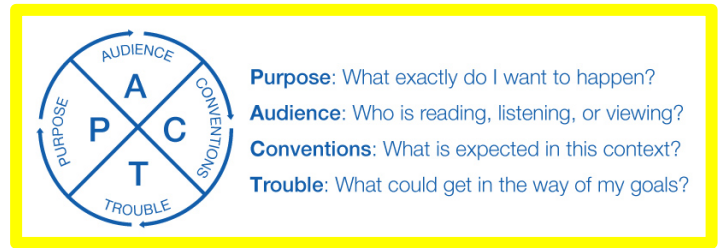


ENGL 491A-C01

Professional Field Experience: Capstone



312 Hodges Hall

T/R: 8:30–9:45 am

Professor: Dr. Jill Woods, 209 Colson Hall

Office Hours: T/R: 1–2pm (in person) T/R: 2–2:30pm (online) *(and by appointment)*

E-mail: 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.

Class Meetings

We will be meeting in person for this class; however, we will not be meeting EVERY Tuesday/Thursday of the term. See the Course Schedule (starting on p. 11) for our meeting days (mostly Tuesdays). When we aren’t scheduled to meet face-to-face, we will hold asynchronous discussions online (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)
- ~\$17 Mountie Bounty for poster printing

Course Description

ENGL 491A: Professional Field Experience is the capstone experience for the Professional Writing and Editing (PWE) concentration. This capstone experience provides you with a venue for applying and further developing 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 communicator 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 communicator, 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 (PWE Poster Exhibit) (15%)
5. Produce a portfolio of internship materials, including a reflective component (20%)

Final Grades	
A+ (≥99%)	C (71-78%)
A (91-98%)	C- (70%)
A- (90%)	D+ (69%)
B+ (89%)	D (61-68%)
B (81-88%)	D- (80%)
B- (80%)	F (≤59%)
C+ (79%)	

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 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 *no later than **Monday, October 3 (Midterm Evaluation)** and **Monday, December 5 (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 October 4**.

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 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? What do your reflections mean for the next steps in your career/career-preparation process?

Requirement #4: Public Presentation

West Virginia University requires that all capstone courses include a public presentation component. With a small cohort this term, we will veer from the traditional, one-day poster exhibit and reception to a combined reading with the creative writing capstone students. 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 artifacts into your presentations and your reflections.

Presentations will be assessed using the PACT rubric:



ENGL 491A POSTER PRESENTATION ASSESSMENT

SEMESTER: FALL 2021

STUDENT: JANE DOE

NOVICE	←————→	EXPERT
<p><u>PURPOSE</u> 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>	<p>1 2 3 4</p>	<p><u>PURPOSE</u> 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><u>AUDIENCE</u> The presenter does not provide appropriate supporting details to persuade or educate the audience. Ideas lack organization and focus to guide the audience.</p>	<p>1 2 3 4</p>	<p><u>AUDIENCE</u> 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><u>CONVENTIONS</u> 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>	<p>1 2 3 4</p>	<p><u>CONVENTIONS</u> 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><u>TROUBLE-SHOOTING</u> 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>	<p>1 2 3 4</p>	<p><u>TROUBLE-SHOOTING</u> 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 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 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 Monday, December, 12, 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 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 Component (~2–4 pages)

In addition to examples of the professional writing that you did through your internship, you will also reflect and analyze your work in a way that pulls together the various documents in your portfolio and explicates what these documents illustrate about your academic and professional development. You will use your internship artifacts (i.e., ~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 professional communicator. 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 text 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 successful completion of the B.A. degree, **English** majors will be able to:

1. Locate and interpret texts within diverse literary, cultural, and historical contexts.
 - Identify genre conventions and analyze their effects;
 - Identify and analyze effects of complexity or ambiguity in texts, culture, and discourse;
 - Situate texts in social, economic, political, and literary histories;
 - Connect texts to other literary or cultural texts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
 - Analyze diachronic and synchronic language variation;
 - Articulate the role of social forces on language variation;
 - Apply linguistic concepts to solve language problems;
 - Analyze natural language, predominantly English.
3. Demonstrate a range of contextually effective writing and communication strategies.

Professional Writing and Editing concentration:

 - Demonstrate an awareness of, and response to, the particular rhetorical needs of audience and purpose;
 - 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;
 - Demonstrate an awareness of professional tone, style, and sentence structure;
 - Understand and apply layout, visual design, audience cues, and information structure; adheres to the written conventions of professional writing.

You will submit this 2-4-page essay with your portfolio URL via our WVU eCampus site. If your portfolio purpose and design warrant 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 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: FALL 21

STUDENT: JANE DOE

NOVICE	←————→	EXPERT
<p><u>PURPOSE</u> The portfolio does not explain clearly the goals or significance of the internship experience or artifacts.</p>	1 2 3 4	<p><u>PURPOSE</u> 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><u>AUDIENCE</u> 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><u>AUDIENCE</u> 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><u>CONVENTIONS</u> 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><u>CONVENTIONS</u> 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><u>TROUBLE-SHOOTING</u> 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><u>TROUBLE-SHOOTING</u> 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, and campus safety.

As of the writing of this syllabus, **Covid protocols** do not mandate mask wearing in class or the reporting of positive test results to the University. Please follow your preferences regarding mask wearing but follow [CDC guidelines](#), however, if you test positive: isolate for 5 days and mask for 5 additional days. If your isolation requires you to miss class or internship hours, immediately communicate with your professor and/or internship supervisor for alternative arrangements.

As always, the **WVU Writing Studio** located in G02 Colson Hall is open for writing help. 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 Thursday 8/18	Course introduction. Discuss Internship Work Agreement.	<ul style="list-style-type: none"> Syllabus and questions 	
Week 2 Tuesday 8/23	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 8/30	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> Gutierrez, <i>Lawsuits and #MeToo changed internships—for the better</i> Slyter, <i>The 6 Most Important Internship Tips & Takeaways</i> <i>The Biggest Mistakes Bosses Will Make with Workers Returning after Covid-19</i> <i>Top 10 Office Protocols for the Open Plan</i> 	—Internship Work Agreement due <i>(Don't forget your reflective blog posts!)</i>

Week 4 9/5-11 <i>eCampus discussion</i>	Professionalism and managing workplace relationships.	<ul style="list-style-type: none"> 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 9/13	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 9/19-25 <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, <i>The Challenge of Scaling Soft Skills</i> 	— Week 6 Discussion: 3-2-1 Initial DB posts and responses — Reminder: have you reminded your supervisor about the midterm evaluation?
Week 7 9/26-10/2 No class or discussion	Focus on your internship and midterm prep		— <i>Remind your supervisor about midterm evals due 10/3</i> — <i>You should have 5 blog posts and your midterm self-assessment essay by 10/3</i>
Week 8 Tuesday 10/4	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 (10/3) —Midterm Self-Assessment Essay (10/3) —In-class discussion and indiv. conferences
Week 9 Tuesday 10/11	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] Previous Virtual PWE Exhibits 	
Week 10 10/17-23 <i>eCampus discussion</i>	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> 	— Week 10 Workshop Discussion: Develop a site map (from an exhaustive list of

		<ul style="list-style-type: none"> • “Anatomy of a Good Portfolio: What We’re Looking for in Our Writers” (https://blog.quiet.ly/community/anatomy-of-a-good-writing-portfolio/) 	working portfolio artifacts) and related 3-2-1
Week 11 Tuesday 10/25	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) 	—Share your developed site map —Workshop
Week 12 Tuesday 11/1	Portfolio Workshop	<ul style="list-style-type: none"> • PTPC, Ch. 4, pp. 59-80, <i>Revising for Portfolio Quality</i> 	— Week 12 Workshop: Draft Portfolio Files
Week 13 11/7-13 <i>No class or discussion</i>	Focus on your portfolio/presentation development		
Week 14 Tuesday 11/15	Portfolio/Presentation Workshop		—Workshop (whatever files you have!)
Thursday 11/17	Optional workshop		
Week 15 11/21-27	Fall Recess		
Week 16 11/29	Presentation Run-Through/Peer Review		— Week 16 Workshop: Draft Presentation Files (post to ecampus) — <i>Remind your supervisor final evaluations due Wednesday 12/7</i>
Thursday 12/1	Optional workshop		
Week 17 Tuesday 12/6	Capstone Presentation (Combined with CW capstone students) Colson 130, 5–7 pm		
Thursday 12/8	During class conferences and eportfolio peer review		—Revisiting Your Expectations Essay (due 12/7) — Week 17 Workshop: Portfolio for peer review/workshop
Finals Monday 12/12	<i>Portfolios and final reflections due by 8:30 am. Post your portfolio’s URL on eCampus with your final portfolio reflection essay.</i>		