

# Professional Field Experience: Capstone

English 491A-C01

Colson G18

T/R: 8:30–9:45 a.m.

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**Instructor:** Jill Woods

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**Office Phone:** 304-293-9727

**Office Hours:** T/R 1-2:30 p.m.

*(and by appointment)*

**E-mail:** [Jill.Woods@mail.wvu.edu](mailto:Jill.Woods@mail.wvu.edu)

NOTE: Follow these two instructions when writing emails to me:

(1) Begin the subject line with “ENGL 491A”; and

(2) Continue the subject line with a descriptive yet concise phrase clarifying your question or concern.

## Required texts

- Material placed on eCampus, given out in class, or emailed to you
- Material located by you online, via the WVU Libraries, and in other print or digital publications

## Required digital resources

- Regular access to a reliable computer and the Internet
- A MIX email account and access to WVU eCampus
- \$20 to cover the cost of printing and mounting your poster
- A personal website (you can choose the service you like, but I will be able to provide help with Wix.com)

## Course Description

ENGL 491A: Professional Field Experience is the capstone experience for the Professional Writing and Editing (PWE) concentration. The intent of the capstone experience is to provide you with a venue in which you can apply and further develop the skills and knowledge you have acquired during your training as PWE majors. As you proceed with the internship, you will gain practical experience functioning as a writer within a professional organization. You will develop skills in “reading”—or recognizing and analyzing—the culture of your particular organization, and you will apply this knowledge in order to adapt to the workplace environment, contribute to the organization’s work, and eventually identify possibilities for innovation. As the semester progresses, you will become more adept at thinking of yourself as a professional writer, and you will be better prepared to develop and apply your knowledge and analytic abilities to future workplace experiences.

While you gain on-the-job experience as a writer in a professional setting, you will also participate in a weekly seminar (in person or online) in applied rhetoric. This seminar will give you a regular opportunity to discuss observations, problems, and accomplishments that arise on the job and to reflect on how you can best prepare yourself for future workplace experiences. The class will take a workshop approach in which we apply theories of workplace writing to our own internship experiences, share internship projects during class, and work on developing our identities as future professional writers. Because we may discuss sensitive work-related topics in class and because you may encounter sensitive materials in your workplace, you will need to maintain an ethical awareness of individual and workplace boundaries.

## Assignments

Over the course of the term, students will:

1. Complete 140 hours of internship work in a professional manner (40%)
2. Maintain a blog of reflective writing (minimum of 10 posts for the semester) (10%)
3. Attend all class meetings and complete assigned reading and writing assignments (15%)
4. Present a poster at the end-of-semester PWE Poster Exhibit (15%)
5. Produce an electronic portfolio of internship materials, including a reflective essay (20%)

Instructions for each requirement are as follows.

### Requirement #1: Complete 140 hours of internship work

You need to work at your internship a minimum of 140 hours over the course of the semester. The schedule is flexible; for example, you could work 10 hours per week for the span of 14 weeks or 20 hours per week for 7 weeks. What must be consistent, however, is your carrying out your internship work in a professional manner. As a PWE intern, you are responsible for:

- Informing the internship sponsor of the criteria for ENGL 491A;
- Arriving at the internship at the designated time and location, prepared for work;
- Recording the hours you work and activities you perform in the “Internship Log” (on eCampus) and submitting an updated form each Monday through eCampus;
- Contacting your supervisor in advance regarding any absence and completing the duties of the absent period at a time convenient to both your sponsor and you;
- Executing assigned tasks to the best of your ability; and
- Seeking help from your supervisor should you have questions regarding an assigned task.

Of course, the PWE internship has been designed for the benefit not only of the internship sponsor but also for you. Toward these ends, your internship sponsor is responsible for the following activities:

- Assigning work that is relevant and useful to both the sponsoring organization and to your professional development;
- Assigning work requiring skills developed in your PWE major or minor (e.g. writing, editing, research, etc.);
- Training and guiding you through your designated tasks (and/or assigning a mentor to you); and
- Serving as a resource regarding career information and other aspects of professional development.

### Supervisor Evaluations

Your internship sponsor also will file formal evaluations of your professionalism and work ethic during the mid-semester and finals period (see the “Administrative Documents” folder on our WVU eCampus site). I will use these evaluations, conversations with your supervisor, and my own observations of your work to assign your grade for this component of the course.

You will be responsible for providing these forms to your internship supervisor at least two weeks prior to when they are due. They can email the completed forms to me at [Jill.Woods@mail.wvu.edu](mailto:Jill.Woods@mail.wvu.edu) *no later than **Friday, October 7 (Midterm Evaluation)** and **Thursday, December 1 (Final Evaluation)***. Ideally, I will have these forms before our individual midterm or end-of-term conferences (note that your scheduled conference could require earlier deadlines than identified here).

## **Work Logs**

Interns are required to keep a log of work completed, including hours worked and activities worked on, weekly. The log is available on eCampus, and should be submitted to eCampus each Monday for the previous week's work. (Start a thread for your logs on the "Work Logs" discussion board forum after your first week of work, and "reply" to your original post for each subsequent week, **copying and pasting the contents of your work log into the text editor.**)

## **Requirement #2: Maintain a weekly reflective blog (minimum: 10 posts)**

As Nedra Reynolds and Rich Rice explain in *Portfolio Keeping*, reflective portfolio assignments ask you "to keep watch over your own work and your own learning, and to pay close attention to your strengths and weaknesses, including your preferences as well as your best and most limited practices for effective writing." The weekly reflective writing component of English 491A gives you space for "keeping watch" over your development as a professional writer throughout the course of your internship.

At some point during each week of your internship, spend at least 15 minutes writing about **what you are learning** about professional writing as well as **how you are learning it**. You might use this weekly writing activity to analyze the process you're using to compose a particular document; to think through problems you are trying to resolve in a particular project; to explore your deepening understanding of how writing functions for professional organizations; or to describe and analyze more generally what you are learning, how you're learning, or what is and what isn't making sense to you.

You will record your reflections on an eCampus blog that your ENGL 491A peers can access.

## **Blog Assessment**

You must post to your blog a minimum of 10 times during the course of your internship to fulfill the reflective writing component of the course. Furthermore, to ensure that you use blogging as a learning tool throughout the entire internship, you must post **at least 5 entries by October 7**.

I will read – and occasionally comment on – your blog posts on a regular basis in order to keep track of your progress throughout the internship, to give you feedback on problems you're trying to work through, and to give you advice as you begin to put together your final portfolio. Blog entries will be graded according to the following scale:

**A – Superior** performance in reflective writing shows a clear initiative to learn through analyzing your internship performance. Each blog entry is posted on time and with attention to detail. Each entry presents a fully developed discussion of your work for that particular week, complete with specific examples and descriptive details. Each entry not only describes in detail the work you have done but also analyzes that work, providing a new perspective or insight on some relevant aspect of professional writing and editing.

**B – Strong** performance in reflective writing demonstrates active engagement in your internship. Each blog entry is posted on time and with attention to detail. Each entry presents a fully developed discussion of your work for that particular week, complete with specific examples and descriptive details. Entries do not always analyze the internship work and do not always add new perspective or insight on some relevant aspect of professional writing and editing.

**C – Satisfactory** performance in reflective writing demonstrates consistent, acceptable written work. The student completes all entries, and most entries are posted on time. Each entry presents an adequate discussion of internship activities, one that give readers a basic understanding of the work the student has done. Most entries, though, could be more fully developed with thoughtful analysis and supporting details.

**D – Weak** performance in reflective writing demonstrates inconsistent written work. Some blog entries are not posted; other blog entries are not posted on time. Entries give readers only a basic description of the work the student has done in the internship. Entries lack details, and entries provide only a superficial analysis of the student’s internship work.

**F – Unacceptable** performance in reflective writing shows ineffectual work. A significant number of entries have not been posted on time, if at all. Entries give readers little or no understanding of the work the student has done in the internship. Entries contain few details and no analysis of the student’s internship activities.

### **Requirement #3: Attend scheduled class meetings and complete reading and writing activities**

We will meet as a group (nearly) bi-weekly, mostly on Tuesdays, throughout the semester. ***View the course schedule for class meeting days.*** However, in case it becomes necessary to move a class meeting, you should always keep our class time open – T/R 8:30-9:45 a.m.

The purpose of these meetings will be to help me keep track of your progress; to give you an opportunity to share your successes and to ask questions about problems or concerns you may be facing; to learn from your peers about how they are handling their professional writing internships; and to ensure that you make steady progress on your final portfolio and poster presentation. You are expected to attend each scheduled class meeting. While there are no excused absences for the course, you will be allowed one absence without penalty. Each additional absence will result in a 5% deduction from your final grade.

To focus our discussions about portfolio keeping, web portfolio building, and PWE internship-related topics, come to each class meeting with the scheduled reading and writing assignments completed. You must have either electronic or print copies of the reading/writing assignments with you when you come to class, along with your notes on those readings.

### ***Discussion Board Posts & Responses***

On the weeks we do not meet (indicated with grey shading), you will be responsible for participating in online discussion of course readings via our WVU eCampus course site.

For each week, you will begin the week’s discussion on the assigned readings and any related portfolio keeping, web portfolio building, and PWE internship topics with a **3-2-1 Initial Post**. In this post, due by Monday morning at 9 a.m., you will identify:

- **(3) themes or concepts** from the reading that you learned (or that otherwise stood out for you), explaining how they might parallel or contrast (or have nothing to do with!) your own PWE or internship experience;
- **(2) questions** raised as a result of the readings or your internship experience;
- **(1) idea** or outside resource to share with your course colleagues.

Then you will respond to at least two of your colleagues' initial posts by Friday at 5 p.m.

To receive credit, your 3-2-1 initial post should have a descriptive title, be at least 250 words in length, and be posted before 9 a.m. on Monday of the assigned week. Response posts have no required length but must be substantive and continue the discussion started by the first prompt in a thread. Obviously, the sooner you contribute to the online conversation, the more lively and substantive the discussion can become.

Discussion posts will be graded according to the following scale:

**A** – Rich in content, insight and analysis. All required discussion posts are timely and make clear connections to previous or current content (readings, other discussion posts, real-life situations). New ideas and new connections are made with depth and detail in a professional manner.

**B** – Strong in content, insight and analysis. All required discussion posts are timely and make clear connections to previous or current content (readings, other discussion posts, real-life situations). New ideas and new connections are made though they may lack some depth, detail and/or professional presentation.

**C** – Generally competent in content, insight and analysis, though information is thin or commonplace. Most required discussion posts are timely and make clear connections to previous or current content (readings, other discussion posts, real-life situations). Posts rehash or summarize other postings and few if any new ideas and new connections are made, and obvious grammatical or stylistic errors interfere with readability.

**D** – Rudimentary and superficial in content, displaying no analysis or insight. No new ideas or connections are made or are off topic. Some required postings are missing, and obvious grammatical or stylistic errors make understanding nearly impossible.

**F** – Some or all required discussion posts are missing. Discussion posts lack analysis, insight and understanding.

### ***Essay Assignments***

Each of your three minor essay assignments should be uploaded to our eCampus course site as attachments (.doc or .docx) by the date/time listed on the schedule.

1. ***Establishing Expectations***—Examine your syllabus for the course, the required textbooks, our first class meeting, and any conversations you have had with your internship site supervisor. Pay close attention to policies, procedures, assignments, and expectations for the English 491A course or for the internship organization. Now, write one single-spaced page explaining how you expect to do in this course. What assignments or activities do you think you will do well on in the course or in your internship work? Why? What assignments or activities do you think will be difficult for you? Why? What parts of your reading, writing, and work history make you confident about some parts of the course or internship and hesitant about others?

2. **Midterm Self-Assessment**—Take stock of how you’re doing in your internship at midterm. Examine what strategies are or aren’t working for you, and what you need to concentrate on for the remainder of the course. You might consider conducting an inventory of your working folder, looking both forward and backward at your progress in the course and then writing a reflective piece about where you stand at midterm and where you’d like to go during the second half of your internship. Reflect on what you’re learning through your internship about your writing process, your strengths as a writer, and your preferences and writing habits.
3. **Revisiting Your Expectations**—Review your answers to “Establishing Expectations,” where you practiced reflection. Reread what you wrote about your expectations for the course and the internship and about the areas in which you thought your strengths would help you. Do you still agree with what you wrote? How did your expectations match up with the reality of the course? What parts of this exercise can you use in writing the reflective and contextual statements for your electronic portfolio?

### **Requirement #4: Present a poster at the end-of-semester PWE Poster Exhibit**

West Virginia University requires that all capstone courses include a public presentation component. Toward these ends, you will produce a poster as part of a collective exhibit to be held on **Thursday, November 17, in 130 Colson Hall. Posters will be on exhibit between 10 a.m. – 5 p.m., and you all will be present between 4-5 p.m. to field questions and present your work.** Your presentations, taken together, will help to educate WVU students and teachers as well as the public about the field of professional writing. Collectively, your poster presentations will help WVU and Morgantown community members to better understand answers to these types of questions:

- What kinds of organizations do professional writers work for?
- What types of positions do professional writers occupy?
- What sorts of roles do professional writers fill in these organizations?
- What genres of writing do professional writers create?
- What kinds of skills do professional writers use?

More generally, this poster exhibit will heighten audience members’ awareness and deepen their understanding of the cultures of professional writing at West Virginia University and in Morgantown.

Specifically, your poster should present two to four materials that best represent your internship experience. You should accompany each of these documents with a contextual analysis that indicates the audience, purpose, genre conventions, and other circumstances or constraints for each of these materials, and discusses how you negotiated this context. Since the poster is a highly visual medium, you’ll need to think about how you can incorporate photographs or graphics of your workspaces, processes, and artifacts into your presentations and your reflections. Finally, to fulfill the objectives of the capstone course, you should incorporate a reflective component through which you reflect on how all of these materials speak to your academic and professional development.

### **Poster Components & Assessment**

The assessment rubric for your poster presentation corresponds with its basic components:

1. **Title:** The title of your poster should draw your audience’s attention to the aspect(s) of your internship experience that you want to highlight in your exhibit. Do you want to focus on the

genres that you wrote? The type of organization in which you worked? The rhetorical purposes of the documents you wrote for the organization?

2. Brief *description of the organization* where you interned.
3. Brief *description of your internship experience*. You could address these types of issues:
  - the variety of tasks you did, both writing and non-writing;
  - the amount of material you produced;
  - the kinds of materials you produced; and
  - the process through which you produced these materials (e.g., what kinds of research you did and where you did research, whom you worked with, who gave you feedback, how many drafts you produced of most documents, how long you worked on most projects).
4. 2-4 *professional writing documents* that illustrate your internship experience.
5. Your *analysis* of each document.
6. *Visuals*: You could incorporate your organization's logo into your poster presentation. Or, if you have some interesting analysis to provide of your workspace and what it signals about the role of the professional writer within that space or the role of writing within the organization, you might consider adding a photograph of that space. Finally, treat your professional writing documents as visual components of the poster, and consider ways to add visual interest to your poster through these documents, whether that be through showing editorial markup on drafts, highlighting key aspects of a document's design, or adding break-out boxes that enlarge a central passage of the text.

### ***Presenting and Analyzing Your PWE Documents***

You certainly can use the poster presentation to describe and analyze your internship experience in any way that you find to be most effective and most appropriate. I'm envisioning your posters, though, to showcase two or three documents that best represent the work you've done this semester, the kind of work done at the organization where you worked, and/or the kind of work done by people in the position you held. Accompanying each document, provide explanation and analysis that describes it in these kinds of ways:

- Genre of the document
- Audience for the document
- Purpose of the document
- Key rhetorical features of the genre, and
- Key rhetorical decisions (textual and/or design) you made in creating the document.

Your analysis of the document also should try to address the question, "What purpose does this document serve for the organization?" Put another way, "What does this document enable the organization to do?"

The ways in which you address these questions will help to contribute to our larger goal of educating the campus and local communities about the work of professional writers. Many people know that professional writers write documents, but they do not necessarily know the various ways in which these documents serve not only an organization's clients and partners but also the organization's internal workings, as well. So, when thinking about the documents you're exhibiting, consider the multiple purposes that any one document might serve. The purposes of a document could be external. For example, a technical description that accompanies a product could aim both to educate the consumer about the safe and effective use of that product, and it could also aim to create a positive impression of the company itself as being thorough, attentive to details, and consumer-oriented. The purposes of the

document also could be internal to the organization itself. For example, a policy manual could help an organization to run more efficiently as it helps new members of the organization (particularly in a non-profit organization with high employee turnover rates) to learn their specific job responsibilities as well as to understand their work in relation to that of other employees or volunteers.

### **Poster Format**

We will use class time to discuss the poster presentation in more detail, but you can review the sites below (or your own resources) to begin thinking about the content and design of your poster:

- George Hess, Kathryn Tosney, and Leon Liegel, "Creating Effective Poster Presentations," <http://www.ncsu.edu/project/posters/>
- Writing Department at Colorado State University, "Writing Guides: Poster Sessions," <http://writing.colostate.edu/guides/guide.cfm?guideid=78>
- Jeff Radel, "Designing Effective Posters," [http://www.kumc.edu/SAH/OTEd/jradel/Poster\\_Presentations/PstrStart.html](http://www.kumc.edu/SAH/OTEd/jradel/Poster_Presentations/PstrStart.html)

### **Requirement #5: Produce (1) web portfolio of internship materials and (2) reflective essay**

By the end of the semester, you will have continually recorded and reflected on the strategies you used to work through writing and research projects in your internship position. Your tasks as a portfolio keeper have included tending to your developing ideas about individual writing projects in particular and professional writing more generally; keeping watch over your learning patterns; and, quite possibly, collaborating with colleagues at your internship. Now, your responsibility shifts to putting together and polishing a final product. The final portfolio marks the culmination of your efforts in the capstone course, as you display to me your ability to be a reflective professional writer and to analyze and respond to rhetorical situations effectively.

**By 5 p.m. on Tuesday, December 6, you will publish your portfolio to the web and post a link to it on our eCampus course site** where your peers and I will be able to access it. Your portfolio should be revised, edited, and polished to presentation quality, and I will evaluate the argument it advances about your ability to make rhetorically informed choices. In effect, the purpose of your final portfolio is to convince me, your evaluator, that your portfolio represents your best work as a professional writing intern, that you have become a reflective learner, and that you have developed writing abilities that match the high evaluative standards set for WVU's Professional Writing & Editing program.

The only firm guideline for the contents of your final portfolio is that it includes **5,000 words (roughly 20 double-spaced pages) of finished, polished writing**. You are free to include any additional pages of finished or unfinished writing—from brainstorming and rough design sketches to drafts and email correspondence—that help you to make a specific claim about your abilities, your development, or your identity as a professional writer.

As we will discuss throughout the semester, the visual design of your web portfolio plays an important part in readers' assessment both of its content and of you, its composer. I certainly expect students to come to this portfolio project with a wide range of abilities in publishing documents for the web. The course readings and the demonstrations should help everyone to develop basic web-authoring skills they can use to build effective web portfolios. Ultimately, my concern while evaluating your portfolio will be not on whether your portfolio reflects highly advanced web-authoring skills but instead on



whether every element of the portfolio—from its textual contents to its visual design—supports your purposes and goals for the project.

### **Reflective Essay**

In addition to examples of the professional writing that you did through your internship, you will also compose a **reflective essay** that pulls together the various documents in your portfolio and explicates what these documents illustrate about your academic and professional development. This essay will explain the analysis that guided your decision-making about what to include in your portfolio. You will use your 20 pages of polished writing, as well as any additional pages of writing, as evidence to support the claim you want to make about yourself as a writer. For example, you might discuss how the extensive revisions you made to a brochure illustrate your greater sensitivity to an audience's informational needs. Or, you might explain how the email correspondence with your colleagues shows you working through the difficulties of blending different writing styles. So, after you have selected your materials and built a cohesive argument, you will explain to me what cohesive argument they make and how they do so. Your goal with this essay is to show me what you have learned about the qualities of good professional writing, anticipating readers' needs, and the importance of careful presentation.

You are welcome to consider the English Major Program Goals in this reflection as well:

#### **English Major Program Goals**

Upon completing a B.A. in English, a student should be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

Four aspects of Goal 1 are especially important. A student should be able to:

- Identify genre conventions and analyze their effects
- Identify and analyze effects of complexity or ambiguity
- Locate texts in social, economic, political, and literary history
- Connect a text to other literary or cultural texts

You will submit this 2-4-page essay with your portfolio URL via our WVU eCampus site. If your portfolio purpose and design warrants it, the content of this reflective essay can be integrated into the portfolio site itself.

### **Essay for Honors College Students**

If you are enrolled in the Honors College and want to earn Honors credit hours for this field-experience course, you must expand upon the above reflective-essay assignment with a complementary analytical section, using one (or one aspect of) an English Major Program Goal to narrow your analytical focus. For instance, you could expand your reflection of one digital artifact from your internship to analyze trends in digital text (Goal 1); how that genre or its

conventions are being shaped by (or are shaping) how writers write (Goal 1), how information is shared (Goal 2), or how texts are read (Goal 2). You could conduct a comparative analysis of the effects of multiple artifacts with similar messages delivered to varying audiences (Goal 3). Alternatively, you could extensively research a sociological, psychological, rhetorical, or communication theory/model and focus your analysis on how it serves as a lens for understanding a successful/unsuccessful artifact you developed in your internship work (or how it doesn't!).

Both the reflective and analytical aspects of your essay should complement each other (or meld together). Your essay must employ at least 5 scholarly resources in addition to the supporting personal and anecdotal evidence outlined in the reflective essay description and will be a minimum of 10 pages long. **You must schedule a conference with me to discuss and obtain approval for your topic idea no later than the 10<sup>th</sup> week of the term.**

### ***Portfolio Assessment***

We will use our individual meetings to discuss strategies for creating and presenting your portfolio in ways that address these specific criteria:

- **Context:** The parts individually and the portfolio as a whole demonstrate an awareness of and response to the particular, rhetorical needs of audience and purpose.
- **Content:** The parts individually and the portfolio as a whole demonstrate an awareness of genre and argument, including appropriate information and persuasive techniques. In addition, the portfolio demonstrates a critical engagement with the process of writing and with the intern's learning process.
- **Style:** The parts individually and the portfolio as a whole demonstrate an awareness of professional tone, style, and sentence structure.
- **Format/Conventions:** The parts individually and the portfolio as a whole demonstrate an understanding and application of layout, visual design, audience cues, and information structure. In addition, the portfolio adheres to the written conventions of professional writing.

### **Other Course Policies**

#### *Inclusivity Statement*

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (304) 293-6700. For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

#### *Academic Integrity*

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the **Student**

**Conduct Code** at <http://campuslife.wvu.edu/r/download/180235>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

You can also get assistance through the **WVU Writing Studio** located in G02 Colson Hall. Call 304-293-5788 to schedule an appointment or stop by to see if a tutor is available.  
Web address: <http://speakwrite.wvu.edu/writing-studio>

## Course Schedule

*This schedule is open to revision! Please make note of the days (i.e. Tuesday vs. Thursday) for different classes. Shaded classes (grey) are conducted online.*

Date	Topic	Reading Due	Writing Due
<b>Thursday 8/18</b>	Course introduction. Discuss Internship Work Agreement.	Syllabus and questions	
<b>Tuesday 8/23</b>	Defining "Writing Portfolios." Setting internship goals and becoming a reflective learner.	Nedra Reynolds and Rich Rice, "The Process of Portfolio Keeping" (eCampus).  "Understanding Professional Portfolios" (PTPC, Ch. 1, pp. 1-18).	Establishing Expectations Essay
<b>Tuesday 8/30</b>	Adapting to on-the-job protocols.	Sherry G. Southard, "Protocol and Human Relations in the Corporate World: What Interns Should Know" (eCampus).  Anita Bruzzese, "Arriving Interns Greeted with a Few Rules" (eCampus).  Michael Matthews, "7 Tips for Internship Preparation" (eCampus).	<b>Internship Work Agreement due</b> <i>(Don't forget your reflective blog posts!)</i>
<b>Week of 9/5-9/9</b> <i>eCampus discussion</i>	Professionalism and managing workplace relationships.	Kendra Potts, "My Entry-Level Life" (eCampus).  D. Kathleen Stitts, "Learning to Work with Emotions During an Internship" (eCampus).  Martin Davidson, "Expressing Emotion in Interpersonal Interactions" (eCampus)  Tiffany Bourelle, "New Perspectives on the Technical Communication Internship: Professionalism in the Workplace" (eCampus)	3-2-1 Initial DB posts and responses

<b>Tuesday 9/13</b>	Managing collaboration across disciplines.	Emily Sopensky and Laurie Modrey, "Survival Skills for Communicators within Organizations" (eCampus)  Sapp & Zhang, "Trends in Industry Supervisors' Feedback on Business Communication Internships" (eCampus).	Writing Workshop (bring one of your projects to class)
<b>Week of 9/19-23 <i>eCampus discussion</i></b>	Leveraging a PWE's sources of power in the workplace.	Susan M. Katz, "A Newcomer Gains Power: An Analysis of the Role of Rhetorical Expertise" (eCampus).	3-2-1 Initial DB posts and responses
<b>Tuesday 9/27</b>	Exploring differences between academic and workplace writing	Chris Anson and Lee Forsberg, "Moving Beyond the Academic Community: Transitional Stages in Professional Writing" (eCampus).  Brent, "Crossing Boundaries: Co-Op Students Relearning to Write" (eCampus)	Bring artifact for workshop
<b>Week of 10/3-7</b>	<b>Individual conferences about internship progress</b>  Reminder — <i>You should have a minimum 5 blog posts by the end of this week! Don't forget!</i>		— <b>Midterm supervisor evaluations</b> — Midterm Self-Assessment Essay ( <i>note that these are due before our individual conferences</i> )
<b>Tuesday 10/11</b>	Creating the poster presentation.	George Hess, Kathryn Tosney, and Leon Liegel, "Creating Effective Poster Presentations" (eCampus).  Graphic design: The new basics [Figure/Ground and Framing] (eCampus)  Graphic Design: The new basics [Hierarchy]	Workshop
<b>Week of 10/17-21 <i>eCampus discussion</i></b>	Creating a portfolio identity.	"Creating a portfolio identity" (PTPC, Ch. 2, pp. 19-30).  "Portfolio Contents, Design, and Structure" (PTPC, Ch. 3, pp.31-58)	3-2-1 Initial DB posts and responses
<b>Tuesday 10/25</b>	Planning and designing your web portfolio.	"The Electronic Portfolio" (PTPC, Ch. 5, pp.81-106)  "Legal and Ethical Issues Affecting Portfolios" (PTPC, Ch. 6, pp. 107-124)  Bremner, "Genres and Processes in the PR	Bring your working portfolio (list of all possible artifacts) to class to begin developing your site map

		Industry: Behind the Scenes with an Intern Writer” (eCampus)	
<b>Tuesday</b> <b>11/1</b> <i>eCampus discussion</i>	Building the web portfolio.	About Wix ( <a href="http://www.wix.com">www.wix.com</a> ) and support tutorials...see eCampus ePortfolio resources folder)	3-2-1 Initial DB posts and responses
<b>Thursday</b> <b>11/3</b>	Workshop		Digital Poster Files
<b>Tuesday</b> <b>11/8</b>	<b>No class: Election Day – Vote!</b>		
<b>Thursday</b> <b>11/10</b>	Poster Review		Digital Poster Files (post to DB before class)
<b>Tuesday</b> <b>11/15</b>	Publishing your electronic portfolio to the web.	“Revising for Portfolio Quality” (PTPC, Ch. 4, pp. 59-80).	Digital Poster Files (post to DB for final proof/review)
<b>Thursday</b> <b>11/17</b>	<b>POSTER PRESENTATIONS</b> <b>130 Colson</b> <b>10 a.m. – 5 p.m. (4-5 p.m. reception)</b>		
<b>Week of</b> <b>11/21-27</b>	<b>Thanksgiving Recess</b> <i>Take a nap! (And then work on your portfolio.)</i>		
<b>Tuesday</b> <b>11/29</b>	ePortfolio Workshop		Digital eportfolio files for workshop
<b>Thursday</b> <b>12/1</b>	During class conferences and eportfolio peer review		— Revisiting Your Expectations Essay — <b>Final supervisor evaluations</b> — ePortfolio files for peer review
<b>Tuesday</b> <b>12/6</b>	<b>Portfolios and final reflections due by 5 p.m.</b> Post your portfolio’s URL on eCampus with your final portfolio reflection essay.		