

Nancy Drew at Ninety: Violence, Competence, and the Young Female Protagonist in Literature for Children

CURS Summer Scholars Project

CURS 4990

Summer 2020

Faculty Mentor/Principal Investigator: Dr. [REDACTED]
[REDACTED]
[REDACTED]

Library Consultant: [REDACTED]

Reese Library
[REDACTED]

CURS Summer Scholars Program Goals

- Increase undergraduate participation in research, scholarship, and creative activity
- Increase participation of those underrepresented in the discipline's research, scholarship, and creative activity
- Support high-impact scholarly activity that will yield significant student achievement and further the research programs at Augusta University

Educational Goals for Nancy Drew at Ninety Project

- Enhance student opportunities for deeper research in focused area, to include execution of primary research and survey and analysis of secondary research
- Expose student to more-extended drafting and editing process typical of graduate and post-graduate projects
- Introduce student to multi-platform and -modes of communication of research findings, typical of expectations for successful graduate and post-graduate activity in the discipline

Research, Analysis, and Creative Goals for Nancy Drew at Ninety Project

- Survey first 20 novels in series, executing close-reading
- Identify violence in plot, dialogue, and diction, determining actor, action, and acted-upon
- Develop cohesive theory of violence and its function in novels
- Connect or relate theory to secondary research findings
- Produce web content providing context, examples, and illustrations of theory
- Produce poster (or equivalent) of findings
- Prepare oral presentation for library event (if conditions allow) or possible future research presentation

Mentor's Role

In general, Dr. Maynard will provide overall project structure, feedback on research and writing, and direction and guidance on web design, poster design, oral presentation generation, and event planning. Dr. Maynard will meet with the student at least weekly (often virtually) and communicate frequently.

Student's Role

The student will read primary and secondary materials, analyze and relate texts and concepts, draft content for a web page, develop a poster (or equivalent), and prepare for an oral presentation of findings. Furthermore, the student will, with Dr. Maynard's guidance, interact with other members of the AU faculty or staff in publishing a web site and/or producing an event at the library.

Expectations

- Frequent communication: especially in our mostly-online environment, communicating often and in detail will be critical to the success of the project
- Timely completion of project tasks according to deadlines set by Dr. Maynard
- Reliable attendance to weekly meetings with Dr. Maynard and meetings as needed with Melissa Johnson
- Careful record-keeping of time spent daily and weekly on project tasks (and weekly submission of this record to Dr. Maynard), up to 20 hours/week
- Reliable completion of tasks/participation in seminars or meetings required by CURS

SCHEDULE

Week One May 18-22

Conduct scholarly literature review; Read *Nancy Drew* novels; Meet with Melissa Johnson for research guidance

5/18 9:00-11:15 am: SSP Kickoff and Orientation (WebEx)

5:00 pm: Check in to Evaluate UR

5/21 12:00-1:00 pm: Student Check-In (WebEx)

Week Two May 26-29

Continue scholarly literature review; Complete annotated bibliography; Read *Nancy Drew* novels

Deliverable: Annotated bibliography

Week Three June 1-5

Read *Nancy Drew* novels; Begin working with library/Melissa Johnson on web site and possible event

Week Four June 8-12

Begin drafting web site content; Continue working with library/Melissa Johnson

Week Five June 15-19

Continue drafting web site content

6/19 5:00 pm: Midterm Check-In Due to Evaluate UR

Week Six June 22-26

Submit web site content draft; continue working with library on promotional efforts for event/site

Deliverable: Draft of website content and design plan

Week Seven June 29-July 2

Work on site architecture and implementation; Revise content based on feedback from mentor; Craft oral presentations and visuals

Deliverable: Draft of oral presentation/visuals; Draft of poster (or equivalent)

Week Eight July 6-10

Prepare to take site live; Refine oral presentation and poster (or equivalent) based on mentor feedback

Deliverable: Final version of oral presentation/visuals; Final version of poster (or equivalent)

Week Nine July 13-17

7/13 12:00 pm: All posters due to CURS (Box)

7/16 4:00 pm: Virtual Symposium

7/17 5:00 pm: Final Check-In Due to Evaluate UR