

## Term Information

Effective Term Autumn 2022  
*Previous Value* Spring 2015

## Course Change Information

### **What change is being proposed? (If more than one, what changes are being proposed?)**

We are requesting permanent DL status for English 4189: Professional Writing Minor Capstone Internship. The primary reason we are requesting permanent DL status of this course is logistical (and fiscal). Currently, this course is offered every spring semester at the Mansfield, Newark, and Marion campuses, but since enrollment numbers at the regional campuses generally and in the professional writing program specifically have been rather low, each of our in-person sections of this course has been under-enrolled for the last several years. By offering a DL section of the course, the regional campuses can "share" the course: collectively, we can offer one section of the course which will, we hope, make this one course more fully enrolled (rather than run 3 under-enrolled sections) and more fiscally sensible. Similarly, by sharing this course among the regional campuses, we are able to "cover" for one another when one of us is on sabbatical or some other form of leave.

### **What is the rationale for the proposed change(s)?**

The primary reason we are requesting permanent DL status of this course is logistical (and fiscal). Currently, this course is offered every spring semester at the Mansfield, Newark, and Marion campuses, but since enrollment numbers at the regional campuses generally and in the professional writing program specifically have been rather low, each of our in-person sections of this course has been under-enrolled for the last several years. By offering a DL section of the course, the regional campuses can "share" the course: collectively, we can offer one section of the course which will, we hope, make this one course more fully enrolled (rather than run 3 under-enrolled sections) and more fiscally sensible. Similarly, by sharing this course among the regional campuses, we are able to "cover" for one another when one of us is on sabbatical or some other form of leave.

### **What are the programmatic implications of the proposed change(s)?**

#### **(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

Thanks to the temporary assurance process due to COVID-19, we had the opportunity to run a DL "pilot" of this course Spring 2021 semester. This pilot allowed us to work out other logistics that come along with running a DL section across multiple campuses. For instance, the regional campuses' Associate Deans have figured out a way to share the cost of running the course based on enrollments so that one campus doesn't take on the entire cost of the course. Also, the professional writing coordinators at the regional campuses have streamlined our communication so we can ensure that any professional writing student who wants to take the course is able to take the course. Because we have already sorted out the logistics of offering a DL section of this course across multiple campuses, we don't anticipate any unforeseen challenges.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4189
Course Title	Professional Writing Minor: Capstone Internship
Transcript Abbreviation	Prof Writ Capstone

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<b>Course Description</b>	Students work onsite in an organization doing writing-related work and meet weekly to discuss related topics.
<b>Semester Credit Hours/Units</b>	Fixed: 3

## Offering Information

<b>Length Of Course</b>	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<b>Flexibly Scheduled Course</b>	Never
<b>Does any section of this course have a distance education component?</b>	Yes
<b>Is any section of the course offered</b>	100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance

<b><i>Previous Value</i></b>	<i>No</i>
<b>Grading Basis</b>	Satisfactory/Unsatisfactory
<b>Repeatable</b>	Yes
<b>Allow Multiple Enrollments in Term</b>	No
<b>Max Credit Hours/Units Allowed</b>	9
<b>Max Completions Allowed</b>	3
<b>Course Components</b>	Field Experience
<b>Grade Roster Component</b>	Field Experience
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Sometimes
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<b><i>Previous Value</i></b>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq: 4150 or CSTW 4150, and 2 courses in Professional Writing minor.
<b>Exclusions</b>	Not open to students with more than 6 cr hrs of CSTW 4191.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	23.0101
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

**COURSE CHANGE REQUEST**  
4189 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
11/10/2021

**Course goals or learning objectives/outcomes**

- To foster high quality student performance in current internships
- To facilitate student observation and description of the nature of writing in changing digital-age workplace cultures; to develop ways of negotiating those changes effectively
- To distinguish and describe features of various kinds of workplace writing, especially those created at current internship sites
- To enhance students' professional writing skills and writing accuracy

**Content Topic List Sought Concurrence**

- Professional Writing Minor: Capstone Internship
- No

**Attachments**

- 4189 DL Rationale.docx: Proposal and Rationale  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*
- English 4189 Cover Sheet.pdf: ASC Tech Review  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*
- 4189\_distance\_learning\_syllabus.docx: DL Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*
- English 4189 Syllabus Fall 2020.pdf: P Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	11/09/2021 11:31 AM	Submitted for Approval
Approved	Lowry,Debra Susan	11/09/2021 11:31 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/10/2021 01:01 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/10/2021 01:02 PM	ASCCAO Approval



# SYLLABUS

# ENGLISH 4189

Professional Writing Minor Capstone Internship

Spring 2022 (full term)

3 credit hours

Online, Tuesdays 3:00pm-4:20pm ET: [\[Zoom link here\]](#)

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Kelly Whitney

Email address: [whitney.69@osu.edu](mailto:whitney.69@osu.edu) (preferred contact method)

Phone number: 419-755-4044

Office hours: T/W 1:30-2:30pm on Zoom: [\[Zoom link here\]](#)

### Prerequisites

English 4150 and at least 2 professional writing courses

### Course description

At this point, you've completed four writing courses; your internship this semester is the capstone experience to—and the final requirement of—your professional writing minor. This course complements your internship and offers you a space to reflect on your internship experiences.

The new experiences you'll have at your internship will give us lots of material to discuss in our weekly meetings. We'll spend our time together celebrating your accomplishments, troubleshooting any issues you're experiencing, offering feedback on or helping you brainstorm ideas for the projects you're working on, and making connections between what you learned in your courses and what you're learning at your internship.

Your experiences at your internship will also give you opportunities to think about professionalism and workplace topics in new ways. Therefore, each week, we'll read about and discuss a different 21<sup>st</sup>-century workplace topic, such as generational shifts in the workplace, diversity and inclusion practices,

and how automation might change the nature of work. These weekly topics will provide you with different lenses through which you can reflect on your internship and on your own identity as an emerging professional.

In short, this course is intended to support your ongoing development as a writer and as the emerging 21<sup>st</sup>-century professional *you want to become*.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Summarize and reflect on internship experiences
- Articulate how writing works in various workplaces
- Draw from course work and learning to understand workplace dynamics (and vice versa)
- Troubleshoot workplace problems and brainstorm solutions to those problems
- Create informative, rhetorically appropriate, well-designed professional documents
- Think critically about 21<sup>st</sup>-century workplace issues

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online with required synchronous sessions every Tuesday from 3:00-4:20pm on Zoom.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** Because this course is designated as a Field Experience, the majority of your learning will take place at your internship. Over the course of the semester, you'll complete at least 112 hours at your internship. Each week, you'll spend about:

- 7-8 hours at your internship
- 80 minutes attending our synchronous class Zoom session
- 1-2 hours preparing for our synchronous class Zoom session

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Attending and participating in live class sessions: REQUIRED: TUESDAYS 3:00-4:20PM ET**  
All live, scheduled events for the course are required.
- **Attending office hours: OPTIONAL**  
I encourage you to visit me during office hours to discuss your internship, the class, and/or your professional development.

## COURSE MATERIALS AND TECHNOLOGIES

### Readings and materials

- All readings, fully captioned videos, and other learning materials will be provided to you on Carmen.

### Course technology

#### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

#### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

#### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

## Descriptions of course assignments

*See course schedule below for due dates.*

A note about academic integrity: Please visit Ohio State's website about Academic Integrity here: <https://oaa.osu.edu/academic-integrity-and-misconduct>

## Attendance & Participation

Attendance at every Zoom meeting is required. We'll spend our Zoom sessions learning about your internship experiences, troubleshooting issues, and discussing weekly readings. Please come to each Zoom session ready to participate and with your camera turned on. If you're unable to attend our Zoom meetings, please notify me in advance.

## Weekly Activity Report (AR)

You'll submit an AR each week of your internship. ARs give you an opportunity to document and reflect on your work. The AR is due every Sunday night by midnight.

Following the conventions of the AR genre, address the following:

- **Reporting period**
- **Number of hours worked for the reporting period.** Keep in mind you should be working around 7-8 hours/week.
- **Cumulative hours worked.** You'll need at least 112 cumulative hours for the semester.
- **Summary of and reflection on your work.** For instance, you might indicate the tasks you performed; identify successes or problems you're experiencing; make connections between course work and your internship; set new goals for yourself; etc.
- **Challenge.** You'll have 5 challenges to complete throughout your internship. Aim to complete one challenge at least every other week. You can complete these challenges in any order. Choose from the 7 challenges below (you can also pitch your own challenge):
  - Network with someone outside of your department/team
  - Shadow someone
  - Take initiative
  - Ask questions
  - Volunteer yourself for a task
  - Ask for feedback
  - Pitch a new idea
- **Artifacts.** Include any artifacts (writing tasks, feedback, pictures, etc.) from the reporting period.
- **Response to common readings.** Discuss the readings' common theme or topic and explain how the theme or topic relates to your intern site, if applicable.
- **Response to self-selected readings.** To get additional exposure to current professional topics, each week, you'll select and read at least 3 articles on professionalization or workplace topics that interest you. Briefly summarize and respond to the readings in a way that makes sense to you; for instance, what do these readings teach you? What surprises you? How do these readings relate to or give you new perspective on your internship, coursework, the world of work, etc.?

I'll provide an AR template for you to use, and we'll discuss the structure and scope of the AR during our first few Zoom sessions. Because ARs are unique to your internship experience, you'll write them on your own.

## Brief Presentation

In a 3-5-minute multimodal presentation, describe your internship site and explain how the work you do at your internship contributes to the organization's mission and to your team's purpose. We'll discuss formal presentation etiquette during Zoom meetings. You are welcome to seek feedback on your presentation from others, but the presentation must be created by you.

## Revised Résumé and LinkedIn Profile

You each wrote a résumé in English 4150 in order to secure an internship. You'll revise your résumé and LinkedIn profile to include your internship experiences. We'll workshop both in class.

## Final Self-Assessment

Your final deliverable of the semester will be a self-assessment. In a 1-2-page memo, you'll discuss your strengths as a writer and as an emerging professional, what your internship taught you about writing in 21<sup>st</sup>-century workplaces, what you'd like to continue developing, and advice you have for future interns. Your self-assessment will likely be informed by a number of sources, such as your weekly activity reports; discussions with your colleagues, supervisor, classmates, and me; the work you produced at your internship; and your own interests and goals. While you are encouraged to draw from these different sources and invited to seek feedback on your self-assessment from others, you'll compose your self-assessment individually.

## Successful Completion of Internship

To complete your internship, you'll need to work at least 112 cumulative hours (or about 7-8 hours/week) over the semester. Your supervisor will provide me with periodic updates on how you are doing and confirm you are meeting or have met the required hours.

## Late assignments

All assignments are due when indicated on the course schedule. Please make arrangements with me if you need additional time to submit an assignment. Refer to Carmen for due dates.

## Grading scale

This course uses the Satisfactory (S) and Unsatisfactory (U) grading basis. To receive an S, you'll satisfy the requirements of your internship and complete all course work.

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. We can troubleshoot issues or concerns with your internship during our weekly Zoom meetings, but please email me if your concerns need more immediate attention.
- **Feedback:** I will provide feedback on course assignments on an as-needed basis.
- **Grading:** Because this course uses the S/U grading basis, all course assignments will be graded as complete/incomplete. To receive a "Complete" mark, assignments must meet minimum

requirements, use a professional writing style, and demonstrate honest effort. All course assignments must be completed in order to receive an S.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Because this class supports your professional writing internship, let's continue practicing professional writing principles in course work. Please adhere to the conventions of genres when writing your activity reports and résumé and creating your presentation. Similarly, all professional correspondence, such as emails, should adhere to professional etiquette.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** In your course documents, please cite your sources to back up what you say. For course materials, list at least the author. For online sources, include a link.
- **Backing up and submitting your work:** Compose all of your work in Microsoft 365 or similar cloud word processor. Then, download your document and upload it to Carmen as a PDF.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))

- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](https://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to

honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics & Readings	Deliverables
1	Jan. 11	<i>Welcome!</i> Introduction to the course	None
2	Jan. 18	<i>Settling In To Your Internship</i> <b>OSU</b> , Succeeding as an Intern <b>OSU</b> , Succeeding as a Mentee	Workplace agreement AR 1
3	Jan. 25	<i>Generational Divides</i> <b>Adamy</b> , Gen Z is Coming to Your Office. Get Ready to Adapt <b>Pollak</b> , What are the Different Generations in the Workplace?	AR 2

Week	Dates	Topics & Readings	Deliverables
4	Feb. 1	<p style="text-align: center;"><i>Inclusion</i></p> <p><b>Agarwal</b>, How do We Design Workplaces for Inclusivity and Diversity  <b>Mosley</b>, How to Create a More Inclusive Workplace  <b>Anderson</b>, 5 Examples of Microaggressions in the Workplace</p>	AR 3
5	Feb. 8	<p style="text-align: center;"><i>Accommodations</i></p> <p><b>ADA</b>, Reasonable Accommodations in the Workplace  <b>Haynie</b>, Clocked Out for Good: Employment Rates for People with Disabilities  <b>Shumer</b>, How to Disclose a Disability to Your Employer</p>	AR 4
6	Feb. 15	<p style="text-align: center;"><i>Workplace Culture</i></p> <p><b>Heathfield</b>, What Makes Up Your Company Culture?  <b>Better Allies</b>, 7 Examples of What Being an Ally at Work Really Looks Like  <b>Rattan</b>, Your Boss Made a Biased Remark. Should You Confront Them?</p>	AR 5
7	Feb. 22	<p style="text-align: center;"><i>Professional Writing as Storytelling</i></p> <p><b>Duncan</b>, Tap the Power of Storytelling  <b>Gallo</b>, Three Keys to Telling Personal Stories that Move Hearts and Minds  <b>O'Hara</b>, How to Tell a Great Story</p>	AR 6
8	Mar. 1	<p style="text-align: center;"><i>Professional Branding</i></p> <p><b>Augustine</b>, Why You Should Google Yourself to Monitor Your Online Professional Brand  <b>Marrs</b>, The First Step to Building Your Professional Brand</p>	AR 7
9	Mar. 8	None – Brief presentations	Brief presentation AR 8

Week	Dates	Topics & Readings	Deliverables
10	Mar. 15	Spring Break	
11	Mar. 22	<p><i>Collaboration</i></p> <p><b>Ribeiro</b>, 12 Collaboration Tools for Productive Teams</p> <p><b>Cullinan</b>, In Collaborative Work Cultures, Women Carry More of the Weight</p>	AR 9
12	Mar. 29	<p><i>Workplace Competencies</i></p> <p><b>Flaherty</b>, What Employers Want <b>OSU</b>, Are You Career Ready?</p>	AR 10
13	Apr. 5	<p><i>Résumés and the Job Search</i></p> <p><b>Cain &amp; Gal</b>, 17 Things that Make This the Perfect Résumé</p> <p><b>Poulis</b>, How Do You Land Your First Job Out of College?</p> <p><b>Green</b>, 10 Things to Leave Off Your Résumé</p>	AR 11
14	Apr. 12	None – Résumé workshop	Revised Résumé & LinkedIn Profile AR 12
15	Apr. 19	<p><i>Jobs &amp; Automation</i></p> <p><b>Kolko</b>, 5 Questions We Should Be Asking About Automation and Jobs</p> <p><b>Paul</b>, There is Work to be Done: AI and the Future of Work</p> <p>Watch: <a href="#">How Technological Innovation Could Amplify Income Inequality</a></p>	AR 13
Finals	Apr. 26	Submit your final self-assessment by 11:59pm on April 28	

# English 4189: PWM Capstone Internship

## Course Syllabus

### CONTACT INFORMATION

Dr. Kelly Whitney  
Email: whitney.69@osu.edu  
Office location: Ovalwood 231  
Office hours: T/W 2:00-3:00 and by appt.

### COURSE INFORMATION

Class meeting: Tuesdays 3:00-4:20  
Class location: Ovalwood 215  
Semester: Spring 2020

## Course Overview

At this point, you've completed four writing courses; your internship this semester is the capstone experience to—and the final requirement of—your professional writing minor. This course complements your internship and offers you a space to reflect on your internship experiences.

The new experiences you'll have at your internship will give us lots of material to discuss in our weekly meetings. We'll spend our time together celebrating your accomplishments, troubleshooting any issues you're experiencing, offering feedback on or helping you brainstorm ideas for the projects you're working on, and making connections between what you learned in your courses and what you're learning at your internship.

Your experiences at your internship will also give you opportunities to think about professionalism and workplace topics in new ways. Therefore, each week, we'll read about and discuss a different 21st-century workplace topic, such as generational shifts in the workplace, diversity and inclusion practices, and how automation might change the nature of work. These weekly topics will provide you with different lenses through which you can reflect on your internship and on your own identity as an emerging professional.

In short, this course is intended to support your ongoing development as a writer and as the emerging 21st-century professional *you want to become*.

## Course Objectives

By the end of this course, students should successfully be able to:

- Summarize and reflect on internship experiences
- Articulate how writing works in various workplaces
- Draw from course work and learning to understand workplace dynamics (and vice versa)
- Troubleshoot workplace problems and brainstorm solutions to those problems
- Create informative, rhetorically appropriate, well-designed professional documents
- Think critically about 21<sup>st</sup>-century workplace issues

## Deliverables

You'll complete a number of deliverables throughout the semester. Deliverables are intended to help you make connections between your internship and coursework, support your ongoing development as a professional writer, and give you additional writing practice. Below are the deliverables you'll complete:

- Weekly activity report (1/week)
- Brief presentation
- Revised résumé and LinkedIn profile
- Final self-assessment

## Activity reports

You'll complete an activity report (AR) each week of your internship. ARs give you an opportunity to document and reflect on your work. Following the conventions of the AR genre, address the following:

- **Reporting period**
- **Number of hours worked for the reporting period.** Keep in mind you should be working around 8 hours/week.
- **Cumulative hours worked.** Keep in mind you'll need at least 112 cumulative hours for the semester.
- **Summary and reflection of your work.** For instance, you might indicate the tasks you performed; identify successes or problems you're experiencing; make connections between course work and your internship; set new goals for yourself; etc.
- **Challenge.** You'll have 5 challenges to complete throughout your internship. Aim to complete one challenge at least every other week. You can complete these challenges in any order. Choose from the 7 challenges below (you can also pitch your own challenge):
  - Network with someone outside of your department/team
  - Shadow someone
  - Take initiative
  - Ask questions
  - Volunteer yourself for a task
  - Ask for feedback
  - Pitch a new idea
- **Artifacts.** Include any artifacts (writing tasks, feedback, pictures, etc.) from your work for that week.
- **Response to common readings.** Discuss the readings' common theme or topic and explain how the theme or topic relates to your intern site, if applicable.
- **Response to self-selected readings.** To get additional exposure to current professional topics, each week, you'll select and read at least 3 articles on professionalization or workplace topics that interest you. Briefly summarize and respond to the readings in a way that makes sense to you; for instance, what do these readings teach you? What surprises you? How do these readings relate to or give you new perspective on your internship, coursework, the world of work, etc.?

## Brief presentation

In a 3-5-minute multimodal presentation, describe your internship site and explain how the work you do at your internship contributes to the organization's mission and to your team's purpose.

## Revised résumé and LinkedIn profile

Revise your résumé and LinkedIn profile to include your internship. We'll workshop both in class.

## Self-assessment

Your final deliverable of the semester will be a self-assessment. In a 1-2-page memo, you'll discuss your strengths as a writer and as an emerging professional, what your internship taught you about writing in 21<sup>st</sup>-century workplaces, what you'd like to continue developing, and advice you have for future interns. Your self-assessment will likely be informed by a number of sources, such as your weekly activity reports; discussions with your colleagues, supervisor, classmates, and me; the work you produced at your internship; and your own interests and goals.

## Course Policies

**Successful completion of internship**—To complete your internship, you'll need to work at least 112 cumulative hours (or about 7-8 hours/week) over the semester. Your supervisor will provide me with periodic updates on how you are doing and confirm you are meeting or have met the required hours.

**Attendance**—Attendance is required. Please contact me in advance if you know you will be late or absent. All work is due before class even if you will be late or absent.

**Grading**—The course is graded S/U. To receive an S, you'll successfully complete your internship requirements and all coursework.

**Supervisor's assessments**—Around weeks 8 and 15, I will ask your supervisor to assess your work. These assessments are intended to give you more formalized feedback on your work and to help you set goals for yourself.

**Original work & academic honesty**— Work completed in other courses may not be submitted for credit in this course. All work you submit must be original to this course. Also, recognize that citing is a scholarly and rhetorical practice. As such, you're expected to cite others' ideas, data, images, and language consistently and responsibly. Plagiarism on any work warrants failure in the course. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee via the Associate Dean's Office at the Mansfield campus. For additional information, see the Code of Student Conduct (<http://studentconduct.osu.edu>).

## Course Schedule

\*Include a “challenge” in your AR.

Week	Topics & Common Readings	Deliverables
1	<i>Welcome!</i>  Introduction to the course	None
2	<i>Settling In To Your Internship</i>  <b>OSU</b> , Succeeding as an Intern <b>OSU</b> , Succeeding as a Mentee	Workplace agreement  AR 1
3	<i>Generational Divides</i>  <b>Adamy</b> , Gen Z is Coming to Your Office. Get Ready to Adapt <b>Pollak</b> , What are the Different Generations in the Workplace?	AR 2
4	<i>Inclusion</i>  <b>Agarwal</b> , How do We Design Workplaces for Inclusivity and Diversity <b>Mosley</b> , How to Create a More Inclusive Workplace <b>Anderson</b> , 5 Examples of Microaggressions in the Workplace	AR 3
5	<i>Accommodations</i>  <b>ADA</b> , Reasonable Accommodations in the Workplace <b>Haynie</b> , Clocked Out for Good: Employment Rates for People with Disabilities <b>Shumer</b> , How to Disclose a Disability to Your Employer	AR 4
6	<i>Workplace Culture</i>  <b>Heathfield</b> , What Makes Up Your Company Culture? <b>Better Allies</b> , 7 Examples of What Being an Ally at Work Really Looks Like <b>Rattan</b> , Your Boss Made a Biased Remark. Should You Confront Them?	AR 5

Week	Topics & Common Readings	Deliverables
7	<p style="text-align: center;"><i>Professional Writing as Storytelling</i></p> <p><b>Duncan</b>, Tap the Power of Storytelling  <b>Gallo</b>, Three Keys to Telling Personal Stories that Move Hearts and Minds  <b>O’Hara</b>, How to Tell a Great Story</p>	AR 6
8	<p style="text-align: center;"><i>Professional Branding</i></p> <p><b>Augustine</b>, Why You Should Google Yourself to Monitor Your Online Professional Brand  <b>Marrs</b>, The First Step to Building Your Professional Brand</p>	AR 7
9	None – Brief presentations	Brief presentation AR 8
10	Spring Break	
11	<p style="text-align: center;"><i>Collaboration</i></p> <p><b>Ribeiro</b>, 12 Collaboration Tools for Productive Teams  <b>Cullinan</b>, In Collaborative Work Cultures, Women Carry More of the Weight</p>	AR 9
12	<p style="text-align: center;"><i>Workplace Competencies</i></p> <p><b>Flaherty</b>, What Employers Want  <b>OSU</b>, Are You Career Ready?</p>	AR 10
13	<p style="text-align: center;"><i>Résumés and the Job Search</i></p> <p><b>Cain &amp; Gal</b>, 17 Things that Make This the Perfect Résumé  <b>Poulis</b>, How Do You Land Your First Job Out of College?  <b>Green</b>, 10 Things to Leave Off Your Résumé</p>	AR 11
14	None – Résumé workshop	Revised Résumé & LinkedIn Profile AR 12

Week	Topics & Common Readings	Deliverables
15	<p style="text-align: center;"><i>Jobs &amp; Automation</i></p> <p><b>Kolko</b>, 5 Questions We Should Be Asking About Automation and Jobs  <b>Paul</b>, There is Work to be Done: AI and the Future of Work                      Watch: <a href="#">How Technological Innovation Could Amplify Income Inequality</a></p>	AR 13
Finals	Submit your final self-assessment by 11:59pm on April 27	



To: ASCC DL Working Group  
From: Kelly Whitney, Assistant Professor of English  
**RE: English 4189 DL Rationale**

We are requesting permanent DL status for English 4189: Professional Writing Minor Capstone Internship. As its name suggests, this course is the capstone experience for students who are minoring in professional writing and is required for students to complete the minor. We will continue to offer this course in person, primarily at the Columbus campus, but making this course available as an online course is vital to the professional writing minor's future at the regional campuses.

The primary reason we are requesting permanent DL status of this course is logistical (and fiscal). Currently, this course is offered every spring semester at the Mansfield, Newark, and Marion campuses, but since enrollment numbers at the regional campuses generally and in the professional writing program specifically have been rather low, each of our in-person sections of this course has been under-enrolled for the last several years. By offering a DL section of the course, the regional campuses can "share" the course: collectively, we can offer one section of the course which will, we hope, make this one course more fully enrolled (rather than run 3 under-enrolled sections) and more fiscally sensible. Similarly, by sharing this course among the regional campuses, we are able to "cover" for one another when one of us is on sabbatical or some other form of leave. Currently, due to low staffing, the regional campuses are unable to staff an in-person section of this course if the course instructor is on leave.

Thanks to the temporary assurance process due to COVID-19, we had the opportunity to run a DL "pilot" of this course Spring 2021 semester. This pilot allowed us to work out other logistics that come along with running a DL section across multiple campuses. For instance, the regional campuses' Associate Deans have figured out a way to share the cost of running the course based on enrollments so that one campus doesn't take on the entire cost of the course. Also, the professional writing coordinators at the regional campuses have streamlined our communication so we can ensure that any professional writing student who wants to take the course is able to take the course. Because we have already sorted out the logistics of offering a DL section of this course across multiple campuses, we don't anticipate any unforeseen challenges.

Students will also benefit from a DL version of this course since they will be able to interact with different instructors and students. Since we have very few faculty members in our professional writing programs on each campus, students end up taking the majority of their professional writing classes with the same one or two instructors. A DL version of this course allows students to interact with and learn from another professor they wouldn't otherwise have the opportunity to work with. Similarly, because the regional campuses enroll fewer students generally and for the professional writing minor specifically, students often take the same classes with the same students. A DL version of this class will allow a unique opportunity for students to interact with and learn from other professional writing interns across the regional campuses.

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: **ENGLISH 4189 - Professional Writing Minor**

## Capstone Internship

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for

Carmen Use. For more on use of [Carmen Common Sense Best Practices](#) on the Carmen site will be posted for the course, including a syllabus and gradebook at minimum.

If no, why not?

## Syllabus

- Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.
- Syllabus is consistent and is easy to understand from the student perspective.
- Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

## Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Students will have the opportunity to interact with the instructor weekly via a synchronous Zoom meeting. During these weekly sessions, the instructor will facilitate group and class discussions, help students address any issues that arise from their internships, and provide additional instruction on professional writing topics as needed. Students are also encouraged to email the instructor to address any internship-related issues that need immediate attention.

## Delivery Well-Suited to DL/DH Environment

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Weekly class meetings will be held synchronously via Zoom. Students also complete weekly reading and writing activities asynchronously.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

The in-person version of this class is already well-designed for distance learning: the course uses Canvas to house modules, assignments, and readings, and students submit all of their assignments to Canvas. The primary difference between the in-person and distance-learning versions of this class is that the weekly meeting will take place on

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Because this class is designated as a Field Experience course, the direct and indirect instruction hours are somewhat blurred. The Field Experience (students’ internships) are the primary focus and site of learning; the class is intended to support them as they complete their internships.

In a typical week, students will spend 7-8 hours at their internship (for a total of at least 112 hours/semester); 80 minutes attending synchronous class session via Zoom; and 1-2 hours preparing for the class session by completing reading and writing tasks. In total, students will spend 152-172 hours between their internship and this class.

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

All course videos will be appropriately captioned. Requests for additional time, a note-taker, etc. will all be met with generosity and professionalism. I will work with SLDS when appropriate.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities.  
Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Although the majority of learning and writing will take place at their internships, students will receive additional opportunities to continue developing as professional writers and communicators in this class by creating several different types of professional deliverables, such as activity reports and a formal presentation. Each deliverable requires students to apply their course knowledge of professional writing to their real-world internship. See pages 5-6 for a description of assignments. Because this class uses the S/U grading basis, all deliverables will be assessed as complete/incomplete. See page 7 for an explanation of how an assignment can receive a “Complete” mark.

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Students will interact with one another during weekly synchronous class Zoom meetings. During these meetings, students will discuss their internships experiences with one another and help one another address any issues they are experiencing. They will also discuss the week’s topic and readings in small group and class discussions.

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Learning goals and overall design/organization of the course will be handled in Carmen. Each week will have its own module and will include a "Week Overview" page that names the guiding topic of the week, describes the goals for the week, lists each writing and reading task for the week, and explains how the tasks connect to the week's topic. Students will reflect on their learning and make connections between the course topics and their internship experiences in their weekly activity reports. Students will have opportunities to suggest course topics that interest them.

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by \_\_\_\_\_ on \_\_\_\_\_

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.