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Internships in Writing and English Studies Programs: Opportunities, Locations, and Structures

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INTERNSHIPS IN WRITING AND ENGLISH STUDIES PROGRAMS:
OPPORTUNITIES, LOCATIONS, AND STRUCTURES

by

LARA SMITH SITTON

Under the Direction of Lynée Lewis Gaillet, PhD

ABSTRACT

The Association of American Colleges and Universities considers internships as one of several “High Impact Educational Practices.” While these experiential learning exercises are not new, there are resurgent calls for universities to help students find and engage in more internship experiences before completion of their undergraduate degrees. At the same time, however, the US Department of Labor has strict guidelines as to what constitutes “internships” and what constitutes “unfair labor practices.” While there is a history of the private and public sectors creating internships for students in professional-degree programs and business schools, a need exists for more internships for humanities students—particularly English and writing students. This dissertation examines considerations for faculty members working with English majors to

develop internship initiatives with structures that have pedagogical foci and follow the US Department of Labor internship guidelines. Using a case study approach, this project examines the growth of Georgia State University's English Department internship program over the past twenty years. Through exploration into the opportunities, locations, and structures relevant to an urban university, the study reveals how faculty members designed a student-focused program that serves students, the university, and the community. Relying largely upon the review of departmental archives; a study of the history of GSU in the Atlanta community; interviews with faculty members and internship providers; and an exploration into the terms "intern" and "internship," the dissertation ultimately sets forth considerations for those working with student internship programs and a model for college and university internship program evaluation.

INDEX WORDS: Interns, Work-based learning, Internship courses, Locations, Community, Experience, Service learning, Community learning, Experiential learning, Structures, Writing, Jobs, Employment

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OPPORTUNITIES, LOCATIONS, AND STRUCTURES

by

LARA SMITH SITTON

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

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in the College of Arts and Sciences

Georgia State University

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2015

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OPPORTUNITIES, LOCATIONS, AND STRUCTURES

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May 2015

DEDICATION

For the three most important individuals in my life—Clint, Mitch, and Grant.

Thank you, thank you, thank you. I am so grateful for our long dinners and early morning editing sessions. May you always know that this project is evidence of life's great possibilities when heart and mind are aligned.

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CHAPTER 1. INTRODUCTION: INTERNSHIPS FOR ENGLISH MAJORS

1.1 Introduction

The 2012 survey of employers conducted by *The Chronicle of Higher Education* and America's Public Media's *Marketplace* entitled *The Role of Higher Education in Career Development: Employer Perceptions* states, "An internship is the single most important credential for recent college graduates to have on their resume in their job search among all industry segments with Media/Communications placing the highest value on internships in comparison to other industries" (11). Of the employers surveyed, twenty-three percent (23%) ranked internships first, followed by twenty-one percent (21%), which ranked employment during college as the influential credentials of college graduates seeking employment. These figures suggest that forty-four percent (44%) of employers view experiential learning outside of classroom settings as the most significant preparation for employment. In contrast, college majors came in third place with thirteen percent (13%), followed by coursework, GPA, and college reputation ranking at the bottom of the list of most important criteria for career preparation (24).

In addition, the report cites that the skills most needed by employers are communication skills in written and oral formats—the problem is that employers (upwards of eighty percent [80%]) believe that colleges are not satisfactorily teaching these skills and helping students develop stronger skills. Throughout the research report, the importance of internships is reiterated over and over again for all industries, regardless of students' majors. While these statistics are quite interesting for faculty members and administrators working to develop effective pedagogical practices and curricula for twenty-first century students, this report's findings may be of particular significance to liberal arts students, especially English majors, who

possess strong written and oral communication skills. This becomes relevant to English majors as not only are today's employers dissatisfied with the communication skills acquired during college careers but also employers, especially those in media and communications, are having a "very difficult time" finding qualified graduates (51). This creates opportunities for English departments to expand experiential learning opportunities to better prepare students for their professional lives upon graduation and during their college years. While the assertions that colleges and universities are failing to adequately prepare students for their professional lives, the findings in this report reveal opportunities for faculty members and researchers working in experiential learning to develop effective models and methods that respond to the needs of employers and students for more workplace and practical experience before going on the job market.

The value of experience is deeply rooted in the educational theories of John Dewey in *Democracy and Education*. Jeffrey Perrin's 2014 article in the *Journal of University Teaching & Learning Practice* examines experiential learning in three college programs. The article asserts, "There are hundreds of experiential learning programs within colleges and universities . . . [and] most of the programs are built around the philosophical ideology of Dewey (1938) that experience is important" (1). Dewey's theories explore critical connections between a student's educational endeavors and his or her professional life:

To find out what one is fitted to do and to secure an opportunity to do it is the key to happiness. Nothing is more tragic than failure to discover one's true business in life, or to find that one has drifted or been forced by circumstance into an uncongenial calling. A right occupation means simply that the aptitudes of a person are in adequate play, working with the minimum of friction and the maximum of satisfaction. (Dewey 167)

Dewey work contends that it is the role of teachers to “prepare the young for future responsibilities and for success in life, by means of acquisition of the organized bodies of information and prepared forms of skill which comprehend the material of instruction” (Dewey 18). He calls educators to move from a traditional model of classroom instruction that relies primarily upon texts and drills to one that uses personal experiences of students and teachers as tools to advance learning and prepare students for what is described as “adulthood.” Dewey’s theoretical work echoes the report mentioned at the start of this chapter. The report calls for educators to “go beyond a vision of majors articulating to specific careers . . . break down the false dichotomy of liberal arts and career development . . . support rich experiential learning opportunities” (15). However, while the evidence such as the aforementioned report supports the development of more student internships and experience-based learning, information about how faculty members can develop and design these programs is quite limited, especially in the disciplines of English, rhetoric, and composition.

This dissertation project responds to the need for more information about how to develop, maintain, and grow internship programs for English majors. The project begins with an exploration of other voices both in academic circles and the media supporting internship program development and reasons for the increased demand for these programs. The project then moves to a case study of the Georgia State University (GSU) English Department internship program and course. The goal of the project is to identify and consider the kinds of techniques and practices that are effective for internship courses serving college English and writing students. The project is restricted to the study of one university program to allow for a deep, comprehensive examination and report of findings. Great care was taken to focus on primarily two important factors learned from the case study: (1) the development of a replicable research

plan for other program designers developing programs; (2) best practices for internship course design focused on writing, research, and/or editing. This project seeks to contribute to the larger conversation about experiential learning by providing an illustration of how one program evolved and how faculty members managed the complexities of the administrative demands of students, administrators, faculty, and internship providers.

The demand for internships prior to graduating from college has increased because these kinds of experiential learning experiences are seen as preparing students to not only get jobs but also perform well in those jobs. The Association of American Colleges and Universities (AACU) report entitled *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* provides strong support for these kinds of experiential learning experiences, seeing them as essential and valuable for twenty-first century college students. The report reflects ten years of research that explores the needs of students in the changing global economy, and “internship” experiences are identified as one of the most significant and important learning opportunities for today’s college students. The report, however, fails to truly define what is meant by the terms “interns” and “internships.” The report simply describes internships as an “increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field” (Kuh 10). In order to assist faculty members in developing programs, an initial focus of this project is to define the terms “intern” and “internship.” The project then articulates what employers consider valuable internship experiences and provides suggestions as to the kinds of institutional support needed for faculty members to construct manageable and feasible programs focused on student success.

The project will then explore how an internship experience can be pedagogical and supported by faculty members and collegiate programs. While the AACU has voiced support for internships while in college, outside of academia, internships are also highly valued by employers. Additional evidence in support of college internships is found in the 2010 Hart Research Associates Report, *Raising The Bar: Employers' Views On College Learning in the Wake of the Economic Downturn*, which specifically calls for changes in college curricula to help prepare students for the demands of jobs in the global economy. This report contends that eighty-nine percent (89%) of the respondents believe more instruction is needed to develop students' "abilit[ies] to effectively communicate orally and in writing" (9). When asked specifically what educational practices have the highest potential to prepare students for success, eighty-one percent (81%) of the executives who responded cited "internship or community-based field projects that connect classroom learning with real-world experiences" (8). When searching for information about internships specifically within in the field of English studies, Jennifer Bay's 2006 article in *College English*, "Preparing Undergraduates for Careers: An Argument for Internship Practicum" is a good starting point on the subject; however, Bay's own literature review for this piece asserts that while there is a good deal of information about internships in professional writing, she contends that very little exists in English studies. The findings of my project, particularly the evidence in Chapters Four and Five, explain the kinds of institutional structures, specifically internship course frameworks, that have helped GSU English majors maximize the learning opportunities in internship experiences.

Another goal of this project is to provide a research plan for programmatic evaluation and development. Through the examination of the terms opportunities, locations, and structures, the project sets forth a framework for the appraisal of other programs. While the project reveals

feasible administration practices and programmatic elements, it also suggests that evaluating these three areas at the start of programmatic work allows faculty members to gain a better understanding of the resources available within university communities where the programs exist. From this approach, faculty members can determine how to build upon existing structures.

The research for this project resulted in the creation of a project that explores the kinds of college-level courses and best practices that support extracurricular learning opportunities for undergraduates through internships. Some of these practices might also be applicable to other community engagement work as well, including service and community learning activities, but the scope of this project is internship program development. By examining the GSU's English Department internship program and course, this project articulates the evolution of the internship course; the revision and development of the course; the criteria for enrollment in the course (what qualifies as an internship); and the pedagogical theory and practice inherent in the course design (the assignments and goals of the course leaders). From there, the study looks to internship providers to ascertain the kinds of support structures that they see help students maximize learning opportunities during internship experiences. Finally, the project asserts suggestions for best practices for internship course and program design.

The topics for exploration—opportunities, locations, and structures—challenges program researchers to consider the scope of these terms in new ways. For example, in considering “opportunities,” I looked not primarily where internships could occur but rather for support for internships that allow will the programs to grow. The concept of “locations” does not mean simply the spaces or sites for internships but instead how the location of a university influences access to a community of partners. Finally, in considering “structures,” I suggest looking at not only the practices in place within a university program but also what the community desires from

the university partners. Considering these terms more broadly allows for valuable evaluation of programs and deeper considerations about what might best serve departments, universities, faculty members, students, and community partners.

Below is a summary of these terms within the GSU case study:

- The *opportunities* for students, universities, and internship providers through experiential learning experiences based upon broad conversations in the media and academic research beyond GSU.
- The *locations* of internships for English studies students shaped by GSU's downtown location and historical foundations within the Atlanta business community.
- The *structures* of internships and course assignments in the GSU English Department that have supported the learning needs of students and allowed students to apply skills learned in classrooms to workplace environments, as well as considerations of the needs community partners and internship providers.

1.2 The Genesis and Purpose of the Project

Internships for college students are, of course, not a new concept in the disciplines of rhetoric and composition, writing, and literary studies programs. The idea of moving students has an established history in rhetoric and composition studies, however, much of the scholarship focuses on other experiential learning experiences such as service and community learning initiatives. It is important to draw distinctions between these experiential learning pedagogies. The most significant difference is that internships are largely pre-professional in nature. They work to expose students to workplace environments, situations, and assignments. In contrast, while service and community-based learning may also expose students to spaces beyond classrooms and the activities at those sites, these initiatives may also include facets of public

service, civic engagement, and community outreach in their programmatic goals—these altruistic elements are not essential facets of internships. Nonetheless, the work of scholars in experiential learning research, particularly those who have explored the potential for learning and perils of moving students from classrooms to communities, can be quite valuable for internship program directors working with English majors (see notably works by Linda Adler-Kassner, Nora Bacon, Ellen Cushman, Thomas Deans, Eli Goldblatt, Linda Flower, and Steve Parks).

Linda Flower's work *Community Literacy and the Rhetoric of Public Engagement*, highlights the history and work in rhetoric and composition on the topic of experiential learning:

From its emergence in the 1960s and 1970s, rhetoric and composition studies had a history of redefining itself in response to genuine social concerns. Even as it joined the general rush to specialized professionalism found throughout American universities, rhet/comp has been sort of a poster child for the attempt to make a difference through education. For example, rhetoric and composition studies has long held itself accountable to the public and social significance of writing—to the outcry from schools, businesses, and social advocates when “johnnie” couldn’t write in the way it demanded. At the same time, it braced a potentially contradictory goal of developing personally empowered writers. These individuals would have the capacity to operate in academic, professional, and civic forums by their own lights—which might differ from what the “public,” hoping for career or vocational training, had intended. (76)

The resurgent interest by university leaders and administrators in building and expanding internship programs can largely be linked to the increased focus within higher education on student engagement and success (O’Neill 4). Yet it can be challenging to develop these programs as it calls upon knowledge about course design, university regulations, labor laws, and

community partners. This could be challenging for faculty members managing their teaching and research agendas or new faculty members working in unfamiliar locales. In addition, given that much of the literature about experiential learning for English majors focuses on community engagement and building partnerships, developing internship courses creates complex issues for faculty members not familiar with private and public sector internship practices and protocols within their universities and communities. So while internships in colleges may seem like logical and easy ways to help students connect classroom learning to workplace demands, the undertaking of program development can be challenging and voluminous.

The call for more internships and questions about what kinds of pedagogical approaches best serve the needs of today's college students continues to move from spaces occupied primarily by teachers and administrators to the public forum (see Richard Arum, Andrew Delbanco, Claudia Dreifus, Andrew Hacker, Richard H. Hersch, Richard P. Keeling, and Josipa Roksa). This has resulted in voices and opinions from multiple audiences—some quite removed from the day-to-day challenges of working in university environments with young college students—resulting in deep criticism of the pedagogical approaches and outcomes of colleges and universities, as discussed in the findings set forth in the reports discussed at the start of this chapter. Many of these more public voices are interested in developing degree programs that are primarily pre-professional rather than general or liberal arts focused, but this can be in conflict with teaching philosophies seeking to serve students as whole, civically engaged citizens, not simply consumers seeking college degrees for employment purposes. This project works to show that there are ways to construct internship programs that allow students to use their college careers and coursework for learning the skills needed for their careers while still engaging in broad-based learning.

I come to this project through my own experience as an intern and internship mentor working with the GSU English Department. The genesis for this research started in 2006 when I was working with the South Atlantic Modern Language Association (SAMLA) and the GSU Department of English. I was employed as a university staff person through a sponsored program agreement between the two entities while preparing to attend graduate school in English in order to teach college writing courses. SAMLA had a history of providing internship experiences for undergraduate students, as well as graduate research assistant positions for MA and PhD students. I was aware of this due to my position with SAMLA and through my work as a student intern for SAMLA while pursuing my undergraduate degree in English. As an academic organization housed in an English Department, its mission states: “[SAMLA] is an organization of teachers, scholars, and graduate students dedicated to the advancement of teaching and literary and linguistic scholarship in the modern languages” (Mission Statement). Providing internship opportunities for students to explore professional interests in an academic setting and the value of the skills acquired learned in humanities degree programs aligned with the organization’s goals. Throughout my tenure at SAMLA, the leadership viewed internships and graduate research assistant positions as examples of service to the academic community. While the organization appreciated and needed the help in the office, there was an understanding that the primary responsibilities of student interns and internship mentors was to provide a space to learn about the kinds of skills needed in by an academic organization.

I was hired by SAMLA to oversee the day-to-day business operations and serve as the managing editor of the organization’s scholarly journal. As I became more involved in the work of the organization, the Executive Director of the organization, who was also a faculty member in the English Department at GSU, and I saw ways to expand the number of internships to serve

more students and support the needs of a growing 501(c)(3) non-profit corporation (see Lara Smith-Sitton and Lynée Lewis Gaillet). The organization has three primary functions: support the community of multidisciplinary humanities scholars in their scholarly and professional work; host an annual academic conference; and publish a quarterly journal entitled *South Atlantic Review (SAR)*. Each of these facets of the organization offered a wealth of opportunities for students to apply the research and writing skills learned in their English courses to professional tasks under the careful supervision of university faculty and staff members. Over the next seven years, SAMLA leadership and the Department of English worked together to create more opportunities for student learning through undergraduate internships. What became apparent is that “to be successful, an internship program must be collaborative and of benefit to both students and the organization” (Smith-Sitton and Gaillet 225). As the program grew, so did my interest in student internship program development and design for English studies students.

In my role as a GSU undergraduate student intern, I was familiar with the departmental requirements for course credit and the support available to interns from faculty members. I completed reflective writings, turned in a portfolio of my work, and met with the faculty member overseeing the program. I did not, however, have an understanding of the pedagogical framework behind the course design. As an internship supervisor or mentor, I gained first-hand knowledge about the GSU internship program and its participants, but I wondered how other internship mentors in the Atlanta community were supporting the program and students. My role as an internship mentor called upon me to meet with potential interns, design their work assignments, oversee weekly intern meetings, provide feedback to interns, set forth instruction for the projects, and turn in summaries of intern contributions at the end of the semester. I had limited information about student grades or what additional materials they may have submitted

for course credit. As my time as a mentor continued, I became curious about the evolution of the department's program and institutional support provided to GSU faculty members that allowed the program to flourish. Though these ponderings prompted lots of questions, they also allowed me to see that the GSU Department of English had an established program that engaged students in experiential learning experiences to support the knowledge gained in a classroom. I saw this in my interns and through my interactions with the faculty members overseeing the internship program; however, I wanted to better understand the frameworks of this program and how faculty members managed student interns and relationships with internship providers.

Ann Gere in "Kitchen Tables and Rented Rooms" explores the kinds of non-classroom based settings that are constructed by "desire, by the aspirations and imaginations of the participants" (39). This offers a foundational suggestion for consideration of programmatic success: consideration of all the participants—students, faculty members, community partners—in order to construct programs that serve the needs and interests of the many who engage in a project. As I moved from intern to internship mentor to researcher many questions started to surface as I considered the participants in an internship program: What opportunities can internships provide for English studies students? Where are the best locations for student internships? What structures best support student learning? And, most critically, what are the needs of students, faculty members, and community partners to build positive internship experiences? These were the initial research questions for this project. As I engaged in conversations with internship mentors in the Atlanta community and internship program directors at other colleges and universities during my graduate school career, what became clear was the need for more research and more resources for those working with English majors pursuing internships. I then considered how my experience as an intern and internship mentor, as

well as my professional life before GSU, might inform these questions and allow me to learn more about the GSU Department of English program and create frameworks for other program directors.

The techniques and practices of the GSU case study offers valuable information to program designers not only working to develop internship courses for English students but also evaluate active programs. The design of this project followed the case study model established Mary Sue MacNealy, “a carefully designed project to systematically collect information about an event, situation, or small group of persons or objects for the purpose of exploring, describing, and/or explaining aspects not previously known or considered. The purpose is to develop new insights, new knowledge” (197). My association with the GSU project provided interesting insights to the project as I am not only a member of this university community, but I have also been an active participant in the internship program.

Beverly Moss argues that the position of participant-observer can be an advantage to the researcher as those coming from the outside may have difficulty gaining access to a community. In contrast, those studying their own communities “may already have access to almost all facets of that community’s life, most likely have roles in the community that existed before the study, and consciously or unconsciously know the rules of behavior within the community” (161). The understanding of the GSU English Department internship program and practices gave me opportunities to dig deeper into questions that evolved due to my familiarity with the program as a student intern and a community partner. The teacher-researcher connections that I had as a member of the GSU community also strengthened the research: “research should account for context (of the classroom, school, and community) in all its complexity; that researchers are active participants in this context; that research should be conducted primarily to inform and

improve practice as well as to advance theory”(Ray 175). This project also reflects my experiences as a member of the GSU Department of English community who benefitted academically and professionally from my own experiences as an intern and as a mentor with the internship program.

Another facet of my background that informs the work of this project is the fact that before accepting the position at SAMLA, I had an established career in industry. I spent the first part of my professional career working in law firms and human resource departments, as well as an employment practices consultant, which gave me a background in labor law, and, more importantly, an understanding of how to develop and articulate training programs to create positive work environments. I developed a recruitment program for a mid-sized law firm, drafted resumes and cover letters for high-level executives seeking new employment activities, and was involved in numerous hiring and termination decisions. In addition, I drafted and edited corporate policy and procedures, wrote contracts, and created many written deliverables in a variety of different workplaces. Strong writing skills were essential for this work. As the daughter of a high school English teacher and advertising executive, the ability to communicate in oral and written forms was something I understood to be an essential facet of my early education. In my own professional endeavors, I found that I advanced quickly due largely to my ability to articulate messages clearly, concisely, and rhetorically. I was surprised to find that many of my intelligent, well-educated coworkers lacked a clear understanding of the kinds of writing skills and deliverable formats (memoranda, letters, reports, etc.) that were needed in the workplace. While they may have mastered the essay or aced a composition course, there seemed to be a breakdown in how to transfer the writing skills learned in academic settings to serve the needs of employers and clients. I also knew that the skills I learned in college literature and

writing courses through writing essays and research papers transferred to these settings and prepared me for the work I was assigned. Somehow, however, I had a better understanding than many of my staff members and co-workers as to how to apply my classroom-based writing skills to workplace projects.

This desire to help others develop essential writing skills pulled me from industry to the classroom. With a substantial amount of management experience, I was also familiar with the kinds of writing practices that can help students reach their professional goals. My knowledge of workplace writing demands and labor regulations allowed me to work with GSU to enhance the SAMLA internship program and expose students to a wide variety of projects that might serve their long-term career interests, while still adhering to fair labor practices. In addition, for several years I have taught management communications and writing in the Goizueta Business School at Emory University. As an active member of the Management Communication Association, I worked with other business school communications professors to develop pedagogies for communications that prepared students for workplace writing but also to develop resumes, cover letters, and the interview skills needed to get high level internships and jobs. These experiences further enlightened me as to the kinds of resources and programs that help students connect their degrees to the demands of employment.

These professional experiences—both within higher education and in industry—inform my research and perspectives about this project. The opportunity to analyze best practices from the perspective of many different participants—student, faculty member, and internship mentor—allowed me to study the GSU English Department program from diverse angles and articulate a unique understanding of the complexities of internship program design and professional writing instruction.

1.3 Project Design and Goals

This project serves the needs of faculty members working with English majors to develop internship experiences. As I explained, I bring to this project experience working with interns from both industry and higher education. I also have an understanding of the kinds of writing and communication skills needed in industry through my professional and teaching endeavors. This allows for a foundation of knowledge that I could build upon as I studied the GSU English Department program. It is important to consider what is meant by the terms “intern” and “internship” for purposes of this project. The goal is to reveal what an internship is and is not for purposes of course credit in English and writing programs. In the next section of Chapter One, entitled “What is an Internship?” I will define the terms and discuss why the ambiguous nature of the term calls for further exploration.

In Chapter Two, “Structure of the Project: A Primary and Secondary Research Model,” I provide a literature review that outlines important sources for this project that might also be of use to internship program designers. The review of the literature reveals a great deal of information about internships but reflects the limited sources geared specifically to literature, rhetoric, composition, or other writing-related majors. Chapter Two also includes a discussion of the methods and methodology that focuses on the research model for a case study. This project relied upon secondary research initially to explore the essential nature of the term “intern” and “internship” and to establish the opportunities and support for internship programs within universities. The project then moves to primary research methods, beginning with archival research and then to interviews of faculty members and providers to identify effective practices for program design.

Chapter Three, *Opportunities: The Value of Internships for English Majors*, draws from a variety of disciplines and voices to assert that building internship programs presents opportunities to not only increase student learning but also show the value of humanities—particularly, English and writing program—degrees to private and public sector employers as well as students and the general public. The chapter also discusses the different kinds of experience-based learning initiatives, including service and community learning, internships, co-ops, and apprenticeships. Within this chapter are additional sources and conversations that expand the idea of opportunities beyond many of the sources included in the initial literature review. The chapter ultimately provides highlights of the narratives available that support the development of internship initiatives.

Chapter Four, *Locations: Connecting a Community to an Internship Program*, argues the importance for faculty members to understand the history and background of their universities within the communities where they would like to engage students in internships. Specifically, the chapter connects GSU's founding to the Atlanta business community and explains how this connection provided community support for partnerships, which allowed for student learning outside of traditional classrooms. The sources selected to understand GSU's history serve as suggestions for faculty members to discover relevant historical information about other colleges and universities. Then, through a review of the archives of the GSU English Department internship program, the chapter reveals how the program focused on the pedagogical experiences of students and locations for experience-place learning. The review of the departmental records also suggests the kinds of records in the archives that internship program directors might elect to maintain for future reference and research.

Chapter Five, Structures: Internship Program and Course Design relies first on the information learned through interviews with faculty members working with student interns. Their insights into course structure, classroom assignments, community partners, and student considerations allows for an understanding of how to build programs or refine existing programs where student learning is the central focus. Finally, this chapter reaches to onsite internship mentors to ascertain what they felt worked well in their experiences with student interns. This section also seeks to learn what additional structures could help students maximize the learning opportunities during internships and make for stronger university-community partner relationships.

In Chapter Six, Implications and Future Research, I set forth a summary of my findings with a list of considerations for best practices for internship course development. In a section entitled “Creating a Research Plan for Programmatic Development,” I revisit the structure of this project and suggest approaches for research into existing programs. Finally, I also briefly explore other opportunities for research and exploration about college internships and course design.

1.4 What is an Internship?

What is an internship? If a student simply observes the operations of an advertising department for three months have they worked as an intern? Must a student create professional quality, useable work in order for the experience to be considered an internship? If an organization uses an unpaid intern’s work product, have they violated that student’s right to compensation? These questions prompt the important consideration: what is meant by the terms “intern” and “internship”? The terms seem to be loosely thrown around in the media, academic literature, and workplace. For example, some internships compensate students with stipends, wages, or other benefits. In contrast, some interns are not paid though they are producing work

used in some form by the organization. Some internships are tied to course credit, requiring assignments for a grade as well as work performance onsite. There are also internships that can be performed remotely with limited interaction with the site and personnel. Other internships closely resemble service learning experiences given that the work is performed for non-profit organizations. In addition, there are other work-related experiences such as apprenticeships or co-ops that may also share some common characteristics with internships. I explore each of these terms later in this project in order to present an understanding of the fundamental nature of an internship for purposes of this project and the GSU English Department course.

Much of the literature and reference materials regarding internships actually fail to set forth what makes experiential learning experiences in professional settings “internships.” There seems to be an assumption that the term “internships” needs little explanation or definition. Recent media coverage of the case brought against Fox Searchlight Pictures, Inc. by two interns working on the film *The Black Swan*, brought to the public’s attention questions as to whether unpaid internships are indeed legal. The plaintiffs asserted that under the criteria established by the Fair Labor Standards Act (FLSA), their internships constituted “work” that was not exempt from compensation (Glatt). This ignited a firestorm of analysis of the FLSA guidelines for internships. Nonetheless, a review of any number of newspaper or magazine articles, scholarly journal essays, or university career center webpages touting the value of internships often reveals a failure to define what precisely is meant by the term or what constitutes an internship. There does not seem to be a general, clear definition, just a vague notion of the term.

This project suggests that internships—whether paid or unpaid—are valuable student experiential learning opportunities that may or may not require compensation under FLSA. *The Cambridge Business English Dictionary* defines internship as “a period of time during which a

student works for a company or organization in order to get experience of a particular kind of work” (“Internship”). *The Oxford English Dictionary* defines the term “intern” as one who is “receiving practical experience under supervision” (“Intern”). Both of these definitions emphasize that the intern and the internship are endeavors that provide for an individual to gain experience. GSU Career Services defines an internship as follows:

An internship is a supervised on-site learning experience. The primary purpose of the internship is to provide an opportunity for a student to apply coursework knowledge in a real work setting.

Internships offer the opportunity to confirm your career and academic choice, work in a paid (or sometimes non-paid) full-time or part-time career related position, network with professionals in your field, and increase your marketability upon graduation.

Depending on the requirements of your academic department, academic credit may be offered. (Internships, Georgia State University)

The GSU English Department does not define an internship on their departmental website or in the course catalog; however, the departmental website states: “We have wonderful opportunities for interns to use the skills they learn in our classes out in the world at large” (Undergraduate Internships, Georgia State University). Maybe without a specific, focused definition, the department has the flexibility to allow students to explore a range of activities but a definition is needed for this project.

Katherine T. Durack, in her 2013 article about internships published in *CCC*, explores the term: “Within writing studies, when we speak of internships, we refer to some sort of substantive experiential learning opportunity that links theory to practice and education to employment.” Interestingly, she also states, “the term internship can be (and has been) broadly construed to

refer to a widely varying kinds of pre-employment activity by almost any kind of job-seeker (247). Therefore, considering this information for purposes of this project, I will view as internships as *opportunities that move students from traditional classrooms to professional settings for experiential learning, providing opportunities for students to apply skills learned in their courses to workplace projects and activities*. This project will explore the nature of internships and the activities that occur within those experiences in greater detail. In addition, the project will make distinctions between internships and other kinds of work-based, experiential learning experiences.

Considering the definition established for this project, I believe when students move from classrooms to the community their educational experiences grow. However, I also believe that ineffective oversight can result in students missing interesting opportunities to learn. That said, when college and university internship initiatives are carefully designed and managed for pedagogical purposes, they can help twenty-first-century college and university students connect their interests and educations to career possibilities—career possibilities some students may not have ever considered. Internships present opportunities for students to apply what they learn in courses and in workplaces. Students can also see how their writing and communications skills may serve their long-term career goals: “At the heart of internship initiatives is the attempt to make English curricula directly relevant to workplace” (Bay 134). Therefore, the construction of effective internship programs is not a simple undertaking; it requires knowledge of course learning outcomes and assignments, workplace skill requirements, professional opportunities for English majors, and businesses willing to host interns. In addition, it requires an understanding of what English students can do with their degrees. There is a professional, career-based focus for an internship course that may not be inherent in other English courses. It is also essential that

internship program directors seek to understand the unique nature of their university histories, community engagement philosophies, resources, and programs in order to construct programs that are feasible and manageable for students, faculty members, and providers. Nancy O'Neill's work with high impact educational practices explains that internships offer more than a simple foray into the world of life after college:

For those students just beginning to figure out their choice of major and career interests, an internship can help them to become aware of the many different kinds of organizations comprising 'the world of work,' build early professional experience, and sometimes discover what they *don't* want to do. For those students who are clearer about their career interests and academic pursuits, an internship can help them apply what they are learning in 'real world' settings, gain more substantial professional experience, and begin to develop a network of people in fields that interest them. (4)

Well-crafted internships can become learning spaces where students advance writing and communication skills by relying upon their academic knowledge, their personal experiences, and their interactions with others outside the walls of classrooms. Poorly constructed programs with insufficient faculty oversight can fail to provide the experiences that help students apply their knowledge and skills to enhance college learning. If the latter occurs, internships can simply become failed efforts at pre-professionalization and training, which should not be the primary foci of student learning initiatives or college courses with experiential components. The narratives of interns who spent three months simply making coffee or answering telephones are not unfamiliar to those who have worked with internship programs. Timid students or disinterested internship mentors can yield negative results. Later in this project, I will explore that without proper oversight, internships cannot only fail to serve the learning needs of students

but also become sites for illegal work practices, but faculty members working closely with internship providers and students can redirect these situations into viable learning opportunities. This project emphasizes that internships for English and writing students should be constructed primarily to serve the learning desires and goals of the students in line with faculty designed outcomes and support.

CHAPTER 2. STRUCTURE OF THE PROJECT: A PRIMARY AND SECONDARY RESEARCH MODEL

2.1 The Need for More Research

As previously mentioned, Jennifer Bay in her 2006 article in *College English* identifies a need for more research about internships for English majors. She writes, “Aside from professional writing, I have seen little, if any, discussion of an internship course model in English departments, nor have I seen research on the training of English faculty to supervise experiential learning” (135–36). I faced similar findings during my search for secondary sources on this topic. A catalog search in the Georgia State University library on the topic “internships” brings forth guides for employers and managers, but there is nothing that is specifically geared to writing programs or English degrees. In addition, the literature about internships in academic journals is largely geared to the fields of business, nursing, computer science, and teaching. While there are many books available which generally address internship program design concerns or assert calls for more “relevant” work-based learning initiatives during the college years, there is a need for more publications and research on the topic of internships that serve the specific needs of English studies students and the faculty members.

My experiences with interns reveal that most English Department students want internships where they can explore editing, writing, and communication practices. Some also have a desire to explore the possibility of teaching at the secondary or college level before entering a teaching program or pursuing a graduate degree. These pursuits have distinctively different foci than internships in other degree programs. Consider these common internship pursuits: financial services internships focused on accounting practices, nursing internships focused on providing medical services and patient care, or science majors learning research

protocols and laboratory practices. These disciplines often have established programs and students are expected to engage in these opportunities before graduation. In my experience, most writing and English majors often connect with community partners for unpaid internship experiences; however, the Department of Labor guidelines (which will be discussed in more detail in Chapter Three), have strict requirements that keep those internships experiences “legal.” With limited resources available for faculty members regarding how to perform their roles as intern supervisors and mentors, this presents an important area for development. In addition, should students receive compensation for internships (thus creating an employer-employee relationship) and academic credit for their work, how does this impact the learning component? Also, if departments allow paid internships to qualify for credit hours, what requirements allow for an emphasis on learning vs. job performance? Katherine t. Durack addresses this specific absence in the literature regarding English and writing internships: “Although some programs require students to complete paid internships, academic internship guidelines are more typically silent on the subject of remuneration, or they simply do not differentiate between paid and unpaid internship opportunities with regard to earning internship credit” (248). Clearly, the lack of literature affirms the need for more secondary sources that discuss models of existing internship programs, structures for course design, requirements of internship providers, and assessments of the programs. This project will add to the larger conversation about internships for English majors, in hopes of inviting others to join the conversation about programmatic development and course design considerations. As mentioned in Chapter One, this project also shares a substantive amount of the information learned from the archival research and interviews with faculty members and internship mentors in order to contribute more details about effective

programmatic structures and course elements to the scholarly work on internships and experienced-based learning in English studies.

Through the review of primary and secondary sources relied upon for the study and a discussion of the methods and methodologies I employed, other scholars can consider effective research models in the area of internships. As explained in Chapter One, the first focus of this project is to examine the opportunities for students, universities, and internship program designers through internship initiatives. To set forth these opportunities, I will draw distinctions between internships and other work-based learning initiatives. I include references to secondary sources relating to other disciplines and experiential learning experiences that are useful for program designers as many of the approaches transfer to English internship program concerns and design. For example, while not specifically about internships, the literature about service learning and business-oriented programs provide excellent examples of how assignments such as reflective writings and portfolios can be effective for students engaged in experiential learning initiatives.

The second major focus of the project considers locations for internships. This chapter relies upon historical work about GSU's founding and moves to an examination of the GSU English Department archives to ascertain the location of internships and what kinds of activities and assignments students were engaged with in those spaces. While the sources relied upon here are specific to GSU, in considering these sources, faculty members at other institutions may find similar sources of information for their own universities. In addition, through the examination of the GSU program archives, there is a discussion of recordkeeping by and programmatic focus of an established internship program.

Finally, the dissertation considers structures for internships. The third major focus relies primarily upon interviews with GSU faculty members and internship mentors to explore GSU's practices in order to reveal considerations about pedagogical practices, partnerships, and learning outcomes. The conversations allow for an understanding of effective structures and add to the larger calls by scholars such as Jennifer Bay and Katherine T. Durack about the need for more internship models.

The methods and methodologies section of this chapter considers the research questions and methods that allowed for a historical approach to uncover the evolution of the GSU English Department internship program. Consideration of the methods and methodologies employed in this study also adds to the larger conversation about archival and primary research for historical work in the field of writing and rhetoric, particularly in the areas of internships and experiential learning. My approach to this project also provides a starting point for faculty members working to uncover what exists in their current program in order to refine or add to existing structures.

2.2 Literature Review: Secondary Sources

Much of the research exploring the GSU English Department internship program is primary research—review of archival records, interviews of internship program directors, interviews with internship mentors, and auto-ethnographic passages—but there were also numerous secondary sources that informed the analysis of the primary sources and helped shape the overall project. When developing the outline for this project, the work of Robert J. Connors largely influenced the approach to include secondary sources prominently within the project. Connors writes, “When doing library research, the historian must initially determine whether secondary sources exist, how complete they are, and whether they must be consulted. . . . Some historians refuse to read secondary sources . . . because they want to approach the primary works

without preconceptions they could have avoided” (18). While this is a historical project and one that looks to understand the development of an internship program, it may have been logical to focus primarily on the archival records at GSU. I, however, wanted to include a broader consideration of the work of scholars in community engagement and public rhetorics in this discussion about experiential learning. This literature review highlights sources that provided essential background research for the project and that might serve as valuable references for other program designers, particularly at the initiation of program evaluation.

Tim Lemire’s *I’m an English Major, Now What?*, Katherine Brooks’s *You Majored in What? Mapping your Path from Chaos to Career*, and Robert Bly’s *Careers for Writers and Others Who Have a Way with Words* provide a plethora of suggestions for the value and use of an English degree for gainful employment. The titles of these books suggest that despite the call for improved writing and communication skills by employers (see Hart Research Associates, Louis Menand, Lillian Bridwell-Bowles, Paul Heilker, and Nora Bacon), students in English degree programs seem to still have a difficult time seeing the marketability of their liberal arts academic pursuits. These are helpful references for faculty members when considering what kinds of jobs English majors are well suited to pursue and for the identification of internship opportunities for students.

Understanding the number of linear track versus liberal arts degrees currently pursued by US undergraduate students could also be of use to faculty members. I rely significantly on the work of Louis Menand, the Anne T. and Robert Bass Professor of English at Harvard University and author of *The Marketplace of Ideas: Reform and Resistance in the American University*, in this project. He asserts in his 2010 book that less than half of the bachelor’s degrees awarded by American four-year colleges and universities will be in liberal arts—merely four percent (4%) in

English and two percent in history (2%). In contrast, business degrees are the most popular as approximately twenty-two percent (22%) of students pursuing these degree programs.

Professional degree programs such as health professions, account for seven percent (7%) of the degrees and education captures ten percent (10%) of the students (Menand 53–54). This book is an excellent resource for program directors exploring the decline in humanities degrees, considering the need for internship experiences to retain and recruit English majors for their programs.

Scholarship in rhetoric and composition argues that moving students from the classroom to service and community learning environments is a valuable teaching tool for English students during the course of their college careers. Given the limited resources about internships for English students, the literature provided by service and community learning scholars provided a foundational understanding for me as to how to develop relationships with community partners and plan activities that inform student learning. The identification of service learning sources is not suggested as a comprehensive or foundational list; instead, I include sources that I found particularly useful for internship course design. Reflections about how to develop community partners, create assignments, and teach reflective practices is so valuable, but the selections included herein merely scratch the surface of the rich body of research within these experiential learning practices. For example, Robert G. Bringle, Julie Hatcher, and Steven G. Jones explain, experiential learning, especially service learning, is a powerful force: “Change does not come easily to higher education, but service learning has demonstrated its capacity to have an influence on areas of the academy that are among the most difficult to change: the curriculum, faculty work, organization framework, budget allocations, promotion and tenure, assessment of student learning, and campus-community partnerships” (*ix*). This text is an excellent source for

developing international community partners and projects or when working with students in cities other than where their home institutions are located.

In addition, I found the edited collection by Thomas Deans, Barbara Roswell, and Adrian J. Wurr, *Writing and Community Engagement: A Critical Sourcebook*, provides a good overview of challenges and opportunities in experiential learning initiatives, even though the focus of the work is not internships. These researchers encourage inquires into questions such as “What kinds of university-community partnerships are most common and successful? What roles do teachers and community partners play in crafting assignments, determining genres, and advising writers? . . . What is the longevity of these partnerships and how are they supported and sustained?” (9). Considerations of these questions and others raised through experiential learning could be quite valuable to internship program development. I relied largely upon the work of the scholars in this text when creating the research questions that served as the starting point to gather information about internship programs for English students. In addition, it is important to comment that some scholars address internship and service learning practices together in their research (see Tiffany Bouelle, Robert W. McEachern, and Jeffrey Perrin). For example, in the chapter contained in the text *Rewriting Success in Rhetoric & Composition Careers* entitled “Bridging the Town and Gown: Academic Internships,” Lynée Lewis Gaillet and I elected to discuss the connections between service learning and internships because both experiential learning experiences were occurring simultaneously at the same site. While there is much to be gleaned from literature in service learning for internship programs, it is important that program designers understand the distinctions between the two initiatives.

The wealth of research by scholars in English studies, particularly rhetoric and composition, confirms the value of extra-curricular and experiential learning experiences that

have shaped literacy and learning in our society (see particularly Deborah Brandt and Ann Ruggles Gere). While, again, these sources are not specifically focused on internships, their work is an exploration of how learning occurs outside of traditional classroom models. The work of Rhonda C. Greco and Nancy S. Thompson in *Teaching Writing in Thirdspaces: The Studio Approach* and Neal Learner's *The Idea of a Writing Laboratory* presents theories about physical learning spaces that support the value of alternative classroom experiences. Eli Goldblatt's explorations of location in "Alinsky's Reveille: A Community-Organizing Model for Neighborhood-Based Literacy Projects" examines community learning initiatives at Temple University, and specifically, the university-community partnership relationship. Though his work was a community-based project, not an internship initiative, the evolution of the project provides insights into how partnerships can develop. Lynée Lewis Gaillet and Jeffrey T. Grabill's work, "Writing Program Design in the Metropolitan University: Toward Constructing Community Partnerships," focuses on community engagement partnerships and research efforts by the GSU English Department. This work provides an understanding of how the location of a school impacts the partnerships formed and how research initiatives support the establishment of community relationships.

In "Operationalizing Discovery in Literacy Sponsorship," published in *College English* by Bump Halbritter and Julie Lindquist, there is an exploration about what students can learn about their professional and personal interests by leaving a traditional classroom for learning. Halbritter and Lindquist write: "It started as a hunch shared by two writing professors that what they most needed in order to teach their students well was to learn more about their students' strategies for success—to learn more about not only their literate practices, but the sorts of lives they envision beyond college that may license such practices—or not" (173). Relying upon John

Dewey's theories of processes and operations, Halbritter and Lindquist contend "methodologies look to hypothetical models that may serve as functional improvements to existing models" (175). This idea works well for this project given its case study format. Thomas Newkirk's "The Narrative Roots of the Case Study" in Gesa Kirsch and Patricia A. Sullivan's *Methods and Methodology in Composition Research* and Cindy Johnek's *Composing Research: A Contextualist Paradigm for Rhetoric and Composition* also serve as good sources for shaping the narratives discerned through archival research and interviews.

The AACU report *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, which was referenced in the beginning of this project, provides strong support for experiential learning experiences asserting that they are essential and valuable for twenty-first century college students. Kuh's interpretation and analysis of the report and provides support for internship initiatives across the disciplines. The report reflects ten years of research seeking to explore the needs of students in the changing global economy, and "internship" experiences are identified as one of the important opportunities for today's college students. The report, like many other sources referenced herein, does not truly define what is meant by the term "internship." The description of an internship as an "increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field" is helpful but not very precise (Kuh 10). The report does not provide clear specifications as to what kind of experience would qualify as an internship. Responding to this need, this dissertation project works to identify and define essential characteristics of internships for program directors. This project also affirms the work of Ernest L. Boyer in *Scholarship Reconsidered: Priorities of the Professoriate*, which calls for

scholarship to include a deliberate reach to include communities in our pedagogical and research initiatives.

As discussed in Chapter One, the 2010 Hart Research Associates Report, *Raising The Bar: Employers' Views On College Learning in the Wake of the Economic Downturn*, specifically calls for changes in college curricula to help prepare students for the demands of jobs in the global economy. Like the other literature referenced in this project, again, the term internship is included but no definition of the term or what would be considered an internship is included in the full report. What readers will find is a suggestion that an internship be a part of a college student's educational experience. Hart Research Associates' 2013 report for the AACU, *It Takes More Than a Major, Employer Priorities for College Learning and Student Success*, echoes the demands for a stronger focus on written and oral communication and applied knowledge in real-world settings. Internships and other community engagement initiatives are identified as important student learning opportunities and provide quantitative support for the value of internships, regardless of student majors. Because in much of the literature internships are grouped with service learning and other experiential learning practices, recognizing that there are distinctive differences is essential when reviewing secondary sources.

Jennifer Bay's article, not only acknowledges the limited information available about internships for English students but also describes the structure of the internship course at Purdue University. She provides specific facts and details about the course requirements and the experiences of the students. In addition, she provides that students are required to work about eight to ten hours per week outside of the classroom and that the internship can be in a non-profits, for-profits, or university departments. This article is helpful as it provides a view of the

locations and structures of an internship course for professional writing that is situated in an English program.

Ross Perlin's *Internship Nation: How to Earn Nothing and Learn Little in the Brave New Economy* argues that most interns are simply free workers for corporations too cheap to pay them for their time and that they are entitled to compensation under FLSA. Perlin asserts: "Internships are changing the nature of work and education in America and beyond. . . . A significant number of these situations are unethical and even illegal under US law—a form of mass exploitation hidden in plain sight" (xiv). While I agree that some internship providers may indeed take advantage of earnest and hard-working students, the internship programs I envision for college students emphasize "learning" not "working." I do see the most valuable internship experiences for college students as those strongly tied to classroom settings with faculty oversight. Perlin's analysis of the labor laws surrounding unpaid internships is outstanding and provides excellent considerations for program designers working with uncompensated students.

Of particular value in Perlin's book is an appendix titled "Interns and the Law, which outlines the requirements for compensation exemption. Consideration of these elements is helpful at this juncture in the project. The essential requirements for "legal" unpaid internships are as follows:

- An emphasis on training
- A requirement of close supervision
- No direct benefit to the "employer" or internship provider/community partner
- No entitlement to a job at the end of the internship
- Confirmation of the financial agreement between all parties

This information moves a director or program administrator closer to understanding the nature of what an unpaid internship might be; however, with the recent court decisions in 2013, which will be discussed further in this section, this appendix is a loose and general guide.

The most valuable secondary source to understand what constitutes an internship and why there are problems with unpaid internships comes from the Wage and Hour Division of the US Department of Labor: *Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act*. Here, the Department of Labor makes it very clear what must occur for individuals to participate in unpaid internships in for-profit private sector organizations. In critical part, the fact sheets states:

The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria (US Department of Labor).

The fact sheet is essential to this analysis as it sets forth six different items for interested parties to consider when structuring internships for students. The most important item from this list for college and university internship program designers relates to students receiving course credit for their internships. The fact sheet provides: “The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment.” It is from this specific point that I assert how classroom components during internships make these experiences “educational environments” and not just free-labor arrangements between students and employers.

Writing about internships at this juncture is particularly timely as court cases continue to question the validity of employer-intern relationships as well as the legality of the Department of Labor's "test" for unpaid internships. The December 2013 issue of the *University of Pennsylvania Law Review*, published an article by Craig Durrant entitled, "To Benefit or Not to Benefit: Mutually Induced Consideration as a Test for the Legality of Unpaid Internships." Herein Durrant explores the notion of "work" and what that means for an intern. The distinction he explains is whether the individual could be considered an "employee" under the FLSA. He writes:

According to the Act, "an employer [must] pay the prescribed minimum wage 'to each of his employees who is engaged in commerce or in the production of goods for commerce.'" The intent here "was to insure that every person whose employment contemplated compensation should not be compelled to sell his services for less than the prescribed minimum wage." Thus, if an intern is an "employee" under the meaning of the FLSA, she is entitled to the minimum wage of \$7.25 per hour and one and one-half times that rate if she works more than forty hours per week. (173)

What Durrant's work does so well is to propose a system for evaluating jobs with a series of examples. This work is very useful for program directors supporting and protecting the efforts of students working in unpaid internship positions.

Given the information provided by FLSA and court decisions about what constitutes legal internships, program directors might find the voices of other program directors particularly helpful. Clare Swanson's recent piece in *Publishers Weekly* explores how important internship experiences are for students based upon the perspectives of program directors at several universities. Swanson's piece emphasizes that internships are valuable not only because they are

the kind of learning experiences that move students from classrooms into industry settings but also because they give students more realistic understandings of the skills needed to succeed in their chosen careers. Through the examination of publishing and media graduate programs at NYU, Pace University, Portland State University, and Emerson College, Swanson reveals a consensus amongst professors and industry professionals of the need for students to prepare for careers through extracurricular learning experiences. Andrea Chambers, Director of the Center for Publishing, Digital, and Print Media at NYU explains: “The internship is very important in helping students get a better understanding of the industry outside of the classroom, but also getting hired” (qtd. in Swanson 28). While this article is not specifically focused on English majors, it is still helpful as it offers considerations for the structure of internship courses and programs through the highlighting of a variety of pedagogical practices that are designed specifically for students interested in working in print and digital media. What is evident in this article is how internships focused on getting students from classrooms to offices provide opportunities to gain industry-specific knowledge. The emphasis of these internship programs is skill development through observation and engagement, not work performance.

Looking to understand where GSU students have engaged in internships, I wanted to know if the university’s location in Atlanta influenced the partnerships established. David Smith, Jr.’s *Georgia State University: An Institutional History, 1913–2002* was essential for gaining an understanding about how the connections between the founding of GSU within a business community uniquely allowed for partnership development and internship opportunities. It also suggested that the concept of location meant more than simply physical location—location also must include considerations of how the university is viewed and supported by the individuals working with its students, faculty, and administration. Merl Reed’s work, *Educating the New*

Urban South: Atlanta and the Rise of Georgia State University and his article “The Struggle for State-Supported Higher Education in a Southern Regional Center: Atlanta and the ‘Mother of Institution,’” published in *The Georgia Historical Quarterly*, explains the significance of the investment by local business leaders in GSU’s founding and their influence on curriculum content. In addition, Bertram Holland Flanders work in the GSU archives detailed in *A New Frontier in Education: The Story of the Atlanta Division, University of Georgia* provides a stronger sense of GSU’s close tie to the Atlanta business community from its founding in the early twentieth century through its establishment as a university in its own right in the mid-twentieth century. These sources support the research in this project about locations for internships and the potential opportunities for internship program development when considering an institution’s history and place in a community.

These secondary sources provided the background needed for the case study of GSU English Department’s internship program. As Robert Connors writes, “read many secondary sources voraciously, seeking for methods, style, coherence, looking for models to pattern your own history. . . . [then] go to the primary sources. See what *they* say to you” (18). Building upon the knowledge gained from these sources, I could then focus on how primary research would develop the project. Reliance upon these sources also suggests the kinds of references that other program directors might find useful within their own universities when considering the concept of location in program research and evaluation.

2.3 Literature Review: Primary Sources

To learn about the history of the GSU English Department internship program, I relied first upon my review of the departmental archives. Connors, when exploring primary source materials for historical research explains, “the Archive actually consists of two discrete kinds of

sources, library and archival. Libraries are repositories for printed and published materials generally, while institutional archives deal in more specific primary sources, many of which exist nowhere else and were never meant to be published” (17–18). The primary archival material for this project came from the records maintained in the GSU English Department from files dating 1996 to 2015. The comprehensive and detailed records were organized into file folders maintained in a departmental file room and the office of an internship program director. The records revealed the history of the internship program over the last twenty years.

Lisa Mastrangelo and Barbara L’Eplattenier write in “Stumbling in the Archives: A Tale of Two Novices,”

As we look over archival materials, we know we make educated guesses. We do not work with complete pictures, nor can we ever truly create them. We know that human beings have left these records and sorted through them, and as a result, they are flawed. . . . We try not to cling too tightly to a hypothesis—or wander around the archives without one. Doing either one puts us in a position of danger. We might ignore—or not see—what the archives tell us. (164)

This is an important consideration when approaching the rich archives for this project. Many of the files contained internship proposal forms detailing the names of interns, work assignments, internship providers, and corresponding semesters. Given the confidential nature of these student records, I focused on the kinds of assignments and the types of businesses where the internships occurred. The works cited contains a comprehensive listing of the files that I reviewed. From these files I created the calculations set forth in Chapter Four. Faculty members working with interns collected notes about the course design and assignments required for students to earn course credit in these files. These materials provided great insight into how the course evolved.

Other files revealed efforts by the department to develop a list of internship locations to serve students in future internships. In addition, there were a few examples of reflective writing assignments and communications from students about why the internships were important to them for personal and professional reasons. The archives were a valuable source of information about not only the internships themselves but also the focus on the faculty members working with student interns.

The understanding of the program development and its structures was strengthened by the information gained through interviews with two GSU English Department faculty members who teach the internship course. Their historical knowledge and understanding of the program provided valuable information regarding the opportunities available to students, the locations for productive internships, and the structures that have been most effective in their experience. Following the research with the faculty members, three community partners also provided interviews. The focus of these interviews was not student performance or satisfaction with the partnership relationships—instead the internship mentor interviews focused on the kinds of assignments where students excel and the kinds of structures that could strengthen internship experiences for students. Of particular significance was the growth in internships for English majors considering teaching at the secondary or college levels. Experiences with public and private school teachers and university faculty members before entering teaching programs allow students the opportunity to explore the field of education before committing to long-term career choices. In addition, those interested in teaching can also explore other career opportunities outside of traditional classrooms. Chapter Five discusses these structures and information learned from the faculty members and internship mentors in more detail.

2.4 Methods and Methodologies

Using a case study approach, this dissertation sets forth a framework for an internship program housed in an English department that allows students to receive course credit for paid and unpaid internship experiences. First, however, relying upon secondary research, the dissertation defines the terms “intern” and “internship” in order to help program developers identify the kinds of program students can pursue for course credit and experiential learning. This dissertation topic is important as the demand for students to have internship experiences prior to graduating from college increases, as well as the demand for colleges to better prepare students for work after college (see Richard Keeling and Richard Hersch). Then through an examination of secondary sources, the dissertation explores opportunities for universities to develop internship programs that serve student learning through observation and experience.

The overall structure of the dissertation is a historical study with a pedagogical focus. I wanted to gain a better understanding of programmatic development serving the internship needs of undergraduate students and the kinds of effective pedagogical structures that can add to traditional classroom learning practices for English studies, rhetoric, and composition students. The GSU Institutional Review Board (IRB) allowed me to conduct five interviews—two faculty members and three internship providers. The information the faculty members provided allowed for a better understanding of how a program can be feasible and manageable for program administrators and what structures best serve the participants—students, faculty members, and internship mentors. The internship providers added to what was learned from the faculty members, which created the opportunity to expand my own knowledge about the practices and approaches of mentors in the field working with student interns. The archival review of

departmental records created a narrative that supports internship program development for English students.

Chapter Four, which focuses on locations for internships, examined GSU's history to understand how the founding of the university placed it uniquely within the downtown business community. Then, an examination of English Department archives showed that as early as 1996 students had an interest in pursuing internships for course credit and the department supported these desires. Internship proposals provided an understanding of where the internships occurred, what kinds of work students performed, and how the program grew over the years.

The interviews of individuals connected to the program required that aliases were used in place of the names of the faculty members and internship mentors interviewed. Dr. Caruso and Dr. Villette are the aliases of the professors who shared their knowledge and experience about GSU student interns. While there are many faculty members who have worked with student interns and are familiar with the department course, these two individuals have a substantial amount of experience working with students enrolled in the internship course for non-teaching and teaching internships. The project also includes interviews of three internship mentors who have worked with GSU students. The scope of the project provided for an inquiry into general information about their experiences working with student interns enrolled in an internship course. Mr. Raden, Ms. Long, and Ms. House are also aliases—pursuant to the IRB Research Approval, neither their real names nor places of employment were revealed in this study. In addition to the interviews, I supplement the project with my experience as an internship mentor while at GSU in the form of an autoethnography. The information gained through the conversations focused on programmatic concerns and not the performance of individual students or relationships with specific faculty members.

The goal was to identify locations for experiential learning experiences for students, understand the structures for successful learning experiences, and explore the opportunities and potential of internships for GSU students. This knowledge resulted in the list of best practices for internship course design serving English and writing programs in Chapter Six.

The IRB approval was shaped by a series of questions that challenged me to expand my knowledge and understanding of the GSU program. There were two broad questions that shaped the overall study:

- How might the term “internship” be defined for course design purposes?
- What pedagogical structures and practices allow for effective internship experiences for undergraduate students and their internship providers?

There were eight questions developed for faculty member interviews:

- What is an “internship” for purposes of enrollment in the GSU internship course in the English Department?
- How do students connect with internship providers?
- How much and what kind of interaction do faculty members have with the internship providers through the course of an internship?
- What are the learning outcomes and goals of the course in its current form?
- How has the course evolved over the years—how has it changed?
- What course components (assignments and pedagogical practices) do you find effective and ineffective?
- What internship experiences and partnerships have you found the most beneficial for English studies students and why?

- What resources and contacts have provided assistance in the development and maintenance of internship courses?

Finally, there were seven questions relied upon during interviews with internship providers:

- What constitutes an “internship”?
- How do you select interns and what is the most effective way for a student to become an intern?
- What kinds of communication do you typically have with faculty members from an intern’s college or university?
- What kinds of support structures and communication practices could or do enhance an internship experience?
- What kinds of outside activities (particularly those associated with an internship course) do you feel would help an intern reach a higher level of success in an internship?
- In considering the assignments and experiences of interns, where do they excel and where do they fall short?
- What practices could colleges and universities provide to students before and during their internships to help them be better prepared to take full advantage of these kinds of learning experiences?

These questions allowed for the articulation of considerations for effective course design, including specifically assignments and structures, for undergraduate English studies students. In addition, the study explored the concept of internships and provided thoughts about how extracurricular learning experiences are enhanced by partnerships between university faculty and internship providers, and how faculty members can develop partnerships within the non-profit and for-profit sectors that could lead to more internship opportunities.

CHAPTER 3. OPPORTUNITIES: THE VALUE OF INTERSHIPS FOR ENGLISH MAJORS

3.1 Identifying Support for College Internship Programs

Before examining the GSU English Department internship program, this project will articulate the importance of assessing what support exists for college and university internship program development. Chapter Three will explore the opportunities for internships by considering the demands by the public and private sectors to include learning experiences that directly connect students to the jobs they may pursue after graduation. The concept of “opportunities” for internships includes not only considerations of *where* students can pursue these experiences but also *why* internship program implementation is important to colleges and universities, particularly for English and writing programs. Strong internship programs also provide opportunities for public scholarship for faculty members and community leaders, which allow for discussion about the kinds of skills and abilities needed in industry and the value of an English degree.

While there are many kinds of experiential, work-based learning experiences, internships seem to best serve the needs of English majors seeking to use their degrees to procure employment. This chapter will also explore other experiential learning experiences, including specifically, vocational training, co-operative arrangements, apprenticeships, and service learning. Understanding the wide range of experiential learning opportunities provides support for internship program designers exploring how pre-professional learning experiences are valuable to students.

3.2 A Changing Curriculum: Pre-Professionalism and Internships

An important facet of the discussion surrounding internships is an understanding about the move of internships from employer-based initiatives to university-supported programs. Today, students with bachelor's degrees in linear track programs—programs such as accounting, nursing, pharmacy, finance, computer science, engineering, human resources, hospitality, and education—often move from college campuses directly into the fields that they professionally trained for during their undergraduate programs. A perusal of job advertisements confirm that employers want educated students with relevant experience. In addition, some jobs require training within given fields—in other words, industry-specific knowledge. For these reasons, many business schools offer specialized BBA concentrations in areas such real estate, computer information systems, actuarial science, risk management, and accounting. Through my teaching in a business school and as a member of two national business communications organizations, I learned that business schools invest in staff and faculty members dedicated to helping students gain competitive internships while in college and find jobs upon graduation. These programs not only help students perfect their resumes but also develop brands that reveal how they are prepared to contribute to a specific industry. A required course in the BBA program at the Goizueta Business School at Emory University entitled BUS 365: Communication and Professional Development provides this kind of support. Three of the assignments in the spring 2015 semester were memoranda focused on the contributions students will make to the business school community, the industry they plan to work in, and the professional action plan that will allow entry into the industry of choice (Smith-Sitton). These assignments developed business writing skills, but the content focused on preparing students to get jobs within their desired fields of work by developing an understanding of industry needs and personal abilities.

The focus on connections to jobs upon graduation in business schools likely explains the increase in the number of linear track versus liberal arts degrees currently pursued by US undergraduate students. As discussed in Chapter Two, Louis Menand's 2010 research confirmed the low percentage of liberal arts degree students in the US—for example, merely four percent (4%) were English majors and two percent (2%) history majors—which affirms what those in the humanities already know: twenty-first students are looking for degree programs that they see provide direct access to employment (53–54). Thus, not only are majors changing, but the public believes that humanities majors may not be the best avenues for employment—however, this is not necessarily correct.

Rosemary Feal, Executive Director of the Modern Language Association confirms this point: “With student debt and increasing tuition, many students who would prefer to declare humanities majors might be challenged or advised to declare a ‘practical major.’” This resistance from students pushes them toward degrees that seem more content-based or career focused. Feal, however, considers this argument to be “flawed” as humanities majors, mentioning specifically English, provide students with “a set of skills that are generally applicable to the job market” (Flaherty). Feal's comments were included in an article in *Inside Higher Ed* entitled “Major Exodus,” which highlights the forty percent (40%) decline in English majors at the University of Maryland over the past three years, as well as evidence of reductions at Florida State University and George Mason University. As I contemplate statistics like these, I wonder when the decline begin and why?

Whereas a plethora of opinions and research exists regarding the decline in English degrees, I return again to Menand, who contends that the movement to professional degrees and away from the humanities can be attributed to Charles William Eliot, the president of Harvard

University from 1869 to 1909. Eliot made a significant change to the curriculum by making bachelor's degrees prerequisites for admission to medical and law schools. As Menand sees it, Eliot essentially “professionalized the professions” (47). Prior to this decision, nineteenth-century students selected either a professional school or college track for their educational aims. Although Eliot's decision seemed support the idea of a college education to be about “knowledge for its own sake”; this actually resulted in the construction of an education system that provided for liberal education first and professionalization training second—college was now tied directly to career paths. In the years that followed, college programs started integrating more professional training into the undergraduate curricula for those who would not necessarily attend graduate, law, or medical schools.

This is important to consider when exploring why there is such a strong public outcry for more college students in all degree programs to pursue professional ventures such as internships in order to gain work experience before the completion of degree programs. Rosemary Feal calls for English departments to respond the demands for career-focused tracks:

while English professors already are working hard to offer quality programs and attract students, it's important for them to ask, “What are students interested in? What's speaking to their curiosity and what is it they're wanting to study? And how are departments responding to the changing needs of students?” . . . departments across the country have made headway, responding to student demands and real-world concerns through digital humanities work, integrating the sciences and improving internship programs that “open doors” upon graduation. (Flaherty)

The demands for degree programs to connect directly to careers—especially in English—create opportunities for internship program directors to participate in these conversations, grow their

initiatives, and attract more students to their degree programs. English degree enrollment may actually expand opportunities for employment, especially if students pursue internships that allow employers to see how the skills—skills needed such as strong writing and oral communication abilities—transfer from classrooms to workplaces. Internship courses may also provide appropriate spaces for pre-professional discussions about resumes, cover letters, and professional portfolios, conversations that business schools like the Goizueta Business School have built into their BBA communications courses.

Menand's work recognizes that significant educational reform within the American system occurred throughout the twentieth and twenty-first centuries, which resulted in specialized degrees that endeavor to provide avenues directly into defined professions—degree programs that move students away from general, liberal arts programs. Menand explains:

the idea that liberal arts education is by its nature divorced from professional education persisted. . . . In a system that associates college with the ideas of the love of learning and knowledge for its own sake, a curriculum designed with real-world goals in mind can seem utilitarian, instrumentalist, vocational, presentist, and anti-intellectual—illiberal.
(49–50)

The desire for education to prepare students directly for their careers has drastically changed what students expect to gain from their college educations and what parents and the public view as the purpose of the degrees earned. While this may seem to create impossible tasks for college professors, it presents opportunities for internship programs to gain wide-reaching support and provides spaces for pre-professional activities that help students find work in fields where the skills from English degrees are needed.

3.3 Public and Institutional Calls for More Experiential Learning

The publication of recent works such as Richard Arum and Josipa Roksa's *Academically Adrift: Limited Learning on College Campuses*, Andrew Delbanco's *College: What It Was, Is, and Should Be*, Richard P. Keeling and Richard H. Hersch's *We're Losing Our Minds: Rethinking American Higher Education*, and Andrew Hacker and Claudia Dreifus's *Higher Education: How Colleges are Wasting Our Money and Failing Our Kids—and What We Can Do About It* call for more assessment, accountability, and oversight of university programs. Richard Keeling and Richard Hersch contend, "American college graduates aren't adequately prepared for work" (2). Statements of this sort are commonplace in public conversations, but they are general and subjective, giving little credence to the efforts of innovative and engaged professors and their hardworking students. Yet at the same time, these critiques offer interesting questions for administrators and professors about what students need from their course work and college experiences that will better prepare graduates for their professional lives. In addition, these conversations prompt questions about what kinds of learning experiences best serve today's students as well as how to demonstrate to students, parents, legislators, employers, and the public at large the excellent learning opportunities currently available and offered to college students.

Employers' opinions regarding the lack of preparedness of college students for the workforce are outlined very clearly in the two reports prepared by Hart Research Associates for AACU, which were introduced earlier in this project. The 2010 report specifically asserts:

Only one in four employers thinks that two-year and four-year colleges are doing a good job in preparing students for the challenges of the global economy. A majority of respondents think that both two- and four-year colleges need to make at least some

improvements to prepare students for the global economy, including one in five who thinks that significant changes are needed. (1)

In other words, the employers represented in the 2010 Hart report contend that current college curricula does not adequately serve the needs of students or their future employers. The Hart reports reveal narratives that explicitly call for more experiential learning experiences, including internships and work-based learning initiatives at the college level. With eighty-one percent (81%) of employers surveyed seeing internships and community-based projects as effective ways to connect classroom learning to workplace application, there are opportunities for more experiential learning initiatives (Hart, *Raising the Bar* 8). The issue is not just to find the places for students to engage but the need for program directors to identify more places in the communities where colleges and universities reside. The bigger concern in my mind is how program directors will rethink the important and effective traditions of classroom learning while moving students beyond college campuses. The opportunities created by internship programs for scholars are exciting as they allow for the development of new pedagogies, research models, and assessment practices that show the value of these initiatives.

The public call for more internships resulted in strong institutional support across the field of higher education. The editor of *Peer Review*, Shelley Johnson Carey, reports that sixty-two (62%) percent of AACU member institutions increased internship program emphasis in the years 2004 to 2009. She also specifically states that a recent AACU commissioned report reveals that “faculty-evaluated internships ranked highest among a list of assessment practices in which business leaders recommend that colleges and universities invest scarce resources” (Carey).

Duane Roen, Assistant Vice Provost for University Academic Success Programs and Professor of English at Arizona State University, believes “Every student should do an internship

while in college” (Roen). In 2011, he oversaw four degree programs that all encouraged participation in internships. While Professor Roen and others teaching in rhetoric & composition, creative writing, and literary studies programs may be able to draw direct lines from their academic areas to careers that utilize the skills and education gained through these degree programs, it is generally understood that English and the humanities are not “professional” degree programs that necessarily provide training leading to specific professions.

These discussions have also shaped a national, presidential agenda. President Obama’s “The American Graduation Initiative: Stronger American Skills Through Community Colleges,” seeks to increase access to higher education, largely through increased access to community colleges. His program’s primary goal is to “reform our community colleges so that they provide Americans of all ages a chance to learn the skills and knowledge necessary to compete for the jobs of the future” (The White House). While it should, and hopefully will, provide more access to needed education for American citizens, an important narrative accompanying the program is the promise for employment with higher wages. This could be problematic if students are not meeting employers’ demands for job readiness—possession of the kinds of skills and experiences outlined in the Hart Research Associates reports. Underpinning this narrative is a second message that questions the effectiveness of college teaching practices. “College Scorecard,” through the US Department of Education’s College Affordability and Transparency Center, responds to this concern by working to assess the effectiveness and value of individual colleges and universities based upon criteria such as costs, graduation rate, loan default rate, median borrowing, and employment. While the assessment of college quality based upon employment rates and salaries upon graduation is upsetting to many in higher education, clearly there is a call for more of a direct connection between college degrees and careers (Collins,

Jenkins, Strzelicka 3). Internships may provide bridges for many students, especially English majors, to find satisfying careers that allow them to apply the skills learned in their academic programs.

3.4 An Articulation of the Value of English and Writing Degrees

There are many examples in higher education literature and the media that argue the value of liberal arts degrees, but the reality is that the numbers of enrolled students are still declining. Program directors in need of resources to build internship initiatives must become public scholars and work across disciplinary lines within their communities to maintain support for internships serving humanities students. Richard Broadhead and John W. Rowe's project, *The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation*, argues for the importance of liberal arts degrees. The report states, "The humanities and social sciences provide an intellectual framework and context for understanding and thriving in a changing world. When we engage with these subjects, we learn not only *what* but *how*" (4). The report relies on statistics such as "three out of four employers want schools to place more emphasis on the skills that the humanities and social sciences teach: critical thinking and complex problem-solving, as well as written and oral communication" (5). This project, led by the president of Duke University (Broadhead) and the retired Chairman and CEO of Exelon Corporation (Rowe), reveals how public scholarship creates opportunities for discussions about what humanities degrees impart to students. It is essential that faculty working with community partners seize the opportunities to have these conversations. In my experience, this has led to the creation of community learning experiences, including internships, for college students in English.

Although they have voiced respect for the writing skills and abilities of English majors, Atlanta business community executives and managers have communicated to me that they do not see how English majors fit into their organizational structures. As a result, many qualified, motivated students have likely missed opportunities to connect with businesses that could inform their learning and provide valuable professional experiences. In addition, employers have lost opportunities to have excellent professionals employed by their companies. Yes, professional degrees are needed but so are the skills developed by students in English degree programs.

Leon Botstein, President of Bard College, also recognizes this problem. He contends that one of the main problems with the move away from humanities programs are the failures of program and university leaders to articulate the value of humanities degrees. According to Bolsten, “We have failed to make the case that those skills are as essential to engineers and scientists and businessmen as to philosophy professors” (Lewin). These failures have contributed to the decline in student enrollment in these degree programs. The narratives in the media that raise questions about how degrees in subjects such as English, history, and anthropology will prepare students for lives and careers outside of these fields after college often do not encourage increased enrollment or support arguments that humanities degrees are a wise investment. The focus on the economic value of higher education is evidenced by any number of articles, including a May 2013 article in *Time Magazine* entitled, “Money Talking: Is College Worth It?” This article, like many others question the economic return on degrees, particularly those from humanities programs.

Numerous rhetoric and composition scholars have refuted the criticism that English and humanities degrees fail to prepare students for their lives after college. Linda Adler-Kassner and Peggy O’Neill, in *Reframing Writing Assessment to Improve Teaching and Learning*, not only

question the incomplete nature of the critical public narratives but also, like Bolsten, call upon writing program administrators and instructors to actively engage in shaping the argument of what college *should* do and *can* be. Adler-Kassner and O’Neill recognize that it takes more than the telling of success stories to inform and influence public perception:

Successful reframing effort involves creating a conceivable model . . . grounded in a track record of content and practice. We cannot emphasize this latter point enough—story-changing is more than just window dressing through language (what those outside of our field pejoratively refer to as “just rhetoric”)—it requires simultaneously conceptualizing, acting upon, and representing work thoughtfully grounded in research, method, and practices. (183)

Adler-Kassner and O’Neill also address the need for more public discussions around the topic of the work of writing programs and assessment. As mentioned previously, this presents opportunities to assert the value of English and humanities degrees by moving students into internships that allow employers to see the skills and abilities of students in these programs.

Working through curriculum design and student empowerment, internships can refute the critics who fail to see the strengths and preparedness of English students for positions in industry. In addition, placing our students in industry help faculty members discern the needs of twenty-first century employers. David J. Coogan and John M. Ackerman note in the introduction to *The Public Work of Rhetoric: Citizen Scholars and Public Engagement*: “rhetoric is in the midst of discovering anew its usefulness . . . [the] locations and practices are vital to rhetoric’s ongoing efforts to renew itself and to demonstrate our relevance locally and for a changing world” (1).

Dominic Delli Carpini further explores these ideas when he writes, “As literacy educators, we must acknowledge that current perceptions of higher education present serious challenges to our work” (546). Internships present opportunities to create new narratives not simply by telling others but by showing others. For example, literary studies students can intern with scholarly journals or publishers where familiarity with authors and research prepares them to read submissions, copyedit, check citations, or create a database of articles. Creative writing students could intern with political campaigns or law firms where the ability to write narratives enables them to craft elevator pitches for publicity programs or biographical sketches for a firm resume. Rhetoric and composition students could intern with non-profit organizations where strong composition and analytical skills would help them to review and summarize archival records or draft sections of a website. These are just a few of the possibilities for students who are given the chance to connect academic exercises to workplace writing. While it may not be the responsibility of English professors to ensure students find gainful employment upon graduation, through the implementation of internship programs, students see how English degrees can lead to rich, rewarding professional lives, and faculty members can confirm that existing pedagogical practices respond to the needs and demands of students and employers.

As discussed in Chapter One of this project, it is important to consider not only how internships can shape the kinds of relevant and viable learning outcomes and exercises that transform the educational experiences of college students but also what is meant by the term “internships.” Program directors need to determine what qualifies as an internship if course credit will be awarded. Early in this project, I established a working definition for internships: *internships are opportunities that move students from traditional classrooms to professional settings for experiential learning, providing opportunities for students to apply skills learned in*

their courses to workplace projects and activities. At this juncture, it seems important to discuss how internships differ from other experiential or work-based learning opportunities. In the next section, I will explore the term “work-based learning” and identify three initiatives that share some common goals with internships (O’Connor 60).

3.5 Work-Based Learning: Apprenticeships, Vocational Training, and Co-ops

While internships are experiential learning activities that expose students to professional or community spaces to allow for applied learning, other experiential learning opportunities, notably apprenticeships, vocational training, and co-ops, also call upon students to use the skills and knowledge learned through formal study in settings outside of classrooms. “Work-based learning” is the overarching term that captures the diverse kinds of learning experiences that take students from classroom settings for career preparation. Work-based learning is defined as “a class of university programmes that bring together universities and work organizations to create learning opportunities in the workplace” (Boud, Soloman, Symes 4). This term was coined in the 1970s in the US and Europe for programs where students pursued degree programs that pulled students from traditional classroom settings for specialized, hands-on educational experiences. Faculty members and students started establishing formal learning practices and modules that gave students opportunities to continue exploring learning that were focused on specific fields or professions. Initiatives to move students from classrooms gained acceptance in the late twentieth-century in response to the demands of individuals outside of universities. Now, many of these work-based learning experiences are accepted as viable and valuable means for learning.

A work-based learning initiative is recognized by six primary characteristics:

- a formal partnership agreement between an educational organization and public or private company or organization that sets for a goal for student learning;

- the role of the student is firmly established before the start of the program often with a written learning plan;
- the goal of the program is for the participant to engage in the work environment, “work is the curriculum”;
- an understanding of the current skills and abilities of the student participant is clearly understood by all parties so that appropriate work activities can be established;
- the bulk of the learning occurs at the workplace rather than in a college classroom;
- the educational institution establishes the learning outcomes and assesses student learning. (Boud, Solomon, Symes 5–8)

While the term work-based learning evolved in the 1970s, as Colin Symes explains, “the advocacy of work as curriculum is by no means new. The family tree of its advocacy can be traced back to John Locke and Jean-Jacques Rousseau, and its most recent pragmatist John Dewey” (207–08). While Symes also cites the work of Russian educational theorist A. S. Makarenko and Austrian philosopher Ivan Illich, it is Dewey’s theories about experience that shaped modern work-based learning philosophies.

In *Experience and Education*, Dewey contends that it is the role of teachers to “prepare the young for future responsibilities and for success in life, by means of acquisition of the organized bodies of information and prepared forms of skill which comprehend the material of instruction” (18). Dewey specifically calls educators to move from a traditional model of classroom instruction that relies primarily upon texts and drills to one that uses personal experiences of our students and teachers as tools to advance learning and prepare students for the responsibilities of work and adulthood.

The first work-based learning program I would like to discuss is the apprenticeship. The purpose of the apprenticeship in early America was to “learn a trade.” Kindga Jacobson, explains the structure of apprenticeships in Colonial America:

the traditional master-apprentice relationship was clearly defined in regard to the duties and rights involved. Over several years of workplace training the apprentice was to acquire the dexterities necessary for career success, while contributing free labor to the master’s business. Although these arrangements were usually unpaid, they ensured safe housing and basic necessities for the trainee at the master’s expense. (16)

Pauper or orphan apprenticeships (also sometimes called “indenture of children” or “binding of children”), which were common in the eighteenth and nineteenth centuries, were primarily filled by poor children either placed in these arrangements by their parents or, if orphaned, by local magistrates. It moved children into productive work practices and out from under the care of the state. If a magistrate administered apprenticeship, the master was under formal contract to provide food, housing, education, and skill training for the child. These apprenticeships sometimes provided outstanding care, education, and skill training for the servant. Other times, however, the child faced abusive situations. Common apprenticeships included work in farming, artisan crafts, textiles, and manufacturing industries (see Ruth Wallis Herndon and John E. Murray).

The modern apprenticeship, like its ancestors, seeks to develop skills primarily by learning on the job site, but today’s apprenticeships have more structure and governmental oversight. The United States Department of Labor (DOL) defines apprenticeship as “a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation” (US DOL). The DOL oversees registered

apprenticeship programs through the Employment and Training Administration. Apprenticeships in the US are protected by federal law and have strict requirements to receive this classification. Apprentices must be at least sixteen years old and are compensated throughout their programs. Apprenticeship sponsors are companies and organizations that also may have other requirements such as aptitude test scores, grades, and work experiences. Individuals completing apprenticeship programs receive National Industry Certifications to confirm their skill competencies. There are over 1,000 different types of apprenticeships available through the Department of Labor. Examples of apprenticeships include able seaman, carpenter, childcare specialist, electrician, fire medic, and law enforcement agent. In 2014, President Obama expanded the American Apprenticeship Initiative by providing \$100 million to provide grants for organizations to establish apprenticeships. The grants awards are significant, ranging from \$2.5 to \$5 million serving 300–1000 workers (DOL).

Another form of work-based learning is vocational training. The Smith-Hughes Act of 1917 provided federal financial support for a vocational education system that established continuation schools for any full-time worker aged fourteen and eighteen. Charles Prosser, considered the “father of vocational education in the United States,” (Jacobson 16) worked to develop a system of education that emphasized “training on a real job.” Unfortunately, his vision for an alternative education program was never fully realized because of changes in the laws requiring children to attend either traditional schools or a cooperative education program for “irregular” or “inferior” students. Prosser spent much of his career fighting for what he described as the “‘deserted child’ of public education” (Sealand 205). Much of the pedagogical focus in Prosser’s model for vocational education was lost in the current system, but some of his original

ideas are still evident: Prosser felt its programmatic success required a commitment to faculty led classes that complimented workplace learning opportunities.

Today the vocational education system is now relegated to technical schools or community colleges, which often grant certificates, for what can best be described as “occupational training” in a specific trade or profession. Largely these programs attract less academic students—those who are not interested in liberal arts or a four-year college education (Bailey and Belfield 134). Like internships, vocational education and training systems (VET) or Classification Instructional Programs (CIP) have pedagogical foci and expose students to the kinds of experiences they may encounter in the workplace. Unlike a vocational or CIP program, internships supported by college faculty members seek to expose students to career opportunities to enhance their college coursework and emphasize the need for a balance of generic or broad range skills and field-specific knowledge or skills (see Hart, *It Takes More Than a Major* 4; Barghaus, Bradlow, McMaken, and Rikoon 38). Vocational training programs emphasize the instruction for students in field-specific skills geared to defined occupations.

The final work-based learning initiative closely related to the modern internship is cooperative education (commonly called a “co-op”). Cooperative education ties itself to Dewey’s education philosophies of the value of work experience (Linn 25–26), and, like internships, moves college students between educational and workplace settings to “provid[e] students with unique learning outcomes and learning processes that prepare them for the world beyond the confines of educational institutions” (Howard 4). Co-ops, however, differ from internships as students are given greater responsibilities and charged with making decisions on behalf of the organization while performing work as employees. In addition, co-ops are usually salaried positions that can last up to a year, sometimes pulling students away from their college campuses

to other cities. Co-ops are administered through university programs that typically have classroom components as well, but students are not always required to pay tuition during the co-ops. Popular fields for co-ops include engineering, science, technology, and business or management (Grosjean 38; Eames 79).

As the demand for internships continues to grow, program developers may find that evaluation of apprenticeships, vocational training, and co-ops offer pedagogical elements that may transfer well to internships for English majors. For example, apprentices work closely with mentors, who are invested in skill development. The original vision of Charles Prosser to integrate experience with classroom lessons offers considerations for internship program designers seeking to discern how to maximize the opportunities for learning with internships courses taught by faculty members who support onsite engagements. Co-ops, however, may be the initiative of the three discussed in this section that most closely aligns with goals of internship designers seeking to help students see different career options while also allowing for the application of knowledge and skills before entering the workforce. Business schools such as Northeastern University and Drexel University have established programs that date back to the early twentieth-century emphasizing the value of work experience and classroom learning (Di Meglio). As English Departments continue to develop internship programs, studying the opportunities for students and universities through co-operative learning could be quite useful for faculty members developing internship programs for English majors.

3.6 Service and Community-Based Learning

In addition to work-based learning situations, service and community-based learning also provide opportunities for students to apply knowledge and skills outside of classroom settings. Though the primary focus of these experiences is not usually job preparation, service learning

can also help students connect to careers after college as students sometimes have the opportunity to observe non-profit worksites where they work on projects such as newsletters, press releases, and websites, similar to internship experiences. Like internships, service learning is also identified as a “high impact” educational practice by AACU (see George Kuh and Nancy O’Neill). As mentioned earlier in this project, some of the scholarly work in service learning and community-based learning can be valuable to those designing internships; however, it is important that internship program designers have a clear understanding that internships focus largely on employment and careers, rather than public service and civic engagement. The service component of service and community-based learning is not the goal of internships. A review of the literature in this project about internships reveals the pre-professional and career-based aims of college internships. As Jeffrey Perrin explains, “the objective of internship programs generally focus on the connection between theory and practice, professional development, and personal development. . . . Service learning can be distinguished from other experiential programs by their dual focus of, on the one hand, addressing social needs and promoting social change, and on the other, increasing student learning and development” (2).

Another useful source about service learning for internship program development is Thomas Deans’s *Writing Partnerships: Service-Learning in Composition*. Deans defines service learning as “A pedagogy of action and reflection, one that centers on a dialectic between community and outreach and academic inquiry” (1). Like internships and other experiential learning initiatives discussed in this project, Dewey’s educational philosophies also provide a theoretical foundation for service learning: “It is the business of the educator to see in what direction an experience is heading. There is no point in him being more mature if, instead of using his greater insight to help organize the conditions of the experience of the immature, he

throws away his insight” (38). Throughout the work in service learning and community-based learning, there is a consistent theme: successful service learning programs and exercises connect academic writing to real-world settings and experiences, but again, pre-professionalism is not the primary focus of service and community learning initiatives.

Like internships and other experiential learning opportunities, service learning has a rich and deep history in American education. An article that is particularly useful for internship program designers to clearly see the distinctions between service learning other practices is Julia Garbas’s, *College English* article entitled “Service-Learning, 1902.” The article explores the work of Wellesley College English Professor Vita Scudder Dutton, who provided community-based learning opportunities for her students over one hundred years ago. Dutton established a “settlement,” and through this settlement, her students explored concepts such as social justice and literacy (549). Scudder describes the purpose of the “settlement” and the classroom projects she constructed for her students: “[Settlements’] chief values were educational; consisting not in the work they did for the underprivileged, [...] but in the enlightenment they brought to the residents” (qtd. in Garbas 550). Modern service learning activities and projects also offer rich opportunities to help students to see the how their participation in community activities can effectuate changes in society and develop long-term civic and professional interests. Service learning—like internships—by nature and location, expand opportunities for twenty-first-century students to connect writing, rhetoric, and English studies to future endeavors as employed individuals and engaged citizens. Program designers may find themselves working with community partners to develop internship opportunities and service and community-based learning experiences; therefore, faculty members may also see ways to increase experiential learning opportunities for students through service learning and community-engaged projects as

well. It is essential to consider that while service learning and internship programs have some similarities, the intent, structures, and histories are different.

Tiffany Bourelle's recent work in internships in technical communication explores the concept of a linked class where students first complete a service-learning course with projects for a non-profit community partner as preparation for an internship course. This structure, by its very nature connects the two experiential learning experiences. Bourelle suggests the instructor for the service-learning course serves as the advisor for both courses (Bourelle "New Perspectives" 171). Her argument is that the benefits of service learning can be increased when faculty members serve as "the bridge between the classroom and the workplace" by establishing relationships with community partners, collaborating on curriculum design, and mentoring students in subsequent internships, especially on topics such as professionalism (172). She sees these linked courses as another way that experiential learning can truly have an impact on the preparation of students for their careers.

Faculty members working with both internships and service learning programs or those interested in linked courses such as Bourelle's may find the terms side-by-side in some of the literature; however, the labor laws surrounding internships and the fundamental purposes of the experiences are quite different. The literature review in this project and, particularly within this chapter, offer a very limited view of the depth of scholarship available on service learning by focusing on what might be especially helpful to internship program directors. Faculty members interested in service learning, community-based learning, and linked courses should engage in the rich and established body of foundational literature that expands the brief introduction provided on these topics in this project.

3.7 The Essential Nature of College Internships

The broad conversations in the public and within higher education support experiential learning experiences, especially internships; however, what is the essential nature of internships? How can the work of English programs prepare students for internships? Consider this, if students do not have opportunities to develop and practice analytical and close readings skills, how will they be prepared to interrogate documents and materials presented in other fields of study? Another question that might reveal connections between English degrees and careers might be, if students understand the numbers represented, are they prepared to develop presentations that communicate the information to broader audiences? Finally, while accountants may manage the numbers and financial records of an organization, who will draft the investment analysis reports, write press releases, or create stockholder annual reports—particularly, if the accountant’s college coursework was focused on finance rather than writing and communication?

English programs develop the kinds of transferable critical thinking, written, and oral communication skills needed for these tasks. These abilities reflect both specific knowledge and broad range skills that provide for professional success and represent what employers would like to see in job candidates (see the Hart Research Associates 2010 and 2013 reports). Critical problems identified by researchers include the lack of skills and abilities of college graduates to understand the needs and expectations of their future employers and to focus college coursework and learning experiences to address those needs and expectations. This is where moving students from the classroom to observe and engage in other settings can add to the educational programs of students and present more opportunities for undergraduate students not yet focused on specific professions. It is important to understand, however, that sometimes internships can have very

high stakes attached to them with implications beyond jobs for college graduates. While service learning and internship experiences may seem very closely aligned, the pre-professional nature of internships can have different goals and outcomes for students, employers, and universities.

A recent article in *College & University*, cited a 2012 research report that revealed sixty-nine percent (69%) of companies with over one hundred employees made job offers to interns and thirty-nine percent (39%) of companies with less than fifty employees also offered interns employment upon completion of successful internships (qtd. in Tucciarone 29). In addition, only two percent (2%) of employers thought college graduates were sufficiently prepared for the interview and job search process. Employers cited deficiencies in research about a potential employer and industry, interview skills, resumes, and cover letters (*The Chronicle* 45). As a result, the internship is now sometimes called the “new interview” as employers have opportunities to observe college students as workers during internships, rather than just assess skills through resumes, cover letters, and behavioral interview practices (Tucciarone 29). While students have an opportunity to work on projects that may become deliverables used by organizations in both service learning and internships, the statistics in this study reveal significant professional and career implications for college students engaged in work-based learning. Tiffany Bourelle’s research into the differences between internships and service learning provides,

Service projects have merit because they simulate the workplace; however, if we are to believe that writing is socially constructed and shaped by a writer’s discourse community [Anson and Forsburg 202], then assignments that merely mimic the workplace are not enough. . . . through internships, students learn to appreciate the expectations of professional organizations, learning that cannot occur by simulating the workforce.

Instead, students must become a part of the organization learning via “acculturation” [St. Amant 232]. (“Bridging the Gap” 184)

While both internship and service learning experiences challenge students to see themselves as professionals and evaluate the skills and abilities they possess (as well as understand the additional knowledge needed to perform essential job functions in work environments), the public narratives and employer interests in students with internship experiences prior to graduation have also increased the role of colleges and universities in the development of internship programs. The 2012 study by *The Chronicle of Higher Education* and American Public Media’s *Marketplace*, asserts “an ‘employment brand,’ a pillar of larger ‘outcomes brand’ matters. If an institution is not known to employers, graduates will suffer the consequences when seeking jobs” (15). It benefits colleges and universities to invest in internship relationships as employers will seek students from those institutions and students will seek degrees from programs that lead to employment. Not only are the relationships important, but also the interview and application process is of great significance to employers. While some internship programs may place the responsibility on the students to get the positions, business schools are engaged in the act of helping student get the competitive internships. I observed this first hand in my teaching position at Emory University and in the Management Communication Association. BBAs receive significant support through their management communication classes, professionalization labs, seminars, and career management centers to know where internships exist and how to get them. As tuition rates continue to rise and competition for the best and the brightest students continues, colleges and universities are encouraged to develop stronger infrastructures for internships and advertise student success through internships to prospective students at both the undergraduate and graduate levels (Tucciarone 37).

As a result of this, internships have a complex nature. While internships can open career doors for students, students can also evaluate their preparation and interests firsthand by observing ways organizations are managed and structured. On one hand, “Internships enable students to gain entry to a job market that [may] appear to be impenetrable . . . [and] allows a student to ‘test-drive’ a career before committing”; on the other hand, “the employer gains a low-risk opportunity to assess the student’s work competence” (Tucciarone 30). Regardless of who comes out on the winning side of the internship experience, in today’s competitive marketplace, “Internships are critical to the student, the university, and its departments” (30).

College and university programs as well as students benefit from internships, as Katherine T. Durack provides,

Internships give students a boost in a competitive job market and a chance to try out careers, just as they provide sponsors with an opportunity to try out potential employees and give back to their alma maters. Likewise, student internships provide information that can be used to improve education as well as concrete evidence for the relevance and importance of academic programs and institutions. (248)

When students move into unfamiliar spaces with different power structures, they receive opportunities to discern who they are in those spaces and how their responses to those situations shape their professional lives and the needs of organizations. Thus, the essential nature of internships for English majors is the opportunity to identify, explore, and develop an understanding of the skills and abilities needed by employers within a specific field or career. A primary facet of the work of faculty members overseeing internship programs is helping students identify the community partners that can provide these opportunities. In addition, program directors may also find that their roles as advisors also extends to ensuring that student interns

are sufficiently representing the larger goals of collegiate programs seeking to establish long-term relationships with employers interested in hiring particularly competent interns.

3.8 Considerations of Compensation and Oversight

There are two types of internships: paid and unpaid. Paid internships establish an employer-employee relationship that may require less oversight by a faculty member. However, as employers often recognize that interns are not yet ready to work independently and lack the qualifications and experience to produce usable work product, unpaid internships are far more common. Students are willing to work for credit because they desire to gain experience in a particular environment, but as discussed in Chapter Two of this project, some unpaid internships may violate the FLSA. Ross Perlin's work to explore internship practices asserts, "A significant number of these situations are unethical and even illegal under US law—a mass exploitation hidden in plain sight" (xiv). He contends that of the one to two million internships pursued each year, "tens of thousands" are likely unpaid or have very low wages. While Perlin's summary provides some insight as to the elements legal unpaid internships, the US Department of Labor: *Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act* makes it very clear as to what must occur for an individual to participate in an unpaid internship in a for-profit private sector organization. In critical part, the fact sheets states:

The Supreme Court has held that the term 'suffer or permit to work' cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. (US DOL)

The fact sheet sets forth the essential differences between an internship and other work-based learning initiatives: "the internship, even though it includes actual operation of the

facilities of the employer, is similar to training which would be given in an educational environment” (US DOL). This provides opportunities for universities and colleges to partner with the community to provide pedagogical, student-centered assignments in unpaid internships. Knowing and understanding the intricacies of making unpaid internships focus on learning can be challenging for faculty members, particularly if the internship providers view internships as the “new interview,” as described above.

Because some internship providers may indeed take advantage of earnest and hard-working students, internship program directors can reshape these experiences so that they emphasize learning not working. In addition, helping interns be thoroughly prepared for the demands of their internships, particularly in connection with professionalization issues such as dress, interview skills, communications practices, may also fall to the directors. Though this will be discussed in greater detail in Chapters Five and Six, faculty members overseeing interns can and should communicate with internship supervisors to help construct experiences that serve the needs of the students and adhere to the DOL guidelines. For example, students can help write emails, draft letters, memoranda, and investigative reports. They can also conduct research for, charts, graphs, and tables. What is important is that the student interns are focused on learning through experience in workplaces, not producing finalized work product without supervision or direction.

This chapter worked to establish how moving students beyond the walls of classrooms for learning creates the opportunities for colleges and universities to develop valuable experiences for students. In addition, the call for stronger writing and oral communication skills allows English departments to respond to the demands of the private and public sectors and send their students to compete for jobs alongside of linear-track, profession-focused students.

Exploring the literature about internships is essential and becoming familiar with other work-based learning practices can also inform the work of internship program directors.

Building upon the idea of opportunities, the concept of location informs the development of internship opportunities for students. In the next section of this project, I will examine how GSU's proximity to the Atlanta business community created natural pathways for students to pursue internships in the university's community. Seizing the opportunities for internship program development over the last twenty years, the GSU English Department carefully constructed a course that serves the needs of the business community, students, university, and the department.

CHAPTER 4. LOCATIONS: CONNECTING A COMMUNITY TO AN INTERNSHIP PROGRAM

4.1 Experiential Learning and an Urban University

The location of GSU's campus in downtown Atlanta shaped its founding, mission, programs, and student body. For purposes of this project, the concept of "location" for internship program design has more to do with exploring the agenda and mission of a university in the minds of the community partners and the administration, rather than specifically focusing on the proximity of a campus to potential community partners. In the early twentieth century, Atlanta's business leaders helped found GSU to serve not only students in need of an education but also a city in need of a trained workforce to grow Atlanta's economic and political presence in the South. Currently, Atlanta is home to numerous Fortune 500 companies—the third most in a single city in the country and the fourth most in the world. The GSU website explains the significance of this for students: "This business mecca provides students with unparalleled access to internships and jobs, as well as a wide variety of networking opportunities" (Georgia State University, "An Enterprising"). The attraction of companies to the city has created opportunities for partnerships between the university and the political and economic entities in the Atlanta community, which has resulted in natural pathways for students to move from classrooms to work sites for experiential learning experiences. More importantly, the location of the university in a busy urban space has also enabled the growth of a shared institutional and community narrative that values a curriculum bound to a respect for and inclusion of work-based learning pedagogies. Merl E. Reed, in his preface to *Educating the Urban New South: Atlanta and the Rise of Georgia State University 1913–1969*, explains the cohesive and collaborative existence of Atlanta and GSU:

The college's symbolic relationship with Atlanta had been fundamental to its existence and growth . . . As the Southeast's cultural and economic center, the city provided an atmosphere in which "traditional education" could be enhanced through internships and guest lectures. Employment opportunities, unavailable in smaller communities always had existed in Atlanta businesses, law and insurance offices, banks, three levels of government, and the health and entertainment industries. (*ix-x*)

The access provided by the location of the university in downtown Atlanta has enabled departments, including English, to establish relationships and opportunities for students to move beyond the walls of their classrooms for engaged learning experiences. Internships, service learning, and community-based projects create associations that encourage the kind of community collaborations that can increase faculty knowledge about industry needs and enhance student preparedness for employment. In addition, the significance of location has allowed for more than simply the GSU English Department to use the business community for experiential learning experiences, it has also created public scholarship opportunities, which allows academic endeavors to have a broader societal impact, and, therefore, strengthen the close, connected relationships between the university and the Atlanta community.

The approach to gain this understanding was through research into GSU's history conducted by scholars who relied substantially upon archival research to set forth a narrative revealing the unique founding of the university. This chapter explores the concept of location in connection with the GSU English Department's internship program in an effort to articulate how considerations of a university's location can aid internship program directors in the design, development, implementation, and management of work-based learning initiatives. Through a review of the GSU Department of English's internship archives from 1996 to 2015, this chapter

will also focus on the kinds of partnerships and experiences that have enabled the program to grow and expose students to a wide variety of internship experiences.

4.2 The Significance of Location

The location of a university impacts the identification of internship providers, maintenance of relationships, and monitoring of internship practices by faculty members. Obviously, the physical location of a university provides literal access for students to internship sites; however, of more significance, the location of a university within a community may also impact the pedagogical framework of an internship course, the design of an internship program, and the response of businesses to internship initiatives. Through my research, I found that while the concept of “location” for GSU included its downtown campus by allowing student access to some internship job sites, more significantly the university’s embedded location within the Atlanta business and academic communities has allowed the English Department internship program to prosper. Ascertaining these different aspects of location will help internship program directors build strong, viable relationships that serve the needs of both communities and students. Being cognizant of a university’s founding and brand can help internship program designers establish programs that interest community partners. Analysis of how different concepts of location have informed the growth of the GSU English Department internship program offers considerations for other internship program directors when evaluating the potential of their own programs.

The *Oxford English Dictionary* defines location as “The fact or condition of occupying a particular place, local position, situation” (“Location”). In considering internship locations and partnerships, examining the work of scholars in writing programs establishing service and community learning opportunities can shed light on ways to think about locating students in

experiential learning experiences. While focused on service learning and not internships, Ellen Cushman's work includes the importance of considering the learning space itself when constructing relationships with providers: "Professors . . . can better sustain these initiatives when they view the community site as a place where their research, teaching, and service contribute to community needs and students' learning"—rather than simply a place for students to gain knowledge (Cushman "Sustainable" 41). Moving the idea from a service learning framework, which likely has very different goals, to an internship framework requires recognition that internship locations, like service learning spaces, are spaces for learning. Cushman's considerations of location offer great insights and support for moving students from the classroom to the community for learning. The worksites become alternative classrooms where students learn through their interactions with employees of the providers, faculty members, and even other students. In addition, by recognizing the importance of the spaces as extensions of the campus where teaching and research occur, program designers are able to also locate themselves in those spaces—thus, continuing the practice of teaching for which the students may likely be receiving course credit. These newly formed or expanded shared communities call internship program directors to consider how to situate their students and the work they will perform in the internship spaces along side of learning outcomes and assessment concerns.

Jeffrey T. Grabill and Lynée Lewis Gaillet, also recognize the importance and potential of the relationships existing for the purpose of sending students into the community for work. Grabill and Gaillet call upon program designers to consider the term community and then determine what is desired from that community: "[a]ny serious interrogation of 'community' requires inquiries into the nature and meaning of communities themselves. Any serious sustained

community-based work that avoids the cyclical attentions of academic fashion requires the sustained activities that community-based research can provide” (64). In a similar vein, Eli Goldblatt’s work in community-engagement at Temple University shows how rethinking the position of a university within that community can impact the quality of the work and the university and community-partner relationship: “when we think of ourselves as members of more than an academic community, our neighborhood connections should be constituted in such a way that students encounter partners engaging in substantial work rather than partners receiving aid” (332–33). Again, Goldblatt’s work was more focused on a community-based literacy program and service learning; however, his interrogation of the concept of communities and locations can be very valuable for internship program directors. The GSU internship program reveals an understanding that the students are not moving to the GSU community for work but rather within the Atlanta and GSU community for academic endeavors—endeavors that include learning through experience and learning through research.

In order to locate effective spaces for learning in the community, Robert W. McEachern examines both service learning courses and internships together when emphasizing the importance of developing close relationships with providers through visiting and evaluation of student experiences. McEachern explains, “[a] teacher or supervisor [of an internship or service learning course], ideally will know the agencies” (221–22). He writes about the idea of location—where universities are located and how students situate themselves within communities—can impact the success of internship experiences and internship provider-university relationships due not only to proximity but also through a shared understanding of the academic nature of student internship programs. McEachern’s work in internships emphasizes the importance of teachers and internship supervisors working together and working to establish

relationships with providers who have experience working with students, regardless if the initiative is for service learning or internships. Thus, location means more than simply where a university sits on a map; location also includes the historical relationship of the university to a community and the way the university and businesses co-exist within shared spaces to serve the needs of those within it.

For internship program directors, this concept of location offers opportunities for rich consideration as to how to develop or build upon existing programs. Understanding a university's history, development, and identity or brand, allows program directors to create narratives that will develop a program in line with the philosophies and missions of their universities. In the next section, I will explore the founding of GSU to show the opportunities created for internship program development due to the university's place in the Atlanta community.

4.3 A Collaborative Founding: GSU and the Atlanta Business Community

GSU's history created a foundation for community relationships, especially internship and community learning initiatives as the university was founded as a part of the urban college movement in the late nineteenth century. David Smith, Jr. in his work *Georgia State University: An Institutional History, 1913–2002*, explains that American universities fell into one of six evolutionary categories: denominational institutions; land-grant institutions; normal schools; teacher colleges; state colleges and universities; and urban colleges and universities. Urban colleges and universities were distinctively different from other institutional orders due to the overarching goals of these universities and the funding sources that established them. Smith explains the distinctive characteristics of urban universities:

to educate the city's poor or provide professional men for the growing urban centers.

Like the land-grant colleges, these schools represented a response to the thrust for upward mobility by immigrant and other poorer groups. . . . Unlike the land-grant colleges, however, these universities did not in the nineteenth-century receive Federal land or money. They grew hand-to-mouth, largely out of the skills and determination of local entrepreneurs. (43)

J. Martin Klotsche's research about the urban university explains the location and delayed growth of the American urban university in the nineteenth and twentieth centuries: "The urban university, if defined in broad terms as one located in and serving an urban community, had to await the evolution of the metropolis to emerge as a major force in American higher education" (qtd. in Smith 46). Therefore, urban universities were established to provide locations where individuals working (or planning to work) in those communities could acquire the necessary skills to contribute to their professional growth and the economic growth of the metropolitan area. The early twentieth century was a time of growth, particularly as rural and farming communities reshaped themselves after the Civil War. This resulted in a significant growth in the establishment and enrollment of urban universities in the second half of the twentieth-century following World War II, when soldiers returned to US soil and could use the GI Bill to go to college (Grobman *ix-x*). GSU's establishment and growth in twentieth-century urban Atlanta followed this model of an urban university.

Because of a demand from the Atlanta business community to better prepare students for their professional lives in industry, GSU was established in 1913 as the School of Commerce at the Georgia Institute of Technology. Georgia Tech, as it is more commonly known, established in 1885, was charged with providing education for mechanical engineers ("Timeline"). After the

engineers completed their studies and went to work, their Atlanta employers realized the graduates needed more business training in topics such as accounting, business law, and sales to achieve professional success. Atlanta companies also needed these skills in its workers in order to grow their businesses and compete with larger companies in other regions, especially the North. The business leaders were so committed to this need that they were prepared to help establish a college, fund the college courses, and assist with the instruction. In *The New Frontier in Education: The Story of the Atlanta Division University of Georgia*, Bertrand Holland Flanders affirms how GSU's founding is rooted in the Atlanta business community: "business friends of Georgia Tech had been interested in business training for Tech students, and pressure had been brought to bear upon the proper authorities to establish a School of Commerce there" (20).

Reed's research draws even clearer lines between the GSU and the Atlanta community through evidence of early conversations and committed actions by the university administration in collaboration with local business leaders: "When Tech President Kenneth G. Matheson decided to offer commerce courses, support came from some eighty businessmen, many of them Tech alumni who viewed the newly graduating engineers as 'babes in the woods.' They needed business science supplemented by lectures from business people" (3-4). Consistent with the practice of establishing urban universities, the Atlanta business community advocated for the college's establishment and provided \$25,000 to fund the first four years of the school. In addition, they provided the teachers: the first class was a series of lectures by six Atlanta businessmen (4). The early investment of time and money by the Atlanta business community showed a commitment to expand the college curriculum for the benefit of students and the city. The genesis of GSU's founding created a narrative of connection and engagement between an

institute of higher education and the community where it resides, consistent with that of the urban college and university movement in other areas of the country.

Initially, the School of Commerce met in the Chemistry Building on Georgia Tech's campus in the evenings, but it soon added day classes. Within a year, there was a call for a new location that was more convenient for men and women working in downtown Atlanta. This resulted in another school space off of Georgia Tech's campus in downtown Atlanta. This campus, while still connected loosely to Georgia Tech, was called the Evening School of Commerce. This new urban school offered a Bachelor of Science in Commerce and was initially subsidized by forty-nine Atlanta business leaders. The instructors included lawyers, business owners, judges, and accountants—individuals working in the downtown community (Flanders 22). Reed points out the importance of the school's location: "it operated off-campus as an Evening School in the central business district, serving mostly young adults working in the offices of Atlanta's banks, brokerage houses, insurance companies, real estate establishments, other businesses and governmental agencies" ("The Struggle" 565). The early GSU physical location was not only in the downtown Atlanta business community, but also it was a part of this community as its students, investors, and teachers were engaged in the academic, economic, political, and social activities of the Atlanta community.

Over the next few decades, the University of Georgia (UGA) and Georgia Tech argued over affiliation and control of the business-focused Evening School of Commerce, later called the University System of Georgia Central (USGC), but the school soldiered on. It battled with UGA to have more course offerings in liberal arts, sciences, education, nursing, and journalism, but the Athens-based UGA did not want the downtown campus to add more programs as it feared their own enrollment would be impacted (Reed, "The Struggle" 574–75). The school

worked closely with the community to establish collaborative initiatives that used the resources, the expertise of community leaders, and the knowledge of professors to serve the greater Atlanta community—both business organizations and governmental operations. For example, in the early 1950s, students worked on the production of radio and television shows that were broadcast in Atlanta called “School of the Air” (576). In addition, the USGC created the *Atlanta Economic Review* and the *General Assembly of Georgia Legislative Service* for the broader Atlanta business and political community. The initial editorial of the *Atlanta Economic Review* explained, “It is a direct result of the desire on the part of all members [of the Economics faculty] to perform a service to business men and women in the Atlanta area for a brief monthly commentary of economic events, written in plain English and adequately illustrated by charts, to show their impact upon the business life of Atlanta” (Flanders 101). Flanders’s research into the early publication revealed a prolific growth in just three years to a circulation of 3,500. He deemed it “one of the most valuable contributions of the Atlanta Division to business life in Atlanta” (102).

USGC’s commitment to community engagement with the university took an even greater role when it appointed an individual to head up a newly created program called the Division of Institutes and Conferences. Recognizing that a university could have a role in adult professionalization and education initiatives, USGC reached out to trade associations in the Atlanta community to invite use of university resources for seminars, lectures, association meetings, and demonstrations. Again, the goal was to serve the Atlanta community where it resided (Flanders 128–33). These initiatives created an environment where the college and the community shared spaces, resources, and goals. The Atlanta community and the college had

created a collaborative and unified vision for education, professional advancement, and student success through their shared community resources.

These initiatives and the unique nature of the USGC community allowed the college to separate from UGA. Finally, under the leadership of George Sparks, the Georgia University System Board of Regents granted the school its independence from other state universities, creating the Georgia State College of Business Administration in 1955. The mission of the university maintained a focus on situating itself within the Atlanta business community and serving its urban neighbors. In the years that followed this remained an essential facet of the school's identity; consider the 1961–62 institutional mission statement:

Georgia State College, located in the hub of the rapidly growing southeastern complex, endeavors to add an operational dimension to the student's education by affording opportunities to participate in the vast technical, social, and artistic ferment that characterizes modern society . . . Georgia State College endeavors, through a broad range of institutionally sponsored programs and through the talents and interests of its faculty, students, alumni, both to complement and lead the academic, economic, social, and cultural development of the urban society of which the College is an integral part. (qtd. in Smith 213–14)

Though over one hundred years have passed since a group of business leaders helped establish what became GSU, the idea of capitalizing and employing the resources of an urban community still remain an important part of GSU's culture. In 1913, the School of Commerce at Georgia Tech did not grant degrees and merely offered a series of evening lectures by Atlanta area businessmen. It grew over the next forty years due to a dedication to serve in and with its community of businesses and leaders. GSU is now a public research institution with an

enrollment of approximately 32,000 students in 250 degree programs covering over one hundred areas of study (Georgia State, “A Public Research”). In 2015, GSU will merge with the largest two-year college in the state, Georgia Perimeter College. This consolidation will result in an expansion to over 50,000 students, making it the largest university in the southeast (Board of Regents). In March 2015, the Board of Regents approved a new mission statement for the consolidated university. The importance of the location of GSU is so central to the identity and pedagogical goals of the university, that it remains a central focus of its institutional goals:

Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation at its urban research campus, at its vibrant branch campuses, and online, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels. . . .The university’s presence in the Atlanta metropolitan area provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world. (Board of Regents, “Board of Regents”)

GSU’s founding through a relationship embracing collaboration between administrators, faculty, students and individuals in the surrounding economic and political community, supports continued initiatives at the university for internship programs and community engagement initiatives.

Building upon the rich work of the scholars who examined the university archives for an understanding of the founding of GSU within the Atlanta business community, I will now move to a consideration of the English Department’s establishment of an internship program. As I started this facet of the research, I approached the departmental archive with an eye to see how

GSU's identity as an urban college and university informed the development of a program that reached into the business community for support and spaces for internships. What I wanted to determine was if the location of the English Department informed the kinds of relationships where extracurricular learning could occur.

4.4 GSU English Department Archives: Location, Content, and Discoveries

The GSU English Department occupies the twenty-third and twenty-fourth floors of a former bank building in downtown Atlanta. The glass windows overlook the historic Woodruff Park shared by the downtown community of students, workers, and residents. On one side of the building is Auburn Avenue, made famous by protests and leaders of the Civil Rights Movement, and, on the other side, a street leads to the main quad of this inner-city campus holding additional classroom buildings named after former GSU deans and presidents, as well as the university's recreation center and the library. The review of these archives while sitting on the twenty-third floor of the former SunTrust Tower in downtown Atlanta served as a reminder of the significance of the English Department's location in an urban business district. That the English Department's physical office space is in a building built in 1971 to house the operations of a financial institution situated within the university community is noteworthy—the business and the university communities overlap here. Tall glass windows call visitors to see a city of skyscrapers and crowded sidewalks where students in backpacks push past individuals in suits with briefcases, meanwhile students and professors meet for advisement and classes in the halls and offices that were once occupied by bank vice presidents and their assistants. Gesa Kirsch writes about the significance of location for archival research in her own work at the University of Berkeley about activist and physician Mary Bennett Ritter:

The simple fact of being there, in Berkeley, walking across campus many times, jogging on the local trails, joining a campus tour, reading street and building names—all these activities made it much easier for me to read the handwritten correspondence and dairy entries that prominently featured local places and events. Suddenly I understood. . . .

History came to life as I walked the streets of Berkeley. (“Being on Location” 22–3)

Considerations of the English Department’s location allowed me to see the ways downtown Atlanta is a collection of communities operating in shared spaces.

In this English Department far above the bustle of students and the downtown Atlanta business community is a storage room filled with file cabinets and assorted boxes—and, specifically, a plastic file crate with wheels. The crate contains the documents that represent the records of the department’s internship program. Organized into fifteen files dating from 2001 to 2015 (with a few documents from the 1990s), I hoped to gain clues about the development of the program, structure of the internship course, and locations of student internships. Yet, as I pondered my approach to this archive of institutional records, I was reminded of what an archive is and is not:

The Archive is not potentially made up of everything, as is human memory; and it is not the fathomless and timeless place in which nothing goes away that is the unconscious.

The Archive is made from selected and consciously chosen documentation from the past and also from the made fragments that no one intended to preserve and just ended up there. (Carol Steedman, qtd. in Ramsey et al. 1)

While not housed in a library or repository, these records were identified to me as the main archives of the English Department’s internship program. Given the location of the records, they are considered “nontraditional archives”; thus, not only the content is of interest to me as a

part of my research to understand the genesis and history of the program but also additional thoughts regarding why and how the records were maintained by the department become a facet of my inquiry and work with the records. As Cheryl Glenn and Jessica Enoch explain,

When researchers identify nontraditional archives, they are presented with new and fascinating archival questions: Why should we see this collection of materials as an archive? What should happen to this archive and its materials? . . . By widening the scope of the sites for our historical research, we necessarily confront new questions about and new opportunities for archival recovery, archival methods, and historiographic intervention. (Glenn and Enoch 18)

The archives of the English Department prompt questions about why certain records were kept and why the records maintained are largely a collection of applications describing the anticipated work assignments and the companies where students will work.

My positionality in connection with the records and the English Department informs my review of the records and work to shape a summary of their significance. As an English Department student (one who completed an undergraduate internship) and my role as an internship mentor to GSU students, shaped an approach that naturally called me to look to the documents for a narrative that showed the success of this program. The growth in internship course enrollment confirmed my hypothesis that the program was achieving measurable success; however, I had not fully considered the fact that these records also revealed the focus of the course directors on providing locations for undergraduate student learning outside of traditional classrooms in a variety of spaces both on and around the physical GSU campus.

The organization of the records also shows that the faculty members leading the program were concerned more with serving student needs rather than building internship provider

relationships and articulating institutional accomplishments in experiential learning. The records reveal the desire of the department to support initiatives to build a program where students can gain course credit for community-based work experiences largely based upon an understanding of the importance of GSU's location in the Atlanta community. The location resulted in opportunities for students to construct workplace and experience-based learning experiences around their course schedules. The files reveal that the focus of this program has not historically been on the work the students performed as much as considerations as to how create realistic pedagogical structures that place students in a wide variety of locations in the Atlanta community to expose them to spaces where writing occurs in many different forms and formats.

The scope of the records reviewed included a file box that is maintained in a departmental file room and a small stack of more recent records related to secondary education or teaching internships maintained in a faculty member's locked office. The records, spread over fifteen different folders in the file box and a seven files in a three-inch stack, revealed what the program directors felt was most important over past eighteen years: a need for faculty support for students pursuing internships; a syllabus and course design that engaged students in reflective writing exercises and exposure to workplace writing; the importance of GSU's location to build a network of internship opportunities; and a record of the learning opportunities and internship experiences pursued by students. These records create a narrative that shows faculty leaders responding to public and institutional calls to serve the pre-professional needs and desires of the students, a department valuing experiential learning experiences, and a community prepared to share their space with university learning and programmatic initiatives. What the records also revealed was a focus on active internships rather than departmental record keeping or large research projects. These records were not electronically archived, cataloged, or summarized;

instead, they were arranged in a way that allowed for the faculty and department to have a history of their program and focus on the immediate needs of students engaged in internship courses.

What makes these archives especially useful for uncovering the historiography of the GSU English Department internship program is what Sammie L. Morris and Shirley K. Rose call the “provenance and original order” that shapes the narrative revealed through this archival review (52). Provenance is described as “the chain of custody of the materials, including what happened to them (and when) from the time they were originally created up to the point of being accessioned or added to the archival repository” (54). The provenance of these materials has been primarily under the direction of three individuals in the English Department: a faculty member who developed the departmental course, a faculty member overseeing the teaching-focused facet of the program, and a staff member who assisted with registration and recordkeeping. All these individuals were vested in creating a viable, strong program because it tied their performance as program developers to student success. Because these three individuals are believed to be the only individuals working with these materials prior to the archival inventory for this project and the records were maintained in a locked rooms, it could be established that the records reflected an authentic and reliable record of the English Department’s activities related to internships. Given that the records were not cataloged, but simply organized into chronological or topic-based files, the purpose of these records was for the program leaders to refer to in the future rather than to respond to the requirements of an IRB or other university-based research projects.

In addition, to confirm the authenticity of these records, as Morris and Rose suggest, order is also an important consideration for archival research. They explain: ““original order’

refers to the original creator's arrangement of the materials . . . [and] relationships among the records themselves. Original order is also important because the arrangement of a collection can sometimes reveal things about the person or organization that created and used the records" (55). Consider the order of the stack of records from the faculty member overseeing teaching-focused internships. The records included seven files, labeled by semester, holding student internship proposals. There was also a single file titled "Internships," which held a collection of materials about student teaching and the internship course in the department. The stack also included a final report prepared by a student in the spring of 2014 (a part of the course requirement) and a loose internship proposal for the current semester. In contrast, the records dating back to 1996 also hold internship proposals; however, the files often covered calendar years or school years rather than semesters, suggesting that separate folders might not have been needed for each semester given the number of students enrolled. The records also included files related to articles about internships; internal departmental communications and minutes regarding program development; and comprehensive lists of internship providers and contracts. The utilitarian organization of the files suggested that they were maintained to aid the faculty advisors in the development of an administratively manageable program rather than compilation of data for purposes of research or university reports.

4.5 The Call for a More Formalized Internship Program

What is clear from the department's archival records was that in the late twentieth-century, the GSU English Department wanted to expand its internship program. While the history of GSU shows that the English Department was within a college embraced by a community of businesses leaders, there was no indication from the archives if this allowed for connections between English Department faculty members, students, and community partners.

While the business school may have seen and seized opportunities for its students in the Atlanta community from its founding, it may not have been until the turn of the twenty-first century before the significance of the opportunities for student learning in all disciplines was fully realized and supported at the university-level. The records showed that English students were engaged in internships relating to teaching as early as 1986, but efforts to formalize the program to serve the university's English students seem to have grown many years later. As I contemplated the programmatic development of the department's internship program, I found myself drawn to better understand the evolution of liberal arts and humanities studies in the twenty-first century.

Leonard Menand calls the growth of liberal arts programs following World War II, which includes the time of GSU's expansion to include humanities departments, "The Humanities Revolution." His research recognizes the growth of the humanities degrees offered by colleges and universities increased, resulting in not only more students studying the liberal arts but also more scholars joining the profession. He sees specifically two distinctive periods of this revolutionary period: 1945 to 1970, called the Golden Age, which is characterized by a time of college expansion; 1975 to the present, characterized not by growth but rather a time when the value of degrees was evaluated by the public and institutions. Menand explains the significance of this second phase on humanities programs, including English departments:

About twenty years ago, the humanities acquired a rationale problem. In sociological terms, they suffered an institutional legitimacy crisis. A public perception arose that study and teaching in fields such as literature and art history had gotten off track. The problem was not that humanists were unable to provide rationales for their work, many did. The problem was that even humanists felt that those rationales were not completely

persuasive to outsiders—to the public, to university administrators, and even to colleagues in other academic disciplines. (61–2)

Menand contends that this gave rise to transformations in the faculty teaching practices and department curricula. During this period, the focus of undergraduate studies, particularly in English, changed with the inclusion of more work in multiculturalism, service learning, community engagement, and community learning initiatives—all which show how English studies are relevant to the lives of college students. In the last quarter of the twentieth-century, humanities faculty members were working to expand the content of their courses to respond to a call for justification of their areas of study. In other words, faculty members were asked explain why their disciplines mattered, why students should pursue degrees in the humanities, and how these degree programs will serve students' long-term needs.

Deany M. Chermie noted similar changes in English studies through her research at Xavier University of Louisiana, which led to an understanding about the lack of writing program administration at historically black universities until the 1970s. She writes, “Xavier was founded by a group of people who saw a need . . . These people were dedicated to educating African-Americans giving them opportunities denied them by a lack of civil liberties. Yet the educators who had this calling quite often did not understand the needs of the students they were teaching” (146). Chermie discusses the faculty specializations in the Xavier English Department—literary theory, linguistics, and literature, not writing. A similar situation had likely occurred at GSU given that the department grew during this “Golden Age” of the Humanities Revolution. Professors with outstanding backgrounds in literature, writing, rhetoric, and creative writing joined the faculty, but their academic training and experience was not necessarily focused on the kinds of skills necessarily needed by the business community or how students could articulate

their abilities and knowledge for employment upon graduation. These evolutions within humanities generally, and in other programs like English at Xavier, is relevant to GSU's English Department and program focus. The English Department at GSU established its degree programs in second half of the twentieth-century by developing a strong academic, literary focus; meanwhile, the business school continued the practice to reach to the business community for financial and institutional support. This follows the model that Menand describes.

There was no mention in the English Department internship archives or in the work of scholars such as David Smith, Jr., Merl E. Reed, or Bertram Holland Flanders about the initiatives to serve the long-term needs of English studies students at GSU, although there is some information about business students. Flanders, who was an English professor at GSU specifically states that English studies allowed for more “well-rounded program[s] for students in business courses” (148). Initially English and liberal arts courses supplemented the business curriculum and were not envisioned as independent degree programs that would connect directly to employment opportunities. The absence of records revealing a dedicated commitment to the English Department's location in the Atlanta business community suggests that this was not the focus of the department during these years, but, at the turn of the twenty-first century, considerations of GSU's location within the business community allowed for the building of a more formalized internship course, internship opportunities, and internship experiences.

According to the internship archives, as many as seven different English Department faculty members worked with student interns from 1995 to 2002. Students applied for internships by completing a one-page form for English 495 and attaching a formal business letter detailing the location of, justification for, and anticipated work assignments during the internship. English 495 was a five credit hour course and the individual at the community partner site was referred to

as a “supervisor.” These records confirmed that the English Department provided course credit for internship experiences in the 1990s with several different faculty members working directly with students. There was no information, however, about the kinds of interactions between the faculty members and the students or the structure of the course components. The information available relates specifically to the community partners and nature of the internships (Georgia State University, “Internship Records—Early”).

The student letters attached to the internship forms offered insights into the purpose of the internships and what constituted an internship for credit. The earliest letter, sent to an English Department faculty member in January 1996, expressed the student’s interest in working with *Atlanta Magazine* in the copyediting department. Though the student had not yet secured the internship, the student wrote for approval to obtain course credit for the internship. The student emphasized the need for training in the field of editing prior to completion of her degree: “I feel this internship will be a great opportunity to get experience in the field before I graduate this June.” A letter from another emphasized how an internship might help the student connect to employment opportunities: “[the internship] will actively get my foot in the door and help me obtain valuable hands on experience. In addition, I will meet people directly involved in the industry who might aid me in my job search after graduation.” Another student letter asserted the need for pre-professional experience: “This would be an opportunity for me to gain on-site job experience . . . and give me experience to include on my resume.” Finally, another student letter articulated that the internship was a way to improve writing skills and build evidence of writing abilities: “I feel this experience would not only improve my portfolio and writing skills, but will also allow an opportunity to gain experience in business writing and corporate communications” (Georgia State University, “Internship Records—Early”). The application materials revealed an

openness to serve a variety of student interests and needs—pre-professional experience, portfolio building, networking, and improved writing skills.

The records maintained also provided a record of where students were performing internships but little evidence as to how they found these opportunities. One student referenced a departmental file of “proposed intern sites,” but there was not a corresponding file or other documentation that students had to select from a list of approved internship providers. There was a list of businesses where students had completed internships, along with the names and contact information for the supervisors at the internship providers, yet the list appeared to reflect an inventory of locations built from the internship applications. By maintaining the internship applications and letters, the archives provided information about where students were interning beginning in the 1990s and the work they were expected to perform. This information suggested a greater emphasis on supporting the desires of students to have internships and where those internships occurred and less focus on the assignments and course requirements at GSU.

It was not possible to determine if the early file materials contained all the applications received in the 1990s or simply a selection. In addition, the records did not contain any correspondence between GSU and the internship providers, so there was little information about how those relationships were developed and maintained. There also was no information revealing the performance of the student in the internship. Taken as a whole, the records largely revealed that students could obtain credit for work-experience and community-based learning and that the department allowed a diversity of experiences and assignments for students to earn this credit. This revealed a focus on faculty members supporting experience learning to help students see opportunities for employment after their degree programs.

Another useful point about the applications maintained was that they showed where students worked and what tasks they performed. All eight internships contained in the early records placed students in environments where writing and research were facets of the workplace assignments. One student worked at a local television affiliate not only editing but also supporting the work of producers. Two students worked in corporate communications—one for a large Fortune 500 company and another for a large, national non-profit. Four student interns pursued magazine editing positions that exposed them to editing, fact-checking, and writing tasks.

Incidentally, three of the four students interning in the magazine industry worked for the local publication, *Atlanta Magazine*, which had a connection to the Department of English. The magazine was established by the Atlanta Chamber of Commerce under the direction of Editor Jim Townsend specifically to promote the activities of the city (Trocheck C1). When Jim Townsend died of cancer in 1981, the Townsend Prize for Fiction was administered by GSU under the direction of the English Department Chair, Virginia Spencer Carr (O'Briant E5). Metrocorp, a New York-based media company, purchased *Atlanta Magazine* in 1987. Interestingly, Metrocorp planned to expand *Atlanta Magazine's* editorial staff and to move the magazine and the corporation's headquarters back into the city of Atlanta. This move to situate the magazine closer to GSU, the affiliation of the English Department with an award established in the name of the respected and beloved editor of the magazine, and the records showing three internships with the magazine suggests that location may have provided for access to internships for GSU students.

The records indicated that in 1995 and in 2001, the department focused on the refinement and growth of the program. In 1995, a faculty member prepared a syllabus and form letter for

community partners asking for support. In 2001, however, the archives reflected the call for a “new internship program.” In a document titled “Internship Guidelines, Department of English, Georgia State University, Spring 2001,” the English Department provided more structure for the course, building off of the syllabus created in 1995. The new course included a requirement for a workplace journal, following the model of Jim Henry: [students create a] “research journal where you record and pull together the fragments of work experience and context and your reflections on that context” (Georgia State University, Workplace Journal Description). The reference is likely to Jim Henry’s work, *Writing Workplace Cultures: An Archeology of Professional Writing*, which uses the auto-ethnographic writings (largely journal entries) of, and discussions with, graduate students to answer questions such as “What . . . will writers learn through workplace writing? What should be their topics of inquiry and their modes of composition in conducting it? What forms might curricula take to prepare them for such inquiry?” (6). Reference to this text also suggested contemplation about research projects that might allow for the collection of data from student-produced reflections; however, there was no evidence of a research plan within the file materials.

The file materials also contained minutes from an April 25, 2001, faculty meeting. The minutes include a reference to the internship program stating, “As internships provide invaluable experiences for majors, the Department is expanding its current internship program” (Georgia State University, Minutes). The minutes also indicated the course would be called English 4500 and one faculty member would teach the course. This suggested that in 2001, the department was dedicating the resources of a single faculty member to oversee students engaging in internships for course credit. The note also revealed a commitment to growing the program. No other records or notes were maintained regarding this meeting or the programmatic plan.

Within the file materials designated as “Internship Records—Early” was also a list of internship providers entitled: “Internships.” This list included the names, addresses, and contact information of companies and organizations that had provided internship opportunities to student interns from 2002 to 2007. The list included magazines, CNN, and the Atlanta History Center, and served as a record of internship providers where students worked. In addition to the list, there were three internship proposals—one from Fall 2001 and two from Fall 2002. In this time, students worked for three different organizations: two non-profits and a governmental agency. Each of the internships focused on writing for websites, internal reports, and newsletters. There was also a suggestion that one of the internships might include some grant writing. No other information is available about the internship experiences; the applications simply contain a description of the assignments and the contact information for the provider. The maintenance of internship provider information suggested a focus on locations versus student performance. In addition, these records suggested awareness by the program director that knowing where internship opportunities have occurred—the organizations and their locations—could provide for future internship experiences for other students.

While I have identified the absence of some records, it is important to state that the records maintained are valuable as they provide a wealth of information that allowed for an understanding of the internship program growth and the work of faculty members to support internship experiences for English majors. In the next sections, I will explore primarily what I learned from evaluation of the syllabi and internship application materials. Of particular interest was the growth of internships that focused on secondary education settings, teaching, and education. Because the educational settings had different goals and structures than the internship

in business environments, I have reserved a section specifically for these internship experiences, focusing largely on the activities from 2011 to 2015.

4.6 GSU Internship Courses and Faculty Support

As discussed in the section above, internships for course credit has been available for English Department students since at least 1986. The archives contained a syllabus for an internship course for teaching dated 1986, but I did not identify any records dated from the 1980s or early 1990s. The syllabus for the teaching internships will be discussed in more detail below in the section entitled “Internships in Teaching and Writing.” What I would like to focus on this section are two courses—English 495 and English 4500. The materials related to these courses, primarily syllabi, revealed a dedicated effort by the English Department to establish courses that provided faculty support for students during their internships. Given that the course syllabi were revised several times, it became clear that the faculty members were trying to create a course design that supported student learning through experience and worked to include more pedagogical structures as the program developed. The syllabi also reflected that initially the course may have focused more pre-professional, work-related experiences; however, through the inclusion of more detailed assignments that called upon reflective writing and faculty-student interactions, the course evolved into a writing-focused experiential learning opportunity that emphasized learning over work experience.

In the spring of 1995, a faculty member prepared a syllabus for “English 495: Internship.” From handwritten notes on a copy of the syllabus, it appeared that the document was forwarded in draft form to the curriculum committee for input and, possibly, approval. The syllabus describes the purpose of the class:

The internship provides an opportunity for English majors pursuing careers in writing, research, or editing to spend a designated time (usually one quarter) working in a business, foundation, or government agency. Students will do supervised work at the job site and meet regularly with a faculty advisor in the department. (Georgia State University, *Syllabus, English 495* [1])

The course purpose included some key terms that revealed the nature of the course and what might qualify as internships. The reference to “careers” indicated that this was a pre-professional experience that would help prepare students to enter the workforce. In addition, the term “working” implied that the students would be engaged with professional activities at these sites. In addition, “supervised work” emphasized the need for oversight at the “job site” by an individual within the organization. There was additional support provided by a GSU faculty member as the course required students to “meet regularly with a faculty advisor,” but little information is available regarding what was discussed during the meetings. The purpose statement affirms that the department was establishing a course that provided experiential learning opportunities under the supervision of a non-faculty member at the internship site and guidance from an English department faculty member. Given that the students were expected to perform work at an internship location identified as a “job site,” this revealed an emphasis on workplace, pre-professional experiences.

The syllabus also has two other interesting points regarding the nature of the internship provider relationship. First, the criteria for grade assignments:

Consultation with the supervisor at the internship site. . . . The advisor will seek to determine whether the student has effectively used the opportunity to learn and has carried out all assignments professionally and diligently. . . . intangibles such as

promptness, neatness, and patience count. . . . the grade may also reflect the student's ability to collaborate with others or to initiate projects and carry them out without direct supervision. (Georgia State University, *Syllabus, English 495* [2])

One facet of the grade in the English 495 was work performance. The syllabus stated that students were expected to represent themselves in ways that were workplace appropriate and professional. In addition, students were to be supervised by onsite personnel and students were encouraged to work independently and find projects that served the needs of their organization. These two requirements model employment practices rather than simply learning through observation. In many ways this likely provided wonderful opportunities for students to contribute to organizations and businesses through their work product and presence, but there seemed to be limited required interaction between the faculty member and students.

The second point that I want to highlight is a header entitled "Employer Rights." Here the syllabus identifies two points:

- The (potential) employer will choose interns from applications sent by the department.
- The employer retains the right to terminate the relationship with the student intern as in any employer-employee relationship. (Georgia State University, *Syllabus, English 495* [2])

The first point revealed that the English Department might have taken the lead in facilitating internship appointments since students obtained an internship application from the main office in the English Department and submitted the materials to the department chair. Once the appointment was confirmed, the internship provider then was given supervisory and decision-making authority over the students. The use of the terms "employer" and "employee" were the most significant aspects of these sections, as this suggested expectations for the interns to

approach the internships as work or employment experiences, as well as experiential learning opportunities.

While the terms might imply an employment relationship, the syllabus also outlined pedagogical elements that supplemented the workplace learning. There were two main requirements for course credit: (1) a portfolio of work revealing the writing or editing work of the student; (2) a final report of approximately ten pages that summarized the work performed and how this benefited the student. As mentioned previously, the students were also required to have “scheduled, periodic meetings with their internship advisor and work at the internship site 15–20 hours per week,” ([1]). What I found particularly interesting was that initially, the course design created opportunities for students to prepare for the job market and their future careers, but it was not stressing instruction by the faculty members working with interns. For example, consider the description of the purpose of the final report: “Students should think of the portfolio and report as something to include in their employment dossiers and prepare them accordingly” ([2]). Thus, students would gain not only knowledge of workplace practices and assignments but also have evidence of their work to share with potential employers. While some guidance was provided, no formal instruction or direction about the portfolio was built into the syllabus. There were no notes or materials regarding the specific discussions or focus of the faculty member-student meetings.

Another interesting document in the internship archives connected with the 1995 course design was a document entitled “General Information.” Organized as in frequently asked questions (FAQs) format, the document outlines anticipated questions that address what qualifies as an internship, eligibility requirements, how to connect to internships, and application procedures. As with the syllabus, the internships were viewed as opportunities for off-campus

work experiences for “English majors pursuing careers in writing, research, or editing” (Georgia State University, “General Information” [1]). There were also requirements for participation: completion of the core curriculum courses, ten to fifteen hours of upper-level coursework, and a 3.0 GPA. These prerequisites suggested that the internship program was geared for upper-level students preparing for the job market. Another interesting point from this document was how learning was characterized: “Most internships are not paid jobs. The intern’s employer offers an opportunity to learn certain skills in exchange for work performed under supervision” [2]. This course design, while certainly offering opportunities for learning through experience that would allow for application of classroom writing skills and creation of valuable materials for the job market, emphasized the professional nature of internship experiences. While these internships likely were of use to students, as the program grew, the internship course evolved, allowing for students to pursue a wider variety of experiences but requiring more rigorous attention to requirements for course credit.

When GSU changed from a quarter to a semester system, the internship course was renamed “English 4500 Internship.” The course description/syllabus and FAQ were revised shifting the emphasis to more of a learning experience while still keeping the professional aspects of internships in tact. In fact, all references to employment and an employee-employer relationship were removed. The term “internship supervisor” was replaced with “internship mentor.” This changes the role of the onsite supervisor to guiding or assisting students rather than primarily judging work performance. The early course did not specify assignments that would not be permitted; however, the new course syllabus explained the scope of the internships very clearly: “This is a writing internship . . . Any activities that relate to or lead to writing are appropriate. . . . You should not agree to do general office work such as filing, answering the

telephone, making copies, ordering supplies, entertaining prospective clients, or paying bills” ([2]). Students were also instructed to give the syllabus to internship mentors so that they understood the scope of the work assignments. The modifications to the syllabus provided a clearer understanding of the kinds of projects students were to explore and strengthened the course design for English students seeking to improve their writing skills through internship experiences.

Whereas the syllabus limited work assignments to those that related to in some way to writing, the materials now included examples of the many different opportunities and assignments that students might engage in: “An intern at a specific site carries out assignments such as writing technical reports or researching and preparing grant proposals. Because internships can vary from editorial offices to schools to museums to the CDC, particular duties will vary also” (Georgia State University, *English 4500 Internship* [1]). The materials included a list of publications and organizations housed in the GSU English Department for internships: *The Eudora Welty Review*, *Studies in the Literary Imagination*, *Five Points*, *New South*, and the South Atlantic Modern Language Association. The English 495 syllabus, in contrast, had a much more limited description for internships: “working in a business, foundation, or government agency” ([1]).

The course also changed how students procured internships. The earlier materials stated that the English Department was involved with connecting students to internships; however, the later course design encouraged students to take the lead in arranging the internships. The new syllabus provided, “Before you can register for English 4500, you will need to apply, providing the department with information about your workplace and assignment” ([1]). Students were to complete an application form with their internship mentors and then submit it to the department

for approval. The materials also provided advice to the students regarding how to find internships: “Many opportunities for internship may be found in Atlanta and the region. Think of your long-term goals and focus your search on sites that will further these goals. Allow yourself time to search web sites, talk to prospective mentors, and consult internship providers in the Department of English” ([3]). The materials also revealed that the course had two faculty members and a staff person available to help students in three categories: teaching; internships not involving teaching; and general information and registration.

As mentioned above, the most significant revisions to the course were evident through more developed pedagogical foci. For example, while there were not required texts for the course, a “good reference handbook” such as Cheryl Glenn and Loretta Gray’s *The Hodges Harbrace Handbook* or Claire Kehrwald Cook’s *Line by Line*, were encouraged ([1]). There were three main assignments for course credit: (1) editing conferences with a faculty member; (2) a journal documenting details about the internship; (3) a final report. In the past, students were required to have meetings with faculty members, but the new course design provided more specific information about the meetings: a minimum of three meetings per semester and students brought drafts of documents they were working on to discuss with the faculty member. The syllabus also provides information as to what students were to write about in their journaling efforts—reflections on writing, problem solving practices, and observations while on site. The final report also had more defined elements:

- An introduction describing the workplace, the type(s) of writing done there, and your mentor’s expectations of you;
- A detailed description of the work you did;

- An annotated list of resources that you found useful while there; these can include on-line resources, books, or periodicals;
- A conclusion evaluating what you learned and how your skills improved during the semester.
- As an appendix, a selection of the writing that you did during the internship.

This section also specified a due date for the final report and advised that the mentor should write a letter to the faculty advisor about the student's work ([2]).

The changes in the assignments allowed the students to receive more guidance from the faculty member and deemphasized work performance. The English 4500 course much more clearly focused on student learning and applying classroom-based exercises (annotated bibliography, reflective writing, and essay-type report elements) to the internship experiences. The intentional pedagogical framework allowed for students to engage in workplace, experience-based learning opportunities in line with the Department of Labor's requirements for unpaid internships. Not only that, the redesigned course revealed more departmental resources allocated to the program, as two faculty members and a staff person were overseeing the internship program as of 2015. While they may have also had other responsibilities, the department clearly was supporting the work with the internship program. In the early days of the internship program, various faculty members or the department chair appeared to have been involved with the student interns. The internship course evolved from simply connecting students to learning opportunities in professional environments to a course with dedicated professors and a focus on the development of professional writing skills. The internship course was focused more on writing than workplace experience for employment purposes. Even if the philosophy behind the English 495 was to provide experiential learning experiences focused on writing, the English

4500 class was a more developed course that sought to give students experience with writing in professional spaces with more faculty oversight and support.

4.7 The Locations and Projects of English Department Interns

Review of the archives revealed the wide range of internship opportunities students could explore for course credit. As mentioned earlier in this chapter, in the 1990s, early internship applications showed appointments in editing with magazines, producing for news television, and writing for corporate communications departments. A notation on the FAQ for the English 495 course also listed the CDC, Peachtree Publishers, BellSouth, Southern Regional Commission, ACOG (the Atlanta Committee for the Olympic Games), Chattahoochee-Flint Development, and CARE. The files contained several lists of internship sites off-campus; however, interestingly, what seemed to truly evolve over the course of the internship program were partnerships with internship providers either within GSU departments or very near the classroom buildings in downtown Atlanta.

The archives contained 147 non-teaching internship proposals for English 4500 from 2005 to 2015. From 2005 to 2007, there were a total of thirteen non-teaching internships—nine within on-campus organizations and four off-campus. The 2007 to 2009 records showed an overall increase in internships to twenty-two—eight on-campus and fourteen off-campus. Reviewing the 2002 to 2011, the number of internships jumped to thirty-eight total, largely attributed to twenty-five on-campus internships and a decrease to twelve off-campus. From 2012 to 2013, the number of internships increased by one to a total of thirty-eight—an increase to twenty-seven on-campus and a decrease to eleven off-campus. The final period, which is still on going, 2013 to 2015, has engaged thirty-seven students enrolled in the course—twenty-five on-campus and an increase to twelve off-campus. The final period does not include the internship

course registrations for summer or fall 2015. Consideration of these figures shows a steady increase in the number of students pursuing writing internships for course credit. The total number of on-campus internships during this nine and a half year period was ninety-four on-campus internships or sixty-four percent (64%), compared to fifty-three or thirty-six percent (36%) off-campus.

The internship applications reflect not only a variety of different internship spaces but also many established relationships. There were a total of thirty-nine different for-profit and not-for-profit organizations providing off-campus internships. Students have pursued internships in large organizations such as CNN, the Centers for Disease Control (CDC), and Allstate Insurance Company. Print media publications such as *Creative Loafing*, *Atlanta Magazine*, *Atlanta In-Town Newspaper*, *Performer Magazine*, *Skirt Magazine*, and the *Times-Georgian* newspaper have also given opportunities to GSU students. Many students have completed internships in publishing—usually smaller, local companies. Some of the most common internships, however, are in local businesses where students were exposed to business writing and corporate communications, as well as public relations and marketing projects. Some organizations, such as the CDC and *Creative Loafing* have offered internships to more than one student over the years.

In the off-campus internships, students described a variety of writing and editing experiences under the mentorship of individuals with many different job titles. Students have performed their internships under the direction of a many different professionals: editors, human resource managers, attorneys, internship managers, executive directors, public relations executives, and CEOs. Common projects included shadowing editors, copyediting, fact checking, and proofreading. Many of the internship proposals listed research, social media posting, website writing, and corporate communications (letters, emails, and internal reports).

GSU's internship applications revealed an openness to allow students to pursue internships in large companies and local businesses, in different departments, and with an array of internship directors.

As revealed earlier, the majority of the internships students have engaged in have been on the GSU campus. The records show fourteen different on-campus partners. The most common internships were through the South Atlantic Modern Language Association and its journal, *South Atlantic Review* (a total of thirty-eight), *Studies in the Literary Imagination* and *The Eudora Welty Review* (a total of eleven), and *Five Points* (a total of nine). These three internship providers have offices in the English Department at GSU. While SAMLA is a 501(c)(3) that has a renewable sponsored program agreement with the university, the other two providers are academic journals that allow students to edit, proofread, fact-check, write, and explore academic, scholarly publishing. Other on-campus internships have included internships with professors for research projects, academic organizations, and the GSU Marketing Department. The growth in the number of internships in on-campus partnerships suggests the support by organizations and publications in the GSU community to supplement classroom learning with exposure to professional activities for students. In addition, the significant student interest in these internships may be due to the proximity of the internships sites to their classes and on-campus commitments.

Interestingly, the on-campus internship projects offered exposure to similar activities described in the off-campus proposals. Throughout each of the semesters, students had opportunities to edit, proofread, and research. In addition, some students developed marketing materials, website content, social media posts, and technical writing pieces. Review of the internship materials also revealed some unique opportunities through on-campus organizations—

including grant research and writing, archival research and cataloging, event planning and document design—that were not available in the internships with off-campus partners. Though many of the internships occurred on-campus with the same organization semester after semester, it appeared that the students were exposed to many kinds of projects each semester whether in on- or off-campus engagements. The number of internships at many of the same sites also suggested that the faculty members and internship mentors established long-term relationships focused on student learning and writing development.

4.8 Internships in Teaching and Education

The previous section revealed the growth in internships in non-teaching environments; however, the GSU English Department also a remarkable increase in the number of internships in educational spaces where teaching or curriculum design were the focus. What I believe was the oldest document maintained in the department archives was a syllabus entitled “English 819: Internship in Teaching Composition,” dated Winter 1986. The syllabus included the purpose of the course:

The internship is designed to train students in the teaching of college composition.

Students gain experience by working as teaching interns in selected writing classes; they also meet together weekly as a seminar to discuss pertinent issues and to report on

research and other activities. (Georgia State University, *English 819*).

The course required two texts: William F. Irscher’s *Teaching Expository Writing* and Erica Lindeman’s *A Rhetoric for Writing Teachers*. This internship was significantly different than the English 495 and English 4500 course internships as the students researched and prepared a lesson plan on a topic related to college writing and then taught the lesson in a college class. The students also observed college writing courses, had writing assignments (reports), wrote term

papers, kept reflective journals, and attended a weekly classes. Student grades were calculated based upon the lesson taught (30%), term paper (40%), and writing assignments/reports (30%). The course design resembled a composition pedagogy class given the assignments, discussions, and readings; however, moving the students to composition classrooms for observation and teaching experience provided the internship component. This syllabus offered a true learning experience alongside of experiential learning for English majors interested in classroom teaching at the college level.

Though I found the model for English 819 a very interesting model that clearly would adhere to the Department of Labor requirements for unpaid internships to focus on learning, it appears that GSU incorporated the teaching internship course into English 495 and, later English 4500. Review of the internship proposal forms from 2005 to 2010 included seven internships in teaching or educational environments. There was only one college-level teaching internship documented in the archival records. The internship mentor was a literature professor in the GSU English Department, and the tasks included scholarly research and teaching observation. Other traditional classroom internships included two elementary school language arts classes and one high school English class. These three internships had general descriptions that included observation, teacher support, and some instructional opportunities. Another student completed an internship with a Department of Language Arts at an alternative school for at-risk high school students. This intern led writing workshops, provided instructional assistant to a teacher, and conducted research on the topic of mediation and invention in writing instruction.

The teaching internships also extended to other learning environments. For example, one student received credit for teaching middle and high school students abroad in Peru. There was no information on the form regarding the assignments the student would have on site, but,

presumably, she had to fulfill the English 4500 requirements. An internship in the GSU Writing Studio presented interesting ideas about other spaces where students interested in teaching might engage. This internship included a detailed list of assignments prepared by the internship mentors, including tutoring, shadowing, reflective writing, analysis of the website, tutor interviews, and an essay. The detailed description provided considerations about how spaces such as literacy centers, afterschool programs, and writing centers—in the community, in a high school, or in a college—could provide opportunities for exploring pedagogical practices and professional teaching opportunities.

The seven internships described above represent the materials located in the larger, general English Department archives before 2011. In 2011, the teaching internships appear to have been separated from the industry-based internship materials because another faculty member took over this facet of the program. It appears that the two faculty members worked collaboratively to expand the English 4500 class to serve both teaching and non-teaching internships. The English 4500 syllabus was modified to reflect “Secondary Education Internship” course focus. While the overall requirements for the course are the same (three conferences with the GSU faculty member overseeing the teaching internships, a reflective journal, and a final report), the purpose section was modified to reflect a teaching focus:

What an intern does: An intern works at a specific school or other educational institution, under the mentorship of a teacher or other supervisor. Duties may include assisting in preparing lesson plans, teaching a class, tutoring students, etc. You and your mentor should collaborate to design an internship that satisfies your needs as a student learning the teaching profession and the mentor’s needs for assistance. (Georgia State University, *English 4500, Secondary Teaching* [1])

The internship proposal form was also modified to serve education-focused interns with sections that are applicable to activities in a school, such as rules or requirements of the school system with respect to interns. In addition, the form was very specific about the course requirement of eight to ten hours a week dedicated to the teaching internship (Georgia State University, *Internship Proposal [Secondary English]*).

The files also contained a letter addressed to “Prospective Secondary Education intern.” This letter, which is not dated, outlines the steps for teaching internships. Students were directed to procure their own internships at a school of choice. It was suggested that they might consider “the high school or middle school you attended; maybe you’d like to find a school near your home” (Georgia State University, “Letter to Prospective”). Students can intern in private, public or charter schools. In addition, they can pursue other educational opportunities, including literacy programs or education centers. The letter supplements the syllabus and proposal form with additional details about identifying and making contact with prospective internship mentors. The archives did not reveal how the letter was distributed and to whom; nonetheless, it provided valuable information as to how students connect with educational internships.

Like the non-teaching internships, a substantial number of internship proposal forms were maintained in the archives. These records revealed significant growth the teaching internship program. From 2005 to 2011, there were only seven proposals maintained related to internships in educational environments. The 2011 to 2014 files contained forty-eight proposals. Public high schools provided the majority of the interns with twenty-nine positions in eighteen high schools. There were also four college-level teaching internships, all at GSU, three public middle school internships, and one public elementary school internship. Seven students interned in private school environments and four pursued other kinds of education-based experiences. The public

school internships were arranged in eleven metro-Atlanta counties with Gwinnett County hosting the most interns, a total of fifteen.

This growth in teaching internships beginning in 2011 is noteworthy as it suggests that the addition of another faculty member to collaboratively build the program may have allowed for more outreach efforts for both English 4500 concentrations. Of particular interest were the internships focused on education outside of traditional school settings. For example, an internship with Children's Healthcare of Atlanta explored the academic needs of children suffering from health issues. The intern had some unique research, writing, and teaching opportunities: weekly reflective journal, participation in a writing workshop, research about chronic illness educational support, and a case presentation about one student. Working with the School Program Coordinator likely provided the student with an understanding of other kinds of education-related positions that called upon teaching and research skills. There were also two afterschool program positions with Breakthrough Atlanta, a non-profit organization dedicated to providing educational support for youths in the Northwest Atlanta community. While these two interns focused their time on understanding how to develop curricula for this program, the interns were also exposed to teacher training, administrative duties of the teachers, and team building exercises. These kinds of non-traditional classroom or teaching settings offered opportunities for students to develop skills that could help in their careers as teachers while revealing other kinds of education-focused careers.

4.9 Connections Between Location and Community Partnerships

The archives of the GSU English Department revealed a thoughtful and practical course design that gave students the freedom to explore the skills and practices in industry and educational environments. It is not clear if these are comprehensive records of all the internships

completed for course credit by English Department students or just a sampling. The internship proposals and syllabi provided an understanding of where the internships occurred, what kinds of work students performed, and how the program grew over the years. The materials also provided an understanding of how faculty members can establish course content that supports the efforts of the students in the internship spaces through conversation and reflective writing. In addition, the faculty members in this program clearly viewed these internships, particularly with the establishment of the English 4500 course materials, as learning experiences, rather than work experiences. Changes in the course design indicated a desire to improve the content to protect the students from unfair labor practices and encourage the advancement of writing and professionalization skills.

Earlier in this project I explored Lisa Mastrangelo and Barbara L'Epplattener's suggestions to approach an archive with no understanding of precisely what I might be looking for as I was endeavoring to create a narrative of the history of the program—its evolution, course design, and community partnerships. For this reason, the archival records of student proposals helped me to better understand the focus of the program developers. Because I had completed an internship with the department and had some knowledge of the program's activities over the past few years, the internship proposal forms were familiar documents. As Cheryl Glenn and Jessica Enoch write,

Rarely do researchers identify an archive and hope to find a research project in it. Instead they begin with a broad research question and then read widely and deeply until they begin to identify an outline of significance or basis of investigation for the project at hand. Once researchers have a handle on the topic, they consider the kind of archival documents that would support, extend, further, and energize the project. (13)

That was the situation with these internship archives. The result was an understanding that the program moved from an informal program that was managed by a variety of faculty members to a program with strong administrative leadership and more formalized, pedagogical practices. In addition, the program grew to include more students pursuing internships in for-profit and non-profit organizations in order to develop writing, communication, and teaching skills. The records revealed that some students pursued more than one internship opportunity during their degree programs. The records also showed that the English Department developed partnerships with organizations on GSU's campus and in teaching communities that seemed to served student needs and interests. This was evident by the number internships that were repeatedly pursued in certain spaces. Program directors might consider ascertaining what environments best suit the needs of students to allow access to their other commitments on campus and in their personal lives.

Interestingly, the records did not contain much documentation about research projects or recruitment efforts of partners or students. This suggests the department was largely focused on a program that served individual student needs. In addition, there were no comprehensive records relating to student performance or grades—again, suggesting the program designers were working to create a student-centered program rather than accessing writing or performance at the internship sites. The result of the archival review is a narrative of a developing program that served an urban community of students and businesses. The narrative also revealed the desire of students for more internships, especially in educational environments.

In the next section, I will build upon the information learned about program design and documentation through conversations with two faculty members at GSU who have worked with student interns. In addition, I reach to internship providers to learn how they have worked with

college interns and what kinds of structures might be added to internship course design to support the interns, universities, and internship mentors. From the interviews and consideration of the archives, I will articulate a series of considerations for internship directors when assessing a program, developing strong structures, and pursuing research opportunities.

CHAPTER 5. STRUCTURES: INTERNSHIP PROGRAM AND COURSE DESIGN

5.1 The Importance of Intentional Design

At the beginning of this project, I looked to the AACU report prepared by George Kuh entitled *High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter* to gain support as to how internships can be important settings for learning and professional development before college students enter the workforce. I then moved to examine the opportunities for internship programs to develop in English departments in response to calls from employers and the public to help students connect classroom learning to long-term employment concerns.

The discussions in Chapter Three establish that the opportunities for developing or expanding student internship programs are rich and varied. By discerning the narratives—both for and against internships and experiential learning—program designers will be more prepared to develop programs that will be viable within their own unique institutions. The review of the GSU English Department archives in Chapter Four showed significant increases in student internship course enrollment over the past ten years through the leadership of dedicated faculty members focused on supporting student interests and learning. Simply asserting that internships are a great idea for all students or providing course credit for completion of such experiential learning experiences will likely fall far short of what is needed to make internships impactful educational opportunities. Structure and frameworks are essential for internship programs. Nancy O’Neill, explains an important characteristic of a successful internship program: “an internship program is more likely to be ‘high impact’ for students when it is intentionally organized as an activity that leads to particular learning outcomes” (5).

But what is meant by “intentionally organized”? What makes for strong and viable internship experiences? How do program directors support student interns? What are some of the best practices for internship assignments and course design? As I mentioned earlier in this project, I interviewed two GSU faculty members who work with GSU interns, to learn about their experiences in constructing internship courses. Both faculty members participated in the study pursuant to IRB Research Approval, which required protection of their identities through the assignment of aliases. Dr. Crusoe has worked with GSU students pursuing interns for many years and is quite familiar with the evolution of the program, as well as the opportunities for the university’s English majors in the Atlanta community. For many years she worked with both internships in writing and teaching; however, in recent years, she has focused her internship courses to serve students interested primarily in careers related to writing and editing. In contrast, Dr. Villette, works primarily with students interested in teaching or other education-focused internships. Like Dr. Crusoe, she is very familiar with the department and the evolution of the internship course. Through my interviews with Dr. Crusoe and Dr. Villette, I explored what made the GSU program manageable for faculty members while still supporting student needs for oversight and guidance.

There were eight questions that framed my discussions with Dr. Crusoe and Villette. The primary research questions guiding this part of the study were "how might the term 'internship' be defined for course design purposes" and "what pedagogical structures and practices allow for effective internship experiences for undergraduate students and their internship providers?" Dr. Crusoe and Dr. Villette’s responses to the research questions revealed the positive impact of dedicated faculty members supporting student interns and internship mentors. In addition, the faculty members revealed their personal strategies to manage the administration of a time-

intensive program that has allowed the program to flourish with established community partners and new ones identified primarily by students.

The interviews with three internship mentors allowed me to gain their perspectives about the kinds of institutional support and partnerships that allow for internship success. Like Dr. Crusoe and Dr. Villette, Mr. Raden, Ms. Lane, and Ms. House provided interviews pursuant to an IRB Research Approval, and aliases were provided to protect their identities. There is no mention of their professional affiliations in order to allow the individuals to speak freely about their experiences as internship mentors. The internship mentors were also looked to in connection with the definition of the term “internship.” I also wanted to ascertain what kinds of activities they found most effective for student interns and how faculty members can support their work with interns. The internship mentors allowed me to consider how faculty members and internship mentors can interact without interfering with the business operations of internship providers, while providing the needed oversight for university internship courses.

I worked from seven questions to explore how the internship mentors worked with GSU students to provide experiential learning experiences that focused on writing and teaching. All three internship mentors believed that internships can prepare the students for future pre-professional and career opportunities, but they universally recognized that interns often require a significant investment of time from the mentors. In addition, the mentors asserted that internships are valuable for organizations as well because the student interns reveal to supervisors and managers the needs of entry-level teachers and employees. What I found most useful from the interviews with the mentors were the suggestions for structures that could strengthen partnerships between colleges and universities and organizations providing internships to improve learning outcomes.

As mentioned throughout this project, while ample research is available regarding the value of internships, there is not much research specifically from English departments, and this is needed for those working to adapt course curricula to settings outside of traditional classrooms for internships serving English majors. In fact, both Dr. Crusoe and Dr. Villette expressed desires for more scholarship and resources for internship program directors during their interviews. For purposes of my project, I found the work of those teaching in business schools useful to consider the impact of courses supporting student internships:

the notion of adjusting curriculum and pedagogy to address the gap between classroom and practice has a long history in management and business education. For decades the inclusion of cases, exercises, and simulations . . . has allowed professors to help their students see connections between classroom knowledge and the realities of the business world. But these in-class activities cannot provide a replication of the complexities of involved in real-world problem analysis and solving. Here is where appropriately designed internship ships can gain the upper hand, as they put students in action-learning situations which compel them to apply classroom theory and knowledge to practice in a manner that builds deep, practical in situ business, management, and decision-making skills. (D'Abate, Youndt, and Wenzel 528)

This becomes important to consider at this point in this project because there are many models for moving students to experiential learning environments to work on projects that have can build upon classroom assignments or essays for workplace writing and career preparation. However, given the limitations of additional sources specifically geared to internships for writing and English majors, I elected to include a significant amount of information learned during the

interviews. My decision to provide details of my findings responds to the calls from researchers like Tiffany Bouelle, Jennifer Bay, Katherine T. Durack to expand the information available to other researchers and program directors:

it is only with more reported success stories of internships that we can move forward. . . . I urge readers to writ[e] and [publish] reports of the challenges faced, but most of all, of the successes they have encountered, no matter how small. With a larger body of knowledge to inform our practices we can continue to move forward . . . further legitimizing our discipline . . . [doing] the meaningful work of preparing our students for their future careers. (Bouelle “New Perspectives” 188)

The narratives described in this chapter contribute to the literature about internship program development for English majors. In addition, while I place many of the findings in conversation with scholars, the scarcity of the research reveals niches in the scholarship that call for more consideration and exploration in the future.

As I stated at the beginning of this project, it is imperative for program designers to define the term internship for purposes of their college or university program. While the Department of Labor provides requirements for unpaid internships and the work of scholars such as Jennifer Bay, Katherine T. Durack, George Kuh, and Ross Perlin can help program designers build programs for English studies students, I turned to the program directors at GSU to explain the requirements for an internship to qualify for course credit at GSU. The first question I posed to both faculty members was “What is an ‘internship’ for purposes of enrollment in the GSU internship course in the English Department?” Dr. Crusoe, who has worked with both writing internships and teaching internships, explained:

An internship for our purposes is an opportunity to do supervised work at a site either on campus or off campus. . . . the student is mentored . . . not simply given work. The student is given assignments and supervised while carrying out those assignments. [A student is] expected to successfully complete the assignments but also be given advice about editing and revising and improving.

Crusoe also provided that many students opt for internships on the GSU campus, which works well with their class schedules. She explained that students find an internship in one of two ways: students discover internships on their own and come seeking a way to earn course credit or students come to the English Department seeking guidance as to where they might intern. Whether she connects the students to internship providers or approves internships already procured, the internships must be focused on writing and the on-site mentors must ensure the student interns receive a substantial amount of supervision and direction by individuals experienced with the work the interns will be performing (Crusoe).

Dr. Villette, who works with student interns focused on education and teaching, has similar requirements. She defined internships for teaching or education as follows:

This can be a broad category [that includes] tutoring, involvement in literacy programs, but what it generally entails is an internship with a secondary or middle school teacher or English teacher whereby the student or intern aids in some way the workings of the classroom. . . . [An internship in a school] is very different than student teaching. Student teaching is a specific activity that is a requirement for teaching certification with more hours, more actual teaching requirements. An internship is an opportunity to expose the students to the activities in a school environment.

English studies students at GSU who pursue education-focused internships are usually interested in teaching at the secondary or middle school levels. They are often considering teacher certification through the GSU College of Education TEEMS Program (Teacher Education in English, ESOL, Mathematics, Middle Level Education, Social Studies and Science) upon completion of their English degrees. For these students, a teaching internship, one focused largely on classroom observation and reflective writing, can help them decide if education is the career path they would like to pursue. Like Dr. Crusoe, she can help students identify internship opportunities, but students pursuing internships in public schools also require approval by both the College of Education and the county where the school is located to approve the internships.

The definitions provided by Dr. Crusoe and Dr. Villette adheres to the requirements of the Department of Labor that unpaid internships are educational in nature—extensions of a classroom or educational environment (US DOL). Student internships in the GSU program reveal the department's understanding that oversight and support must be provided from faculty members if a student is to earn course credit for the internship. Durack asserts that the labor laws surrounding unpaid internships can be “especially problematic from the standpoint of educators seeking to develop internship programs and cultivate industry relationships and community partnerships” as there can be a problem making certain that the work performed by interns is meaningful for them professionally but does not benefit the internship provider (254). Dr. Crusoe and Dr. Villette are very clear with interns that their internship experience is focused on learning not productivity. While there seems to be a very fine line between the work permitted for paid and unpaid internships, the faculty members working with GSU interns and internship providers understand the rules and requirements of the Department of Labor and work to align this with the activities of the interns.

I posed a similar question to internship mentors: “What constitutes an internship?”

One mentor described it as an opportunity for a student to gain “real world experience, lived experience for a student in a professional setting.” She identified the goals of an internship as “professionalization, enculturation . . . [giving students opportunities] to understand what the work they envision would actually be like, what skills they would need, what training they would need, what the environment is like. . . . the internship is the structure for that” (Long). Another mentor reached back to his experience as a college intern explaining that an essential element of an internship is support for the intern “by someone within that field with knowledge” (Raden). Ms. House, who has served as a mentor for several teaching internships provided an even more detailed explanation in her interview:

It is an opportunity for a student or prospective teacher to visit a classroom and get an idea of how the classroom is run, see how assessment is done, and participate in creation of lessons themselves, but not have responsibility for the class. . . . [Unlike student teaching] an intern has mostly observer status . . . the students are considering teaching, instead of already seeking certification. (House)

These definitions offer characteristics of internships and what students can learn through these experiences. The faculty members recognized the importance of providing opportunities for students to explore professions under close supervision of mentors and adopted this facet of their definition of an internship for the course. The students are expected to have a substantial amount of interaction with the internship mentors and learn about the environments where they are interns. In addition, the faculty member overseeing the non-teaching internships emphasizes revision and editing under the direction of a knowledgeable mentor so that the student can learn more about writing in a specific field. The faculty member working with teaching internships

emphasizes the role of the interns as “helpers” or “assistants” to a teacher, as well as observation of the activities within classrooms or other educational environments. The writing in these internships may be deliverables such as lessons plans or quizzes, but the writing may be largely journaling and reflective essays.

As stated previously, neither Dr. Crusoe nor Dr. Villette see work performance or production of viable deliverables as the most essential aspects of internship experiences—they emphasize placing students in different spaces to learn the skills and abilities required within disciplines and careers. Students are to apply what they have learned in their college coursework to these settings and develop skills further in line with their career and professional interests. In the same vein, none of the internship mentors I spoke with saw the interns as workers or employees. While the interns might help with the production of work, they were to be closely supervised and to learn while engaging with workplace operations and projects. Student internship opportunities for English majors can make a significant difference in a student’s ability to find employment upon graduation, as evidenced by the statistics from the research reports in this project citing that as many as sixty-nine percent (69%) of internships in larger organizations and thirty-nine percent (39%) of internships in smaller organizations lead to employment opportunities upon college graduation. While the work of the Department of Labor to protect unpaid workers and Ross Perlin’s assertions that most unpaid internships are “free labor” (94), Durack argues that “A successful student internship program can help to quell the all-too-frequent chorus of public disregard for ‘useless’ degrees in the humanities, one reason writing programs have increasingly added student internships to their offerings or requirements” (248). What Dr. Crusoe and Dr. Villette have created in their courses and in their relationships

with community partners are internship opportunities that work to balance the Department of Labor requirements for unpaid labor and students' needs for experience-based learning.

In my experience as an internship mentor with SAMLA, I quickly realized that college students, even those with outstanding writing and administrative abilities, on the whole, lack the knowledge and skills to produce work that is ready for use by an organization. Though I had initially hoped students would take larger roles that called upon editing and writing skills, I learned that interns needed opportunities to test their current abilities to see where they needed to focus and improve in their writing. Given the Department of Labor requirements for unpaid interns, SAMLA worked to expose students to a variety of projects and help them learn how to refine and improve their skills to complete the tasks at hand. The students needed substantial direction and supervision. In the end, the results of the internships were improved writing skills and contributions of ideas and some deliverables to the organization. SAMLA was not looking for leadership or professional-level deliverables from the student interns.

Internships, in my mind, were opportunities for students who wanted to observe, learn, and engage in the work of writing, editing, and administration to help them to understand how their skills could serve a larger organization. Interns worked closely with staff members, participated in weekly internship meetings, and developed work product that may or may not have been revised for use by SAMLA. The SAMLA internship program worked to serve the GSU student community by providing experiential learning experiences for humanities students. I worked closely with the internship program directors in the English Department to make certain that our program served the needs of their students and the university program. Later in this project, I will revisit the specific design of the SAMLA internship program and some of the elements that allowed our organization to support a large number of interns with a small staff and

how interactions with the Department of English program director made for a strong relationship between the university and the internship provider.

5.2 Characteristics of Strong and Viable Internship Experiences

In seeking to collect information that would be beneficial for program designers at other colleges and universities about the kinds of internship experiences that best serve English Department students, I developed two questions:

- How do students connect with internship providers?
- What internship experiences and partnerships have you found the most beneficial for English studies students and why?

These two questions allowed for discussions about how program designers might go about developing relationships with community partners and the kinds of student projects that benefited students. A recent study examining internship satisfaction tackled a facet of this: “characteristics of the more general work environment not just the work itself need to be considered as predictors of internship satisfaction. These issues differ from job characteristics in that they came from more affect-based characteristics of the environment.” Research reveals that internships providing “significant learning opportunities” with support from the supervisors resulted in the highest satisfaction (D’Abate, Youndt, Wenzel 530). Identifying the environments that include these characteristics and connecting students to them seem the most obvious and essential ways for program directors to provide paths to student success.

As previously mentioned, both Dr. Crusoe and Dr. Villette provided that students often find the settings where they can intern on their own; however, faculty members can also help students with the selection of internships. Dr. Crusoe explained that if students come to her seeking help finding internships, she explores with them the kind of internships they might like

to engage with. Questions such as “What are your long term plans once you graduate? What kind of work do you want to be involved with?” help her direct students to potential internship providers. She also commented, “Most of our students who think they kind of want to do an internship really need more experience at editing and at writing within a supervised situation within a workplace than they imagine they do.” She often connects these students first with several different internship providers within the English Department for them to talk with in order to explore the possibilities of on-campus experiences.

By encouraging the students to talk with the editors and managers of these organizations, students almost always find opportunities of interest that work well for the course requirements and give them chances to write and edit. Because instructors and professors often lead the on-campus internships, GSU mentors in these organizations are aware of the writing skills and supervisory needs of GSU students during internships. Dr. Crusoe also advised, however, that sometimes on-campus internships can be challenging for professors and university staff members due to their teaching and administrative responsibilities. Given that faculty members know these individuals, it much easier to work with these mentors to rework internships in line with the needs of the mentors and students. A lack of supervision can lead to dissatisfaction on the part of the students and require a program director to step in and provide additional support. This, according to both Dr. Crusoe and Dr. Vilette, is an unusual occurrence. Later in this project, I will explore how GSU faculty members have intervened during difficult situations.

The development of relationships with on-campus partnerships is in line with one of the opportunities *The Chronicle of Higher Education* and the American Public Media’s *Marketplace* revealed in its report: “Colleges and universities should view the working lives of their students not as a challenge, but as an opportunity, given the weight employers of all kinds place on

experiential elements of a recent graduate's resume" (15). On-campus partnerships at GSU also seem to serve the schedules of GSU students well. As GSU has a significant number of students who live off campus and commute to campus, many of the students have jobs and families in addition to coursework and campus commitments. Ross Perlin addresses this in his book when he discusses unpaid internships as "most young Americans, in most circumstances, cannot afford to work for free or less than minimum wage for any appreciable period of time. . . . it's impossible to estimate how often a young person's career ambitions are blocked by the financial hardship of an internship" (160). While there may be some validity to Perlin's arguments that unpaid internships are only available to those who can afford them, GSU's internship course model provides access to workplaces on campus so that commuting students can participate around their class schedules. Marilyn Gilroy sees internships as experiences that "immerses students in a culture completely different from the one they might have grown up in" (34). While economically internships may be difficult endeavors for some students to participate in, GSU embraces the value of these experiences and works to help students secure positions that work with their schedules and provide access to experience-based learning opportunities.

While the GSU on-campus partnerships, as evidenced by the statistics in Chapter Four, have led to a significant number of internships for undergraduate students, there have also been many successful established relationships that are not in the downtown Atlanta community. Established relationships with *Creative Loafing* and the Centers for Disease Control (CDC) have allowed many GSU students to pursue internships in writing and editing. Dr. Crusoe explained that these organizations have worked well for the students because both organizations have internal structures that adhere to Department of Labor requirements and focus on student learning opportunities. For example, at the CDC students have worked on short technical writing

projects that have described post-surgical infection concerns or poison control information. At *Creative Loafing*, she provided that an editor and internship supervisor typically oversee the interns, which has provided for substantial oversight and guidance. These particular internship providers revealed to students not only the high standards expected for workplace writing but also where their own grammar and writing skills needed to develop (Crusoe).

Dr. Villette also works to help students find education-related internships through a series of questions that allow the identification of providers, but setting up internships is a little different. Dr. Villette explained that when she first started, she would help students find the school where they would intern. Literally, she would search the internet with them looking for a possible schools, approaching the quest as if it were a job search. Then, the GSU College of Education reached to the English Department to communicate that they wanted to facilitate the teaching internship appointments in the public schools. This has actually been quite helpful, as the College of Education has established relationships with counties due to student teaching appointments. Now, students identify where they would like to intern—often the with names of teachers they would like to work with—and Dr. Villette passes this information onto the College of Education field office. A staff person then handles the approval process with the counties and schools. Students often go back to schools they attended; however, they also seek teaching internships in new environments. If students are unsure where they might like to intern, she, like Dr. Crusoe, helps them to identify possible internships through a series of questions that explores the following criteria: “where they live; how it is easy to commute; what demographic they are interested in teaching or getting exposed to; what their interests are in teaching; and what kinds of students they are interested in working with. [She then encourages them to] look on the web, visit school websites, see how [the school] looks . . . and feels” (Villette).

While the College of Education oversees the approval for internships in the public school system, they are not involved with private school internships or internships in other education-based spaces. While my review of the archives revealed that students held internship appointments in eleven counties in metro Atlanta, according to Dr. Villette, there are school systems and mentors that are particularly welcoming to GSU students. This has resulted in the establishment of relationships that create particularly positive and productive student internship experiences. Sometimes students work with multiple internship mentors at a given school to gain exposure to a wide variety of teaching styles and students, while others work with one teacher in one class. Our discussion also confirmed that internships in non-school based environments, such as writing centers, literacy programs, and other non-profit spaces are areas that offer unique and interesting opportunities for students. While a limited number of students have pursued these, Dr. Villette expressed a desire to grow this area of the program, but she recognized it will require her to develop relationships with new internship providers and connect students to these opportunities. She is cognizant of the time commitment needed for expansion of the program and will be deliberate in her pursuit of these initiatives.

Dr. Villette's understanding of the amount of time it can take to establish community partnerships is an important consideration for program design. Bouelle, like Dr. Villette, sees this is an important consideration given "the lack of extra compensation and the sheer amount of time and effort these mentor roles take" ("New Perspectives 188). This situation is echoed in the work of Robert J. Lahm and Kirk C. Heriot in their article entitled "Creating an Entrepreneurship Internship Program: A Case Study": "Finding firms that were willing to participate or that had existing internship hiring processes was one part of the process [to create an internship program]. . . . From the point of view of the coordinator, this was very time consuming but not necessarily

well recognized as such by colleagues” (88). Lahm and Heriot’s work emphasizes the importance of allowing sufficient time for the planning, administration, and implementation of new program initiatives (95).

Another location that has offered particularly strong internship experiences has been at GSU with English Department faculty members and instructors to learn about teaching at the college level. Dr. Villette and Dr. Crusoe have placed students in internships where students were exposed to literary studies and rhetoric and composition pedagogical practices. Students observed classes, developed lesson plans, and even lead discussions. Other interns have helped professors with research to gain an understanding of the demands of scholarly publishing and writing. Later in this chapter, I explore the kinds activities and practices that make these internships particularly viable experiences for student interns given that they are on the GSU campus and the internship mentors are professors who understand the goals of the internship program and course design.

5.3 Best Practices for GSU Internship Course Design and Manageable Programs

To understand the practices that GSU program designers implemented to support student interns and allow for internships to be pedagogical experiences, I spent a good amount of time on questions regarding course design. There were three main areas of inquiry:

- What are the learning outcomes and goals of the course in its current form?
- What course components (assignments and pedagogical practices) do you find effective and ineffective?
- How has the course evolved over the years—how has it changed?

The course syllabi for non-teaching and teaching internships do not include specific learning outcomes or goals. What is clear, however, is that an overarching goal of the GSU

English Department internship program is to move students from traditional classrooms to professional work settings for learning. The materials about the English 4500 course provide: “The internship is an opportunity for English majors pursuing careers in writing, research, or editing to spend a designated time (usually a semester) working in a business, foundation, or governmental agency. Students will do supervised work at the job site and meet periodically with . . . the internship director in the department” (Georgia State University, “General” [1]). The teaching focused internship materials indicate that the internships will be “at a specific school or other educational institution” (Georgia State University, English 4500, Secondary Education Internship [1]). Through the interviews of program directors, I gained additional insights into learning outcomes and goals, but what was of great significance was the importance of flexibility on the part of the faculty members to support student interns. The faculty members work to support and accommodate student-driven goals, as well as programmatic concerns.

During our interview, Dr. Crusoe provided that for the non-teaching internships, two of the important goals and outcomes are developing a stronger sense of writing for a specific audience and understanding the importance of accuracy and timeliness. According to Dr. Crusoe, writing for an audience is essentially a rhetorical goal . . . [considerations of] what information does the audience want . . . what are the interests and language of a specific audience. . . . [Students gain a] more disciplined sense of how “right” they have to get [their work] and how soon they have to get it right is also a very clear goal that most students don’t get in classwork. . . . [Students learn they] are not going to get extensions at work . . . they’ve got to be on target . . . and be able to do [their work] quickly.

This facet of the GSU internship program responds to calls from the 2010 Hart Research report that cites, “Employers believe that college graduates need to develop *both* a broad range of skills

and knowledge *and* in-depth knowledge and skills that apply to a specific field of position” (6). The statistics supporting this assertion are that fifty-nine percent (59%) of executives think that college graduates need an understanding of these skills and the ability to apply them. In addition, the survey for this study also revealed a desire for college students to “learn about cultural and ethnic diversity in the context of the United States . . . learn about the point of view of societies other than those of Western Europe or North America” (8). These statistics reveal the desire of employers for employees to have a better sense of the values of groups of which they may not belong.

In addition to the rhetorical demands of audience evaluation, understanding the expectations of employers is another critical takeaway from internship experiences. Jennifer Bay explains, “One of the most valuable experiences for students in internships is learning how organizations work from within” (138). Dr. Crusoe, like Bay, sees the value in internships as “students often have a difficult time making the transition [to workplaces] because they are used to having a teacher on whom they can constantly rely—someone to supply answers, guide them through a process, and generally be there for them” (139). Bay, like Dr. Crusoe, sees internship course as a bridge that helps students gain the confidence and understanding needed to manage the demands of learning outside of the classrooms college students may find more familiar and comfortable.

For teaching internships, Dr. Villette explained that while there is not a set of specific learning outcomes on the syllabus, the internships are working to help students explore careers in education. One important outcome is that students gain an understanding as to how teachers prepare for class lessons and the kinds of approaches that are effective for teaching. In addition, students learn about pedagogy—both theory and practice. The learning outcomes and goals are

reached largely through discussions with teachers at the internship sites, faculty members like Dr. Villette, and the reflective writing assignments that accompany the course. A recent article examining internships in teacher education called for time to focus not on the challenges of lengthy teaching practicums but for interns to begin with an exploration of “the ability to learn *from* teaching not just learning *for* teaching” (Helgevold, Næsheim-Bjørkvik, Ostrem 129). The study explained that student teachers are often overwhelmed by the demands of preparing lessons rather than learning from their students. Dr. Villette’s model for teaching internships provides opportunities for students to move into classrooms and observe pedagogical practices and student-teacher relationships before jumping into the challenges of classroom maintenance and teaching.

The required conferences or meetings with the faculty members during the semester were a component of the course design that I was also particularly interested in learning more about. These discussions provide both support for students and facilitation of the course’s goals. Dr. Crusoe explained that the GSU program provides for faculty support with students throughout the internship to make certain that things are going well; however, there is limited contact between the faculty members and the internship mentors. The students complete the internship proposal with the mentors before the course begins. The faculty members focus on the proposal submitted by the students and rarely discuss the proposal with a mentor before the start of an internship. Through regular meetings over the course of the semester, Dr. Crusoe supports students by providing advice and guidance about specific assignments and inquiring about the relationships between internship mentors and students. Dr. Crusoe provided some insight into one way she supports student needs during these meetings:

I talk about [the internship mentor] a lot with the student . . . I always try to make sure that they are getting along with the mentor, make sure that things are going well in that personal sense, and that there is nothing that I need to do there. If [things are going well] are, they nearly always are, I be sure remind the student that the mentor will need to write to her [at the end of the semester] regarding the student's work.

This approach allows the faculty member to get a sense of the relationship between the students and the mentors and ensure that there are not problems that need to be addressed by the faculty advisor.

During these meetings Dr. Crusoe gains an understanding about the internship assignments and the needs of students. One example she provided related to a student working with a restaurant that needed the intern to help draft a catering contract. The restaurant had never prepared a document of this sort and looked to the student to draft a contract. Initially, the student felt incapable of performing the work because she did not have any experience with the law or contracts. Then, it dawned on the student that as an English major, she could do research. In this particular situation, Dr. Crusoe observed the student “take the classroom skills as to how to do research and apply them to this new venue” (Crusoe). The student did not draft a legal document as much as provide information to the owner of the restaurant as to what other catering contracts included so that the owner could then finalize the needed document. By having a faculty advisor, students are able to see how their classroom skills have prepared them for the writing and research projects they may experience in industry; in addition, the faculty member can help the student respond to assignments by focusing on research and drafts for the organization rather than producing a finalized deliverable. In this case, the student might have initially envisioned that it was her responsibility to produce a legal contract, but this is beyond

the scope of an internship project. The student could, however, suggest forms available on the internet and help the internship mentor develop a useable document.

The meetings also provide support for students looking to see how the internships develop the skills and knowledge needed to pursue their career goals—in other words, not just show transferability between traditional classroom assignments to workplace writing but also from one professional environment to another. Dr. Crusoe offered a narrative about a student working for an Atlanta area automotive group, where the internship revealed to the student the kinds of discipline specific knowledge needed by an industry:

[Students are] going into places where [they] have no experience and learning how to talk as those do in a specific discipline—what words they use. If they can learn automotive talk, they can learn music talk or whatever they choose to do next. . . . [Internships reveal] to students the rhetorical skills of matching language to audience but with the flexibility needed to be a writer in the public sector.

The meetings allow students and the faculty members to discuss the experiences and new knowledge the students are gaining. Through conversation, students make connections to opportunities in their futures. While Dr. Crusoe typically meets with students one-on-one, she has also arranged small group meetings. She has found, however, that students often are more likely to agree with others present, echoing each other's sentiments, rather than articulating their own ideas. The approach to her meetings—whether one-on-one or in groups—is to be flexible and allow students to discuss topics and concerns of interest. Dr. Crusoe then provides guidance and support on an individual basis.

Dr. Villette's approach to the student meetings is similar. Her goal is to meet with students in teaching-related internships three times a semester, though sometimes the demands of

work, classes, and the internships result in two meetings. Again, she is flexible, working to accommodate the needs of the interns. The flexibility in the GSU course is one of its strengths. While both faculty members meet both individually or in small groups with students, Dr. Villette actually prefers group meetings for her teaching interns because of the opportunities it provides for students to learn from each other: “Group meetings are fabulous and fun because students talk about what they are doing and get exposed to other students’ experiences, [learn about] the differences in schools, classrooms, and teachers. The excitement builds and the students get very energized.” She often uses scheduling software, such as Doodle, to arrange mutually convenient meeting times. In her meetings, she points out examples of pedagogical theory evident in the discussions about classroom experiences to help students see how certain teaching theories and practices might transfer to other classroom situations. Dr. Villette also finds that group meetings can be more efficient for faculty members seeking to meet with a large group of students over the course of a semester.

The lack of established meeting times throughout the semester allows for the course to serve student needs. In addition, by being recognizing that not all students are available to come to campus regularly, faculty members can arrange meetings for students working outside of the metro Atlanta area during their internships. The meetings could be via telephone, Skype, or even email. GSU has allowed students to enroll in the course while interning in other cities and even other countries for both teaching and non-teaching internships. Faculty-student interaction still occurs regardless of proximity to campus.

The flexible nature of meetings between the faculty members and student interns are consistent with the wide range of course designs described in the literature about internship courses. For example, the professional writing internship course at Purdue University described

by Jennifer Bay is offered in the spring semester with a limited enrollment of fifteen seniors. The course meets for two hours a week and students also complete eight to ten hours at an internship site (136). The course design provided for a significant amount of time for student discussions about their experiences as interns to see connections between the internships and what students learned in other courses; however, the course also includes an evaluation of case studies to explore topics such as ethics and workplace practices (136–37). In contrast, one of the case studies presented by Jeffrey Perrin in his 2014 study describes an internship course for sophomores at a small, private college. Because the internships require a forty-hour commitment for ten weeks, student interns do not meet with faculty members during but they do have meetings with on-site community partners and complete reflective journal entries (3). The study revealed that students felt the more independent model shifted accountability to teachers to students and internships providers, which they felt was valuable preparation for careers after college (6). Tiffany Bourelle contends that her experience as a technical writer prior to her career in academia enabled her to provide needed guidance to student interns to not only navigate the challenges of workplace environments but also to better understand the assignments received from their internship mentors (“New Perspectives 175). Each of these structures present opportunities for students to interact with mentors in their internship programs. What is clear is that internship courses need structures that provide for support and guidance for student interns throughout the course of their internships.

Another outcome the conversations between the faculty members and students were explorations into work that students do not want to pursue. Dr. Crusoe provided,

A student who might want to be a great reporter, sometimes getting into an internship reveals to them that, no, they don't want to do this at all. Occasionally, students that had a

pretty good notion of what they wanted to do during the course of the internship and they find that's not what they thought it would be like. . . . an internship is helpful for finding out what they don't want to do. . . . The students see this as a positive.

Dr. Villette sees this as a critical outcomes of the teaching-focused internship course, "Students decide whether this is a career path that they want to take . . . do I want to do this for the rest of my life? . . . This is one of the most important things they can get out of an internship." Meetings with faculty members can help students gain perspective about their experiences—good and bad. Group meetings open the discussions between other interns and the faculty members so that students learn about other opportunities and assignments as well.

The meetings also provide opportunities for students to make connections between what they have learned in their college courses and what they are learning as interns. The faculty support helps facilitate an understanding of the learning that occurs in internships and gives the student a sounding board for challenges they may face in the completion of assignments. The faculty support at GSU also helps students struggling with internship appointments. If an internship is not going well, the faculty member becomes aware of this through the meetings and can either help the student see new or different ways to approach the internship or the internship mentor. The faculty advisor can also reach out to the internship mentor or rework the internship, if needed. Dr. Crusoe provided that rarely do internships completely fall apart, but it has happened. She cited that, in her experience, she thinks the mentor did not "completely understand what interns did and what mentors did. . . they did not fully grasp what they were to do." She explained that often it appeared the mentor expected that a body of work be divided between the mentor and the intern, and then work would just be completed. The mentor thought there would be very little need for oversight and contact with the intern. In these situations, she

would first encourage the student to meet with the mentor and request more communication. If this does not improve the situation, Dr. Crusoe will approach the student and internship provider apologetically, in order to salvage the internship rather than abandon it. Dr. Crusoe has counseled both internship providers and mentors the importance of understanding that students are there to learn and not yet prepared to deliver finalized work. In addition, there could be labor law considerations that accompany internships where the focus is on performance and deliverables, instead of learning and exploration.

Nonetheless, internships do sometimes fail. An engaged faculty member can help turn these instances into positive experiences by allowing a student to finish projects on his or her own to include in the portfolio, reflect on what he or she could have done differently as an intern, explore how he or she might support interns as a mentor, and conduct independent research about the industry. Without a faculty advisor, a student might see the internship as simply a failure, but a faculty advisor can help reshape these experiences into valuable learning opportunities where the student sees what he or she learned from the internship and write about it. The faculty member can also help students gain perspective about failed experiences so they are able to move forward with the knowledge they gained, even in negative situations. After all, a goal of GSU's internship course is to allow students to learn about writing and workplace practices outside of traditional classrooms, not receive high marks for performance and productivity.

The role of the internship mentor and faculty advisor can vary significantly from one course design to another; however, what is clear is that faculty members provided needed support for students to fully explore the learning opportunities in internships and to manage challenging situations. Internships in business schools that provide faculty support, "has allowed

professors to help their students see connections between classroom knowledge and the realities of the business world” (D’Abate, Youndt, Wenzel 528). Internships with classroom support or regular meetings with mentors can also address some of the concerns that interns might face before the start of the internship: “Desiring to do well, the intern still cannot yet comprehend what is expected of him or her, what the options are for selecting one’s own projects, and how the various assigned duties are to be carried out” (Cupps and Olmosk 307). This is where a faculty member can help explain what students might expect and how to prepare for the demands of workplace environments and assignments.

5.4 Development of Internship Course Assignments

The student assignments for teaching and non-teaching internships are quite similar in the GSU courses. Students produce a journal and a final report with examples of the projects completed. The journal captures the reflections of students throughout the internship experiences. While it may seem to be a very straightforward assignment, Dr. Villette stated that this assignment can actually be quite challenging: “I used to say ‘just go journal’ because it sounded like something that would be easy to do, but it is not easy to do. Students did not always understand what to journal about.” For teaching internships, she suggests students create a “double entry” journal. This approach gives some structure to the journaling assignment and teaches students an effective reflective practice: “During the observation time at the start of the semester, I instruct student to write everything down that they see on one side of the page—what the teacher is doing, what the students are doing and then go back and look at the journal again that evening and try to identify the significance of the observations” (Villette). Students are asked to journal every time they go to the internship site. Dr. Villette has her interns turn in their

journals at the midpoint of the semester to confirm the entries reflect the depth and perspectives of effective professional journaling. Additional guidance is provided at that point, if needed.

Dr. Crusoe also provides some guidance to student interns for journaling by suggesting that they note a description of the internship site, reflect on the work performed by employees of the organization, discern how the interns fit into the organization, write things they want to do though lack the necessary skills, and list deliverables they would like to include in their final reports. She describes the journal as a kind of “personal memorandum.” Students are encouraged to determine how to organize their journals in ways that best serve the individual interests and purposes of the students. Some students in non-teaching internships write every day and others reflect on specific assignments. Other students make weekly entries. Students are encouraged to “do what they find more comfortable” in connection with the journaling assignment (Crusoe). Many students write their journal entries by hand, and others type them. She is primarily interested in helping students see the value of reflective practices, and, therefore, is open to receiving the journal entries in a variety of formats.

The practice of journaling has a rich history in the rhetoric and composition that serve internship programs well. Bouelle sees journaling exercises as valuable to students for reflecting on the activities, observations, and their performance. She also sees reflective writing exercises as opportunities for faculty members to “use their feedback when making important curriculum, including which service partners to work with when designing [courses]” (“New Perspectives 187). Nancy O’Neill relies upon the Council for Advancement of Standards in Higher Education (CAS) when she explains that the reflective writing component in internship experiences is essential in order for students to be engaged in “learning” (6). Even more importantly, because the internship director’s primary concern is the student, reflective writing assignments that

become a written conversation between instructor and student provide insight into what kind of learning and activities are occurring in the extracurricular space (see Kathleen Blake Yancey). Reflective writing provides a forum for the student and director to engage about the value of the internship, as well as new goals and concerns. Chris Anson describes this practice as “pushing [students] into higher domains of critical reflection” (177).

In addition to the journals, students complete an end of the semester reflective report. The reports, which are typically five to seven pages, describe the job site, nature of the internship, and the assignments. Dr. Crusoe explains what she is looking for in a report: “a sense that the student is looking back and making sense of what they have been doing and looking forward to how this [internship experience] will be useful later.” The report also contains appendices with examples of the deliverables produced during the internship. Teaching portfolios might include quizzes or lesson plans prepared by the student; non-teaching portfolios might contain articles written or edited, memoranda, emails, or letters. The goal is for students to compile portfolios of their work. I was curious if there were ever problems with including work product from organizations in the report. Dr. Crusoe recognized that some of the deliverables could be proprietary in nature, which should not be contained in the final report. Nonetheless, she stated students have always managed to pull together an adequate sampling of deliverables. As with the conferences between the students and the faculty members, organization of the journal and formatting of the report are left to the students: some turn in binders of materials and others submit electronic documents via email. Interestingly, Dr. Crusoe advised that no students have ever proposed a multimedia final project; most students seem to prefer putting together the physical notebook of materials.

The GSU internship course design is one that is clearly student focused. The faculty members give the students lots of room to explore the internship experiences and create final projects in the formats that they prefer. Even the assignments give the students opportunities to identify the journaling practices that best serve their professional needs. This approach to the course emphasizes flexibility, which reflects the diversity of internship course designs currently offered in colleges and universities. The structure of the required conferences continue this approach as meetings are set at mutually convenient times—sometimes in small groups and sometimes as individual meetings. The cooperative approach to advising interns on the part of the faculty members works to ensure students are given the freedom to maximize their internship experiences. Students are not forced to adhere to rigid schedules or requirements, freeing them to focus on the experiences at the internship sites. Whereas Dr. Crusoe was very comfortable with its current design, she stated that more meetings with students could be useful. She commented that this might be unrealistic, however, for both faculty members and students given the limitations of available time in semesters where students are moving between spaces.

When I explored the evolution of the course and assignments into its current format, Dr. Crusoe explained that in its early formation, the internship course did not have the same flexibility. As evidenced by the archival records and discussed in Chapter Four, students used to receive approval from the English Department Chair for internships. Then, faculty members served as the supervisors—there was not an individual dedicated to overseeing the internship program. In approximately 2000, there was a desire for a more formalized program. The initial thought was that a faculty member would serve as an internship director. This individual would go out and find the internships, assign them, and then the interns would meet once a week as a class. When Dr. Crusoe started working with interns in 2001, she found that this model did not

serve the program or faculty members well. With the demands of teaching and other departmental responsibilities, it was difficult to visit a large group of potential internship partners in the Atlanta community. In addition, she arranging a weekly class was also difficult; Dr. Crusoe explained,

[the original model] didn't really work. It was not exactly practical. The getting together in the class was not practical at all because the students' schedules were so different and the time in the workplaces were different. I tried getting the students together for a semester or two, but I just could not make it work, and I did not have time to go around and talk to people Our process through the years has just been [working to] making things as effective, clear, and simple as possible.

While she felt both of these ideas could be beneficial for students and community partners, at GSU it was not effective program design. A significant facet of the program development over the years has focused on ensuring that the department course adheres to the legal limits of placing students in internships. Dr. Crusoe follows the discussions in the media questioning the ethical considerations of universities encouraging unpaid work. An important part of the program directors' work is to make it clear to all individuals involved with the internships, as well as other faculty members, that GSU interns are pursuing experiential learning experiences in line with FLSA requirements. Crusoe emphasized this requires an awareness of the public conversations and legal ramifications for illegal internships is now an important facet of her work in directing internships. This focus is further evidence of the GSU English Department's efforts to develop a program that supports student learning above all else.

5.5 Serving the Needs of Community Partners

The interviews revealed how faculty members support student learning, but I was curious how the GSU internship program addressed the needs of the internship providers. Dr. Crusoe and Dr. Villette explained that the contact throughout the internship course is primarily between the students and the mentors; the faculty members communicate with the students throughout the semester, but rarely directly with the mentors. Dr. Villette explained that for teaching internships, she often sends an introductory email at the start of the semester, checks in at the midpoint, and then reminds the internship mentor that an “evaluation” is needed at the end. Initially, she provided very little information to the mentors about what kind of feedback she would like at the end of the semester. She’s found, however, that providing topics the mentors might want to address in their evaluation has led to more detailed and helpful reports. Dr. Villette does not want to require too much structure because the communications are informal, usually in the form of an email, and the mentors are encouraged to include whatever information they would like. Dr. Crusoe tends to place the onerous on the students to remind mentors that she needs to receive a report from the mentors at the end of the semester. Dr. Crusoe explained that she finds it effective to have the student initiate this request. Dr. Crusoe described the mentor evaluations as largely “Thoughtful and informative and almost always positive.” The two approaches to soliciting the end of internship requests have worked for each internship director. While outreach to the mentors with guidance about the evaluation has worked well for Dr. Villette, Dr. Crusoe’s approach works well for her purposes and gives students opportunities for more professional interactions with their mentors.

The independence provided by the GSU course allows students to receive rich feedback from individuals other than teachers in classrooms (O’Neill 5). The opportunity to learn at the

worksites and receive high quality feedback and support from a workplace mentor is an indicator of success in internship program experiences (D'Abate, Youndt, and Wenzel 530). In addition, interns learn by just being in the work environments because students engage in activities such as “listening closely to how others communicated, watching other successful writers, and scanning their work environment for rhetorical cues” (Bay 138). The feedback from internship mentors can also be problematic at times, “because assessment is a difficult thing, on-site supervisors may have trouble deciding how effective a student-produced document is” (McEachern 220). This is why the participation of a faculty member during internships can be quite helpful to student interns. Tiffany Bourelle sees the teacher as a critical part of a student’s learning in internships, especially if students are not receiving sufficient feedback from onsite supervisors. Bourelle described how she handled one such incident, “a director of the organization neglected to work with them after the initial contact and question-asking session. In this instance, I contacted the national organization and asked if my students could work with someone in their office via telephone.” While Bourelle’s intervention shifted the responsibility of asserting the need for feedback from the designated supervisor, it allowed the students to receive the supported needed for the project. In addition, students had the opportunity to receive feedback from another individual within the organization, which may have been even more valuable to the students (“Bridging the Gap” 194).

According to Dr. Crusoe and Dr. Villette, the evaluation at the end is usually the extent of communication directly between internship mentors and faculty members; however, if there are problems with the intern or the internship itself, the internship mentor may reach directly to the faculty member for assistance. As described in the previous section, Dr. Crusoe’s experience has been largely focused on trying to salvage internships that are not going well, but this is usually

after students bring the problems to her attention. In contrast, Dr. Villette has received emails from internship mentors with concerns about students. She's received emails about appropriate attire for teaching-focused internships and performance-based issues. Dr. Villette has responded by serving as the intermediary and quickly addressing these types of concerns directly with the interns. This affirms the lack of employer-employee structure of the internships, as the mentors look to the faculty members to address concerns with the students. On rare occasion, performance, particularly weak writing skills, have also been a concern. Dr. Villette sees these sometimes difficult conversations as a part of her supporting and teaching the students enrolled in English 4500.

According to one internship mentor, Ms. House, "There are have been problems with attendance and sometimes I do not address it with the internship director. During the internship, I often feel like I have no real authority over the student." Ms. House sometimes she does not raise these issues with GSU contacts because she does not want to spend a substantive amount of time on concerns of this nature. Her time is limited, and she would rather focus on other facets of the internship. Ms. House pondered if more communication would be helpful with faculty members throughout the of the internships, but she recognized that the GSU faculty members allow the students to fully engage in the experiences with the teachers. Mr. Raden appreciated that the faculty members leading the course have allowed him to keep the contact primarily between the student and the mentor, as it can be time consuming to add accountability to a third party.

To consider the ways faculty members could support the interns and internship mentors more during the internship experiences, I asked, "What practices could colleges and universities provide to students before and during their internships to help them be better prepared to take full advantage of these kinds of learning experiences?" Mr. Raden, though quite satisfied with the

interns he has worked with from GSU, stated that although he has appreciated the autonomy, it might be helpful to have more formalized communication at the beginning at midpoint of an internship. He offered,

It would be helpful to understand what the students need to do in order to earn course credit. Sometimes the interns provide this to me but not always. . . . With this information, I could make sure the interns were getting all that they can from the experience and have what is needed at the end of the semester. In fact, there have been times when I was not aware the students were receiving credit for the internships until the end of the semester.” (Raden)

I found this interesting, as the structure of the course requires that the students have the internship mentors sign their paperwork—paperwork that also requires a description of the assignments. During the interview, Mr. Raden was not complaining about the current structure but offering to be more involved with the faculty members overseeing the course to better serve the needs of the student interns.

Ms. House also expressed a desire to have more contact with the faculty members:

I talk with interns at the start of the internship about the goals they want to accomplish. I explain what kinds of activities they will do but that has been the extent of it. . . . I would like to know more about what the student produces at the end. I could enhance the intern’s work and help them meet the course goals with more information from the faculty member in the beginning.

Like Mr. Raden, she was not complaining about the current structure; instead, she was expressing interest in working more closely with the faculty members and students to help them maximize the learning potential of the experiences. This seems to also create opportunities to

develop stronger relationships with community partners. During the interview, Ms. House enthusiastically expressed her support of teaching internships and her desire to support college students in their forays into education: “I repeatedly offer to have interns because I really feel like internships have something to offer to college students before student teaching. These are strictly voluntary endeavors because I have a great interest in teacher development . . . [I] want to have a substantive impact on the intern.” Through our interview, she expressed interest in learning more about the pedagogical structures of internship courses as well.

The value of having faculty members and internship providers develop strong partnerships is an important assertion in the literature about internships. Robert W. McEachern writes, that while instructors can “help in anticipating some problems that students might encounter, they will certainly not solve all problems” (220). As previously discussed, “the literature on service learning and professional writing recommends teachers and internship supervisors spend as much time as possible planning the projects by researching the organizations, setting up parameters, and visiting agencies” (McEachern 220). Durack also sees the value in faculty members overseeing internship programs to ensure they adhere to the legal requirements of the Department of Labor:

As to screening internship placements and educating students about legal guidelines for unpaid internships, individual faculty members—or programs, departments, divisions, or entire campuses—could assume at least a portion of this responsibility. . . . we might help to educate potential intern sponsors in our area and discourage inappropriate student internships. . . . we can [also] play a vital role in helping students understand the difference between legal and illegal placements and avoid signing up for and feeling pressured into remaining in exploitive situations. (264)

I see how strong partnerships serve the needs of students, teachers, and community partners, but I also see how they allow for the facilitation of discussions that allow these extracurricular experiences to benefit all parties as well as maintain the legal requirements for internships.

The interview with Ms. Long provided some specific and substantive discussions about how the internship course might better prepare students to be interns for those mentors not familiar with college student abilities and skills. Ms. Long, who has a substantive amount of experience working with interns as a mentor for college-level teaching interns, has a good understanding of what the student had to do as a part of the internship course. In addition, though her communications were usually limited to initial email communication at the start and an assessment at the end, if she had questions, Ms. Long would ask the student or the faculty members. When students intern with her, she creates a very detailed plan, a syllabus of events and activities that the student will engage with over the course of the semester. Ms. Long wondered, however, if more discussion led by the faculty members about reflective practices would be helpful for students before they begin the journaling and reflective writing exercises for the internship course. While she thought this could be helpful, Ms. Long did not think the current model failed to support student needs or learning.

In line with this idea, we discussed models for the course that might include a classroom component for students at the start of the semester to explore reflective writing, workplace communication practices, disciplinary or industry knowledge, and even etiquette. Ms. Long felt that something at the start of the semester to prepare the students for the internships ahead could be quite useful for students and mentors. She recognized that her experience working with college-aged students has created an awareness of what to expect regarding skills and

professionalization, but this may not always be the case with other internship providers. Her suggestions for course content included:

I like the idea of a meeting to kick off to the semester. . . [where there is] discussion about what to expect and workplace etiquette. I also think another piece would be to talk with students about what reasonable expectations for mentors to have in terms of workload and what to do if things are not going well. How do you handle those things? How can your internship advisor be helpful to you in that respect?"

Ms. House also felt this could be beneficial, especially for those working in school settings. She thought going exposing students to terms, such as pedagogy, that are commonly used in classrooms might prepare the students more. She also felt that some students could benefit from discussions about topics such as professionalism and taking initiative could also be helpful, as in her experience, many of these students just have not thought about other elements of the teaching profession. Mr. Raden felt that a course component throughout the semester would be helpful, but he also felt some students need some guidance earlier, before the interview process. He has been surprised that some students come to interviews very unpolished. He wondered if maybe department could help students understand and focus on the importance of the interview and help them better prepare.

In addition, Mr. Raden commented that if he knew that a school was working to prepare students for the interviews and support them throughout the semester, it could make a difference in the selection process because he would have more confidence in selecting an intern from that program. For example, he has been surprised that students do not have a good understanding of common deliverables they are expected to work on. Exposure to things like press releases, blogs, and newsletter articles could help students adapt their writing skills to assignments more

efficiently. They often come into internships not truly understanding the scope of these deliverables. In addition, he suggested that discussions about receiving feedback and implementing suggestions from the internship mentor could be helpful, as well as just general terminology such as conference calls, calendars, meetings, and emails. These terms may be familiar to those who have been in industry; however, this lack of knowledge on the part of the interns can really hamper them in the beginning. He suggested, “If they have some familiarity with the terms . . . they can better do the work and gain more exposure to a variety of activities” (Raden).

The information provided by internship providers about support for their supervision of interns and the work of interns supports classroom structures and mentoring meetings previously discussed in this chapter. In addition, these discussions also reveal the benefit of what can be learned from internship providers by faculty members. Bay explains, “most faculty do not have the resources or knowledge to advise students on career prospects. While some faculty may have had careers in business and industry before academia, many may have not” (Bay 135). Rob Montgomery discusses the changes from his time as a student teacher and high school teacher to his role now as a university professor: “When I compare my own teacher-training and student teaching experiences with the teaching and research I have conducted recently, I see so few similarities between them that it almost appears I was trained for an entirely different profession” (Montgomery 7). This speaks to the changing workplace. As employers voice dissatisfaction with the preparation of students for employment upon graduation, calling for more instruction in topics such as written and oral communication skills or research skills, professors need a better understanding of how to develop programs that respond to twenty-first century workplace needs (see Hart Research Associates, *The Chronicle of Higher Education*). Interactions with

community partners and an understanding of the work student interns perform can provide faculty members needed information for curricula design and course content.

While none the internship mentors were dissatisfied with their relationships with the GSU English Department faculty members, it was clear that they were very open to working more closely to serve the needs of students. Discussions about these topics before or after a semester between the faculty members and the internship mentors might be helpful for both sides. Additionally, students might be able to compete for more desirable internships if they are better prepared for the application and interview phases. In my experience teaching in a business school, a substantive amount of classroom time is dedicated to teaching individual branding, interview presentation, and professional writing. The information gained from the internship mentors provides considerations for richer understanding of the expectations of the mentors and the opportunities to support students. An important consideration for internship directors will be how to manage the demands of the additional time required if students meet as a class and communication increases with mentors.

5.6 The Work of Internship Mentors and Interns

In addition to how internship courses and faculty members could better support interns and internship providers during the course of an internship, I wanted to gain an understanding of the kinds of assignments and experiences that mentors found particularly effective for students. In line with this interest, I asked each of the internship mentors this question: “In considering the assignments and experiences of interns, where do they excel and where do they fall short?” The response to this question resulted in a variety of responses. Most notably, internship mentors recognized that it depends on the skills and abilities of the individual intern. In addition, Mr. Raden explained students sometimes struggle to understand the quality of their work product

because interns really do not grasp what they are doing well. He reflected on his own internship experience:

It was a requirement for my degree program to get an internship. Most of us completed the internship the summer following graduation, but it had to be set up before you finished. Since I was no longer in a school environment and this was my first office job, some classroom support would have been very helpful. It was all new, and I was not sure about my performance. I was not sure if the product I was producing was meeting expectations. I think understanding what made for good work and what made for poor work would have really helped.

The assignments that Mr. Raden has found most effective for interns have included newsletter articles and updating social media posts. Sometimes, however, the social media posts were problematic as the interns can be quite challenged by changing voice from one that is formal in a press release to a less formal, yet professional, tone for social media communications. He also offered that students are great at research—they can often find videos and articles that can be incorporated into presentations and social media sites. In contrast, he stated,

One of the biggest challenges is getting students to adopt to the language of our industry. Students come prepared to write generically, but we are an automotive group and our audience is those in this field. Sometimes it has just taken too much time to navigate voice and teach the language. (Raden)

With respect to teaching internships, Ms. House believes that interns do fine job observing and asking questions about class discussions following lessons, but where interns excel is in the development of lesson plans that are engaging and relevant for high school students. Her approach has been to identify the interests of the interns in the first part of the

internship, then later give them the opportunity to work on projects that they can get excited about. One of the most successful lessons was by a creative writing student from GSU, she described the project:

I told her what we were doing and asked her what she would like to do . . . let her come to me with something she could get excited about. I wanted her to do something that she was most interested in and run with it. . . . We were writing a parody of the Macklemore [and Ryan Lewis] song “Wing\$,” and she was very interested in hip hop and was very knowledgeable about it. [The intern] took some songs and did an analysis with the kids about poetic license and poetic style. She had them go along with the lyrics and talk about the artists themselves.

Ms. House explained that the lesson was not only a hit with the students, but also it gave her an opportunity to see the kinds of topics that interest students and young teachers. Some students noted on their end of the year reflections that this was a favorite lesson in the course.

The work of interns does not have to be limited to observation or usable deliverables. Ms. Lane provided an example as to how she exposed an intern to grading and assessment that emphasized teaching, learning, and experience over the actual of grading of student papers. Undergraduate students likely do not have the knowledge and experience to grade other college-level writing assignments, but helping students understand effective evaluative practices could be very valuable for students considering college level teaching, especially if they are considering graduate school or graduate teaching appointments. Ms. Lane explained her thoughts about helping one student intern learn about assessment in composition studies:

What I feel I can't do is let an intern grade papers or provide assessments to my students, that's my job . . . it is important that this remains my task. What I have done is share with

her some student work and ask her to assess it using the rubrics and course materials . . . she and I [then] discussed her assessment as compared with my assessment. . . . that allowed her gain some knowledge about assessment that she may not have otherwise have by just reading about it in a way that made me feel comfortable.

Ms. Lane's example as to how to adapt an activity for purposes of helping an intern learn about a topic could work well for a number of assignments. The absence of resources available about effective internship assignments for writing and English studies students makes this facet of the project particularly valuable, especially within the realm of internships for teaching.

5.7 Internship Program Structures for On-Campus Partnerships

In the final section of this chapter, I will reflect on my experiences as an internship mentor and discuss what structures I found particularly helpful, as well as assignments that worked well for student interns at SAMLA and *South Atlantic Review (SAR)* in an effort to continue the identification of effective practices by internship mentors, faculty members, and student interns. As explained earlier in this project, I served as the day-to-day supervisor of undergraduate interns for several years in my role as the Associate Director of SAMLA and the Managing Editor of *SAR*. One of the challenges I found as an internship mentor was how to complete job duties while providing adequate guidance and supervision to interns. My approach to this situation was to establish communication expectations and parameters at the start of the semester. First, I explained to the interns in an initial group meeting that if there were attendance concerns, an email was my preferred mode of communication. I also asked that they not call or text if they were running just a few minutes late; instead, I suggested they simply adjust their time in the office accordingly. Second, I gave them my work schedule and advised that the best time to get my undivided attention was either early in the morning (before 9:00 a.m.) or during a

meeting arranged for a specific time or concern. I wanted to make myself as available as possible, but with nearly twenty individuals in the office during certain periods, I wanted to make sure they knew the best ways for us to carve out time together. Third, I divided interns into small groups and set up weekly meetings that I attended or were led by other staff members. I found this very effective to establish some parameters for completing my work and still supporting intern needs.

To maintain their work materials, we set up notebooks for the interns, which were kept on a central bookcase in our office space. I and other staff members would return feedback and leave notes in the notebooks for the interns. Having their projects maintained in one place was also helpful to the office staff, as sometimes we would need materials when the interns were not in the office. This also gave the students a collection of deliverables for their final report. Finally, I also had interns working closely either in pairs or with other staff members and graduate research assistants. From the start of the internship, the students had a clear understanding of their projects and what to do if they had questions or needed additional projects. During the weekly meetings, they often learned of other projects that might be of interest to them as well.

My interactions with GSU faculty members about students usually followed the initial internship interview and meeting to prepare the English 4500 internship proposal form. I would complete the internship proposal with the student and forward it to the faculty member overseeing the internship course. On occasion, I would talk with the faculty member at the midpoint of the semester, but I usually reserved substantive communication for the end of the semester. Instead of simply sending a written assessment at the end of the semester, I often tried to meet with the faculty member in person to talk about the internship experiences and seek her guidance about future projects and ways our organization could serve GSU and the interns.

These conversations were very valuable to me as an internship mentor as I gained a better understanding of the vision of the program and what was needed from mentors. The faculty member also suggested projects that interns could assist with in the future.

The projects that I found especially beneficial for students working for *SAR* related to attendance at editorial meetings; writing of editorial team meeting agenda and minutes; editing of works cited focusing on MLA formatting; verification of quotes; and email communication from standard forms. Student interns performed their assignments in the editorial office where other editors and interns worked. I think this was helpful for them to gain an understanding of the publication of an academic journal. I also often asked students to review old issues of journals, edit biographical sketches, and review manuscripts. What was not effective was asking students to be responsible for substantive editing of journal articles. While we had some outstanding college writers as interns, they were not sufficiently experienced to copyedit or proofread full-length articles written by professors in a range of disciplines. Nonetheless, I encouraged students to read the manuscripts, to complete internal editorial review forms, and to identify mechanical editing concerns. These experiences gave students an idea of how editorial work is conducted. I would give them feedback on their editing work and written critiques. The editors and I often referred to their edits during the copyediting process, but the goal was to give them exposure to editing practices and scholarly writing.

In contrast, the internship opportunities for those working for *SAMLA* varied from semester to semester. As one facet of the organization's work was the planning of an annual conference, often we looked to student interns to prepare initial drafts of PowerPoint presentations for the award ceremonies and scripts for the presenters. I encouraged students to make multiple PowerPoint presentations so that we had examples to choose from and revise.

Many students enjoyed the layout and design work that came with publicity materials. Other students jumped at the chance to write newsletter articles and develop web content. The contributions of the students often led to finalized products; however, the work still required revision, redevelopment, and editing by staff members. Because I did not want students to be producing work that might violate the FLSA, I encouraged interns to explore and learn about the projects they were working on, rather than focus on creating products that we necessarily would use. In addition, during our weekly meetings, I would share student deliverables with other interns and praise their excellent work. I would also lead discussions about how our staff would build upon the projects before final publication or distribution. This provided such an effective small group teaching model for the interns and for our organization.

I, like Ms. Lane, have significant experience working with college-aged students both at GSU and in industry. I also am aware of what I might expect from them as interns and the kind of training often required for those new to an organization. SAMLA's leadership saw interns largely as an extension of our mission, given that the organization serves the academic community. We wanted to serve the GSU community, where our office resided, and offer opportunities for humanities students to see the value of their majors in a workplace. Our internship program allowed us to do this; in addition, we had the chance to work with some outstanding students and partner with them to create wonderful projects. We were able to manage the large number of interns because the GSU faculty members gave us support without burdening us with a great deal of reporting and communication demands. Our organizational practices and communication practices for interns allowed them to explore the activities of a non-profit and contribute to projects. Our structures also provided sufficient time for staff members to work independently and alongside of interns.

As I look to the final chapter of this project, I will articulate an approach for internship program designers to explore their own programs and develop essential frameworks to support student interns. The work in Chapter Five to build upon information learned through interviews with faculty members and internship mentors confirmed that GSU's internship course design adhered to many of the established practices of other programs. At the same time, the lack of literature about internship programs for English majors revealed the value of these interviews and the contributions this research will add to the broader discussions about how to structure internships, especially when faculty members have limited time to meet with student interns and internship mentors throughout the course of a semester. GSU's student-focused internship program and the practical and thoughtful leadership of its program directors provide an outstanding model for internship course design for other faculty members and program directors.

CHAPTER 6. IMPLICATIONS AND FUTURE RESEARCH

6.1 Summary of the Findings and Best Practices for Internship Course Development

This project confirmed that the GSU English Department internship course has some essential practices that provide valuable considerations for internship directors. Dedicating faculty members who teach writing and/or literature courses was one of the most important elements of the GSU program. Dr. Crusoe shared that having faculty members teaching classes other than just internship classes gives the program directors an understanding of the skills, abilities, and professionalization of the students pursuing internships. Dr. Crusoe and Dr. Villette both stated that English classes provide opportunities for conversations about internships and recruitment for students to take the English 4500 class. In addition, as a faculty member in the English Department, they can organize events that bring students together with other faculty members and experienced interns to build the program. There is even the possibility of obtaining budgetary support for department-wide recruitment of a speaker series that could help students evaluate the value of including internships in their college schedules. While both faculty members recognized that some departments have a non-teaching staff person in charge of internships and university career centers also have individuals to help arrange student internships, they felt faculty members benefit from involvement and leadership of the program because they can share their knowledge with colleagues and develop course components that respond to the needs of employers.

The intentional design of the English 4500 course by the GSU faculty members revealed a thoughtful understanding of the needs of GSU students. While both faculty members felt the conferences that they had with students were useful—and more might be helpful—they were aware that GSU students can be challenged by the demands of internships, work, classes,

commuting, and family obligations. As a result, their course design is flexible. They work to serve student needs with strong pedagogical support and an accommodating approach to scheduling. Over the years, this has proved not only an effective model but also a feasible model for faculty members to manage, as evidenced by the growth in the program and expansion to include the time and resources of additional faculty members. The assignments—journaling and a final reflective report with a portfolio of projects—allow the students the freedom to focus on their internships without distractions from attendance in regular classes where other more typical classroom practices (outside reading, tests, writing assignments) might take time that could be spent at internship sites. While I think there could be some value in a group classroom component, the program directors at GSU identified valid reasons for not including it in their course design given the characteristics of their students who often travel to campus for classes and have additional commitments to work and family schedules.

The information learned about the relationships between community partners and GSU faculty members revealed a professional respect for the time of the internship mentors. While it might seem logical to have faculty members more involved with the procurement and activities of the interns, GSU faculty members have found this unnecessary. As the program grew, Dr. Crusoe and Dr. Villette found that students were usually able to locate internship experiences on their own. While they are willing to help students identify internship opportunities, when students have the freedom to find locations on their own, they gain additional pre-professional experiences. This also allows more time for the faculty members to spend with students in need of guidance and advice. Additionally, students can select projects and sites that are in line with their career interests. The internship mentors, on the whole, seemed comfortable with the current structures; however, program designers at other schools might want to consider partnering more

with the mentors through the course of the semester. The information shared by the mentors provides some considerations for program directors working with internship providers that they might not be familiar with or with whom they have concerns about FLSA requirements for unpaid internships. In addition, the strong partnerships with on-campus organizations and other local area relationships allowed for significant growth of the GSU program.

Conversations with administrators regarding the departmental and institutional support available for faculty members working with interns is an important first step in building or growing an internship program. Faculty members new to the administrative of an internship program or those asked to redesign an existing program would be wise to request time to conduct a comprehensive programmatic review of the current program. Faculty members need to understand what is in place and how the internship program might best serve students and the communities where internship opportunities exist. Because there is a need for more research about internship programs for English majors, it is possible that grants or course releases might be available to provide the needed time. If the time will have to fit within an existing teaching and administrative load, developing a detailed research plan is essential. Later in this chapter I will discuss a proposed research plan for programmatic development in more detail.

Once there is an understanding of the resources and expectations for programmatic development, the program designer can embark upon the work of evaluating the current internship initiatives within the department and on campus. Below is an outline of the best practices for internship program development revealed through this project. The list of best practices is organized into six main categories: (1) Prepare Research Plan and Internal Review Board Application for Programmatic Evaluation; (2) Create an Internship Course Design; (3) Develop Other Course-Related Materials; (4) Identify Community Partner Reference Materials

and Resources; (5) Establish Outreach Strategies; (6) Reflection and Assessment. The organization of the best practices headers suggests an approach to the many steps needed for development of internship programs. Under each main category, there are subheadings with specific tasks and considerations. While some program designers might find that the comprehensive list is useful, others may simply select individual items, tasks, or suggestions, based upon the available time and needs of individual programs.

- **Prepare Research Plan and Internal Review Board Applications for Programmatic Evaluation**

- *Develop a Research Plan for Programmatic Development.* Before embarking on the development or expansion of internship program, create a research plan that will allow for an understanding of the history, resources, current structures, and needs of the departmental program. The next section of this chapter provides an overview as to how this project provides a framework for examination of an existing program through considerations of opportunities, locations, and opportunities.
- *Secure Internal Review Board Research Approval Before Embarking on Programmatic Research and Evaluation.* As stated several times in this project, there is a need for more information about college and university internship programs. As a result, I strongly encourage the procurement of the needed research approvals before beginning the examination of any program. Failure to do so may prevent researchers from sharing the valuable findings of their research. For purposes of program evaluation, review of university, department, and faculty archives about existing programs; interviews with faculty members,

internship providers, university staff members, former interns, and current students; and surveys to current or former interns and internship providers are effective methods for gathering data about internship programs.

- *Develop a Research Plan to Assess the Effectiveness of the Program Design.* If faculty members would like to collect data through surveys of student interns, internship providers, or even alumni, secure IRB approval before the internship course begins. This will allow the results of the course to be shared with other scholars developing internship course models.
- **Create an Internship Course Design**
 - *Course Title.* The internship course may already have a specific name in the course catalog or it may be a special topics course. Following the GSU model, I would consider providing a simple but descriptive course title such as “Writing Internship” or “Internship in Writing and Research” or “Internship in Teaching and Education” or “Experience-Based Learning for English Majors.”
 - *Description of the Course.* Following the university model for course descriptions describe the goal of the course. For example, “This course provides students with an interest in writing, research, editing, or other topics related to English studies and writing to explore experience based learning and internships with a classroom component and faculty support.”
 - *Prerequisites (including minimum GPA, required or recommended courses).* The GSU internship program has a required GPA of 3.0. Careful consideration should be given to this component. If internships will be required of all students in a given major, program designers will have to address how internships will be

handled for student with low GPAs and students with disabilities or other issues such as transportation or scheduling concerns. If internships are not required of all students in a given major, a minimum GPA and recommended writing courses are considerations for course prerequisites.

- *Goals and Learning Outcomes.* Evaluation of literature about experiential learning and internships cited in this project, as well as consideration of university initiatives regarding experiential learning can help craft goals for the internship course and learning outcomes. An emphasis on learning through experience and observation seem fundamental goals of an internship course.
- *Definition of Internships for Purposes of Course Design.* Determine what the requirements will be for the internships. This definition should address issues of labor laws, paid vs. unpaid internships, onsite hours, and required classroom or mentoring meetings. In addition, program designers might consider other kinds of experiential learning or pre-professional experiences can also receive credit (for example, co-ops). The definition should also address if the internship has a required location or site that the intern must travel to during the semester or if the student can work remotely.
- *Schedule of Classes and/or Mentoring Meetings.* This will be the first step in creating an outline for a syllabus. While I recognize that it may be difficult to have students meet weekly as a class, a class structure at the beginning of the semester and end of the semester might be quite useful. Determine how meetings with students will be arranged and what the requirement might be for student meetings.

- *List of Recommended or Required Texts.* For this course, I would require students to have a style or usage guide for workplace writing. In addition, consider pulling together a selection of relevant reading about topics such as professionalism or workplace issues that can provide topics of discussion and prepare students for workplace experiences. In line with the suggestions of internship providers, consider developing materials that identify keywords and terms that students can become familiar with. Possible terms and keywords might include email, text message, fax, conference call, resume, writing sample, press release, business letter, white paper, executive report or summary, memorandum, annual report, newsletter, or webpage. While many of these seem to have obvious definitions, many students may not have considered established formats, practices, or writing practices that surround the terms.
 - *Assignment Summaries for Required Course Assignments.* The three assignments that seem effective and valuable for interns would be reflective writings, electronic portfolio of work, and suite of professional materials (LinkedIn entry, resume, cover letter or email of introduction, list of references).
 - *Syllabus.* Building upon the items detailed in the course design, create a syllabus for the course. The syllabus may require departmental review and approval if there are substantive changes to an existing internship course design. Depending if the course will be taught in the summer or a full semester, there could be different syllabi based upon semester schedules or the focus of the internships pursued (editing, professional writing, research, etc.).
- **Develop Other Course-Related Materials**

- *Application for Internship Course.* Create a form that students and/or internship providers complete in order to enroll in the course. This form should include information such as the name of the student, his or her contact information, major, year in the program (freshman, sophomore, junior, senior, MA, or PhD student), contact information for the internship mentor, name and address of the company or organization, details about the internship including proposed schedule, and anticipated internship assignments. Internship providers might also want to create a statement of agreement about the expectations of the intern and/or the internship mentor.
- *Summary of Internship Requirements for Internship Mentors.* This document could summarize the student requirements for the internship, the university requirements regarding adherence to Department of Labor standards, details about assignments, professionalism issues, and contact information for the faculty member overseeing the internship.
- **Identify Community Partner Reference Materials and Resources**
 - *List of Possible Internship Providers.* Building upon community partners identified during research into an existing program, create a list of contacts including internship mentors, organization names, job titles, mailing address, email address, telephone numbers, and other notes of interest. Develop the list so that it can be amended in the future as new community partners are identified. Once the initial list is complete, reach to Career Services, other faculty members, and campus offices such as Experiential Learning or Service Learning to expand the list. In addition, identify on-campus partnerships that could provide

internships for students. Begin identifying new community partners through personal and professional contacts in the community. Decide if students will procure their own internships or if the internships will be secured for them. If students will be encouraged to make their own arrangements consider establishing a portfolio of contacts for student use (see below).

- *Portfolio of Internship and Community Partners for Students and Other Faculty Members.* Whether the portfolio is electronic or literally a notebook for students to flip through, begin the process of creating a directory of possible internship providers. Subject or provider, location, or tasks may organize the materials. This portfolio can be made available to students when they are working to identify possible internship providers. Consider having student interns add to the portfolio or directory as a part of their course assignments by creating a corporate bio and/or summary of assignments.
- *Identification of Periodicals, Newspapers, and Other Sources.* Establishing a library of internship reference materials, setting up Google Alerts about internships, identifying local newspapers and magazines are some of the many ways to keep abreast of topics related to internships for programmatic development.
- *Filing System for Internship Records and Archives.* Creating a system for keeping up with internship course paperwork and research materials could be as simple as file folders in a file cabinet or the establishment of electronic files. Whatever method of recordkeeping allows for the most efficient way to organize related materials should be established and followed throughout the internship program.

This will allow for easy access to research materials for current faculty and staff members utilizing the materials as well as future internship program directors and researchers who may become involved with the program.

- **Establish Outreach Strategies**

- *Student Recruitment Initiatives.* Develop a plan to educate the faculty and students about the internship program. It may be that the program director hosts a meet and greet with potential internship providers or arranges a panel discussion about the value of internships. Another option would be a series of workshops that address the unique resume and portfolio needs of students interested in careers in writing and editing. The plan should include the identification of dates for class visits, workshops, panel discussions, and other opportunities for student discussions. Panels of former interns are particularly effective for student internship recruitment. Visiting writing classes and creating publicity materials can also raise awareness about the opportunities for internships in the department. Each semester this will need to be revised to maintain active and relevant conversations with students in the program.
- *Consider the Establishment of an Advisory Board.* Many departments and experiential learning offices have advisory boards made up of students, faculty members, and community partners to help support and develop experiential learning initiatives. First, investigate what exists and then consider establishing an advisory board to provide advice and support for the internship initiative.
- *Reach to Other University Contacts.* Make contact with the Career Services Office, Experiential or Service Learning Office, and other related groups on

campus. It might be worthwhile to establish regular meetings or “lunch and learns” to allow for communication lines to open across disciplinary lines in order to develop programs that serve not only students within the English department but also other related departments.

- *Community Partner Outreach Plan.* Review the list of past, current, and potential internship providers. Reach out to the community partners via telephone, email or by letter to introduce the internship program. Consider visiting with community partners or inviting them to campus to develop professional relationships. In addition, make certain notecards or letterhead are available that will allow those working with the program to follow up with community partners both on and off campus. Written communication is considered the most appropriate format for formal follow up communication.
- *Short-Term and Long-Term Approach to Developing Community Partner Relationships.* Conduct research to identify low stakes and high stakes internship providers. Low stakes providers might be on-campus partners such as sponsored programs or literary journals; high stakes providers might be organizations that have competitive, established internship programs. Be particularly mindful of paid and unpaid internship opportunities. Some larger organizations have developed internship programs that compensate students during their internships. This may be very helpful for students struggling to maintain jobs and class schedules during college.

6.2 Creating a Research Plan for Programmatic Development

Internship program designers need to approach research into other programs with an understanding that experiential learning can be complicated and programmatic design may reflect the individualized needs of students and departments. As explained in an article evaluating a program in a marketing department of a Midwestern university, “There is no one internship model that is right for all departments but all departments are likely to find benefits from either a required or voluntary internship program. It is important to match the type of internship program with the goals of the department and other institutional/geographical considerations” (Divine et al 7). This project supports this assertion. The development of the GSU English Department reflects this in the student-centered and flexible structures. This approach may work well for some departments, but others may have different objectives and needs.

As noted in the previous section of this chapter, the first item on the list of best practices is the establishment of a research plan for programmatic development. For program directors seeking to build upon existing programs, the work of this project suggests an approach for learning about other college and university internship programs. While developing this project, I was very cognizant of the limited resources available in the disciplines of English and writing studies about other internship programs; thus, I sought to create a model of inquiry that other internship program designers could adopt and modify for their purposes when assessing, developing, and building existing internship programs at other institutions. The research for project was divided into five parts, and each section had specific goals. In this section, I will review and summarize the five sections and steps for programmatic review.

- *Development of the Overall Research Plan, Methods & Methodologies, and IRB.* The first area of inquiry, represented in Chapter One, had two foci: (1) the plan for the overall project; (2) an exploration into what constitutes an internship. This is a logical starting point for program designers. Establishing the scope of the research project allowed for focus on what and how I would collect the needed information. I strongly encourage program designers to begin with the development of a detailed research plan. If a program designer has an interest in sharing his or her research with a larger community of scholars, obtaining institutional IRB approval before beginning the project is essential, as much of the information may be gathered through interviews with faculty members or students involved in the internship program of interest. The IRB application process shaped this project and resulted in a research framework. The second facet of the first area of inquiry was consideration of the terms “intern” and “internship.” As labor laws and institutional policies can change, defining the terms and revisiting the characteristics of these kinds of experiential learning experiences is essential for program designers.
- *Literature Review.* The second area of inquiry, which was represented in Chapter Two, worked to discover what sources are available about internships. The literature review represents the work of scholars and experts working specifically with internships, as well as experiential and work-based learning in a variety of disciplines. Program designers seeking to understand the complexities of internships can review these secondary sources and build upon this list as new literature becomes available. The primary sources identified in this project provide suggestions as to where program designers might find relevant information within an institution. The methods and methodologies section

suggested a research approach that uncovers vital information about a specific program using primary and secondary sources, as well as autoethnography.

Discovering Opportunities for Internships. In Chapter Three, I moved to the third area of inquiry, which looked to opportunities for internships that serve English studies, rhetoric, and composition students. The goal of this chapter was to first examine the broad, cultural, and historical conversations about internships in order to articulate the opportunities these discussions create for program development and expansion. As Dr. Crusoe explained during her interview, it is important for faculty members to follow the public dialogues about internships to develop programs that serve the needs of students and community partners. What I found of particular importance was the public support for higher education to help students better prepare for the careers they will seek upon graduation—internships and other work-based learning initiatives create pedagogical opportunities that extend classroom learning in response to this call. In addition, this chapter considers the term “work-based learning” and provides background information about related practices such as apprenticeships, vocational training, co-ops, and service learning. An understanding of the nature of these initiatives allows program directors to differentiate between internships and other community-based learning practices.

Considering University Location within a Community for Internships. The fourth area of inquiry moved from broad, public discussions in the media and academic scholarship to consider how the location of a university impacts internship programs. While I was interested in where students might find internships in the community surrounding GSU, considerations of how the university is located within a large, metropolitan business community was the impetus for this part of the project. The review of secondary sources and historical materials regarding GSU’s founding, as well as more recent information about the university’s mission and connections to

the business community, revealed the significance of a university's location for programmatic support. Knowing that the Atlanta business community founded GSU in order to teach and train individuals to return to industry in the area created a unique climate for pragmatic, pre-professional, work-based learning initiatives. Explorations into the founding of a college or university and the current mission and vision for community engagement can be valuable information for program directors seeking to establish or grow an internship program. Researchers may also want to expand this area to look at departments such as career services, service learning, or community engagement to learn how their influence could impact English Department initiatives.

Once I had an understanding of GSU's historical foundations, I moved to the English Department records. I elected to focus on three main areas in my archival research: the evolution of the program, the projects and internship sites, and the focus of the internship program directors for course design. The records revealed the faculty members and department developed a program that was focused more on serving students than building community relationships or adding to the body of internship research. This may have been due to the time constraints for programmatic development by faculty members who also had other responsibilities within the department. Nonetheless, the records revealed how the internship opportunities and course enrollment grew under the leadership of faculty members working efficiently to move students from GSU classrooms to professional work environments for learning. From this chapter, I hoped program designers would not only discern the value in historiographical research before developing or building a program but also identify where the records might be located.

Identification of Structures for Internship Course Design. The fifth and final area of inquiry relied upon interviews with faculty members and internship providers to explore the

structure of the GSU internship program. Working through the four areas of inquiry before this section prepares a researcher or program designer to identify information absent from the literature or primary sources. It also allowed me to approach the faculty members and internship mentors with a deeper understanding of the GSU program and the practices in other internship programs. Because I had reviewed the scholarship, developed a working definition that followed experiential or work-based learning practices and FLSA standards, I was prepared for the interviews.

The five areas of inquiry, as well as reflection on my own experiences as an intern and internship mentor, allowed me to construct a project that I believe is replicable. If I were to examine another college or university program, I would approach the project in a similar way. The use of secondary and primary research, particularly review of the archives and inclusion of interviews, allowed me to gain a rich understanding of how opportunities, locations, and structures work together to create a narrative that is likely specific to a particular university.

6.3 Looking Ahead

The examination of the GSU program provided examples of ways to respond to Tiffany Bouelle's question about internships: "Where the value of internships is clear, how do we successfully bridge the gap between classroom and internship?" Bouelle asserts, "The teacher needs to build the bridge between the classroom and the workplace, but she also needs to cross that bridge with her students" (185). The scholarship about other internship programs, particularly for humanities students and English majors, is limited. Encouraging others to share their narratives, discuss programmatic design, and conduct research that measures successful practices create opportunities to expand the current literature and develop additional best

practices for internship design. The opportunities for research to respond to these questions create a rich future for scholars working with work-based learning initiatives.

It would also be interesting to consider more critically the ways business schools prepare their students for internships and co-ops and how those practices might transfer to English Departments. For example, consider, Ron Culp's internship and career preparation course at DePaul University. The Driehaus College of Business hired Culp as its Director of Public Relations and Advertising in 2011. He came to DePaul with forty years of industry experience in public relations, advertising, and marketing. He has constructed classes that focus on supporting students through their internship programs—rather than simply sending students off to internships without institutional support. My understanding is that Culp sees his courses as “first rungs on a ladder.” After his course, the students are then prepared to climb higher and pursue more advanced internships opportunities. His knowledge from industry and through the construction of a university program that moves students from a traditional classroom could be helpful in considering the locations, structures, and opportunities for English students to work in advertising and public relations as interns (Culp).

Another program is at the University of Western Ontario, under the direction of Jana Seijts, who teaches writing and management communication. What makes Seijts's program unique is that she built it from the ground up, by including students in each phase of the development process. The program is housed in the Richard Ivey School of Business and works with the Aboriginal community. The project is not only focused on internships, for career preparation, she also emphasizes opportunities to move safely in to the community for learning experiences for the development of writing, communication, and business skills. Seijts sees these experiences as occasions for students to learn about communities, audience, and relationships

before engaging in formal internship programs—for some students, the program is a pre-internship initiative. Under her direction, the experiences have more structure and support—students are then better prepared for high-stakes, competitive internship opportunities. Her presentation at the 2013 Management Communication Association meeting, “Developing Inroads to Sustainability” explored the complexities of establishing and maintaining a domestic service learning program in large, public university with a strong focus on international business (Seijts).

Rotem Shneor’s program at the University of Agder is a departure from onsite internships in that he works with the government to connect with small businesses in need of project-based assistance. Students work in teams on projects for the private sector partners through a course he teaches in the business school. What I find interesting about this program is that it provides a model for how to establish partnerships and create pedagogical structures for “real world” projects. While the civic engagement component may not be at the heart of this program, it offers an opportunity to consider other models of experiential learning beyond simply service learning and internships. Shneor’s students meet with key individuals from governmental agencies, small business, and nonprofit organizations. The students then research solutions to real problems and present possible solutions as a final course project. The students interact both with companies and organizational representatives as well as their professors throughout the course. The company attends the presentations and select one that best suits their needs. It may be possible to develop internships that can help implement the solution, but I do not believe this is part of the current model. This experiential learning experience combines service learning theory and experiences similar to internships under the close guidance of faculty members. Faculty

members have the opportunity to teach research, writing, theory application, and presentation skills with a “real client” for a “real purpose” (University of Agder).

In addition, there are English and writing programs that are also doing some interesting things with internships. For example, Duke University in North Carolina has an internship program where undergraduate students can earn credit for a required writing elective course by enrolling in an online summer class while engaged with an internship. Drew University in New Jersey has courses where students meet as a class to explore externships and support ongoing internships. Mercer University has an internship and service learning program through the Center for Collaborative Journalism, an initiative established through external grants and a partnership with Georgia Public Television and *The Telegraph*. Students actually attend class and work in a shared space alongside of professional writers and editors in an extension of the college campus.

Although the pre-professional focus and lack of compensation in some internships may raise concerns, the reality is that today’s students need experience to help them compete for jobs. In addition, internships create opportunities to show students to how writing connects to their future careers—whether those careers are in corporate communications, editing, or teaching. Whereas colleges and universities can simply allow students to pursue these opportunities on their own, programs such as GSU’s reveal that providing pedagogical structures helps students see how their college coursework is preparing them to reach long-term goals. In addition, faculty members learn about the skills needed by employers through the experiential learning experiences and discussions with interns and mentors. Internships, as an AACU High Impact Practice, will likely continue to be of great interest to students, institutions, and employers. Those working with writing and English studies students can help students maximize the learning potential in internships and reveal the strong, relevant skills our students develop

through their majors. An investment in more research about internship programs at other colleges and universities will serve students, faculty members, colleges and universities, and community partners responding to the calls for more experiential learning, especially internship experiences, in twentieth-century college curricula.

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