

# APPENDIX B: THE VIDEO JOURNALS ASSIGNMENT

WRA 493: Internship in Professional Writing  
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Writing, Rhetoric & American Cultures  
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With the video journals assignment, I ask you to create six videos that capture moments of your work as a professional writing intern. Most of the journals should be **two- to three-minute pieces** that capture you “in action.” As is explained in the Prompts/Assignments section below, you are required to create some videos that address certain topics, and you are free to create other videos on topics of your own choosing.

## RATIONALE

The primary purpose of the video journals is to help you document and reflect on your work as an intern. As is discussed in the video titled “A Rationale for the Video Journals in 493” (see the course website), one way you learn is to examine artifacts. By making video journals, you are creating artifacts that should be worth examining. You also have an opportunity to document your work in a dynamic way, to give others a vivid sense of you as a writer. You can create for others (potential employers, fellow students) a rich picture of your experience, the way you think through problems, and the way you use digital tools. You should also gain some experience creating messages using multiple media (i.e., video, audio, images, text).

## PROMPTS/ASSIGNMENTS

Two of the six journals should be on one of the required topics below. The other four journals can be on any topic that seems worthwhile to you. You may also choose to repeat topics a couple times.

**Required:** Document your work on a particular writing task. Possible tasks include such activities as writing an introduction or conclusion, searching for credible information, deciding how to organize information, and managing multiple documents. As you record, talk aloud. Consider showing us things that help you complete some of these sentences:

1. The task I'm going to focus on is . . .
2. This task is part of a project for . . .
3. My primary audience for this project is . . .
4. I think my audience will want to know about . . .
5. This task at work differs from (or is similar to) tasks at school in these ways . . .

**Required:**

*Either:* Document and reflect on a classroom-workplace disconnect by completing sentences like these:

1. In . . . class, I learned . . .
2. But at work, it's different because . . .
3. Here's how I've resolved that disconnect . . .

*Or:* Document and reflect on a classroom-workplace connection by completing these sentences:

1. In . . . class, I learned . . .
2. This really helped me at work because . . .
3. Here's how I've used what I learned at school applies to work . . .

**Optional:** Create a portfolio piece. Create a video that documents your work in a way suitable for your senior/professional portfolio. This should be something that showcases some aspect your work for potential employers. *Note:* Because you might want to make a more “polished” video for your portfolio, consider using something like Camtasia or iMovie or Moviemaker. Camtasia is available in the computer lab in Bessey (Room 317).

**Optional:** Document your reaction to feedback from your supervisor. Show us things that help you complete sentences like these:

1. I recently submitted . . .
2. Here's what my supervisor said . . .
3. I was surprised by this feedback because . . . OR I expected this feedback because . . .
4. As a result of this feedback, I'm going to . . . because . . .

**Optional:** Document your efforts at collaborating with others. If you have to work with others at some point during your internship, you might use your weekly video journal to document some aspect of how you've collaborated with others. You could complete sentences like these:

1. The project I am collaborating on is . . .
2. The purpose of the project is . . ., and the audience is . . .

3. I'm working with . . . , and here's what each of them is supposed to do . . .
4. I'm expected to contribute to this project by . . .
5. My biggest concern regarding this collaboration is . . . , and here's how I plan to address this concern . . .

Of course, other ideas are possible.