DRAKE UNIVERSITY WRITING INTERNSHIP PROGRAM

My internship illustrates how learning isn't limited to memorizing or doing equations, but in this case it can reach across multiple disciplines, from working with people, to marketing, to researching. In a typical class, I expect to read, or be lectured to, just about one topic and then do an assignment directly related to that material. With service writing, I have found that everything is integrated and it is often up to me to find the thread to pull everything together.—Drake Writing Intern, Spring 2014

What is this program?
Drake's Writing Internship Program began in 2009 in response to students' call for meaningful pre-professional writing experience as part of their undergraduate education. Our interns have served at dozens of central Iowa community organizations, in human and public services, education, health, education, the environment and the arts. We believe that part of the "exceptional learning environment" called for in Drake's mission statement is, in fact, a "real-world" learning environment where students learn about the needs and interests of central Iowans and the many organizations that exist to serve them.

Who are Drake interns?
At Drake, civic engagement and service-learning experiences are encouraged but not required of students. Our interns are self-selecting, highly motivated junior and senior majors in English/Writing (or related disciplines) who seek workplace writing and service writing experience. While internships should be primarily writing-related, typically our interns are double-majors and can often contribute additional knowledge or experience from their related field of study. For example, a student who is Writing & Pre-Med is an excellent fit for a health-related organization, while a student with a broadcasting background can both write and shoot videos. We work with you to find the best fit for your organization's current need.

How does it work?
Interns enroll for 1-3 academic credits in English 199, which provides students with individualized workplace experience that connects a student's own goals and abilities with the needs of a campus or community organization. This translates into between 15 and 55 hours of work over the 15-week term. Projects can be short-term & project based, or longer term & on-going. Students provide their own transportation and are fully-insured for their off-campus course-related experience.

The course consists of a workplace portion and an academic portion.
- In the workplace portion students learn to complete writing projects in a professional setting according to the guidelines and timetable set by the organization or agency. They negotiate with their community partner regarding work hours and use of materials or equipment needed; transportation to and from the workplace; remote-workplace arrangements; submission format of work and timesheets; and communication protocol with their supervisor.
- The academic portion of the internship asks students to think and write about service and writing as an academic undertaking. They reflect on the social concerns addressed by their respective not-for-profit agencies; the challenges that can arise with campus-community partnerships; and the difference between writing for the classroom and professional writing for the workplace. Interns meet as a group to share reflections & insights on their experiences.

What kinds of writing projects can my organization get help with?
- Blogging
- Copy-reading & proofreading
- Fact-checking
- Speech-writing
- Grant-writing
- Scripts for video & audio
- Promotional copy
- Social media writing
- Fundraising
- Interviews
- Creative writing
- Research reporting & analysis
- Newsletters & updates
- Profiles
- Features
- Advocacy
- Fundraising
- Timelines
- Transcription
- Press kits
- Event planning
- We are open to your suggestions, too!
What's expected of the community partner?
Day-to-day supervision of internships is the responsibility of the on-site supervisor/community partner. In addition, partners are asked to approve timesheets and provide feedback on the intern’s work 5 times during the term and to complete a program evaluation. You are encouraged to share that feedback and to discuss any aspect of the internship with the Director at any time.

We recognize and appreciate that our non-profit partners are performing a service for our interns, as well. Your participation, the training you provide our students, and your feedback during and after your experience are invaluable. We hope you feel good knowing that a young person who learns about the work you do, the value of community, and can link it directly to her academic or professional interests will likely develop into a more civically-engaged professional. From that, the whole community benefits.

How do I apply?
Students have a wide selection of non-profit organizations from which to choose; therefore, clear and complete forms submitted early will likely yield the highest number of contacts.

Paste this link into your browser and go straight to the application:
http://drake.qualtrics.com/SE/?SID=SV_25Wm1NfL0xjz17n

Please return this form no later than September 20 for Fall semester interns and January 30, 2015 for Spring semester interns. Or contact Director Carol Spaulding-Kruse, at carol.spaulding@drake.edu or 515-271-3969 to obtain a Qualtrix link to complete an online application.

Thank you for your interest. We look forward to hearing from you!

Carol Spaulding-Kruse
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"Education in the twenty-first century must have a view that transcends the classroom and engages students in the grand challenges and complex problems facing our society, and what better way to do this than to involve them in the pursuit of a relevant, real-world problem?" From Peer Review (AACU): Spring 2010, Vol. 12, No. 2 "Research and Discovery Across the Curriculum" By Susan Etrod, executive director, Project Kaleidoscope (PKAL); Diane Husic, President, Council on Undergraduate Research (CUR); and Jillian Kinzie, associate director, Center for Postsecondary Research and NSSE Institute.