ENG 6916 MAEE Final Internship: Fall 2014

Plan/Syllabus/Contract

Supervising Instructor: Dr. Su Senapati, Instructor & Faculty Coordinator, LSS

Contact info: sbs2@sar.usf.edu;
941.359.4323.
Room 222

Credits: Three

Grade: Satisfactory/Unsatisfactory

Meeting Times: Internship course & meeting schedule: Online interaction (weekly and as needed).

Internship Description & Purpose

Self-study Writing Development Course Design This internship requires the candidate to research “strategies to improve [writing] instruction” for entry- (or pre-entry) level students (making the transition from high school to college) and then design a self-study course. “Ready, Set, Write for College” will attempt to bridge the gap between secondary and university writing rigor and will be an expansion of Learning Support Services. Targeted students are pre-entry, entry-level, or teacher-referred students. (These students are not fully prepared for college or academic writing, and include students who just barely achieved the AP score that gave them credit for Composition—and do not do well in Composition II because they do not have the needed practice.)

This semester-long project/internship will provide the candidate with opportunities to combine knowledge in secondary education theory with practical experience gained from tutoring and the ENC 1102 internship, with the objective to produce a product that supports USF Sarasota-Manatee’s entry-level students. This internship is designed to enable students of the MAEE program gain practice and real life experience in teaching introductory writing courses in college to students making the transition from high school to college. The internship will allow students to put to practice some of the theories and best practices they have learned in the classroom.

Internship Goals:

The primary goal of this internship is to provide interns with a broad, working knowledge of the teaching of basic writing to students entering college so that interns are well-prepared in both the theory and practice of teaching writing as a process and giving meaningful feedback on student writing to make them ready to meet the challenges of academic and professional writing.
Through outside research, this internship requires candidate to inquire into and fill a perceived need that mirrors experiences at other four-year institutions.

**Expected Outcomes of Internship Experience:**

- Intern will investigate pedagogical practices of high school/college composition courses.
- Intern will define challenges in bridging the gap between high school and college writing.
- Intern will research recent best practices in academic writing pedagogy.
- Intern will design/develop (3-part) self-study course lesson focusing on academic writing.
- Intern will work with LSS facilitator, providing necessary updates/summaries.
- Intern will suggest effective application/marketing strategies.

**Reading List**

Student will be responsible for research materials. Preliminary items include:


--- “Some Crucial Differences Between High School and College Writing.”
--- “Preparing to Write and Drafting the Paper.”
--- “A Strategy for Analyzing and Revising a First Draft.”
--- “Revising the Introduction and Conclusion, and Polishing the Draft.”

**Assignments & Grade Distribution:**

1. Intern will discuss research evidence (interactions) = 35%
2. Intern will provide unit-by-unit drafts
   - Unit 1 10% (9/15)
   - Unit 2 10% (10/20)
   - Unit 3 10% (11/10)
   Total = 30%
3. Intern will provide final 3-unit self-study package (12/1-5) = 35%

This internship is to be completed by **December 8, 2014.**

I, Mare Petras, have read the above requirements of my internship and agree that the successful completion of my internship requires the fulfillment of the above mentioned obligations.

[Digital signature]

Intern signature and date

Instructor signature and date

[Signature]

8/28/14