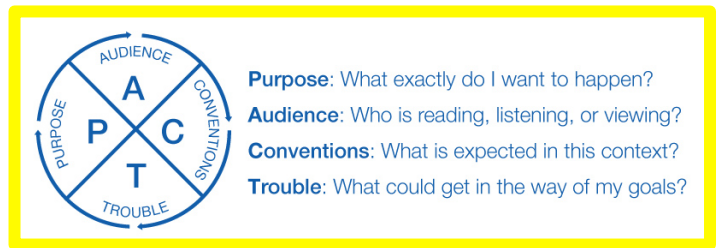


ENGL 491A: Professional Field Experience: Capstone



G18 Colson Hall

T/R: 8:30–9:45 am

Instructor: Jill Woods

Online (Zoom) Office Hours: T/R: 10–11 am (and by appointment)

E-mail: Jill.Woods@mail.wvu.edu OR jhiggin7@mix.wvu.edu

When you email, please:

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

Class Meetings

We will meet in person for this class but not EVERY Tuesday/Thursday. See the Course Schedule (starting on p. 10) for our meeting days. When we aren’t scheduled to meet face-to-face, we will hold asynchronous discussions via eCampus.

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
- 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 for the Professional Writing and Editing (PWE) concentration. It provides 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, beginning with your internship “job” search. 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 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 online class meetings and complete assigned reading and writing assignments (15%)
4. Present original work in a public forum (Virtual 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 Tuesday 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, design, 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 eCampus). 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 *no later than **Tuesday, March 1 (Midterm Evaluation)** and **Monday, April 25 (Final Evaluation)***. Ideally, this ensures that I will have these forms before our individual midterm or end-of-term conferences.

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 Tuesday 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 eCampus text editor**. See my sample on eCampus.)

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 March 1**.

I will read – and occasionally comment on – your blog posts to keep track of your progress, give you feedback on problems you're trying to work through, and 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 in person, 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 am.

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, portfolio building, and PWE internship-related topics, come to each class meeting with the scheduled reading and writing assignments completed and ready access to those readings or notes for class discussion.

Discussion Posts, Responses, & Workshops

For the weeks we do not meet (indicated with grey shading in the course schedule), 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 Tuesday morning at 8:30 am, 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 8:30 am.**

To receive credit, your 3-2-1 initial post should (1) have a descriptive title, (2) be at least 250 words in length, and (3) be posted before 8:30 am on Tuesday of the assigned week. Response posts (due by Friday at 8:30 am) have no required length but must be substantive and continue the discussion started by your own and 2–3 of your peers' initial posts. Obviously, the sooner you contribute to the online conversation, the more lively and substantive the discussion can become. As the course progresses, you'll see these discussions evolve into workshops which require initial posts, though the discussion revolves around your presentation and portfolio work.

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, reflective essay assignments should be uploaded to our eCampus course site as attachments (.doc or .docx) by the date/time listed on the course 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 portfolio?

Requirement #4: Public Presentation

West Virginia University requires that all capstone courses include a public presentation component. Due to the COVID-19 pandemic, we will veer from the traditional, one-day poster exhibit and reception to a virtual exhibit. Specific details will be discussed in class, but the purpose and content of your project will remain the same as the traditional posters: Your presentations, taken together, will help to educate WVU students and teachers as well as the public about the field of professional writing and editing. 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, your presentations will heighten audience members’ awareness and deepen their understanding of the cultures of professional writing at West Virginia University and in Morgantown.

Specifically, your project 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 presentation will be a visual medium, you’ll need to think about how you can incorporate photographs or graphics of your workspaces, processes, and/or artifacts into your presentations and your reflections.

Presentations will be assessed in light of the PACT rubric:



ENGL 491A POSTER PRESENTATION ASSESSMENT

SEMESTER: SPRING 2022

STUDENT: STUDENT

NOVICE	↔	EXPERT
<p>PURPOSE The poster and presentation do not explain the goals or importance of the internship experience/artifacts. The title, headings, and main talking points are either vague or confusing.</p>	1 2 3 4	<p>PURPOSE The poster and presentation prominently position the title and author's name. The title and headings are descriptive and the internship experience/artifacts being conveyed are clear, concise, and relevant. The oral presentation complements the poster and clarifies the importance of this work.</p>
<p>AUDIENCE The presenter does not provide appropriate supporting details to persuade or educate the audience. Ideas lack organization and focus to guide the audience.</p>	1 2 3 4	<p>AUDIENCE Details on the poster capture important information about the internship field or work and increase the audience's understanding. The poster (and presentation) summarizes the intern's work in a well-organized way that establishes credibility and helps to identify what work communicators in the intern's field perform and how. The presenter successfully engages the audience.</p>
<p>CONVENTIONS The poster is cluttered, confusing, or unreadable from six feet. Blocks of text are too lengthy. The presenter spoke too softly or too quickly or presented too woodenly, reading from the poster or notes [with little eye contact]. The presentation does nothing to augment the poster.</p>	1 2 3 4	<p>CONVENTIONS The poster balances figures, text, and negative space; has an uncluttered background; and blocks of text are relatively small. Fonts are readable at six feet. The presentation is thorough but concise; narration and/or answering of questions is engaging and augments the poster effectively.</p>
<p>TROUBLE-SHOOTING The presenter fails to anticipate obstacles in terms of audience, purpose, and/or conventions. The poster content may be inadequately developed, incomplete, or compromised by major errors that disrupt or distort meaning. The poster shows signs of haste and the presentation shows a lack of rehearsal.</p>	1 2 3 4	<p>TROUBLE-SHOOTING The presenter has taken care to anticipate questions and to resolve any concerns or issues related to content, design, style, or delivery that could distract from the overall message.</p>

Requirement #5: Produce (1) web portfolio of internship materials and (2) reflective/analytical content

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 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 your ability to be a reflective professional writer and to analyze and respond to rhetorical situations effectively.

By 8:30 am on Tuesday, May 3, 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 (i.e., work produced through your internship)**. 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 term, 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/Analytical Content (~2–4 pages)

In addition to your internship artifacts (20+ pages), you will also compose **reflective/analytical content** that pulls together the various documents in your portfolio and explicates what these documents illustrate about your academic and professional development. This content can be integrated into your web design or attached as a separate essay. You will use your polished artifacts (and draft work, if you choose to include it), as evidence to support the claim you 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 what cohesive argument they make and how they do so. Your goal with this content/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 content/essay (~2–4-pages) with your portfolio URL via eCampus.

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 10th 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 PACT criteria:



ENGL 491A PROFESSIONAL FIELD EXPERIENCE: CAPSTONE ASSESSMENT RUBRIC FOR FINAL PORTFOLIO

SEMESTER: SPRING 22

STUDENT: STUDENT

NOVICE	←————→	EXPERT
<p>PURPOSE The portfolio does not explain clearly the goals or significance of the internship experience or artifacts.</p>	1 2 3 4	<p>PURPOSE The parts individually and the portfolio as a whole demonstrate an awareness of and response to the particular, rhetorical needs of purpose. The portfolio demonstrates a critical engagement with the process of communicating in a professional context through the clear, concise presentation of relevant internship work.</p>
<p>AUDIENCE The intern does not provide appropriate supporting details to persuade or educate the audience. Ideas lack organization and focus to guide the audience.</p>	1 2 3 4	<p>AUDIENCE The parts individually and the portfolio as a whole demonstrate an awareness of and response to the particular, rhetorical needs of audience. Reflective content and artifacts present persuasively important information about the internship field and intern's work to increase the audience's understanding.</p>
<p>CONVENTIONS The portfolio is cluttered, confusing, or not easy to navigate. Blocks of text are too lengthy. Hyperlinks don't work or aren't clear. The parts individually and the portfolio as a whole contain mechanical or grammatical errors or employ an unsuitable tone or style.</p>	1 2 3 4	<p>CONVENTIONS The parts individually and the portfolio as a whole demonstrate an understanding and application of layout, visual design, audience cues, and information architecture. In addition, the portfolio adheres to the written conventions of professional writing, including awareness of tone, style, and sentence structure.</p>
<p>TROUBLE-SHOOTING The intern fails to anticipate obstacles in terms of audience, purpose, and/or conventions. The content may be inadequately developed, incomplete, or compromised by major errors that disrupt or distort meaning. The poster shows signs of haste and disorganization.</p>	1 2 3 4	<p>TROUBLE-SHOOTING The intern has taken care to anticipate questions and resolve any concerns or issues related to content, design, style, and structure that could distract from the overall message.</p>

Other Course Policies

You can access and read **institution-level policies** here: <https://tlcommons.wvu.edu/syllabus-policies-and-statements>, including policies for inclusivity, academic integrity, sexual misconduct, COVID-19,* and campus safety.

**Note that at the time this syllabus was created, WVU implemented a mask mandate for everyone (regardless of vaccination status) in all campus buildings through early February. We will adhere to WVU guidelines for on-campus meetings, and you should also adhere to COVID-19 safety protocols set by your internship site when you are working on site (not remotely).*

You can get assistance through the **WVU Writing Studio** located in G02 Colson Hall. Visit <https://speakwrite.wvu.edu/students> for information about scheduling an appointment with a writing consultant.

Finally, **mental health concerns** or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Psychological and Psychiatric Services (CCPPS) website: <https://carruth.wvu.edu/>.

If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431.

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 asynchronous (no online meeting...just ecampus work).

Date	Topic	Reading Due	Writing Due
Week 1 Tuesday 1/11	Course introduction. Discuss Internship Work Agreement.	<ul style="list-style-type: none"> Syllabus and questions 	
Week 2 Tuesday 1/18	Defining “writing Portfolios,” setting internship goals, and becoming a reflective learner.	<ul style="list-style-type: none"> Reynolds & Rice, <i>The Process of Portfolio Keeping</i> <i>PTPC, Ch. 1, p. 1-18: Understanding Professional Portfolios</i> Manuti et al., <i>Formal and informal learning in the workplace: a research review</i> 	—Establishing Expectations Essay
Week 3 Tuesday 1/25	Adapting to on-the-job protocols.	<ul style="list-style-type: none"> Southard, <i>Protocol and Human Relations in the Corporate World: What Interns Should Know</i> Matthews, <i>7 Tips for Internship Preparation</i> Gutierrez, <i>Lawsuits and #MeToo changed internships—for the better</i> Slyter, <i>The 6 Most Important Internship Tips & Takeaways</i> Hoyt, <i>10 Ways to Stand Out at Your Internship</i> 	— Internship Work Agreement due <i>(Don't forget your reflective blog posts!)</i>

Week 4 2/1-4 <i>eCampus discussion</i>	Professionalism and managing workplace relationships.	<ul style="list-style-type: none"> • Potts, <i>My Entry-Level Life</i> (optional) • Bourelle, <i>New Perspectives on the Technical Communication Internship: Professionalism in the Workplace</i> • Pickering, <i>Learning the emotion rules of communicating within a law office: An intern constructs a professional identity through emotion management</i> 	—Week 4 Discussion: 3-2-1 Initial DB posts and responses
Week 5 Tuesday 2/8	Managing collaboration across disciplines.	<ul style="list-style-type: none"> • Sapp & Zhang, <i>Trends in Industry Supervisors' Feedback on Business Communication Internships</i> • Robidoux et al., <i>Theorizing a practical rhetoric for virtual collaboration among writers in academia and industry</i> 	—Writing Workshop (bring one of your projects to class)
Week 6 2/15-18 <i>eCampus discussion</i>	Leveraging a PWE's sources of power in the workplace.	<ul style="list-style-type: none"> • Katz, <i>A Newcomer Gains Power: An Analysis of the Role of Rhetorical Expertise</i> • Bremner, <i>Genres and Processes in the PR Industry: Behind the Scenes with an Intern Writer</i> • Gratton, "The challenge of scaling soft skills" 	—Week 6 Discussion: 3-2-1 Initial DB posts and responses —Reminder: <i>have you reminded your supervisor about the midterm evaluation?</i>
Week 7 2/22-25 No class or discussion	Focus on your internship and midterm prep		<i>—Remind your supervisor about midterm evals due 3/1</i> <i>—You should have 5 blog posts and your midterm self-assessment essay by 3/1</i>
Week 8 Tuesday 3/1	Exploring differences between academic and workplace writing.	<ul style="list-style-type: none"> • Anson & Forsberg, <i>Moving Beyond the Academic Community: Transitional Stages in Professional Writing</i> • Brent, <i>Crossing Boundaries: Co-Op Students Relearning to Write</i> 	—Midterm supervisor evaluations —Midterm Self-Assessment Essay —In-class workshop and individual conferences
Week 9 Tuesday 3/8	Creating the presentation.	<ul style="list-style-type: none"> • WVU SpeakWrite: PACT and Public Speaking (video) and poster rubric (PDF): https://speakwrite.wvu.edu/students/speaking-resources • Graphic Design: The new basics [Figure/Ground and Framing] • Graphic Design: The new basics [Hierarchy] • Spring/Fall 2020 Virtual PWE Exhibits 	
Week 10 3/12-20 No class or discussion	Spring Recess		

Week 11 Tuesday 3/22	Creating a portfolio identity.	<ul style="list-style-type: none"> • PTPC, Ch. 2, pp. 19-30, <i>Creating a portfolio identity</i> • PTPC, Ch. 3, pp.31-58, <i>Portfolio Contents Design, and Structure</i> • “Anatomy of a Good Portfolio: What We’re Looking for in Our Writers” (https://blog.quiet.ly/community/anatomy-of-a-good-writing-portfolio/) 	— Workshop: Bring a list of working portfolio artifacts to begin developing a site map
Week 12 eCampus discussion 3/29-4/1	Planning and designing your web portfolio.	<ul style="list-style-type: none"> • PTPC, Ch. 5, pp.81-106, <i>The Electronic Portfolio</i> • PTPC, Ch. 6, pp. 107-124, <i>Legal and Ethical Issues Affecting Portfolios</i> • About Wix (www.wix.com and support tutorials...see eCampus ePortfolio resources folder) 	— Week 12 Workshop Discussion: Share your developed site map and related 3-2-1
Week 13 Tuesday 4/5	Presentation Workshop	<ul style="list-style-type: none"> • PTPC, Ch. 4, pp. 59-80, <i>Revising for Portfolio Quality</i> 	— Week 13 Workshop: Draft Presentation Files (poster and scripts)
Week 13 Thursday 4/7	Optional Workshop		—Draft Presentation Files (poster and scripts)
Week 14 Tuesday 4/12	Presentation Peer Review		— Week 14 Workshop: Draft Presentation Files (post to eCampus before class)
Week 14 Thursday 4/14	Optional Proofreading Workshop	Presentation Proofread Upload final presentation files	— Upload final presentation files to eCampus by midnight
Week 15 4/19-21 No class or discussion	VIRTUAL POSTER EXHIBIT		— No class but remind your supervisor final evaluations due Monday 4/25 — <i>Work on eportfolios</i>
Week 16 Tuesday 4/26	During class conferences and eportfolio peer review		—Revisiting Your Expectations Essay — Week 16 Workshop: Digital eportfolio site/files for peer review/workshop
Finals Week Tuesday 5/3	Portfolios and final reflections due by 8:30 am. Post your portfolio’s URL on eCampus with your final portfolio reflection essay.		