English 492: Narrative Studies Capstone ("Research in Narrative Studies")

Professor Lawrence D. Green		**Office:**	**Taper Hall 426**
Spring 2018		**Office Hours:**	**We, Th 1-2pm and by appt.**
WPH 204, Thursday 2-4:20pm		**Contact Info:**	**lgreen@usc.edu**

Course Description

The interdisciplinary major in Narrative Studies (NARS) requires a senior capstone project, either a research project or creative project. Each student designs an individual project that brings together what the student has learned about narrative through coursework available in many departments and programs across the entire university. The NARS capstone seminar provides a way to fulfill the required individual capstone in the context of a seminar, in which students benefit from weekly encounter with peers who are also working on individual capstones. Students will work independently with a faculty supervisor, and then meet in seminar to present their ongoing research and critique one another's work. Students will have specific tasks to perform during the seminar to keep them on track for successful completion of their research. The capstone research may result in either a thesis or a project. All research is creative, and all creativity is research.

Learning Objectives

The capstone experience is central to the completion of a major in Narrative Studies. This seminar will provide students the opportunity to assimilate the components of their studies and focus their creative endeavors. Students will use their experience and knowledge from prior courses in the major, and at the end of the semester, students will make formal public presentations of their research to the community of scholars in Narrative Studies.

Course Notes

Research, writing, discussion and active participation are essential to your success in this seminar and in the program.

- Your critical thesis should be at least 30-40 pages in length, and should be a work of substantive research with bibliography or research apparatus.
- Your creative project should be a comparable body of practical and written work that demonstrates your maturation in the understanding of narrative and draws substantially upon the creative and theoretical work of others in the field.

Each thesis or project requires a faculty adviser who must be on the regular full-time faculty of USC. Proposed theses, projects, and advisers must be approved prior to admission to the seminar. In some cases the individual capstone adviser may be the seminar instructor.

Grading:		
	Presentations (4 @ 5%)	20%
	Written Responses (total)	10%
	Discussion (total)	10%
	Capstone Thesis or Project	60%
		100%

Assignments:

1. A **long bibliography** will be your first pass at the available research. This will list the materials you think *may be* relevant to your proposed thesis or project. The length is up to you but should reflect the quantity (not necessarily quality) of material available. The bibliography need only contain the raw bibliographic data; use MLA or Chicago style.

2. The **annotated bibliography** is the long bibliography cut down to size: the texts on your annotated bibliography will be the texts you will use in your thesis or project. The annotations need only be a sentence or two, summarizing the text's topic and relation to your capstone. The strategy here is for you to identify the larger body of research that could inform your capstone research with the long bibliography, to skim through that body of research and reduce it to the most relevant works. You must be sufficiently familiar with the content of those works to summarize them for the annotated bibliography. The number of texts that should appear in the annotated bibliography is up to you and your faculty supervisor.

3. A tentative **title and summary** of your capstone. These will be used to publicize the public presentation of your research; it's time to advertise what your think you are doing.

4. **Rough draft** of the first five pages and *prospectus* of your capstone. These first five pages will show how you intend to frame your project (and opening pages are the hardest to write). The *prospectus* will show how you intend to execute and finish your project.

5. **First draft** (recommended) of your completed capstone. Your faculty adviser will need time to read your work, and you will need time to respond to comments.

6. **Public presentation** of your capstone. Plan for a twenty-minute presentation with a ten-minute discussion period. Your attendance is mandatory for the entire session. Your capstone will be advertised to the Narrative Studies community by the title and summary you submitted earlier (see #3). The presentation is open to the university community, and your parents will be invited (if you wish) as special guests of the English Department.

7. Submission of your **completed capstone.** Use MLA or Chicago style. Provide a printed copy to your adviser and to me.

READING LIST: We will take advantage of the *MLA Style Sheet* and the online *Chicago Manual of Style,* but after that, the reading lists will be as variable and as extensive as the individual capstone research and creative projects in which students engage.

ENGL 492 (NARS) SCHEDULE (subject to change)

Date	Activity
1. Jan 11	**Research & library techniques**: both general and particular to your capstone project. Meet at Special Collections, Doheny Library 208, with Research Librarians Drs. Lesinska, Miller, & Scimeca **READ ➔** Abbott, "Narrative and Life," *Cambridge Introduction to Narrative*
2. Jan 18	**Long Bibliography (1)**. What have you found and where it is leading you? Meet at Hoose Library; discussion with Research Librarians **READ ➔** Abbott, "Defining Narrative," *Cambridge Introduction to Narrative*
3. Jan 25	**Annotated Bibliography (2).** With revision of your initial proposal. Email revised proposal to all colleagues the evening before seminar **READ ➔** Abbott, "Narrative and Truth," *Cambridge Introduction to Narrative*
4. Feb 01	Workshop 1, group A; discuss presentations and submit written responses; **Tentative title and summary** (3) of your capstone.
5. Feb 08	Workshop 1, group B; discuss presentations and submit written responses
6. Feb 15	Workshop 2, group A; discuss presentations and submit written responses; **Rough draft (4a)** of first 5 pages of your capstone
7. Feb 22	Workshop 2, group B; discuss presentations and submit written responses
8. Mar 01	Workshop 3, group A; discuss presentations and submit written responses; **Prospectus (4b)** and tentative conclusions of your capstone
9. Mar 08	Workshop 3, group B; discuss presentations and submit written responses
10. Mar 15	===== Spring break
11. Mar 22	Individual progress meetings with faculty adviser and LDG (RSA)
12. Mar 29	**First draft (5)** of capstone; individual progress meetings
13. Apr 05	Mock public presentations, group A; discuss and submit written responses
14. Apr 12	Mock public presentations, group B; discuss and submit written responses
15. Apr 16-20	**Public presentations (6),** NARS WEEK, Taper Hall 420, 2-5 pm
16. Apr 26	Seminar wrap-up; what have you learned about narrative?
Final	**Capstone thesis or project (7)** filed as listed in USC Schedule of Examinations

Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.htmlprovides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu/will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.