197 is a directed research course that follows a faculty member's pre-existing syllabus.
- English 199 is a directed research course that does not follow a pre-existing syllabus.
- In either case the student must produce a capstone project along the lines of the projects produced in M185.
- There is no guarantee that a faculty supervisor will be available and willing to supervise197s/199s are only recommended in specific situations, most commonly if a student is following a non-traditional graduation timeline and cannot take the Spring M185 class.
- Students may petition for a 197 or 199 project undertaken in their home department to carry PWM capstone credit. In these cases, the project must still meet PWM capstone expectations, but may be supervised by ladder faculty in the student's home department.
- 197s/199s are best arranged one quarter ahead of the quarter in which the student wishes to enroll. Students should speak to a PWM advisor to learn about enrollment, project approval, etc.

More on 197 & 199 *vs* **M185**

- The 197/199 courses are in the English Department (or a student's home department), but *not* in English Composition or Writing Programs. Writing Programs instructors are not eligible to supervise 197/199 projects at this time.

- Students planning a project-style capstone (as opposed to an internship) should aim to take English M185, and should *NOT count on* English 197/199 as a guaranteed option.

What does "along the lines" of a project produced in M185 mean?

- The capstone is an open-ended writing project intended to synthesize what you've learned in the Professional Writing Minor, as well as point toward your future professional and writing goals.

- Choose something you are intellectually engaged with and hope to continue in your future.

- This engagement could be with a topic or theme (music or science) or it could be with a genre or format (digital media writing, grant writing, long-form narrative nonfiction).

- Your finished project should be 15-20 pages long (minimum 3750 words).

- One of our goals is that you envision and carry out a more ambitious, longer project that pushes you to consider new ways of dealing with structure and voice in your writing.

- You are not writing fiction or literature (no plays, no novels, no short stories, no screenplays, and no poetry).

The Capstone CLASS

Examples of work done in M185
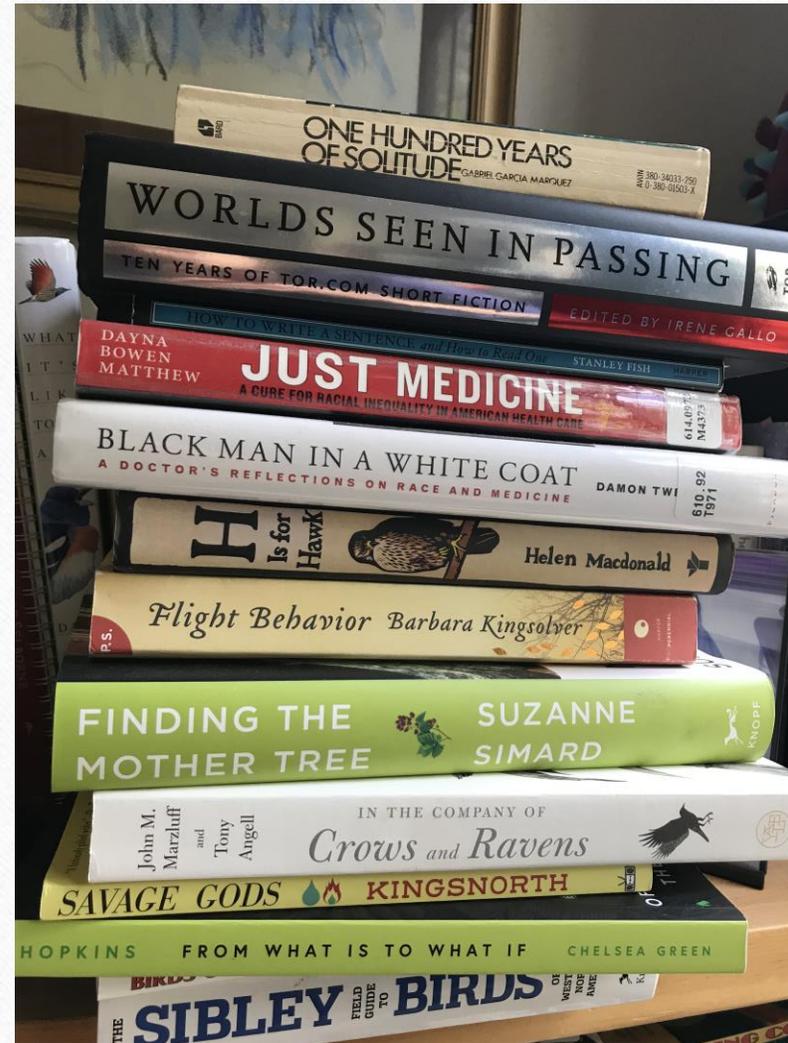
Other possible types of projects

What the class is like

What to start thinking about now

What have students produced in the capstone class?

Personal Canon

Persuasive piece for the opinion section of a science journal

A personal memoir of the pandemic

A Guide to Orange County

Scientific Literature Review

Some titles from last year

- *Level-Up the Game: How to Empower Women in Video Games* (magazine)

- *Crime Hurts, Justice Heals: Envisioning Restorative Justice in America* (informative and persuasive essay)

- *The History and Future of California Wildfire* (science essay and proposal)

- *Nanopore Sequencing: A Brief Review* (scientific literature review in engineering)

- *Seeing Those We Don't Hear: A Look Into the Representation of the Deaf and Hard of Hearing Communities in Film* (media analysis)

- *Sustainability, Creativity, Community: Unravel at UCLA* (writing for a club website)

- *Working On It: How Young Professionals Can Make an Impact in the Workplace* (essay in parts for online publication)

- *Who is the Lone Genius?* (media critique and exploration of inclusivity in science)

- *The Young Curator's Guide to the Sprawl of LA: Southern California's Great Metropolis and the Galleries Within* ('zine)

- *Little Creek Writing Co: A Cultivation of Copywriting* (writing about a field and creating a diverse set of texts to start a business)

But there are many other possibilities

Into science and tech?

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

- **An academic research article based on your lab experience**

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

- **Produce a creative educational video** or a thoughtful, goal-oriented **social media campaign**

Into arts and entertainment?

- A creative piece such as a **screenplay or TV-show pitch**

- **Several entertainment journalism pieces**

- A **website showcasing your music, photography, or acting**.

- A set of **book or movie reviews**

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

Into Journalism?

- A **participant/observer essay** "Write a story you're part of, but not all of"—David Kipen
- **A profile** of someone interesting
- A **magazine article**

Into business?

Or digital communication?

- A **personal branding website**
  - Articulate the worth of an English major (or another major) on various platforms, for various audiences, and various media
  - Feature several writing samples, link to professional social media feeds, and be multimodal.

Into Visual media

- Several articles on various gaming topics (analysis, review, argument)
- A photo essay
- A photo+voice project

Into Oral/Aural Media

- A podcast
- A multi-modal project based on UCLA's oral history project
- A multi-modal project that combines text, video, still images, interviews, etc.

Into libraries, museums, and curatorial work?

- A tabletop (or more expansive) exhibition of artifacts with the accompanying writing

- A long (or series of short) review of a museum or library in relation to its services, goals, and its/your values.

- A proposal for change

Want to start something?

- A formal grant proposal (for a non-profit or scientific research, for example)

- A business proposal, including customer research and industry analysis

- The beginning of a much longer writing or multi-modal project.

Some limits

- Probably not a blog (but perhaps the beginning of a newsletter, if you have a coherent plan)

- Your genre will be somewhat limited by your experiences in the PWM. If you did not take a class that dealt with podcasting in some way, for example, then your M185 instructor is unlikely to want you to work on a podcast.

- No fiction or screenplays or plays or poetry.

- Creative nonfiction and memoir should have some territorial boundaries around them. One common and recommended boundary is a theme that holds the essay(s) together (e.g. food and culture, the pandemic, math pedagogy, romance, books).

The class itself

- Sets some (helpful!) intermediate deadlines for you

- Emphasizes voice—developing your own!

- Emphasizes the writing process

- There are readings (so some work beyond that for your own project)

- Half or more of the class time is focused on student writing

Some of my interests (I'm Dana Cairns Watson)
(I'm teaching M185 this Spring)

- Food and agriculture

- Public science writing

- Engineering and design

- Academic science writing

- The Climate crisis

- Indigenous science

- Luddites and early adaptors

- Science Field Notes and Lab Notebooks

- Medical narrative

- 20th and 21st c. American fiction

- Environmental literature and criticism

- Interdisciplinarity, esp. art+science

- Economics

- Los Angeles as a natural habitat

- Peace, rebellion, and muckraking

- News literacy and journalism

- Education theory and pedagogy

- Sentences and paragraphs . . .and anything else you can get me interested in!

Additional Sp23 ECM185 Instructors

Amber West
- Lyric Essay
- Feminist Studies
- Intersections of Gender, Race & Class
- Nonprofit Writing
- Public Humanities

Liz Galvin Lew
- Second Language Composition
- Language policies
- Writing about place
- Education
- Horticulture

Logan Juliano
- Digital and Social Media
- Performance Studies
- Podcasting
- Film, Advertising, Popular Culture
- Gender, Race, LGBTQ+ Studies

M185 Instructors' Contact Info

Dr. Logan Juliano

juliano@humnet.ucla.edu

Dr. Dana Cairns Watson

dcwatson@ucla.edu

Dr. Liz Galvin Lew

lgalvin@humnet.ucla.edu

Dr. Amber West

amberwest@ucla.edu

What to start thinking about now

- Model texts and favorite writers
- Questions you hope to ask and answer
- Touchstones for the text
- General disciplinary perspective
- General attitude or tempo

- Audience (and register)
- Tone
- Deliverable
- Your broader goals for text
- Your bigger, broader goals (beyond the text!)

Q & A

Because we don't want you leaving this meeting as confused about the next step as my dog looks here!