

## **Coop Internship in English - ENGL 450 and ENGL 555 (CUE) - Distance Ed**

### **Instructor Information**

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Office hours: MS Teams conferencing by appointment to suit student schedules - Just email me!

### **Prerequisites**

To accumulate credit towards an English degree via **ENGL 450**, a student must be an English major who has accumulated **60 credit hours**. To accumulate credit towards an English degree via **ENGL 555 (CUE)**, a student must be an English major who has accumulated **90 credit hours**. Students must possess a 3.0 GPA, either “overall” or in the English major or minor. Both courses also require students to obtain permission from the Internship Director (me!).

Note: Students minoring in English are welcome to take ENGL 450 or 555, but the course currently does not count toward fulfilling the requirements of the minor.

### **Initial Note**

If you have an internship position in mind, please contact the Internship Director to determine if your position complies with program guidelines. The internship must involve at least 40 hours of work on site during the semester in addition to your written work (work log, portfolio, paper - discussed below). Also, the internship should not simply be a job you are already doing for which you decide to gain college credit. It is most often the case that the intern employer is an off-campus institution, although there are many exceptions (for example, a departmental social media intern or a UofL Libraries digital archive intern, just to name a couple).

### **Learning Outcomes**

Note that *outcomes* are what you can assume you have achieved in the course on its completion. You will be the best judge of how you have succeeded in realizing the outcomes.

- Reflect on your experience as an English major, specifically, your strengths and weaknesses with respect to the skills and/or content of the English major.
- Demonstrate an ability to apply these skills and content within a new context.
- Demonstrate personal responsibility.
- Draw meaningful connections between your personal history as an English major and the internship experience through designing a project that demonstrates effective source-based argumentation, applicable analysis, and rhetorically persuasive prose.

### **Learning Objectives**

These are the more measurable goals that are linked to course assignments that I will assess in conferring grades.

- Use expository writing to document your work as an intern
- Create a portfolio that features your internship work deliverables
- Use expository writing to describe how your work relates to relevant aspects of your preparation as an English major or minor
- Produce a paper that combines relevant sourcework and your analysis of an issue or question derived from your internship



## **Communicating with Me**

Email is your best bet for corresponding with me. Most of the time I will be able to respond on the same day, but please allow 48 hours for me to respond. Also, please use your UofL Cardmail account when corresponding with me. Sometimes other email services do not jive with UofL systems.

## **ENGL 555 and the Culminating Undergraduate Experience (CUE) [Pertinent for those enrolled on 555 instead of 450]**

A successful CUE course asks students to “engage an authentic, current issue in English studies and gain a deeper understanding of its impact by applying critical methodologies or interventions learned in the CUE class.” One of the major components of evaluation for this course will be a critical discussion and reflection tied to your portfolios. Students seeking 555 credit for an internship should strive to have a more thoroughly developed discussion section for their final reflections, which will demonstrate a deeper understanding of how their work in English ties in with their work beyond the classroom in the world at large.

## **Internship Course Configuration**

Both 450 and 555 depend on you to work independently and yet remain connected. As you fulfill your internship responsibilities, remember that you will need to provide a regular record of what you have done each week. As a student intern, you are responsible for describing and reflecting on what you are learning.

Most of our contact will be through email, but I am available to provide support, answer questions, and of course, to review your work. I will check in mid-semester to see how you’re feeling about your work and to discuss your final portfolio choices, as well as help you develop a roadmap for your critical discussion and rationale.

Although student interns generally do not have problems with their site supervisors and coworkers, when there is conflict (for example, overloading work responsibilities or hours), let me know so I can try to help resolve the problem. Please do not assume you have to muddle through alone.

## **Grading Breakdown**

25%: Work Log (10–12 entries completed over the course of a standard 15-week semester)

25%: Portfolio

25%: Critical Discussion/Portfolio Rationale

25%: Supervisor Evaluation

## **Statement about Privacy Rights**

Be sure that the work you submit for this course does not infringe your coworkers’, supervisors’, and clients’ rights to privacy. If you have any questions about this matter, your supervisor at the internship site may be the best person to speak with, but I can also provide guidance.

## Assessment

1. **Work Logs:** Each log entry or report should describe what you have done in the internship during a week. Also, you must keep track of the hours that you work and report your actual hours on your weekly logs. Each entry should be at least 100 words, Times New Roman, 12-point font. Ten entries, minimum, please, are due via a Google Drive folder that I will set up, the link for which I will send you at the opening of the semester. Your work log should be a single, running document, with each entry clearly dated.

You should consider using the log as a place to begin the process of thinking about how to approach a critical discussion of your internship experience and a rationale for the portfolio you will generate later in the semester. Some ways to do this are to use entries to raise intellectual issues associated with the work experience and to consider how the work fits into your history as an English major. What have you learned in the internship? How does it relate to your experience in the major? How might it inform your approach to the major going forward?

2. **Portfolio:** Your portfolio, which should be distinct from your logs and final essay, must contain several examples or one or two longer examples of the work you have done as an intern. Portfolios can take a range of forms, anywhere from living, online sites using free website building platforms, such as Weebly or WordPress, to a document-based portfolio. **I expect the portfolio to contain the equivalent of at least 10pp. of prose (roughly 2500 words). I understand, though, that not all internship “deliverables” take the form of writing in a traditional sense. Talk to me and we’ll figure out an appropriate standard!**

A portfolio is intended to showcase both the work you have done as well as the skills you possess. If you spent time developing a web presence for a company, then consider including screenshots of the pages you have developed, along with captions highlighting what you were trying to achieve or what you would like us to see. If you were generating copy for blogs or other long-form offerings, consider including entire articles.

The goal of a portfolio is to show a potential employer or graduate program what you bring to the table. Academically speaking, thoughtfully compiling a portfolio can give you an even better idea of what you enjoy about a given field, where you excel, and areas you might have for growth.

Past students have taken numerous creative approaches to compiling their portfolios:

- One intern at Americana Center included grammar worksheets that she used in tutoring students, as well as photos of some of the books she read aloud with them and a bibliography of articles and books she used to expand her understanding of issues transnational youth encounter.
- An intern at a local museum filled his portfolio with promotional materials and exhibit information sheets that he had researched and composed.

- Interns in a public relations office included material that showed how their editing had contributed to written material that was ultimately published or posted online. They included drafted texts that showed their editing marks. In addition, the interns included revised versions and subsequently published versions of these texts.
  - *Miracle Monocle* interns have included drafts of query letters and promotional materials, as well as samples of their editing.
3. **Critical Discussion and Rationale:** This will be based on how you ultimately decide to approach your portfolio format and content. Overall, though, **for all internship students**, I'd really like to see a well-thought-out discussion of (A) the work you have done overall this semester, (B) the categories or types of work you have chosen to showcase in your portfolio, (C) the pieces/examples you are including under each category (assuming you might have multiple categories), (D) the sections and organization of your resume, and, **for ENGL 555 students**, (E) a well-supported, researched discussion of a current issue connected to both the work in the internship and the concepts/skills presented/acquired throughout their college career.

In discussing your various choices, you will need to consider the kinds of jobs you imagine you might be applying to in the future and how the things you are showcasing speak to jobs in those fields. I will also want you to think through where your work fits in the grand scheme of things. What makes your approach unique? How are you joining or contributing to the "larger conversation", so to speak, of some future field?

**The length of this document will be determined in conversation with the course instructor and in consideration of both the total internship hours worked on site and whether the student has enrolled at the 400-level or 500-level option.**

4. **Supervisor Evaluation:** Demonstrate appropriate demeanor in the internship environment, including always reporting on time, staying for agreed upon time, dressing appropriately, and interacting well with others. Show initiative in meeting the needs of your supervisor and internship site. This assessment is based on the evaluation provided by the on-site supervisor.

### **Reminders**

- Keep track of the hours that you work and report your actual hours on your weekly logs. ● Contact me if you have any questions or concerns about the internship or about any of the assignments listed here.
- An internship is not a work study. Site supervisors have found fault with interns who turned to homework rather than, after finishing an assigned task, asking for additional work or proposing an additional task. I understand that approaching a supervisor or other staff member may be uncomfortable, but it is important to focus on work specific to the internship site.

## **Additional Policies, Guidelines, and Information**

### **Academic integrity**

Academic dishonesty is prohibited at the University of Louisville. As the Catalog maintains, "It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty." All forms of academic dishonesty, including plagiarism, double submission of work, falsification, and facilitating a classmate's academic dishonesty are prohibited.

Because plagiarism is the most common form of cheating in English classes, I'll expand on this form of dishonesty by drawing on the University's Undergraduate Catalog. It defines plagiarism in the following way: "to borrow someone's ideas without citing the source, and to use them as one's own. It is a particular type of cheating." Plagiarism is not confined to the unacknowledged use of material found in books and journals in the library, but also includes the unacknowledged use of material found online. The detection of plagiarism in any assignment will result in automatic failure of that assignment. In addition, the plagiarism will be reported to the A&S Dean's office, where a record of the case will become part of a student's file.

Please remember that you are being assessed on your ability to express your thoughts – with judicious use of secondary sources where appropriate. If you are in any doubt as to what constitutes plagiarism, you should ask me and/or make use of the excellent advice available in the University Writing Center.

### **Accommodations for students with disabilities**

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502.852.6938) for verification of eligibility and determination of specific accommodations.

### **Grievance procedure**

Students who have questions or concerns about their grades, the class, or an assignment are encouraged to see their instructor as soon as possible. If not satisfied with that discussion, students may contact the Director of Undergraduate Studies.

### **Policy on religious observance**

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term. Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

**Basic needs support**

Doing well in classes (and in life, for that matter) means getting a good night's sleep, having enough to eat, and being able to get to where you need to go. If you are having any difficulties with these basic necessities, remember that UofL has resources to assist you. For food items, in addition to some household and toiletry items, you can go to the [Cardinal Cupboard](#) pantry in SAC 314. Additionally, a [Student Success Coordinator](#) in our Student Success Center can work with you individually to provide guidance and support, and connect you to resources, if you're experiencing any academic, financial, or personal difficulties. And finally, you can find support and resources via the UofL Concern Center: <https://louisville.concerncenter.com/>

For a list of additional support services, go to the left-hand menu on our Blackboard site and click on "University Resources."

**Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.