

COMM 399 – COMMUNICATION INTERNSHIP 2011-2012



HOPE COLLEGE

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Sweitzer and King (2004) assert that the internship is a learning experience like no other and that the raw material of an internship is experience. However, the internship is not just an intellectual learning experience; it is also a human emotional learning experience. Relationships are the medium and the context through which intellectual learning and emotional growth take place. Kolb (1984) suggests that experience does not automatically yield growth or learning. Experiences need to be processed and organized through structured and reflective thinking, writing, and dialogue.

The Communication Internship in the Department of Communication at Hope College is an experiential learning experience that provides you an opportunity to work alongside communication practitioners in the community. The purpose of the internship experience is to connect what you've learned in your communication coursework with on-the-job learning in the field of communication. The reflective readings, writings, and dialogue that accompany your on-the-job experience will help you: a) integrate your coursework with communication career opportunities, and b) explore your vocational goals and objectives. The Communication Internship is an important part of the Communication major at Hope College which seeks to prepare you to grow in your experience, learning and understanding of communication that you might better serve the needs of the world.

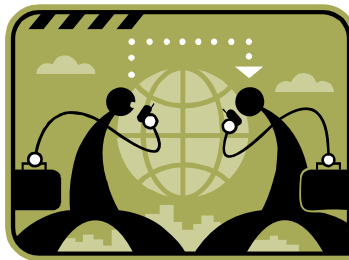


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I. COURSE DESCRIPTION

The internship is a student work experience in business, industry, or a not-for-profit organization. The work experience must be related to the field of communication, such as advertising, public relations, journalism, radio and television, video/film production, promotion, organizational communication, health communication, public address, political communication, or intercultural communication. Internships might include museums, hospitals, sports teams, agencies, corporations, or philanthropic outreach organizations. The Internship Program is open to communication majors of junior or senior standing who meet eligibility requirements.

II. REGISTRATION

No student can enroll in COMM 399 on his/her own. Registration is authorized by the Internship Director and processed in the Department of Communication only after an internship offer has been accepted by a student, and the internship site has been approved and the Learning Contract received by the Internship Director. See the Internship Student Handbook for instructions and deadlines for applying for an internship.

Once registered, students will automatically be enrolled in the COMM 399 Moodle website. Students must arrange for access to the Internet to be able to read articles and participate in required ongoing Moodle discussions and email with the professor. Students must keep email addresses up to date on Moodle.

III. COURSE GOALS/OBJECTIVES

COMM 399 is designed to provide students with the full experience of searching for, obtaining, and successfully completing an internship. In addition to successfully performing tasks as assigned at the internship site, there are additional specific learning objectives relevant to both the internship work experience and to communication concepts and theories.

Internship-related goals/objectives:

1. Learn the key skills and competencies required by the internship organization.
2. Learn about the core business of the internship organization.
3. Learn how the internship organization measures its success.
4. Understand the internship organization's hierarchy.
5. Understand the internship organization's policies and procedures.
6. Understand how the internship organization communicates with its constituents and key publics.

Communication-related goals/objectives:

1. Reflect on how personal learning goals may change throughout the various stages of the internship experience.
2. Understand the similarities and differences in the organizational environments of internship sites in terms of history, mission, objectives, resources, competition, social and cultural trends, societal contributions, etc.
3. Understand the similarities and differences in the background and career paths of various communication professionals.

4. Reflect on personal and academic development, communication and interpersonal relationship skills as they pertain to the internship experience.
5. Analyze the internship work site communication in terms of the presence or absence of the “human moment.”
6. Analyze and understand the similarities and differences in communication behavior and linguistic style among women and men at the internship site.
7. Understand intercultural communication relationships at the internship site and the similarities and differences with intracultural relationships.
8. Identify, make connections, analyze, and apply communication concepts and theories from required coursework to experiences at the internship site.
9. Apply David Kolb’s experiential learning model, integrating communication coursework to an experience at the internship site.
10. Understand and apply concepts presented in Moodle readings to the internship experience.

Experiential learning goals/objectives:

1. Apply particular concepts from readings, lectures, etc. to an analysis of lived experiences at the internship site.
2. Use the experiences at the internship site to construct and articulate the impact of the experiences on understanding of course content.
3. Use the new understanding to make decisions and solve problems related to the course at the site or in other assignments.

IV. EVALUATION

Sixty percent of the final evaluation in COMM 399 is determined by the Internship Director and forty percent is determined by the student’s internship site supervisor who will assign a grade on the final evaluation at the completion of the internship. The Internship Director uses the following point system:

LEARNING CONTRACT (due at the end of the first week)	5 points
STUDENT MIDTERM EVALUATION & CONFERENCE	5 points
SITE SUPERVISOR MIDTERM EVALUATION	5 points
SITE VISIT INTERVIEW (at discretion of Internship Director)	10 points
STUDENT FINAL EVALUATION & CONFERENCE	5 points
SITE SUPERVISOR FINAL EVALUATION	5 points
ANONYMOUS INTERNSHIP REFERRAL	
AND UPDATED RESUME (due at final conference)	5 points
MOODLE DISCUSSION QUESTIONS (5 @ 4 points each)	20 points
WRITING ASSIGNMENTS (4 @ 10 points each)	
OR ELECTRONIC PORTFOLIO	40 points

Students are responsible for ensuring timely completion of ALL forms. Students must submit all forms to the site supervisor early enough and monitor often enough to ensure timely submission. Students are also responsible for scheduling the face-to-face midterm and final conferences with the Internship Director. Students must submit two writing assignments at the midterm conference and two writing assignments plus the anonymous internship referral essay at the final conference.

Points will not be earned if students do not post **Moodle Discussion Responses** according to the established schedule. Postings and responses (a total of 16) will be evaluated according to *thorough attention to detail in addressing all issues raised in the stimulus*. Students must be specific, thoughtful, and reflective in their Moodle writings.

The **Writing Assignments** will be evaluated according to how well students respond to the writing stimulus. Students must address all prompts and questions in each stimulus. Students must be thorough, detailed, and specific in providing examples from the internship site and elaborate on the connections between theory as expressed in the readings and practice as experienced at the internship site. It is expected that students will make specific references, using quotations, to the readings.

Electronic Portfolios should be professional in quality and presentation and include the products of communication materials produced during the internship. See “Professional Electronic Portfolios” in Section VII for more information.

Points will not be earned if forms are late in being submitted and/or if conferences are not scheduled on time. Students enrolled in COMM 399 are required to complete ALL assignments.

V. POLICY ON INCOMPLETES

Because internships do not always coincide exactly with the academic semester, filing a grade of incomplete is sometimes necessary. For the students whose internship has not ended by the time grades are due, a request for an incomplete must be made to the Internship Director. If an incomplete is granted, students must submit all paperwork (evaluations and writing assignments) and schedule the final conference with the Internship Director within two weeks of the last day at the internship site. Failure to do so without seeking an extension will result in a grade of ‘F.’ College policy stipulates that the incomplete grade will automatically convert to an ‘F’ at the end of the semester following the semester in which the incomplete is assigned.

VI. ASSIGNMENTS

During the course of the internship, you will learn about, react to, and write about your internship organization and your internship experience. COMM 399 is designed to integrate basic communication theories and concepts presented in the required communication core courses and in elective major courses with your internship work experience. Through reflection, the required written assignments or electronic portfolio, Moodle discussions, and assessment conferences, you will draw connections, using application and analysis, between your coursework and the world of work at the internship site. A goal is for you to use your internship experiences to construct and articulate new understandings of key communication concepts and theories. You will have the opportunity to process and reflect on these new understandings in the course assignments, discussions, and conferences.

MOODLE DISCUSSION QUESTIONS

Moodle discussion questions are conducted in online forums in which posts are read by all students enrolled in COMM 399 for the semester. Your posts will be assessed using a “separate and connected knowing” rubric. These ways of knowing can be thought of as two different ways that we can evaluate and learn about the things we see and hear. The goal for collaborative and effective group learning is to use BOTH ways of knowing in your discussion posts to the forum.

What is Separate and Connected Knowing?

Although each of us may use these two methods in different amounts at different times, it may be useful to imagine two people as examples, one who is a mostly separate knower (Jim) and the other a mostly connected knower (Mary).

Jim likes to remain as 'objective' as possible without including his feelings and emotions. When in a discussion with other people who may have different ideas, he likes to defend his own ideas, using logic to find holes in his opponent's ideas. He is critical of new ideas unless they are proven facts from reputable sources such as textbooks, respected teachers or his own direct experience. Jim is a very **separate knower**.



Mary is more sensitive to other people. She is skilled at empathy and tends to

listen



and ask questions until she feels she can connect and "understand things from their point of view". She learns by trying to share the experiences that led to the knowledge she finds in other people. When talking to others, she avoids confrontation and will often try to help the other person if she can see a way to do so, using logical suggestions. Mary is a very **connected knower**.

Note that individual people can be anywhere in the spectrum between these two extremes.

DISCUSSION #1 – PERSONAL LEARNING GOALS

Describe your internship position and your personal learning goals and objectives. Be certain to include the following:

- The marketable skills and knowledge you hope to gain
- The contributions you expect to make
- The relationships and networks you want to establish
- The effect this position might have in choosing future courses and/or additional internships

Read other postings from students doing internships this semester and respond to at least three. Are these other descriptions sufficiently detailed so you have a clear picture of this intern and the internship site and experiences? What more do you need to know to

understand that student's personal learning goals? Comment on similarities and differences in terms of your own personal learning goals.

Students must post this description during the first week of the internship and respond to others by the end of the second week of the internship.

DISCUSSION #2 – INTERNSHIP SITE DESCRIPTION AND ANALYSIS

Read "Getting to Know the Placement Site" on Moodle.

Identify your internship placement site and your elective areas of interest in your communication coursework. Describe and analyze the internship site's organizational environment: history, mission, objectives, resources, competition, technology, customers, social and cultural trends, and contributions to society. Where has the organization been? Where is it now? Where is it going?

Read other postings from students doing internships this semester and provide a detailed response to at least two. Focus on similarities and differences between your site and the other sites.

Students must post this description during the third week of the internship and respond to others by the end of the fourth week of the internship.

DISCUSSION #3 – INFORMATIONAL INTERVIEWS

Identify your internship placement site. Conduct an informational interview with an industry professional at your internship placement site. Report the results of this interview in this posting including the interviewee's history and experiences in the industry, his/her career path, thoughts about how the industry has changed and is changing, including the sensitive ethical and diversity issues he/she must negotiate in the job.

Read other postings from students doing internships this semester and provide a detailed response to at least two. Focus on the similarities and differences between the professional you chose to interview and the professionals interviewed by the other students.

Students must post the results of their interview during the fifth week of the internship and respond to others by the end of the sixth week of the internship.

DISCUSSION #4 – STAGES OF INTERNSHIP AND LEARNING GOALS

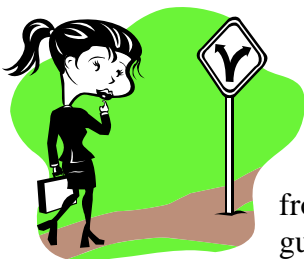
Read “The Stages of an Internship” on Moodle.

Trace your internship experience through the six stages. Comment on the issues that the stages may have raised for you especially in terms of your personal learning goals which were the focus of Discussion #1.

Read other postings from students doing internships this semester and respond to at least three. Focus on similarities and differences between your progression through the stages and the progression of other students. What generalized observations can you offer each other?

Students must post this description during the eighth week of the internship and respond to others by the end of the ninth week of the internship.

DISCUSSION #5 – WHERE TO AND WHAT NEXT?



Now that the internship for this semester is approaching completion, what are your thoughts about your own “next steps?” Would you like to continue at this site? Are you going to search for another internship? If so, will that next internship be similar to or different from this internship? Reflect on how this internship experience will guide your decision-making with regards to these and other “next steps” in your academic career here at Hope or as you transition out of college.

Read other postings from students doing internships this semester and respond to at least one. Focus on similarities and differences in your experiences, reflections, thoughts, and feelings and those of others.

Students must post this description during the tenth week of the internship and respond to others by the end of the twelfth week of the internship.

VII. WHICH TO CHOOSE? PORTFOLIO OR WRITING ASSIGNMENTS

Based upon your internship placement responsibilities, determine if you will be producing communication related materials such as video, brochures, marketing materials, website development, etc. If your responsibilities include “end products” such as these, you should create a professional electronic portfolio that showcases your work. You should have a substantial amount of these materials to display in a portfolio.

If you will not produce a substantial amount of materials, or if your responsibilities do not include creating such “end products” you should complete the writing assignments. You may wish to consult the Internship Director if you have difficulty determining which to choose.

REMEMBER: Whether you choose portfolio or writing assignments, you must turn in an *updated resume* with your final assignment.

PROFESSIONAL ELECTRONIC PORTFOLIO

Purpose of a Portfolio

The purpose of a portfolio is to compile samples of your work in a professional manner to provide evidence of the quality and range of your professional communication abilities for presentation to potential employers.

Expectations of an Electronic Portfolio

Organization of your portfolio on the website should be intuitive, well designed, AND visually appealing. It is expected that you will take full advantage of available technology and provide ALL work samples in electronic form (HTML, PDFs, and other media formats.) If you worked on websites, be sure to provide URLs in appropriate sections (as long as these URLs are public access). Your portfolio should be *error free* and will be graded on thoroughness and professional appearance. Be sure to provide the exact URL for your electronic portfolio website to the Internship Director. You may use the following website to create and house your electronic portfolio.

<http://www.epsilen.com/epsilen/public/home.aspx>

As an additional resource on electronic portfolios, see Montgomery, K. K. & Wiley, D. A. (2008). *Building E-Portfolios Using PowerPoint, 2e*. Sage Publications.

Components of an Electronic Portfolio

Your portfolio should contain the following elements:

1. **Portfolio Introduction/Homepage:** Write a brief introduction that describes the purpose and organization of the portfolio. Include your name, the name of the internship organization, and any subsequent departmental information such as title, contact information, web addresses, etc.
2. **Hyperlinks to Work Sample Sections:** Create hyperlinks that act as titles to the different work sample sections of your portfolio. Your work samples should be organized into sections in a manner that makes sense with the responsibilities and goals of your internship. When considering the organization of your portfolio, emphasize the skill areas that you wish to demonstrate to potential employers. Each section should have a section title that appears in your table of contents. For each work sample section, write an introduction for the section.
3. **Work Samples:** Your hard copy examples should be organized within sections in a manner that makes sense with the responsibilities and goals of your internship.
If any of the materials you would like to include in your portfolio contain proprietary information, be sure to get approval from your Site Supervisor, and as necessary, omit sensitive information or leave correspondence anonymous.

For each **Work Sample Section**, you should include the following:

- a) **Description & Purpose:** In 1-2 paragraphs describe what is contained in the work sample section and summarize the role of the work samples in the goals, mission, strategies, and/or functions for your host organization.

- b) **Your Contribution:** In ONE paragraph, describe your contribution to the creation of the particular work samples/activities within the section. Even if you only contributed to a portion of a work sample, include it and clearly articulate your contributions to it.
4. **Additional Supporting Material:** Include any additional materials from your internship organization that highlight your accomplishments during the internship.
 5. **Resume:** Your updated resume should include your newly completed internship experience. Since you've completed this academic internship for credit, you may indicate that it is a Hope College sponsored and approved academic internship. (Your transcripts will also reflect this.) When using a portfolio to demonstrate to potential employers samples of your work experiences, be sure to have additional resumes on hand to leave with the employer.

Electronic Portfolio Rubric

	Excellent	Good	Average	Fair	Poor
Appropriate amount of content showcasing work					
Error free writing within the portfolio explaining content					
Fully functional e-portfolio including user-friendly presentation, navigation, and free of broken links					
Updated resume and generic "cover letter" introducing the portfolio					



WRITING ASSIGNMENTS

There are four (4) required writing assignments. Students will choose two from the “general” category and will also choose two from their “track-specific” category. Students must complete and submit two writing assignments at the midterm conference with the Internship Director. Students will submit the remaining two writing assignments and the Anonymous Internship Referral at the final conference with the Internship Director.

Writing assignments for an experiential learning course should seek to incorporate reflection, value consciousness, critical and creative thinking, and multicultural perspectives. In general, the writing assignments should not merely recount your experiences but should be rooted in and draw from material in the readings and lectures of your prior coursework. Strive to relate your internship experience to your courses’ academic content.

GENERAL (Choose two)

Option #1: Read “Managing Oneself” on Moodle.

In this article, Peter Drucker argues that the task of managing oneself involves reflective feedback analysis. In this 3-4 page writing assignment, follow the sequence of reflective questions Drucker suggests:

- What are my strengths?
- How do I perform?
- How do I learn?
- Do I work well with people, or am I a loner?
- What are my values?
- Where do I belong?
- What should I contribute?
- How can I take responsibility for relationships?

Respond to these questions honestly according to where you are right now in your personal, academic, and pre-professional development and from the perspective of your position at your internship site.

Option #2: Read “The Human Moment at Work” on Moodle.

In this article, Edward Hallowel defines the “human moment” as an “authentic encounter that can only happen when two people share the same physical space having the prerequisites of physical presence and emotional and intellectual attention.” In this 3-4 page writing assignment, analyze the communication at your internship placement site reflecting on the presence or absence of the “human moment.” Is the “human moment” present? Where? Provide a specific analysis of your own work site communication: email, voicemail, face-to-face. What do the results of your analysis suggest about the “human moment?” Is face-to-face communication essential to true communication as Hallowel suggests?

Option #3: Read “The Power of Talk: Who Gets Heard and Why” on Moodle.

In this article, Deborah Tannen analyzes numerous elements of linguistic style. Tannen asserts that given language is a learned social behavior, her research “shows that lessons learned in childhood carry over into the workplace.” In this 3-4 page writing assignment, analyze the similarities and differences in communication behavior among the women and men at your internship placement site. Focus on the elements of linguistic style articulated by Tannen including conversational style, taking and getting credit, confidence, questions, apologies, feedback, compliments, etc. Which of Tannen’s observations are confirmed at your worksite? Which are not confirmed?

Option #4: Read “Culture, Communication, and Intercultural Relationships” on reserve at the library.

In this 3-4 page writing assignment, describe an intercultural relationship in which you are involved at your internship placement site. Analyze the development of this intercultural relationship and how it differs from the development of an intracultural relationship in which you are involved (whether at the internship placement or not). Use Professor Leslie Baxter’s dialectical model in your analysis.

Option #5: Read “Adapting Communication to Cultures and Social Communities” on Moodle.

In this chapter, Professor Wood focuses on cultures and social communities as important systems that shape and are shaped by communication. She identifies four guidelines for communicating in a socially diverse world. In this 3-4 page writing assignment, relate each of the guidelines to the communication interactions at your internship site, reflecting on the relevance of each guideline to the realities of the communication interactions at your internship site.

Option #6: Read “Mixing and Managing Four Generations of Employees” and “Generational Differences at Work” on Moodle.

These two brief articles discuss the communication interactions among members of different generations in the workplace. In this 3-4 page writing assignment, describe and analyze examples of generational differences in communication interactions at your internship site. How many generations are represented? Not every person in every generation will manifest all the characteristics in the categories. Which characteristics lend themselves to communication difficulties that you have witnessed or experienced?

FIELD-SPECIFIC WRITING REFLECTIONS (Choose two)

Option #1 (3-4 pages)

Identify your communication career aspirations and identify your internship placement site. Reflect on the many concepts covered in your communication course(s) that are particularly relevant to your career aspirations. Choose one specific communication concept and apply the theory and research surrounding this concept to your internship experiences. In this paper, include a clear definition of the concept and a detailed description of the internship site. Summarize the theory and research surrounding the concept you have selected and draw explicit connections, using application and analysis, between the concept and your internship site. Do your observations and experiences from your internship site confirm the theory and research you have learned in your communication coursework? Explain why or why not. Have you acquired a new

understanding of the concept you selected as a result of your work experiences at the internship site? Explain.

Option #2 – Debriefing Report (3-4 pages)

David Kolb (1984) posits that experiential learning is a cycle consisting of four phases and learners, which to be effective, need four different kinds of abilities (one for each of the four phases): concrete experience abilities (CE), reflective observation abilities (RO), abstract conceptualization abilities (AC), and active experimentation abilities (AE). Learners must be able to involve themselves in new experiences. They must be able to reflect on and observe their experiences from many perspectives. They must be able to integrate their observations and connect them with concepts and theories, and they must be able to use the understanding from these connections to shape future behavior and decision making.



The debriefing report is a reflective writing assignment based on Kolb's theory, and the goal is a thorough integration of the communication coursework with an experience at the internship site. The debriefing report focuses on one specific occurrence during the internship and has four sections corresponding to the four phases of the experiential learning process.

First, identify your internship placement site.

A. CONCRETE EXPERIENCE

Select one major experience during the course of your internship and provide a detailed description of what happened. What led up to this occurrence? What did you do? What happened as a result?

B. REFLECTION

Describe your feelings, reactions, questions, observations, judgments, etc., regarding this experience. Reflect on this experience from a variety of perspectives.

C. ABSTRACT CONCEPTUALIZATION

Offer generalizations about how your experience integrates with concepts, theories, and information from your Hope College coursework. Draw connections between your coursework and the world of work experience at the internship site.

D. EXPERIMENTATION

What are the implications of this experience? What have you learned from this experience? How would your learning from this experience influence your future behavior in similar situations?

Option #3 – (for students with a Journalism internship)

Visit the following website created by Professor Jim Hill for a class at Virginia Commonwealth University: <http://www.courses.vcu.edu/ENG-jeh/BeginningReporting/>. This is a good primer for students learning the craft of journalism. In a 3-4 page essay, reflect on the skills you consider to be the most important in order to succeed as a journalist and the opportunities available to you to learn these skills at your internship placement organization.

Option #4 – (for students with a Journalism internship)

Read “Journalism of Verification” on Moodle.

This is the fourth chapter in *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. Authors Kovach and Rosenstiel argue that there is a rise in assertion and a decline in verification. They find this trend disturbing. In a 3-4 page essay, propose some strategies that journalists can take to ensure their stories are credible. What strategies are in place at your internship site for ensuring credibility?

Option #5 – (for students with a Journalism internship)

Read "Everything that Rises" by Kolodzy published in *Columbia Journalism Review*, Vol. 42, 2003 (on reserve).

This is an article on the topic of media convergence. In a 3-4 page essay, reflect on this topic and draw connections between your journalism track courses and what you are learning about media convergence at your internship site. Is it an opportunity to be embraced or a curse to be avoided? What do your professors have to say on this topic? What are the opinions of your internship colleagues? What is your own position on this topic?

Option #6 – (for students with a Journalism internship)

Visit the following website for the *Journal of Computer Mediated Communication*: <http://jcmc.indiana.edu/vol4/issue1/singer.html>. This is an article about the changing roles of online journalists. The author suggests “four foundations, resting on existing theories and conceptual approaches, upon which researchers might build in studying the changing journalistic role.” Those four foundations are: gate-keeping theory; diffusion of innovation; sociology of news work; and social cohesion. In a 3-4 page essay, draw connections between these conceptual approaches as you have learned about them in your journalism track coursework and what you are learning about the changing roles of journalists at your internship site.

Option #7 – (for students in a Communication Studies internship)

Read “Reading Rhetorical Theory” on Moodle.

This is the introduction to a book whose purpose is the study of rhetoric in the human experience. In a 3-4 page essay, answer the following questions about your internship placement site: How does the “discourse” of your internship organization constitute knowledge? How do they create messages that influence what people think about, what they know and how they know it? Does this discourse create a power structure? Does this discourse define who has the power to change things or maintain things? Does this organization attempt to keep information from the public? Why? What does this organization have to gain from keeping information from the public? What media channels are used to disseminate information? Are these the most useful channels?

Option #8 – (for students in a Communication Studies internship)

Read “A Cultural Approach to Communication” on Moodle.

In this chapter, author James Carey states that “Communication is a symbolic process whereby reality is produced, maintained, repaired, and transformed.” In a 3-4 page essay, reflect upon the messages imparted by your internship placement organization. Which of the messages produce, maintain, repair, and/or transform a particular vision of the world (political, social, economic order)? Even if your internship placement organization is apparently apolitical, you should be able to identify how they participate, through their rhetoric, in ritualistic communication.

Option #9 – (for students in a Communication Studies internship)

Read “The Dispute over Defining Culture” on Moodle.

In this chapter, Professor Jandt explains characteristics of “culture” in history and presents and gives definitions of related concepts to culture. In a 3-4 page essay, on the basis of your observations at your internship site, identify the elements of culture. What is the organizational culture like at your internship site? Does it have all the elements discussed in the chapter? How do these elements affect the interaction patterns of people from different cultural/ethnic backgrounds? What are the challenges in the communication processes between people with different cultural backgrounds?

Option #10 – (for students in a Communication Studies internship)

Read “Why Study Intercultural Communication” on Moodle.

This is the first chapter in *Intercultural Communication in Contexts* by Martin and Nakayama. The authors discuss six imperatives for intercultural communication

education: the technological imperative; the demographic imperative; the economic imperative; the peace imperative; the self-awareness imperative; and the ethical imperative. In a 3-4 page essay that is based on your observations and experiences at your internship site, identify how the company operates in terms of the use of technology, trade and business with foreign companies, ethical judgment in business transactions and negotiations, and communication with new immigrants. Pay particular attention to the effect of communication in these areas when it involves cultural and linguistic differences, challenges, and misunderstandings caused by the use of technology, attitudes towards new immigrants, and ethnocentric tendencies of the management/administration.

Option #11 – (for students in a Public Relations internship)

Read “What Is Public Relations?” on Moodle.

This is the first chapter in *Public Relations: Strategies and Tactics*. The authors discuss the RACE acronym as a common way of describing the public relations process. The authors also discuss the various components of public relations. Does the RACE acronym describe the process at your internship placement site? In a 3-4 page essay, explain how and why or why not. Which of the components of public relations is your internship placement site involved in? How are your specific internship duties and responsibilities involved in the RACE process and components? What role do you play in the process and components?

Option #12 – (for students in a Public Relations internship)

Read the PRSA’s “Member Code of Ethics” on Moodle.

The authors of public relations textbooks assert that sound ethical practice is essential in public relations work. In a 3-4 page essay, describe how your internship placement site “preaches” and practices ethics and professional standards. Are there mechanisms of enforcement? Are there positive consequences? Are there negative sanctions?

Option #13 – (for students in an Advertising internship)

Read “How Advertising Affects Consumers” on Moodle.

This is an article from the *Journal of Advertising Research*. In a 3-4 page essay, answer the following questions: How would you describe the process by which consumers purchase products? For the product or service marketed at your internship site, what is the process by which consumers make the purchase? What is the specific function of marketing communication in consumer behavior? How does marketing communication influence consumer behavior for the product or service at your internship site?

Option #14 – (for students in an Advertising internship)

Read “The Creators of Motivation” on Moodle.

In a 3-4 page essay based on your coursework and your observations and experiences at your internship site, answer the following questions: What is the role of emotion in marketing communication planning and implementation? Does emotion play a role in the purchase of the product or service at your internship site? Construct a Brand Map for the brand category of the product or service at your internship site.

Option #15 – (for students in an Advertising internship)

Read “Lasker, Resor, Rubicam, Burnett, Hopkins, and Bernbach: Six Giants Who Invented Modern Advertising” on Moodle.

In a 3-4 page essay, answer the following questions: Among these profiles of marketing communication giants, which one, excluding Leo Burnett, seems most relevant to marketing today? Which one seems more relevant for the product or service at your internship site? Leo Burnett was the spokesperson for the “Chicago School” of marketing communication. How would you describe the Chicago School and how would you compare it with other ways of creating marketing communication? Is a “Chicago School” approach appropriate for the product or service at your internship site?

Option #16 – (for students in a Radio, Television, Video or Film internship)

Read “The Nation Form: History and Ideology” on Moodle.

What are the “nation” and “national identity?” What roles can we identify for media in constructing these concepts? How does the programming at your internship placement site contribute to our public understanding of “The United States” and what it means to be an American citizen? Are the media as important in this process as family, church, school? (3-4 pages)

Option #17 - (for students in a Radio, Television, Video or Film internship)

Read “Media in the U.S. Political Economy” on Moodle.

The naïve view of media states that it presents information, perhaps only colored by the presenter. The author, Herman argues that institutional and political pressures affect what we see as “news.” How does your internship placement site control the type of programming it presents? Specifically comment on the presence and operation of the five filters Herman discusses. (3-4 pages)

Option #18 - (for students in a Radio, Television, Video or Film internship)

Read “The Politics of Representation in Network Television” on Moodle.

In this article, Herman Gray describes three categories for understanding the representation of blackness on television: assimilationist, pluralist, and multiculturalist. In a 3-4 page essay, describe how one or more of these informed the media produced during your internship.

Option #19 - (for students in a Radio, Television, Video or Film internship)

Read “Television, Representation and Gender” on Moodle.

Using Julie D’Acci’s article on the construction of gender in society and through media representations, write a 3-4 page essay on how your internship working environment and/or the media representations that were produced during your internship reproduced and/or challenged gender norms.

Option #20 – (for students in a Communication Studies internship)

Read “Managing Relationships” on Moodle.

Select one of the theories explained in these pages from Chapter 12 of Professor Littlejohn’s book *Theories of Human Communication*. In a 3-4 page essay, apply the theory to a relationship you have developed at your internship placement site.

Option #21 - (for students in a Communication Studies internship)

Read “Communication and Organizational Networks” on Moodle.

This chapter from Professor Littlejohn’s book *Theories of Human Communication* presents three traditions of organizational studies: the Positional Tradition, the Relational Tradition, and the Cultural Tradition. In a 3-4 page essay, analyze which tradition best describes your internship placement organization.

Option #22 - (for students in a Communication Studies internship)

Read “Rethinking Political Correctness” on Moodle.

In this article, the authors posit sensitivity to race, religion, or gender in the workplace is often driven by fear and has colleagues walking on eggshells. The authors survey negative dynamics resulting when open discussion is repressed. They also propose five

principles for constructively engaging differences. In a 3-4 page essay, analyze the workplace environment at your internship site in terms of its political correctness, the presence of negative dynamics discussed by the authors, and the relevance and applicability of the principles for engaging differences suggested by the authors.

Option 23 - (for students in a Communication Studies internship)

Read “Managing Multicultural Teams” on Moodle.

In this article, the authors discuss four categories of barriers to a workplace team’s success, and they posit four strategies for dealing with the challenges stemming from those barriers. In a 3-4 page essay, analyze your internship site in terms of what kinds of barriers exist on the multicultural teams at the workplace and the relevance and applicability of the strategies suggested by the authors.

VIII. ANONYMOUS INTERNSHIP REFERRAL AND UPDATED RESUME

The comments in this referral essay will be extremely valuable for future students who might be interested in an internship at your current internship site. Identify your internship site, your site supervisor, and the timeframe of your internship. Address the following issues and be specific and detailed:

1. What projects, tasks, and assignments were you given?
2. What skills did you use?
3. Could you sense personal/professional growth?
4. What were the positive aspects of the internship?
5. What were the negative aspects of the internship?
6. Would you recommend this placement?

Your updated resume should include your newly completed internship experience. Since you’ve completed this academic internship for credit, you may indicate that it is a Hope College sponsored and approved academic internship. (Your transcripts will also reflect this.) When using a portfolio to demonstrate to potential employers samples of your work experiences, be sure to have additional resumes on hand to leave with the employer.