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The Professional Writing
Major's Guide to

The PW Program,
Internships,
& Senior Year

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Welcome to the Professional Writing Program!

What is KU PW?

The Professional Writing Program at Kutztown University is a unique and rewarding course of study offered by the English Department of the College of Liberal Arts and Sciences.

Featuring a diverse curriculum that can be tailored to suit any individual career path, the program provides students with the skills and knowledge required for professional success after their undergraduate experience has come to an end. More than 250 majors and minors are currently enrolled in a wide array of courses in fields such as journalism, creative writing, public relations and technical writing.

The pride of the Professional Writing Program is its strong emphasis on professional preparation, highlighted by the senior coursework that students are required to complete. The Program's strong internship component includes at least one pre-professional experience of the student's choosing with the ultimate goal of helping the student identify and pursue his or her professional goals.

Students will also enroll in a Professional Seminar during their internship experience. This seminar reinforces and builds upon their previous coursework while facilitating a small community of students who can actively share knowledge, experience, and build long-lasting relationships.

Why Choose KUPW?

We live in an age of burgeoning technology, free information, and rapid communication. In such a small world, the ability to communicate effectively is critical. The written word has always been an important aspect of human communication; now more than ever, it is an inescapable facet of our everyday lives.

News travels at the speed of light, around the world, into print, to our computers—it doesn't write itself. Thousands of plays, television shows,

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The PW Core and Coursework

The PW Core

Your freshman and sophomore years will provide you with the fundamentals of professional writing via the Core group of classes and your composition concomitant. The major in Professional Writing begins with a course in English Composition your freshman year. The University also offers a more challenging alternative, Honors Composition. Either of these Composition courses will satisfy one half of your composition requirement. The other half is typically taken your sophomore year in the form of Advanced Composition.

The PW Core is made up of 18 credits (6 classes) that cover a broad range of study. The Core is designed to build a well-rounded foundation in common areas of focus in professional writing.

The 18-credit Core consists of the following courses:

- WRI 100 Contemporary Issues in Professional Writing
- WRI 207 Writing for the Workplace
- WRI 208 Creative Writing: Forms
- WRI 211 Journalism I
- WRI 212 Intro to Mass Communication
- WRI 213 Copy and Line Editing

PW Major Electives

Following completion of the Core, the Professional Writing Program offers you the chance to customize your experience with a number of major electives in professional writing.

The electives are designed to fit into five categories of specialization: Newspaper Journalism, Magazine Writing, Creative Writing, Public Relations, and Technical Writing. The Program is designed to make specializing in one area of Professional Writing simple. However, the Professional Writing Program affords you the chance to take any combination of these electives to satisfy your major elective requirement. Whatever your interests in writing may be, there is certain to be a

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The PW Professional Semester: Professional Seminar and the Internship

Senior Coursework

Senior year as a Professional Writing major focuses on preparing the student for life after undergraduate school by offering two distinct courses with the following goals:

- Increasing preparedness for entering the professional world
- Giving you a pre-professional experience in your field of choice
- Offering resources and techniques for finding and securing a job
- Giving you the tools necessary to succeed in your eventual vocation

With those goals in mind, the senior coursework breaks down into two programs, WRI 380 and WRI 390—Professional Seminar and Writing Internship, respectively.

These courses are designed to be taken simultaneously during your senior year. To be eligible for enrollment in these courses, you must have completed the 18-credit Core with a GPA of 3.0 or better. In addition, you must have completed two WRI courses at the 300-level or above and have earned a “C” or better in ENG 230 Advanced Composition.

The purpose of your senior semester goes far beyond reinforcing the concepts that you will have learned over the course of your professional writing career. The value of the senior semester lies in its future-oriented, hands-on approach, intended to increase your awareness of the reality of the working world and give you the knowledge necessary to succeed whether you plan to enter graduate school or take on the job market.

Professional Seminar

The Professional Seminar is a course that gathers Professional Writing majors, no matter what their career goals, to consider and investigate issues of immediate concern, such as: the function of an internship in

the development of one's career; the relationship between the search for an internship and the eventual search for a job; and the nature of the working media world and its hierarchies, demands, and rewards. In short, the Professional Seminar, or Pro Sem, is a course intended to prepare students for their professional lives.

Pro Sem is taken at the same time as a student's first for-credit internship and is modeled to go hand-in-hand with that experience. The course is designed to bring together all interning professional writing students, regardless of their individual career aspirations, and foster a community of individuals in similar situations who can share their knowledge and experiences as they progress through their internships. The course also makes use of numerous internal and external resources to give students their final preparatory lessons before graduating.

Pro Sem acts as an active buffer between completing the Core classes and major electives and being tossed into the working world after graduation. The Seminar offers Professional Writing students a chance to slow down and take a close look at their professional goals and the requirements they'll need to meet to be successful. The course not only takes a broad view of post-undergrad life, but also requires students to investigate their individual career preferences and choices.

The culmination of the course is more than improved understanding of one's self and the world of professional writing. There are tangible results as well, which are to be combined into the Writing Portfolio.

Professional Seminar: The Writing Portfolio

From the day students take their first Professional Writing class, they begin working on their Writing Portfolio. The portfolio is a collection of documents of all shapes and sizes artfully designed to act as a showcase of a particular student's talents. Work from all Professional Writing courses can be part of the portfolio, though a good portion will be developed during Pro Sem itself.

Among other things, the portfolio will include the student's resume and a sample cover letter, an essay evaluating the student's experience in the PW Program, as well as samples of the student's best PW work.

with that of other employees on similar jobs; highlight your strengths and/or weaknesses; and rate your overall “prospects for success” in the field as excellent, good, fair, or poor. The report must be mailed directly to your PW faculty supervisor (unless other arrangements are made) by the site supervisor; his or her signature must be written across the envelope’s seal.

Everything counts! Your site supervisor’s rating is only one factor in establishing your final grade. In addition, your PW faculty supervisor considers the degree to which you met all expectations—including deadlines while planning for the internship—as well as the quality of your journals, essay, and portfolio, as factors in determining your internship grade.

The Senior Internship: The Internship Portfolio

Keep all of the work you develop as an intern for the portfolio you will compile. Both the cover and the spine of the portfolio must identify you, the semester and year, number of internship credits, the internship site, address and telephone number. In the portfolio, include a title page with your photograph and internship site information, a résumé, your log and journal, and a section of work that includes the written assignment or your description of the assignment from your site supervisor with all phases of the production of the piece. Save all drafts and final copies. Arrange to photocopy all camera-ready work, especially if your internship site receives “bluelines” or proof copies from a printer and will not have a final product completed before your internship ends.

The portfolio must be well organized and attractively presented. Establish a due date with your PW faculty supervisor.

Note: Do not confuse the WRI 390 internship portfolio with the WRI 380 writing portfolio—contents and due dates will differ. Speak to your internship faculty supervisor for further information about the internship portfolio and to your Professional Seminar professor for further information about the writing portfolio.

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The Career Development Center's Internship “INs and OUTs”

What is an internship?

According to the National Society for Experimental Learning (1999), an internship is a “carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.”

Why do an internship?

- Internships are the single most effective way to obtain employment after graduation. Approximately 85% of interns receive a job offer from the parent company
- You get the opportunity to learn new skills and apply things you learned in the classroom in “real life” situations
- It's a way to explore career options and likes and dislikes with little investment in terms of time and money
- You build your résumé
- You can network and develop professional contacts in your field
- You can increase self-confidence and professionalism

When is the best time to do an internship?

The ideal time to do a not-for-credit internship is during the second semester of your sophomore year, during your junior year, or during the summers following your sophomore or junior years. This way you have previous experience when it is time to apply for the for-credit internship in your senior year.

What types of interships exist?

- Paid internships
- For-credit internships
- Summer, fall, and spring internships
- Volunteer experiences

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Getting There: Tips for Building Experience

Just because your first for-credit internship does not occur until your senior year doesn't mean you have to wait until you're a senior to start building professional experience. In fact, you should start gaining experience before your senior year to ensure you obtain the best internship for your next step on the career path after graduation.

Freshman Year: Discover

Use your first year of college to discover all the ways your new environment can benefit you. Explore career areas by talking (networking!) with family, friends, and professors about their professions and suggestions. Start thinking about what career options your major offers. Analyze yourself: identify your past accomplishments, interests, skills and abilities, work values, and personality type. To start developing these personal and professional qualities, join on-campus clubs and organizations that interest you.

At the end of the year, consider taking summer classes to develop your interests. Also apply for a summer job that relates to your field of study. It's never too soon to start building your résumé!

Thinking toward your professional semester: Your professional semester contains a full load of academic coursework and professional work. Start thinking about which major electives and general education courses you would like to take and when. Also find out when certain electives are offered (if not every semester) so you can begin planning your next three years.

Sophomore Year: Explore

Once you're comfortable on campus, it's time to tackle the next step: exploring your options. Start by researching several careers in your field of study. Once you've found several that interest you, contact professionals in the field for an informational interview. Also consider shadowing a professional for a day to get a sense of what she does.

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Finding an Internship

Because the internship may be your first introduction to the career you plan to pursue, you should work carefully to locate the best experience for you. Consider the type of work you'd be doing, the location of the site, and how much writing you'll be asked to complete.

Resume, References, and Cover Letter

Begin the process by updating your résumé and by drafting a cover letter. Think of your résumé as a sales tool that will market you to a potential employer. Use it to present your strongest qualifications. Your résumé should be clear, consistent, and concise—and no more than two pages.

While updating your résumé, build your references page. Always ask permission before including someone on your references page. Potential references could be faculty, supervisors, club advisors, coaches, and other people with whom you have professional, rather than personal, relationships. Once you have secured several references, include their complete names, titles, addresses, phone numbers, and email addresses on a single page, separate from the résumé.

While your résumé and references remain the same throughout your internship search, you will want to tailor your cover letter to each internship opportunity that you apply for. Cover letters should focus on what you can offer the organization, so describe your special skills and specific coursework or projects that relate directly to the type of work you would be doing as an intern. Your goal in the cover letter is to communicate your enthusiasm for a specific internship opportunity, to describe why you are interested in working for the organization, and to explain how you are qualified to contribute to the organization. Use the cover letter to elaborate on some of what you list in your résumé. Don't simply transcribe your résumé into sentences.

Bring your cover letter and résumé to the Career Development Center office in Stratton 113 for feedback and help with revisions.

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The Internship Application and Interview Process

Applying for Internships

When you have updated your résumé and drafted a cover letter, you are ready to start applying for internships. Create an organized list of potential employers. Many employers list internship opportunities on their websites, as well as the correct person to contact. If there is no contact person listed, call the company's main number and ask for the preferred manner of submitting a cover letter and résumé for an internship position.

If you are submitting your cover letter and résumé by email, be sure to copy and paste the documents into the body of the email, in addition to attaching them as PDFs. This will allow the recipient of the email to scan your information without spending time downloading and opening the attached documents. Keep track of where you apply so you can follow up after an appropriate amount of time. Do not fill an employer's inbox or voicemail with daily messages. If you don't receive a response in two weeks, follow up with a phone call or email.

Be sure to record a professional-sounding voicemail on your cell phone, or inform your roommates or parents that you are expecting phone calls regarding an internship. You should also use an email address that has a professional account name, like jane.doe@hotmail.com. An email account can be obtained for free and is useful for keeping professional emails separate from personal or academic emails.

If you have a profile on a social networking site such as Facebook or MySpace, take a look at your public profile. Is it suitable for prospective site supervisors and employers to view? A simple search of your name may allow these people to see your pictures and any other potentially compromising information posted to your profile. This public information may be the basis on which future employers decide whether or not they want you to represent their organizations.

If you deem any of the content of your profile inappropriate, it is best to remove it completely from your profile. Be sure to also search

the photos “tagged” of you from your friends’ pictures. If any of these are found to be compromising, request that friends remove the pictures from their profiles, as well. Most social networking sites will also allow you to directly request that the site remove the pictures.

Before the Interview

Research the employer! Find out as much as you can about the company/organization, its mission, values, clients, and competitors. This way, you are prepared to answer any interview questions regarding why you are interested in interning for the company/organization and how you believe you would be an asset.

First impressions are key in an interview, and it is important to be dressed neatly and professionally when you meet your interviewer. Plan ahead before an interview to buy a new suit or to make sure your current suit fits and is wrinkle-free. Wear sensible shoes and keep make-up and jewelry subtle. If unsure of whether or not to wear something, err on the side of caution and dress conservatively. You want your interviewer to notice your qualifications, not what you are wearing.

Always confirm an upcoming interview with a brief email or phone call a few days in advance. This will show your interviewer you are responsible and conscientious. Also be sure you have the interviewer’s name and the correct location of the interview—you do not want to show up late because you did not know with whom you were meeting or where to go. Get directions from the employer and confirm them with a map. Consider traffic and weather when deciding how much time it will take to get to the site.

Always allow extra time to ensure a prompt arrival. However, don’t show up more than five to ten minutes early to your interview; this will interrupt your interviewer’s schedule, and you will most likely end up waiting in the lobby until the planned time. Plan to read a book, review interview questions, or go to the restroom if you arrive more than ten minutes early.

At the Interview

When you meet your interviewer, introduce yourself and firmly shake his or her hand. Thank them for meeting with you. Be friendly and personable.

Remember, the interviewer is not only looking at your qualifications for the position, but also at how well you'll get along with others.

Bring a couple copies of your résumé in case your interviewer has misplaced the one you mailed. Bring your portfolio of writing samples. At some point during the interview, if the person interviewing you hasn't asked for samples, you should offer to show him or her samples of your writing. Also, be sure to have a notepad and pen for taking notes at certain points during the interview.

Remember to take a moment to think before you respond to the interviewer's questions. If you've taken the time to research the organization and reflect on your skills and qualifications prior to the interview, it should be a simple process. Think of the interview as mutual: you want to ensure that this is the right opportunity for you just as much as the person interviewing you wants to make sure that you are the right match for the organization. You will need to have several questions answered to determine whether the internship will meet the requirements of WRI 390 Professional Writing Internship:

- Will this internship opportunity allow you to compile significant writing samples to put in your portfolio?
- How much of the work will be completed collaboratively?
- How much independent work will be done?
- Who will be your immediate supervisor at the internship?
- How many hours each week will you be expected to work in the office?
- Is the position paid or unpaid?
- Will you be able to meet any obligations you have on campus while an intern with this organization? Will the site work around Professional Seminar meetings?

Also prepare a few questions that pertain to your overall potential experience at the site:

- What can you tell me about the kinds of projects I would be working on?
- Can you tell me about the people I would be working with?
- How would you characterize the working environment here?
- What do you consider ideal experience for the position?
- What skills will I develop through the internship?

- Would there be opportunities to shadow employees?
- Do you consider an internship to be a recruiting tool?

As the interview concludes, be sure to ask about the next step in the hiring process. Some employers may extend an internship offer on the spot while others may require additional interviews of you while others still may have more candidates to interview. Asking what the next step is will be considerate of the employer's process while giving you a sense of what to expect next. Make sure you get your interviewer's business card so you have her contact information and can send her a thank you note after the interview.

Visit the Career Development Center in Stratton 113 for more information and suggestions on interviewing.

After the Interview

Send a note to the person who interviewed you thanking her for her time and expressing your continued enthusiasm about the internship opportunity. Briefly mention any particulars from the interview that especially applied to your skills or interests. This can be written by email, but a neatly handwritten note is a more personal way of showing your gratitude.

If you receive an offer, congratulations! Be sure to thank your interviewer for the opportunity. Make plans to contact him with internship documents to formalize your commitment. Remember to withdraw your applications to any other organizations with which you have interviewed or have plans to interview. Briefly explain that you have accepted an offer and thank them for their time.

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The Application and the KUPW Checklist

Applications for summer and fall internships must be submitted to your internship faculty supervisor by April 1. Spring semester applications are due November 1.

Application packets for the Professional Writing Internship (WRI 390) are available in the English Department Office, Lytle 241, and on the PW website. The packet contains basic information about locating, applying for, and successfully completing a professional writing internship.

Early in the semester, schedule a meeting with your faculty advisor to verify that you are eligible for the internship. Bring to the meeting a copy of your transcript and current schedule, and highlight all core Professional Writing courses, your 300-level major electives, ENG 230 Advanced Composition, and your grades. This will determine whether you have completed the core with a minimum 3.0 QPA, taken at least two 300-level professional writing electives, and earned a C or better in ENG 230 Advanced Composition. Also, you must provide a completed copy of your program grid. The deadline for verifying your eligibility is March 1 for summer and fall internships and October 1 for spring internships.

Once your eligibility is determined, you must secure a tentative commitment from an internship site, meet with your site supervisor, and complete both the yellow registration form and the internship description form (found in the internship packet). Bring your complete application packet to your Professional Writing faculty supervisor.

After your Professional Writing faculty supervisor approves your internship application, he or she will forward it to the English Department Chairperson and College Dean for approval. Allow two weeks for processing after submitting your paperwork to your faculty supervisor before checking Online Student Services to verify that you have been registered for the internship. You must enroll in WRI 380 Professional Seminar concurrent with your first Professional Writing Internship.

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During the Internship: Your Professional Semester

A Week Before the Internship Starts

Contact your site supervisor to confirm your start date, time, and weekly schedule. Be sure he or she is aware of your academic holidays and the days you will have your Professional Seminar class. Also, make sure your weekly internship schedule allows you to build a small cushion of extra hours past the minimum requirement. This way, if you need to take a day off or plan to take off the week of spring break, you will not fall behind in meeting your hour requirements.

To earn three credits, document a minimum of 150 hours.

To earn six credits, document a minimum of 300 hours.

To earn nine credits, document a minimum of 450 hours.

Plan to bring an AP style guide and other helpful resources, like a grammar guide, dictionary, and thesaurus. Ask your site supervisor if there is anything else you should bring for your first day. For a paid internship, you will have to present identification and other official documentation in order to receive your first paycheck.

The First Week of Your Internship Semester

Contact your internship faculty advisor to confirm that you are interning. You must keep your PW internship supervisor aware of all significant events—good and bad—during your internship, including absences, changes in work expectations, etc. This information should be communicated in the weekly journal submission, which you must e-mail to your PW supervisor. For more information on the internship journal and log, and to read student examples, see page 29.

Making a good first impression is as important during your first week on site as it was at your interview. See the Career Development Center's "Advice for the Intern" on page 27 for tips on how to handle your first few weeks and your next few months on site.

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The Career Development Center's "Advice for the Intern"

Exhibit a Can-Do Attitude:

- Take on any task assigned—no matter how small—with enthusiasm.
- Take the initiative to acquire new skills and ask for new projects.
- Accept criticism gracefully and maintain a sense of humor.
- Ask to attend meetings and events that interest you.
- Ask to shadow different people and talk with them about their work experiences (if time permits).

Set Realistic Goals and Expectations:

- Seek regular reviews with your supervisor to assess your performance.
- Don't be afraid to discuss any problems or concerns with your supervisor.

Learn the Unwritten Rules:

- Being the "new kid" is like being a freshman all over again: you will need to adapt, observe, learn, and process a large volume of information. Be patient; don't expect too much too soon.
- Get to know your coworkers early. Office customs may not always match the formal rules, so ask questions and pay attention to how people interact with each other.
- Be sensitive to others. Don't gossip or complain, and avoid internal politics.
- Be receptive to the dress of your coworkers and supervisors, and tailor accordingly. Maintain a professional appearance.

Be a Team Player:

- Learn how to follow the chain of command. Don't go over or around your site supervisor to get noticed, to get ahead, or to complain.
- Establish and maintain good business relationships with everyone.
- Learn how your assignment fits into the grand scheme of things.

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The Log and Journal

The Log

The log keeps track of how many hours you work for your internship daily. You will need this log to confirm you met at least the minimum required hours for the number of credits of your internship. The log should be included in the journal so your faculty supervisor can see that you are meeting the requirements. A sample log simply lists the time spent on site and the cumulative number of hours you've worked:

Friday, March 14, 2008

8 hours: 9 a.m. – 5 p.m.

Hours to date: 162 hours

The Journal

The journal should contain dated entries for most days spent working on the internship. It must be emailed to your faculty supervisor each week with the subject line: “Name: Internship Log/Journal for Week X.” Copy and paste your log and journal into the e-mail body and also send them as Microsoft Word attachments.

In the journal, you should offer an accurate picture of your internship activities as well as insight regarding your perceptions about the internship—the type of work you are doing, the organization, your colleagues—and your experience in the professional world. It should provide a well-written overview of what you accomplished and should share concerns and record observations that might be helpful later when you write your WRI 390 reflective journal entry and/or your senior evaluative essay for WRI 380.

Journal Prompts

If you can't determine what to write in your internship journal, consider the following questions, which can be used as writing prompts:

- What is a typical day like at your internship site?
- What do you enjoy most and least about your work?

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- What have you learned about yourself as a worker?
 - Have you had a model or a mentor during this internship? What has been the attitude of your coworkers toward you?
 - What have you learned about the career you hope to eventually have from the experiences of your internship?
 - Did you have a clear idea of what was to be expected of you during your internship?
 - Did you feel prepared for the work you were expected to do in your placement?

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Sample Journal Entries

Below are several examples of past PW Program students' internship logs and journals. Although they differ in style, use them as a framework for the length, quality, and expectations for your own journal.

Nichole J. Moroz

Lehigh Valley Style Magazine, Palmer, Pa.

Intern, Spring 2008

Log:

Monday, March 3, 2008: 9 a.m. – 5 p.m.

Tuesday, March 4, 2008: 9 a.m. – 3 p.m.

Wednesday, March 5, 2008: 9 a.m. – 5 a.m.

Thursday, March 6, 2008: 9 a.m. – 5 p.m.

Total Hours on Site: 28 hours

Journal:

Monday, March 3

The office is in the middle of some new and exciting renovations. In the past couple of weeks we've been getting new carpet, a new paint job, and new partitions. We're kind of getting a makeover, and it's starting to look a lot more professional and fresh. This morning it looked so different that I had no idea where my desk was. When I did find it, I was quite pleased. I've been relocated three times since I started in January. Not that I'm complaining; these changes have been fun. But this is by far my favorite location. I think that I'll be less distracted and able to make my phone calls without so much apprehension. Plus, it's a permanent location, so I can hang my calendars and issue guides where I can see them. I feel much more organized, which is great, because I'm an extremely organized person.

Tuesday, March 4

Today the editors and publishers were going through the proof book, which is a put-together rough copy of the issue in which the proofreader and editor make all of the master changes. I found this really interesting because I was able to see up close just how careful, and thorough, the

proofreading process has to be. During this process I get involved in the fact-checking on questionable items. Usually I just Google them quickly so I can give my editor a quick two-second response. Also, I get to go through the proof book to disassemble it, so I get to see the editing changes. I pay close attention to these for future reference. I think that if I pay close enough attention I can figure out what editing changes might be made on my own work, and avoid them. The day flew by since I had to leave early this afternoon for the Etiquette Dinner.

Wednesday, March 5

Now that I am working with a magazine, I wish I had taken more courses dealing with public relations. I would have liked to, but I was not about to spend another semester in school, and there was just not enough time. I think that's one problem with college. If you don't go into it knowing exactly what you want to do, you're going to waste time exploring options. Then it's down to the wire and you have requirements that need to be met and no room to squeeze in the things you might need. If I had declared my major as a freshman and dove head-first into the PW Program, I would have had more than enough time to take public relations courses, especially Writing for PR, and I think that I really would have benefited from this. Now that I'm working closely with PR professionals to get information and images for things I'm writing for the magazine, I really think it would have been helpful if I learned more about the basics of PR. That's one of my only regrets.

Friday, March 6

I'm really excited about being involved in the expansion of this magazine. I think it's great that it's becoming bigger and bigger every issue and its content is getting more and more interesting and fun. This week my editor came up with a really cool idea to add extra content on the website that would stand alone. This would mean that we'd have to come up with some additional ideas relating to articles in the issue and have little sections adding that more is available online. This would make it more accessible and reader-friendly. It's a great idea and offers readers that little something extra. That way, in between issues, readers can go online and get more. I've already come up with some ideas. I think it's going to be fun, but I didn't really give much thought to the extra work that's going to be involved. On top of all of the things that we already do, we'll have to double it to have separate content online, as well.

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Browne, his activist affiliations, and his music, we decided it might not be a good opportunity. The reason is because Browne is a big supporter of presidential candidate John Edwards. Edwards is pro-choice and we are a Catholic hospital, so the connection wasn't going to work.

The next assignment I completed was to come up with eight phrases between 30-50 characters long thanking some of our donors. The reason they have to be short and sweet is because they will be on one of St. Joe's electronic billboards on Route 422. You only have so much room and the messages have to be easy to read and understand because people are driving by.

The next thing I did was write-up a thank you letter to all of the participants in our 2007 Golf Tournament. In each letter we included a picture of the golf team members. I had to put a label on the back of each of the 300 photos, as well.

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The Evaluative Journal Entry

Your last journal entry is to be a substantive/lengthy reflection that addresses the following topics and issues:

- What type of work were you doing as an intern?
- How well prepared were you to enter this experience? Consider this from multiple perspectives: course work, maturity, what you learned at the interview, etc.
- What course work was particularly important in preparing you for this internship?
- What courses do you wish you had taken to prepare for it?
- What were the topics/subjects that you wish you had more experience with?
- Evaluate the internship. Would you recommend it to future PW students?
- What were the internship's strengths and weaknesses?
- Has this internship prepared you to begin your professional career? How, or why not?

Submit this final journal entry to your internship faculty supervisor at the conclusion of your internship. Also include it with the rest of your journal and log of hours in the internship portfolio you submit to your faculty supervisor on the date he or she establishes for your internship portfolio submission.

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The Senior Comprehensive Exam

The Senior Comprehensive Exam is a required examination taken, typically, in the student's senior year of study. It may be taken earlier if desired, provided the student has completed a sufficient background of courses within the major.

The Senior Comprehensive Exam consists of four questions reflecting material from core courses and major electives of the Professional Writing Program. The exam includes a required WRI 213 Copy and Line Editing portion followed by the student's selection of three questions from among more than five core course and major elective exam questions.

The exams are offered once during each Fall and Spring semester. The exams are not offered during the Summer semester. Students planning on graduating in the Summer must take the Senior Comprehensive Exam in either the Spring or Fall semester prior to graduation.

Students must pass the exam before graduating. If a student fails any question, he or she must retake the question. Students who fail a question for the second time must retake all portions of the exam the next time that the Professional Writing Comprehensive Exams are offered.

Detailed instructions and sample questions for all portions of the exam will be distributed at a mandatory meeting well in advance of the exam date. Sample questions are also available on the PW website.

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URLs You Should Know

Bookmark these useful URLs on your web browser:

Professional Writing Program Website

<http://www.kutztown.edu/acad/english/ProWrt/index.htm>

The KUPW Blog

<http://kutztownprowriting.blogspot.com>

The Career Development Center

<http://careers.kutztown.edu>

The Writing Center

<http://www.kutztown.edu/writingcenter>

KU Alumni Center Home Page

<http://www.kutztown.edu/alumni/wiesenberger>