

Professional Field Experience: Capstone

English 491A-7D1

Online: via WVU eCampus and ENGL491aF11.wikispaces.com

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(and by appointment)

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

- (1) Begin the subject line with “ENGL 491A”; and
- (2) Complete the subject line with a concise phrase describing your question or concern.

Required Text

Miles Kimball. *The Web Portfolio Guide: Creating Electronic Portfolios for the Web*. New York: Longman, 2003. ISBN 0321093453.

Herb J. Smith and Kim Haimen-Korn. *Portfolios for Technical and Professional Communicators*. Upper Saddle River, NJ: Prentice Hall, 2007. ISBN: 0131704583

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 online seminar 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.

Requirements

1. Complete 140 hours of internship work in a professional manner.
2. Maintain a blog of reflective writing (minimum of 12 posts for the semester).
3. Participate in individual conferences (in person, via phone, or via online chat) and complete PWE-related reading and writing assignments including three “Discussion Leader” wiki postings).
4. Create a podcast for the end-of-semester PWE Exhibition.
5. Produce an electronic portfolio of internship materials.

Your final grade will be determined by the grades you receive on these requirements, according to the following weighting:

- | | |
|---|-----|
| • Internship Work (Requirement 1) | 40% |
| • Blogging / Reflective Writing (Requirement 2) | 10% |
| • Class Participation (Requirement 3) | 15% |
| • Podcast Creation (Requirement 4) | 15% |
| • Web Portfolio (Requirement 5) | 20% |

Instructions for each requirement are explained in detail below.

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” (see p. 3 of syllabus and/or “Administrative Documents” folder on eCampus shell) and submitting an updated form each Monday on our class wiki: *ENGL491aF11.wikispaces.com*;
- 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.

Your internship sponsor also will file formal evaluations of your professionalism and work ethic during the mid-semester and finals period (see pp. 4-7 of syllabus and/or “Administrative Documents” folder on the 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.

**ENGL 491A: Professional Writing & Editing Internship
Department of English, West Virginia University**

Weekly Internship Log

Employee Name:
Employee Contact Information:
Company Name:
Company Address:
Manager Name:
Manager Contact Information:
One-Week Period Ending:

Please record the times you work and describe the activities you complete for your internship. Submit your completed log each Monday via our course wiki.

DAY	DATE	PROJECT NAME	TASK	HOURS
M				
T				
W				
Th				
F				
Sa				
Su				
TOTAL HOURS				

**ENGL 491A: Professional Writing & Editing Internship
Department of English, West Virginia University**

Mid-Semester Evaluation

Student's Name: _____

Site Supervisor: _____

Contact Information: _____

Internship Site: _____

Please rate your intern on the following criteria. The other side of this page provides you with space to make additional comments.

PERFORMANCE ASPECTS	POOR	AVG	GOOD	EXC	N/A	COMMENTS
PUNCTUALITY Times Absent: Times Late:						
DEPENDABILITY Prompt, trustworthy, follows directions, meets obligations.						
ADAPTABILITY Catches on quickly, can switch jobs, responsive.						
ABILITY TO GET ALONG Cooperative, well mannered, pleasant to work with.						
ATTITUDE Enthusiastic, a good team worker, willing to cooperate, pushes for self-improvement.						
INITIATIVE Ability to work without supervision, self- motivating.						
ACCEPTS SUPERVISION Eager to improve, seeks assistance when needed, follows through on suggestions.						

Mid-Semester Evaluation (cont.)

1. Please discuss the strengths of the intern that emerged through the first half of the internship (e.g., writing, editing, or design skills; research skills; interpersonal communication skills; organizational or planning skills; problem-solving skills).

2. Please suggest areas in which the intern should look to improve through the remainder of the internship and in future work experiences.

3. What questions do you have for me concerning your directing, mentoring, or teaching of the PWE intern you are working with this semester?

Please return this form by Monday, October 3:

Jill Higgins, PWE Internship Coordinator
Department of English
West Virginia University
P.O. Box 6296
Morgantown, WV 26506-6296

You may also fax this form (304.293.5380) or email it (Jill.Higgins@mail.wvu.edu).

ENGL 491A: Professional Writing & Editing Internship
Department of English, West Virginia University

Final Evaluation

Student's Name: _____

Site Supervisor: _____

Contact Information: _____

Internship Site: _____

Please rate your intern on the following criteria. The other side of this page provides you with space to make additional comments.

PERFORMANCE ASPECTS	POOR	AVG	GOOD	EXC	N/A	COMMENTS
QUALITY OF WORK Accuracy and thoroughness of work.						
QUANTITY OF WORK Met goals set by organization.						
INITIATIVE Ability to work without supervision; self-motivating.						
ADAPTABILITY Can alter activities to accommodate the organization's changing needs.						
JOB JUDGMENT Makes appropriate work-related decisions.						
CRITICAL-THINKING SKILLS Ability to analyze problems and create sound solutions.						
GRASP OF SUBJECT Understands relevant standards and procedures; applies classroom experience to real-world projects.						

Final Evaluation (cont.)

1. Please discuss ways in which the intern improved or digressed through the course of the internship semester (e.g., writing, editing, or design skills; research skills; interpersonal communication skills; organizational or planning skills; problem-solving skills).

2. What did you and your organization learn or gain from working with a Professional Writing and Editing intern this semester?

3. Please share any additional comments, questions, or concerns related to your work with WVU Professional Writing and Editing interns and/or the PWE internship program.

Please return this form by Monday, December 5:

Jill Higgins, PWE Internship Coordinator
Department of English
West Virginia University
P.O. Box 6296
Morgantown, WV 26506-6296

You may also fax this form (304.293.5380) or email it (Jill.Higgins@mail.wvu.edu).

Requirement #2: Maintain a blog for weekly reflective writing (minimum: 12 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 a public blog. You will need to set up this blog yourself; free accounts are available from *blogger.com*. Once you have set up your blog, you can place a link to your blog from our class wiki at: *ENGL491aF11.wikispaces.com*.

Evaluation of Blog Posts

You must post to your blog a minimum of 12 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 3.

I will read through and 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: Participate in scheduled online discussions (including three “Discussion Leader” wiki postings); complete reading and writing activities

An onsite version of ENGL 491A is also taking place this fall. If you are within reasonable driving distance and are available, you are welcome to join the onsite class, which meets as a group bi-weekly on Tuesdays from 11:30 a.m.-12:45 p.m. in G20 Woodburn. *Let me know if you are interested and I will provide you with meeting dates.*

Otherwise, as an online course enrollee, we will meet as needed in the course eCampus chat room and participate in scheduled online discussions with students from the onsite class. The purpose of these meetings and conversations 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 podcast.

To focus our discussions about portfolio keeping, web portfolio building, and PWE internship-related topics, come to each chat or online discussion with the scheduled reading and writing assignments (in the “Course Reading/Writing” table) completed. NOTE: There are three writing assignments (outside of blog and discussion postings). Please submit these writing assignments to me via email at Jill.Higgins@mail.wvu.edu.

Discussion Leader Posting

In lieu of class meetings, you will participate in 11 weekly online discussions about course readings, portfolio keeping, web portfolio building, and PWE internship-related topics via our class wiki at: ENGL491aF11.wikispaces.com. On the Tuesdays that the onsite class does not meet (indicated with grey shading in the schedule beginning on p. 10), onsite students will join your online discussions.

The Discussion Leader (DL) for each day (to be assigned the first week of class) will kick off the week’s discussion of the assigned readings and related topics. (You will be the DL three times during the semester.) The DL can analyze the text; challenge it; compare and contrast it with personal internship experience or other pertinent texts/resources; pose a question to his/her peers (that s/he should also attempt to answer); or otherwise stimulate an online class discussion. The DL’s initial posting should be between 200-300 words and posted by 5 p.m. on the assigned Tuesday. All other students should participate in discussion with at least two response postings by the following Monday. (Obviously, the sooner you contribute to the online conversation, the more lively and substantive the discussion can become!)

Wiki 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.
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Course Reading/Writing Schedule

Date	Topic	Reading Due	Writing Due
8/23	Course introduction. Discuss Internship Work Agreement.	Read through the English 491A syllabus and discuss any questions students might have about it. Read through the Internship Work Agreement form (see “Administrative Documents” folder on eCampus) and submit any questions you might have about it via “Questions” discussion thread.	
8/30	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” (see below). Wiki Discussion Leader(s) TBD
9/6	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” (Web Link on eCampus).	Internship Work Agreement due. Wiki Discussion Leader(s) TBD <i>(Don't forget reflective blogs!)</i>
9/13 <i>Onsite students join wiki discussion</i>	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)	Wiki Discussion Leader(s) TBD
9/20	Managing collaboration across disciplines.	Emily Sopensky and Laurie Modrey, “Survival Skills for Communicators within Organizations” (eCampus).	Wiki Discussion Leader(s) TBD
9/27 <i>Onsite students join wiki discussion</i>	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).	Wiki Discussion Leader(s) TBD
10/4	Taking stock at mid-term.	Scheduled online chat with students about their internship progress.	Mid-semester supervisor evaluations due by October 3. “Mid-Term Self-Assessment” (see description after

			table).
10/11 <i>Onsite students join wiki discussion</i>	Exploring differences between academic and workplace writing.	Chris Anson and Lee Forsberg, "Moving Beyond the Academic Community: Transitional Stages in Professional Writing" (eCampus).	Wiki Discussion Leader(s) TBD
10/18	Creating the podcast.	George Hess, Kathryn Tosney, and Leon Liegel, "Creating Effective Poster Presentations" (Web Link on eCampus). Supplementary podcast resources TBD	Wiki Discussion Leader(s) TBD
10/25 <i>Onsite students join wiki discussion</i>	Creating a portfolio identity.	"Creating a portfolio identity" (PTPC, Ch. 2, pp. 19-30). "Understanding Web Portfolios" (WPG, Ch. 1, pp. 5-40).	Wiki Discussion Leader(s) TBD
11/1	Planning and Designing your Web Portfolio.	"Planning Your Web Portfolio" (WPG, Ch. 2, pp. 44-61). "Portfolio Contents, Design, and Structure" (PTPC, Ch. 3, pp.31-58)	Web Portfolio Planning Tasks 2, 3, 4, 10, and 11 (WPG, pp. 44-48, 56-57). Wiki Discussion Leader(s) TBD
11/8 <i>wiki discussion</i>	Building the Web Portfolio.	"Creating Your Web Portfolio" and "Graphics and Multimedia in Web Portfolios" (WPG, Ch. 3-4, pp. 63-128).	Wiki Discussion Leader(s) TBD
11/15	Publishing your electronic portfolio to the World Wide Web.	"Revising for Portfolio Quality" (PTPC, Ch. 4, pp. 59-80). About Weebly (www.weebly.com/features.php)	"Revisiting Your Expectations" (see below). Wiki Discussion Leader(s) TBD
11/22		THANKSGIVING BREAK	
11/29		POSTER/PODCAST PRESENTATION	
12/6		Individual chats with students about their internship.	Final supervisor evaluations due by December 5.
12/9	Portfolios due by 5 p.m. Post your portfolio's URL on the class wiki.		

Writing Assignments:

"Establishing Expectations" (due August 30)

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?

“Mid-Term Self Assessment” (due October 4)

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.

“Revisiting Your Expectations” (due November 15)

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: Create a podcast analyzing your internship experience

West Virginia University requires that all capstone courses include an oral presentation component (See <http://www.wvu.edu/~faculty/1200SA4.htm>). Toward this end, you will create a podcast in which you describe and analyze your internship experience. While your portfolio will take a very close look at the documents you produced this semester, such micro-level analysis is not suitable for the podcast genre because listeners such as me would not be able to see the documents you were talking about. Instead, you will use your podcast to discuss what you learned about the field of professional writing and editing through your internship, as you help listeners 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?

Ultimately, your podcast should heighten listener’s awareness and deepen their understanding of the cultures of professional writing.

Describing and Analyzing Your PWE Internship

You certainly can use the podcast to describe and analyze your internship experience in any way that you find to be most effective and most appropriate, but I’m imagining that your oral presentation will focus on two or three major projects or activities 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. Provide detailed description and example-based analysis that discusses these projects in several ways:

- Project document genre(s)
- Audience for the project
- Purpose for the project (both your organization’s purpose in pursuing and producing a particular project and the audience’s purpose in coming to this particular project or reading a particular document)
- Strategy that you and your organization developed to address this particular audience and achieve this particular purpose
- Written documents you created or helped to create in order to enact this strategy
- Key rhetorical decisions (e.g., how to write the text, how to design the document, how to deliver it to the audience) you made in creating these documents.

Your analysis of these projects should address the question, “What does this project enable the organization to do?”

The ways in which you address these questions will help to educate listeners about the field of professional writing and editing. 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.

Format for the Podcast

To create a podcast, you’ll need to secure the following materials:

- Audio Recording software. Audacity is free and works on all operating systems (<http://audacity.sourceforge.net/>). Garage Band, which comes with Mac OS X (<http://www.apple.com/ilife/garageband/>) or similar programs can also be used.
- iTunes, a free application from Apple for Mac and PC. You can download iTunes via this page: (<http://www.apple.com/itunes/download/>). Be sure to update to the latest version to avoid problems.
- A microphone. Most modern laptops have built-in microphones, and many desktop PCs do as well. If you cannot secure a microphone, the WVU Library Media Services department has ten headsets with microphones, which work well: (<http://www.libraries.wvu.edu/media/equipment.html/>).

I will provide several instructional materials via our eCampus page to guide you through the process of planning, producing, and distributing a podcast. If you’re using Audacity, though, I encourage you first to play around in it for a little while. Try recording various sounds, and familiarize yourself with the interface. It’s fairly straightforward, but recording can be intimidating if you’ve never seen such software. Feel free to experiment—you’ll likely learn just as much by working with this software as you will by reading printed instructions.

Please limit your podcast to 15 minutes.

Assessment of the Podcast

The assessment rubric on the following page explains the criteria I will use to evaluate your podcast oral presentation. We will use our individual conversations throughout the semester to discuss strategies for creating and presenting your podcast in ways that address these specific criteria.

Your podcast will be due on Monday, November 28, at 5 p.m. Post an entry on your blog that provides a link to your podcast.

**ENGL 491A: Professional Field Experience: Capstone
Assessment Rubric for PWE Podcast**

Student: _____

	Unacceptable	Marginally acceptable	Competent	Good	Superior
TITLE & INTRODUCTION. The title, brief written description on the blog, and introduction within the podcast itself draw listeners' attention to a particularly unique or interesting aspect of the student's internship experience.					
DOCUMENTS. The projects featured in the podcast reflect the breadth and/or depth of the student's professional writing experience during this internship. The podcast includes sufficient details and examples to help listeners visualize the work that the student performed during the internship.					
ANALYSIS. The student analyzes his or her major PWE projects in a way that helps listeners to better understand what each type of project is, what purpose and audience it serves, how writing was used to achieve this purpose, how the student produced it, and/or what key decisions the student made in order to best respond to the rhetorical situation.					
ARRANGEMENT: The material discussed in the podcast has been arranged in a way that helps listeners to understand the project (e.g., providing general descriptions before discussing specific details; moving in a clear, consistent, logical order, such as chronological arrangement or emphatic arrangement). The student provides clear, effective transitions to signal moves between different sections in the podcast.					
PUBLIC PRESENTATION. The student orally delivers the podcast with clarity and enthusiasm.					

Requirement #5: Produce web portfolio of internship materials

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 Friday, December 9, then, you will publish your portfolio to the World Wide Web and post on the class wiki the URL where I (and your peers!) can view your portfolio. 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 20 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.

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 finished 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.

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 easy-to-use graphic interface of free website programs such as Weebly (<http://www.weebly.com>) 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.

The assessment rubric on the following page explains the criteria I will use to evaluate your web portfolio. We will use our individual meetings to discuss strategies for creating and presenting your portfolio in ways that address these specific criteria.

ENGL 491A Professional Field Experience: Capstone Assessment rubric for final portfolio

Student: _____

	failing	below average	average	above average	excellent
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.					