**ENGL 646 PRECAPSTONE REGISTRATION AND DESCRIPTION**

The precapstone course runs only by special arrangement. You should get a copy of the **“Course by Special Arrangement”** form from Regina or DGCE or download it by clicking on the Graduate & Continuing Education link off of the WSU webpage and then clicking on the Forms and Publications link on the right-hand side of the page.

Fill in the form for ENGL 0646 Precapstone 1 cr. The graduate program coordinator signs as coordinator/chair, your faculty capstone supervisor signs, and you do. In place of the requirement to submit a syllabus, fill out and attach the “**Precapstone Topic”** sheet available from Regina (see below).You should submit the forms to DGCE by the end of the first week of the semester. After the dean signs off on it, DGCE will bill you for one credit. This is the same process you will take next semester to sign up for the capstone ENGL 647, but using the “**Capstone Application**” form instead.

                    **ENGL 646  PRECAPSTONE COURSE 1 cr.**  
In the precapstone course, the student works with the faculty capstone supervisor for one semester to lay the groundwork for the project by   
  
reading in the area extensively,   
writing an annotated bibliography with a minimum of 20 works,   
arguing the need for the study based on your reading of the relevant scholarship,

especially noting gaps or misinterpretations in the previous scholarship,  
identifying the thesis or hypothesis guiding the study,   
and describing the steps or methodology to be taken in the study.

The research for the annotated bibliography is crucial to the success of your project. You should expect to work with more than the twenty sources that you will write about in your annotated bibliography: after reading extensively, choose the best materials for your project. From your reading you should find information such as who first introduced the critical topic you are researching, who has refined or refuted the earlier argument(s), what has changed critics’ views on this topic, and what has been said on this topic in other writers’ works. Precapstone writers should form their thesis only after immersing themselves in ongoing critical conversations about their topic of study.

Successful annotated bibliographies include carefully selected scholarly articles and monographs, relevant historical material, and critical theory that provides context for your project. As evidence of your precapstone semester reading, a strong bibliography should reflect the scholarly integrity and rigor of the sources you have been working with. Though some students read several primary works in the course of the precapstone semester, at least two-thirds of your annotated bibliography should be made up of secondary sources, which may include critical theory. Entries must follow MLA documentation format precisely.

In addition to an annotated bibliography, the precapstone semester culminates in the writing of a capstone project proposal in which you formulate your thesis and explain **how your study differs from what has been done before**. Your goal in the capstone itself is a publishable article. As you begin work on this proposal, consider how you will limit the scope of your capstone. Although you may be consulting a variety of primary texts, most successful capstones end up focusing on one or two primary texts. Although informed by extensive reading, your focus and thesis must be narrow if you expect to treat the texts thoroughly.

Even though there is not a formal meeting time for the course, you and your faculty supervisor should lay out a schedule to meet during the semester a minimum of 5 to 6 times before the proposal is finished. Even though some work can be handled through emails and phone conversations, you must plan to meet in person with your supervisor frequently. Bi-weekly is recommended.

Once written, each proposal should then be handed in to the members of the English graduate committee by the Monday after Thanksgiving in the fall and the Monday after Patriots’ Day in the spring. The committee will then give the proposal a P (Pass), an R (for research but no credit), or a request for quick, brief changes.  The student with a P will know to start drafting her capstone. The person with the R will have to retake the course a subsequent semester to turn in a substantially different proposal. The student making quick changes will have a week to answer the questions and resubmit the proposal. This student will then receive a P or R.

**ENGL 646 PRECAPSTONE TOPIC FORM**

Student Name: (print)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID:A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Supervisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Precapstone Semester: \_\_\_\_\_\_\_\_\_\_\_\_

Brief statement of area in which you will begin research leading to the capstone proposal:

Jacobean tragedy, probably a feminist view of several plays by John Ford. \_\_\_\_\_\_\_

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