

Humanities 589: Professional Writing Internship

Goals:

- To foster high quality student performance in current internships.
- To facilitate student observation and description of workplace cultures; to discuss ways of negotiating those cultures effectively.
- To distinguish and describe features of various kinds of workplace writing, especially those created at current internship sites.
- To improve student writing.

Class Procedures: In every class, there will be time to talk about issues that arise at work and to share successes and accomplishments. Take the initiative to raise these at the beginning or end of every class. Most of our time, however, will be spent discussing readings, including samples of writing from your workplaces.

Class Requirements:

- Attend class. If you miss more than two classes, your grade may be affected.
- Turn in a completed internship contract during the first week of the course. Turn in a revised internship contract by Monday of Week 6.
- Schedule a conference with the instructor for Week 5 or 6 of the course to discuss how your internship is progressing.
- For each class, complete the readings as listed below and turn in a brief summary of the essay(s) as directed on the day each will be discussed. **Readings are provided by instructor or available on the Internet.**
- Keep a journal throughout your internship. Record when you work, assignments you are given, your progress on assignments, thoughts on connections between readings and events at work, and your reactions to your work situation. Document your concerns, your questions, and your professional growth. Write in your journal at the end of each workday.
- Make a 5-10 minute class presentation on a writing sample from your place of work. Select a sample that is representative of your workplace and brief enough to cover in class. Get your supervisor's permission to use the piece in class.
- Submit a 5-7 page reflective paper by 4:30 p.m. on Wednesday, November 30. In the paper, you will evaluate your internship. Begin with a clear description of where you worked and what kinds of assignments you completed. Comment on your ability to handle the assignments. Were you well prepared for the work? What could you or your instructors have done to prepare you better? Did the experience give you any new career insights? How did your relationships with co-workers contribute to your success (or lack thereof)? Did you meet the learning goals set forth in the internship contract? What else did you learn during the internship? **Attach your journal to your paper.**

Grading: The course is graded S/U. **You must submit all the work to receive an S.** Even if you cannot attend a class, you must turn in the work by class time.

Class Topics and Assignments

Class 1 (September 26): Introduction to Class

Jessica Daugherty will present materials from American Cancer Society next week. She either e-mail the writing samples to classmates or drop them off to the instructor, so that everyone can pick them up and read them before class time.

Class 2 (October 3): Grant Writing Workshop

Read:

1. The Foundation Center. "Proposal Writing Short Course."
<http://fdncenter.org/learn/shortcourse/prop1.html>
2. "A Sample Grant Proposal." http://pluggedin.org/tool_kit/sample_grant.html.
3. "Private Proposal." <http://www.npguides.org/guide/grant1.htm#3>. Read all the parts, from the cover letter through the appendices list.
4. "Inquiry Letter." http://www.npguides.org/guide/inquiry_letter.htm.
5. Writing sample from Jessica.

Turn in a one-page summary of the "Proposal Writing Short Course." Attach another single sheet on which you evaluate the two sample proposals. Which is the better quality proposal and why? Be prepared to discuss pros and cons in class.

Jessica will make a five- to ten-minute presentation about her writing sample. Be prepared with two questions to ask her.

Class 3 (October 10): Writing in a Textbook Company

Read:

1. National Center for History in the Schools. "Chapter 3: United States History Standards for Grades 5-12." In *National Standards for History*.
<http://www.sscnet.ucla.edu/nchs/standards/#TOC>.
2. LaSpina, James Andrew. "Making a Beautiful Book." In *The Visual Turn and the Transformation of the Textbook*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., 1998. pp. 57-95.
3. Selections from Appleby, Joyce, et al. *The American Journey Teacher's Wraparound Edition*. New York and Columbus: McGraw-Hill, 2000.

Turn in a half-page summary of the LaSpina article and a list of the major editorial and content features of the selection from *American Journey*. Think about what sorts of values are embedded in the teacher's wraparound material. How does the wraparound material provide a framework for teaching? How does it reflect the national standards?

On this day, Andrea and Nick will distribute writing samples from OSU Media Relations and the Wexner Center for the Arts.

Class 4 (October 17): Newsletter Writing

Read:

1. Bivens, Thomas. "Newsletters." In *Handbook for Public Relations Writing*, third edition. Lincolnwood, IL: NTC Business Books, 1995. 111-147.
2. Kandler, David. "How to Avoid the Most-Common Company Newsletter Mistakes." <http://www.companynewsletter.com/mistakes.htm>
3. Kandler, David. "How to Create an Effective, Eye-Catching Internet Newsletter." <http://www.companynewsletter.com/online.htm>.
4. Sample newsletters distributed by instructor.
5. Writing samples distributed by Andrea and Nick.

Turn in a half-page summary of the Bivens article, a single-paragraph summary of each of the Kandler articles, and a list of the characteristics of a good newsletter. Be ready to talk about the newsletter you examined.

Andrea and Nick will each make a five- to ten-minute presentation on a writing sample. Be ready with two questions to ask each of the presenters.

On this day, David and Morgan will distribute writing samples from the Ohio State Bar Association.

Class 5 (October 24): Magazine Writing

Read:

1. Johnson, Sammye, and Patricia Prijatel. "The Magazine as a Storehouse: The Scope of the Medium" (Chapter 1). In *The Magazine from Cover to Cover: Inside a Dynamic Industry*. Chicago: NTC Publishing Group, 1998. 3-23.
2. A magazine distributed to you by your instructor.

3. Writing samples distributed by David and Morgan

Turn in a one-page summary of the article in Johnson and Prijatel. Examine the magazine you received and turn in a half-page analysis of its purpose, audience, style and tone, and special features. Be ready to talk to the class about your conclusions.

David and Morgan will make five- to ten-minute presentations about the samples they distributed. Have two questions ready to ask them.

Kate Ankofski will distribute materials from City of Columbus Community Relations Commission.

Class 6 (October 31): Writing a Script

Read the following materials

1. Davis, Rib. "How Do We Talk?" In *Writing Dialogue for Scripts*. London, A & C Black, 2003. 3-24.
2. Kate's writing sample.

Turn in a half-page summary of the reading on script writing.

Kate will make a five- to ten-minute presentation about her writing sample. Have ready two questions for her.

During this class, Lindsey will distribute a writing sample from the Ohio Democratic Party.

Class 7 (November 7): Writing to Sway Opinion

Read:

1. Weintraut, Alan. "Writing an Editorial."
<http://www.geneseo.edu/~bennett/EdWrite.htm>.
2. McCormick, John. "Blood Money and the Bears."
http://www.asne.org/print.cfm?printer_page=%2Findex.cfm%3FID%3D3425
3. Barham, David. "Three Daughters: Crosses at Intersection."
<http://www.asne.org/index.cfm?ID=5603>
4. Barham, David. "The Two Alabamas." <http://www.asne.org/index.cfm?ID=2781>

5. Sample from Lindsey

Write a one-half-page summary of the Weintraut reading, and a one-page comparison of the other three articles' effectiveness. Rank them in order of most effective to least effective, and explain your position.

Lindsey will give a report to the class. Be ready with questions to ask her about the materials she presents.

On this day, Kim and Adam will distribute writing samples from SBC Advertising.

Class 8 (November 14): More Public Relations Writing

Read:

1. Bivens, Thomas. "Press Releases and Backgrounders" and "Brochures and Flyers." In *Handbook for Public Relations Writing*. Lincolnwood, Illinois: NTC Books, 1995. 43-110.

2. Samples distributed by Kim and Adam.

Turn in a half-page summary of each Bivens chapter. Read the PR samples with a critical eye and be ready to explain their strengths and weaknesses, as well their audiences, in class.

In this class, Kim and Adam will make their presentations. Have two questions ready for them about their samples.

Class 9 (November 21): Writing a Feature Article

Read:

1. Brown, DeNeen. "Guns and Children: A Deadly Environment," *Washington Post*, March 21, 2000, A01. <http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&node=&contentId=A49584-2000Mar21¬Found=true>

2. Itule, Bruce D., and Douglas A. Anderson. "Features." In *News Writing and Reporting for Today's Media*. Boston: McGraw-Hill, 2000. 212-224.

Turn in a half-page summary of each article.

Class 10 (November 28): Course Wrap-Up

Since this is the last class of the quarter, we will share memorable learning experiences from the quarter. Be ready with something to say about your internship. We will also complete exit surveys and SEIs.

Journals and reflective papers are due by 4:30 on November 29, the last Tuesday of the quarter.

Instructor Contact Information

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Except for our class, a weekly meeting on Tuesdays at 11:00, and the lunch hour, I am usually in my office Monday through Thursday from 8:30 am until 4:00 pm. Drop by or make an appointment.