

English 491A: Professional Field Experience: Capstone Spring 2009

Class meeting time: Tuesdays, 11:30 a.m. – 12:45 p.m.; 110 Woodburn Hall

Professor Scott Wible

E-mail: swible@mix.wvu.edu

NOTE: Please 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.

Office: 329 Colson Hall

Office Hours: Tuesday, 1 p.m.—2:30 p.m.; Thursday, 11:30 a.m.—1 p.m.; and by appointment

ENGL 491A: Professional Field Experience is the capstone experience for the Professional Writing and Editing (PWE) concentration and minor. The intent of the capstone experience is to provide you with a venue in which you can apply the skills and the knowledge that you have acquired during your training as PWE majors and minors. The experience is intended as both a culmination of your undergraduate work and as preparation for further work in academic and non-academic environments.

Required Texts:

Nedra Reynolds and Rich Rice. *Portfolio Keeping: A Guide for Students*. 2nd ed. Boston: Bedford/St. Martin's, 2007. ISBN: 0-312-41909-0.

Miles Kimball. *The Web Portfolio Guide: Creating Electronic Portfolios for the Web*. New York: Longman, 2003. ISBN 0-321-09345-3.

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. Attend weekly class meetings and complete PWE-related reading and writing assignments.
4. Present a poster at 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 /
Class Participation (Requirements 2 and 3) | 10% |
| • Poster Presentation (Requirement 4) | 15% |
| • Web Portfolio (Requirement 5) | 35% |

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;
- 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 any 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. 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.

Requirement #2: Maintain a blog for weekly reflective writing (minimum: 12 posts)

As Nedra Reynolds and Rich Rice explain, 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 *before each Tuesday’s class meeting*, 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 that 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, send me an email with the web address for your site.

Because the ability to network with other sites and to receive comments on your posts is an important aspect of blogs' social and professional purpose, you will need to link your blog to the blogs that your ENGL 491A colleagues will be maintaining this semester, too. Once I have received the URL for each person's blog, I will distribute the master list of web addresses to everyone in the course; add these links to your classmates' blogs to your own blog. (NOTE: For specific instructions on how to add links to your blog, see the host site where you registered for and set up your blog.) Then, before each Tuesday's class meeting, spend time reading through your classmates' recent blog posts and respond to at least one. Your response could offer advice about how to work through a situation, describe similar problems you're experiencing, connect a particular internship problem or learning opportunity to our class readings or your previous PWE coursework, or provide some other sort of insight on your colleague's reflective writing.

Evaluation of Blog Posts

I will read through and comment on your blog posts on a weekly 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:

√+ The entry presents a fully developed discussion of your work for that particular week, one that not only describes in detail the work you have done but also presents insightful analysis as well as significant details to support this analysis.

√ The entry presents an adequate discussion, one that does give readers a basic understanding of the work you have done but could be developed more fully with thoughtful analysis or supporting details.

√— The entry presents only a superficial listing of the work you have done over the previous week.

Requirements for the Blog Posts

To fulfill the reflective writing component of the course, you must complete the following tasks:

1. Post to your blog a minimum of 12 times during the course of your internship.
2. Add a minimum of 12 comments to other PWE internship blogs during the semester.

You will earn your grade for the Reflective Writing component of the course (20% of the final course grade) based on whether or not you post the required number of entries on your own blog and comments on your colleagues' blogs, how regularly you post your blog entries (posting weekly rather than cramming all of them into the last few weeks of the semester), and where a majority of your entries fall within the "√+" to "√—" grade range.

Requirement #3: Attend weekly class meetings; complete reading and writing assignments

We will meet as a group *every Tuesday* during the semester. 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; to prepare you for the job application process; and to ensure that you make steady progress on your final portfolio and poster presentation. You are expected to attend each scheduled class meeting.

To focus our discussions about portfolio keeping, web portfolio building, the job search, and PWE internship-related topics, come to each class meeting with the following reading and writing assignments completed. Please post the writing assignments to your blog. (NOTE: These writing assignments from *Portfolio Keeping* and *The Web Portfolio Guide* are **in addition to** the 12 reflective entries you will post to your blog throughout the semester.)

	Topic	Reading Due	Writing Due
1/13	Course introduction. Discuss Internship Work Agreement.		
1/20	Defining “Writing Portfolios.” Setting Internships Goals. On-the-job protocols.	<p>“Understanding Writing Portfolios” and “Setting Goals and Planning Ahead” (PK, Intro. and Ch. 1, pp. 1-11).</p> <p>Sherry G. Southard, “Protocol and Human Relations in the Corporate World: What Interns Should Know” (eCampus)</p> <p>Anita Bruzzese, “Arriving Interns Greeted with a Few Rules,” mycentraljersey.com (eCampus).</p>	Establishing Expectations (PK, p. 7).
1/27	Understanding “Reflection” and its relevance for your PWE internship. Searching for Professional Writing and Editing jobs.	<p>“Staying Organized and Keeping a Working Folder” and “Becoming a Reflective Learner” (PK, Chs. 2-3, pp. 11-23).</p> <p>Roberta H. Krapels, “Designation of ‘Communication Skills’ in Position Listings” (eCampus).</p> <p>Dona DeZube, “Virtual Job Fairs Gain Ground,” Dice.com (Web link on eCampus).</p>	Internship Work Agreement due.
2/3	Analyzing job ads.	<p>Karl L. Smart, “Articulating Skills in the Job Search: Proving by Example” (eCampus).</p> <p>CNN.com, “Seven Exceptions to Job Search Rules” (Web link on eCampus).</p>	

2/10	Discussing resumes and interviews.	U. of Wisconsin-River Falls Career Services Center, "Interviewing Techniques" (eCampus). Martin N. Davidson, "Expressing Emotion in Interpersonal Interactions" (eCampus).	
2/17	Managing workplace relationships.	Kendra Potts, "My Entry-Level Life" (eCampus). D. Kathleen Stitts, "Learning to Work with Emotions During an Internship" (eCampus).	Bring revised resumes to class to workshop and discuss.
2/24	Discuss professional statements. Defining "Web Portfolios."	"Understanding Web Portfolios" (WPG, Ch. 1, pp. 5-40).	
3/3	Negotiating power and authority issues in the workplace.	Susan M. Katz, "A Newcomer Gains Power: An Analysis of the Role of Rhetorical Expertise" (eCampus).	Bring professional statements to class to workshop and discuss.
3/10	NO CLASS		Mid-Term Self-Assessment (PK, p. 23).
3/17	NO CLASS	ENJOY SPRING BREAK!	
3/24	Creating the Poster Presentation.	George Hess, Kathryn Tosney, and Leon Liegel, "Creating Effective Poster Presentations" (eCampus).	
3/31	Workplace survival skills for PWEs. Planning and Designing the Web Portfolio.	Emily Sopensky and Laurie Modrey, "Survival Skills for Communicators within Organizations" (eCampus). "Planning Your Web Portfolio" (WPG, Ch. 2, pp. 41-62). "Putting It Together: Selecting and Arranging Artifacts" (PK, Ch. 7, pp. 40-47).	Web Portfolio Planning Tasks 2, 3, 4 (WPG, pp. 44-48).
4/7	Building the Web Portfolio.	"Creating Your Web Portfolio" and "Graphics and Multimedia in Web Portfolios" (WPG, Chs. 3-4, pp. 63-128).	Web Portfolio Planning Tasks 10, and 11 (WPG, pp. 56-57).

4/14	The move from school to work.	Chris Anson and Lee Forsberg, "Moving Beyond the Academic Community: Transitional Stages in Professional Writing" (eCampus). "Preparing to Write the Introduction and Other Reflective Components" (PK, Ch. 8, pp. 47-52).	Revisiting Your Expectations (PK, p. 48).
4/21	NO CLASS	POSTER PRESENTATION	COLSON HALL
4/28	Portfolio draft workshop. Course wrap-up and evaluations.	"Revising and Editing Your Web Portfolio" (WPG, Ch. 5, pp. 129-140).	Completed portfolio draft to workshop and discuss.

Portfolios due by 12 p.m. on Friday, May 1. Post your portfolio's URL in a blog entry.

Requirement #4: Present a poster at the end-of-semester PWE Exhibition

West Virginia University requires that the capstone courses include a public presentation component (See <http://www.wvu.edu/~facultys/1200SA4.htm>). Toward these ends, you will produce a poster as part of a collective exhibit entitled "Professional Writing and Editing on Campus and in the Community"; the exhibit will be held on Tuesday, April 21 in 130 Colson Hall. Your presentations, taken together, will help to educate WVU students and teachers as well as the public about the field of professional writing. Collectively, your poster presentations will help WVU and Morgantown community members to better understand answers to these types of questions:

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

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

Specifically, your poster should present two or three materials that best represent your internship experience. You should accompany each of these documents with a contextual analysis that indicates the audience, purpose, genre conventions, and other circumstances or constraints for each of these materials, and discusses how you negotiated this context. Since the poster is a highly visual medium, and since the physical spaces in which people write often shape their work in significant ways, I also encourage you to incorporate photographs of your workspaces into your presentations and your reflections. Finally, to fulfill the objectives of the capstone course, you should incorporate a reflective component through which you reflect on how all of these materials speak to your academic and professional development.

We will use our regular meetings to discuss the poster presentation in more detail, but here are some websites that you can explore to learn more about effective strategies for designing and constructing your poster:

- Writing Department at Colorado State University, “Writing Guides: Poster Sessions,” <http://writing.colostate.edu/guides/speaking/poster/>
- Jeff Radel, “Designing Effective Posters,” http://www.kumc.edu/SAH/OTEd/jradel/Poster_Presentations/PstrStart.html
- George Hess, Kathryn Tosney, and Leon Liegel, “Creating Effective Poster Presentations,” <http://www.ncsu.edu/project/posters/NewSite/index.html>

Basic Components of a PWE Poster Exhibit

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

Presenting and Analyzing Your PWE Documents

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

- Genre of the document
- Audience for the document
- Purpose of the document
- Key rhetorical features of the genre, and

- Key rhetorical decisions (textual and/or design) you made in creating the document. Your analysis of the document also should try to address the question, “What purpose does this document serve the organization?” Put another way, “What does this document enable the organization to do?”

The ways in which you address these questions will help to contribute to our larger goal of educating the campus and local communities about the work of professional writers. Many people know that professional writers write documents, but they do not necessarily know all of 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 Posters

We will use class time on March 24 to learn how to design and create effective posters using Microsoft PowerPoint.

Assessment of the Posters

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

**ENGL 491A: Professional Field Experience: Capstone
Assessment Form for PWE Poster Exhibition**

Student: _____

	Unacceptable	Marginally acceptable	Competent	Good	Superior
TITLE. The title draws readers' attention to a particularly unique or interesting aspect of the student's internship experience.					
DOCUMENTS. The documents featured on the poster reflect the breadth and/or depth of the student's professional writing experience during this internship.					
ANALYSIS. The student's analysis of the major PWE documents help readers to better understand what each type of document is, what purpose and audience it serves, how the student produced it, and/or what unique aspects the student composed in order to best respond to the rhetorical situation.					
VISUAL DESIGN: The materials on the poster have been arranged in ways that help readers to understand the relationship (e.g., hierarchy, what-goes-with-what, etc.) between ideas and documents on the poster.					
PUBLIC PRESENTATION. The student answers questions about his or her internship 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 12 p.m. on Friday, May 1, then, you will have published your portfolio to the World Wide Web and posted on your blog the URL where I can view your portfolio. Your portfolio should be revised, edited, and polished to presentation quality, and I will evaluate the argument it makes 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 include twenty 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 these 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 demonstrations during our class meetings (plus on-line tutorials at *The Web Portfolio Guide's* companion website) 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.

Your web portfolio will be due on Friday, May 1, at 12 p.m. Post an entry on your blog that provides the URL where I can view your web portfolio.

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.					