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Internship and Workplace Writing
University Writing 2020 | Summer Session I, 2016

Course Description
Memos, mission-statements, whitepapers, tweets: how does the writing within a workplace reflect the culture of that organization? Designed for students working in summer internships, this on-line course guides students to analyze their own experiences using language in a new setting. Building from highly relevant readings about organizational culture, the comparative philosophies of non-profit, for-profit and government institutions, and rhetorical theories of professional writing, students will study the rhetoric of their organizations and their roles as interns. This is a fast-paced course with a substantial workload of reading, daily on-line discussions, and three main writing projects. Limited to 15 students. [Students must be simultaneously working in a summer internship to take the course.]

This on-line course is organized into three units. At the end of each unit, you will turn in a writing assignment reflecting on your experience as an intern. Leading up to each assignment, we will have extensive discussions of course readings (on the course blog), reflections about how the readings relate to your experiences (on the course blog), analysis of the workplace site (on the course blog), and a draft workshop (through Blackboard).

The course is designed to be very interactive. As students will be in different types of internships, working for different organizations and within different workplace philosophies, the comparison across your experiences will be a substantive part of the course. Therefore, you must participate regularly and fully. Through the course readings, research, and your own writing about your experience, you'll gain a rich understanding about organizational culture, socialization, and the particular role that writing plays in signaling and sustaining cultural norms.

Note: This is a Writing in the Disciplines (WID) course. You must have successfully completed UW1020 to receive WID credit for this course.

Communication
The best way to reach me is through email: jessmcc@gwu.edu. I will check my email regularly during the week. For blogs, I will monitor and step in occasionally to direct the conversation, but I see the space as one where students take control and sustain a high-quality discussion. For project rough drafts, I will provide my feedback during the workshops. For project final drafts, submit them through the Assignment link on Blackboard. I will return grades and comments through the gradebook 48 hours after the essay is submitted.

Technology Expectations
In order to function at full capacity in this course, students should:

- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the GW Division of Information Technology or call them on 202-994-4948

I understand that technology doesn't always work as we expect and that this may cause some delays. However, I expect you to be pro-active and to find a resolution for any of these problems. You can ask for my help, but if I don't respond right away, keep working on your own.

- Contact the Division of IT (202-994-4948)
- Contact your classmates, and
- Use the Technology Resources links from Blackboard.

Note: While I may take the technology glitch into account when assessing your grades, if you have not taken adequate efforts to resolve the problem on your own, you may still be penalized for lateness.

Required Texts
You will need to purchase the following books for this course:

- Gee, J. P. (2014). *How to do discourse analysis: A toolkit.* 2nd Edition. New York: Routledge. [Used copies available on Amazon, as are Kindle and rental versions; new copies available at GWU bookstore]
- Sweitzer, H. F., & King, M. A. (2013). *The successful internship: Transformation and empowerment in experiential learning* (4nd ed.). Belmont, CA: Brooks/Cole. [used and digital copies available through Amazon; new copies available at GWU bookstore]
- Additional readings will be accessible through Refworks and online

Course Set Up
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Grades Overview

Assignment Type	Point Value (Total for Type)	# of Assignments	Total Percent (of Final Grade)
Discussion Blog (Participate)	10 Each Round	About 10 Rounds	15%
Discussion Blog (Moderate)	100	At Least Once	5%
Reflection Blog (Participate)	10 Each Round	About 10 Rounds	15%
Workshop (Self Review & Peer Letters)	100	Three Rounds	10%
Project 1 (5-7 pp)	100		20%
Project 2 (7-10 pp)	100		25%
Project 3 (1-2 pp)	100		10%

The units are organized around these main projects: (detailed instructions, readings, and assignments in

"Unit" tabs on Blackboard).

Project 1: Internship Culture—In a short essay (5-7 pp), reflect on how your experiences at your internship align or challenge the theories delineated in the readings so far about internship culture.

Project 2: Discourse Analysis of Workplace Writing—In a 7-10 page essay, consider a specific rhetorical situation at your internship and carefully analyze how it functions within the broader culture of the internship site or the community you serve. Draw on some of the strategies of discourse analysis (Gee) or activity theory (Wardle, Gaitens) to develop your analysis.

Project 3: Commentary about Internships—In this 1-2 page commentary, stake out a position about the value and ethics of college-supported internships. Jump into the on-going discussion about the place of internships within the given economy. Is it a necessary and valuable step in one's education? Is it exploitative? Should colleges like GW continue to endorse them? Draw on your own experiences, your observations in this class, as well as popular and academic readings about internships.

Goals
You'll come out of the course able to more fully read the rhetorical context of workplace writing to decode the expectations and implications of genre, tone, evidence and the like.

By the end of this course, **students will be able to:**

- **Articulate foundational concepts in the discipline of Writing Studies.**
  Students will be able to articulate some foundational concepts in Writing Studies, including the relationship of writing to culture. They will understand how to rhetorically analyze face-to-face and on-line interactions to recognize how they contribute to broader social and cultural structures and meanings.
- **Develop strategies for reading diverse documents (articles, websites, memos, etc.) rhetorically**.
  Students will be able to read rhetorically, thereby enabling them to make decisions about audience, genre, and rhetorical situation, to understand and respond to specific writing tasks.
- **Conduct research proficiently.**
  Students will be able to synthesize and bring to bear scholarship in writing studies to their analysis of workplace writing. Students will understand some of the methods and responsibilities for ethnographic research, particularly participant observation.
- **Compose well-written assignments and documents for specific rhetorical situations.**
  Students will be able to identify and analyze the interplay among writers, diverse audiences, diverse fields, and subjects to produce suitable and persuasive texts. Students will be able to make appropriate technological and stylistic choices to carry out these writing tasks.

Deadline Policies
Since this is a fast-paced course (one semester in 6 weeks), we have **no room for extensions or missed deadlines**. The readings and responses are designed to keep you on track to completing the course work on time.

Blog posts are due at the time specified in the course schedule. Blogs submitted late will receive no credit.

The **workshop** is a vital part of the course. You must participate in the workshop to receive credit for the final draft.

Essay drafts must be submitted on time for the workshop. The penalty for late drafts is severe: your final grade for that essay will drop a letter grade for every 6 hours it is late.

Netiquette

Most colleges and universities have a policy regarding the use of computers and networks owned by the institution or used by its employees. The George Washington University has such a policy, which you can read by clicking here. Beyond that policy however, is the idea of network etiquette, or netiquette, which is a less formal, less legally focused idea of courtesy among users of online communication systems. Some of what is covered by Netiquette guidelines may seem self-explanatory, others, less so, but the important aspect of these rules is the need to create a respectful learning environment for all students in the virtual classroom. Below is a set of such guidelines. Please observe the following rules of Netiquette when submitting posts:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, please express it. We need to hear your position. However, don't phrase your opinion as an attack. Please be gracious with differing opinions.
- When upset, wait a while prior to posting. Messages posted (or e-mailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying. If you discover a mistake after publishing the post you can reopen and correct it.

The instructor reserves the right to delete any post that is deemed inappropriate for this discussion forum without prior notification to the student. This will include any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off topic or serve no purpose other to vent frustration will also be removed.

Academic Integrity

GW's Code of Academic Integrity defines academic dishonesty as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information."

You may not submit the same work to two classes without gaining explicit permission from both professors. You may not submit under your name work written entirely or in part by someone else (unless you cite and document the source and mark quotations). If you submit something that is plagiarized in whole or in part, I will report you to the Office of Academic Integrity. Recommended penalties for plagiarism and other violations range from failing the assignment to expulsion from the University.

I distinguish plagiarism from poor summary, but I expect you to learn the proper methods of drawing on others' work. Academic writers use and cite the ideas, words, and images of others to document knowledge, illuminate contexts of argument, acknowledge intellectual influences, distinguish our own analytical voices, and encourage further investigation and inquiry.

Learning how to use and acknowledge sources well is difficult, and students often resort to what Syracuse professor Rebecca Moore Howard calls patchwriting: "patchwriting is copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym-substitutes." I will follow Howard's policy in this class: "The better you can summarize without patchwriting, the better you will understand what you are reading. For this reason, I teach writing from sources and summary

techniques, and I welcome opportunities to work with students who want to acquire these skills…If you submit work that is patchwritten, you will have done poor writing and will get a commensurately poor grade. I do not, however, treat incidents of patchwriting as academic dishonesty unless I have some reason to believe that you intended to deceive your readers." While I do not report cases of patchwriting to the Office of Academic Integrity, I do expect you to know how to incorporate sources accurately by the end of the semester. I will ask you to do extra revisions to demonstrate that you have successfully met this class goal, and if you have not met it, you will not pass the class.

Students with Disabilities

If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss specific needs. Please contact the Disability Support Services Office at 202.994.8250, Suite 242 Marvin Center, http://gwired.gwu.edu/dss, to establish eligibility and to coordinate reasonable accommodations.

University Counseling Center (UCC)

Phone Number: 202.994.5300 - The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include
- Crisis and emergency mental health consultations
- Confidential assessment, counseling services (individual and small group), and referrals

Schedule – See details in each unit section on Blackboard.