## **DNID English Internship**

## **ACADEMIC COMPONENT DETAILS: for mentor and student**

**Description:** Per the University, internships for which you, the student-intern, earn college credits must have an academic component, completing work beyond what you do for your site. Therefore, you'll spend weekly class time with a mentor, wherein you will discuss your work and learning—this includes work at your site as well as complementary writing-based work designed to augment the knowledge you gain from your onsite work and help you develop professional materials. The latter includes a reflective journal recording your onsite activities and new knowledge; and professional materials, including an updated resume and employment portfolio including pieces of writing from your internship.

**Course Goals / Learning Outcomes**

1. Increased awareness of what it means to work in your chosen field
2. Knowledge of foundational writing skills in the workplace (letters, memos, emails, reports) and professional skills including interviewing and soft skills
3. Professional documents you will be able to use in your employment search, including your employment portfolio, resume, reflective writing, and examples of writing from your site
4. You may also construct your own goals for the term and work toward achieving them with the support of the instructor

**Coursework:**

1. Required
   1. **Weekly meetings** with your academic supervisor/mentor
   2. **Reflective Journal:** Over the semester, you'll keep a journal describing and reflecting upon your work at the internship and independent study. As writing often does, this journal will serve multiple purposes: first, and most importantly, it should provide a space for you to record what will be numerous new experiences, realizations, and questions. You may very well want to refer back to some of this as you proceed to future internships and jobs. Second, it should allow you think via writing—you'll be asked to reflect weekly on what you're learning, and as you likely know, it's often through the act of writing that we stumble across important ideas. Third, it will prepare you for weekly discussions with your academic supervisor/mentor by allowing you to organize your thoughts and experiences as well as engage with any readings you may do. Bring your journal to every meeting. Each week, plan to spend around 30 minutes describing 1. What you did (describe the work you undertook, including instruction, process, and other conversation when relevant; include any other new information you received) and 2. What you learned (reflect on this work: what new understandings might you have? what new questions? frustrations? inspiration? give yourself some space to write through them)
   3. **Midterm & Exit Interviews + Self-assessments** (the latter may be done in journal): these will be done in tandem with the midterm and final evals from the site supervisor
   4. **Employment portfolio:** You'll make a digital portfolio, i.e., a personal website, as your portfolio for this class. The final project for this credit-bearing internship, your employment portfolio is your chance to build something now that can serve as a foundation for the rest of your professional career. Your portfolio is a representation of you—your skills, your goals, your voice, your unique combination of knowledge and abilities. You'll want to work to showcase as many varieties of writing as possible, though for this final project you'll tailor the portfolio toward a particular field or type of job. After this term, you will continue to modify the portfolio as you gain more examples of your work and move into (and around in) the job market. Portfolio contents may include:
      1. A professional bio/"about me"
      2. Resume revised to include internship work
      3. Internship one-sheet[[1]](#footnote-1)
      4. 3-5 examples of writing from your internship with glosses[[2]](#footnote-2)
      5. 5-7 other examples of your writing with glosses
2. Additional Possibilities
   1. Learning how to find job openings (may want to [start here](https://docs.google.com/document/d/1oiB89CQ1Qr332Pl998qgBuWqWkZhLrker319TecmSBs/edit?usp=sharing))
   2. Cover letter tailored to a specific job opening
   3. Mock Interview with Career Services (process/description in Box folder)
   4. LinkedIn
   5. Self-assessments in tandem with readings: Purpose & Gallup-Bates ; Professional Competency & NACE ; Soft Skills/Personality & Robles ([described/linked here](https://docs.google.com/document/d/1NnkDd8UkcjSa7YVbRe6brRwGPUul9oKDDv3Y9lClaf8/edit?usp=sharing))
   6. Informational Interview (archive & description in Box folder)
   7. Other, of course!

1. This summative one-sheet document is for a prospective employer. The rhetorical (and perhaps design) challenge is this: how can you be represent the key facts of your internship (details about the company/organization, way you worked with them, etc) and the writing you did and skills (hard and soft) you gained in a short, visually attractive document, one that "shows off" your learning? An infographic would be one way, and I'd encourage you to try that, but there are many solutions to this challenge. [↑](#footnote-ref-1)
2. Each of your writing samples should include a brief **gloss**—explain in 1-3 sentences what the sample is and your role in its creation (i.e., for work or school, you wrote it, a team wrote it, you edited, etc.). In a digital portfolio, the gloss should be near the link including the sample. [↑](#footnote-ref-2)