**LDST 488: Internship – Fall 2020**

Section 1: Mondays from 10:30-11:45 a.m. (https://urichmond.zoom.us/j/95571305077)

Section 2: Tuesdays from 4:30-5:45 p.m. (https://urichmond.zoom.us/j/92371229761)

Section 3: Wednesdays from 9:00-10:15 a.m. (https://urichmond.zoom.us/j/96630615415)

**Instructor:** Dr. Kerstin Soderlund  
**Office Location:** Jepson Hall Room 123  
**E-mail:** ksoderlu@richmond.edu  
**Phone:** 804-287-6082  
**Office Hours:** Wednesdays from 10:30-11:45 a.m. (https://urichmond.zoom.us/j/774114548)

**Purpose**

The internship is an important component in the Jepson academic experience. Internships provide a unique educational opportunity to apply theory to practice and critically assess and revise theory in light of practical experiences. It offers students a chance to exercise and observe leadership in an organization. It also enables students to explore professional fields/industries of interest.

**Course Description**

This ½ unit post-internship course is designed to help students analyze and articulate the ways in which their leadership studies informed their understanding and performance at their internship, consider how to leverage their internship experience in regards to post-graduate employment, and continue their professional development. Students will complete academic assignments that require them to apply leadership studies theories and concepts to their internship experience.

**Objectives**

Academic/Scholarly Outcomes: LDST 488 is designed to enrich students’ (a) understanding of the nature and process of leadership and (b) their capacity to exercise leadership in a variety of settings. Students will have the opportunity to:

- Develop competencies in problem-solving, decision-making, organizational analysis, communication, and group work
- Synthesize information to develop new insights into leadership;
- Practice some of the principles of leadership
- Improve oral and written communication skills

Affective/Interpersonal Outcomes: LDST 488 is a highly personalized experience that provides students with the opportunity to extend and develop their skills as leaders, and to examine their own personal values, strengths, and objectives. Students will have the opportunity to:

- Develop proficiency in accomplishing specific and tangible tasks that contribute to the goals of their internship site
- Exercise leadership by problem solving
- Enhance interpersonal abilities
- Increase sensitivity to diversity and individual differences
- Engage in self-reflection and, articulate the results of it
- Examine ethics in leadership and in interpersonal contexts
RECOGNIZING OUR UNUSUAL CIRCUMSTANCES
Given that we are still managing the impact of a global pandemic as well as tremendous unrest in our country, let’s acknowledge that none of us is really OK. Please let me know if you are having trouble – I’m not going to judge you or think less of you, I want to work with you. I hope that you’ll extend me the same grace.

So let’s lay out some ground rules:
- You never owe me personal information about your health (mental or physical), or anything else
- You are always welcome to talk to me about things you are going through
- If I can’t help you, I usually know somebody who can
- If you need extra help, or you need to miss class, or you need more time with something, just ask. I’ll work with you.

DOCUMENTS AND REFLECTIONS FROM SUMMER 2020 EXPERIENCE

Supporting Documents for Internship (75 points total)
- **Learning Contract** - This document should be completed and filed by the end of the first week of the internship. It is designed to clarify your role requirements. (25 points)
- **Internship Site Evaluation** - This evaluation is due at the conclusion of your internship. (25 points)
- **Site Supervisor Evaluation** – Dr. Soderlund will solicit an evaluation from your supervisor as you are ending your experience. (25 points)

NOTE: Those doing an alternative experience – you will receive these 75 points.

Weekly Structured Reflection for Internship and Alternative Experience (50 points each – 250 points in total)
Five topical reflections were required over the course of the internship or alternative experience, two of which needed to be Theory into Action.

FALL 2020 REQUIREMENTS/ASSIGMENTS FOR ALL

Class Participation (50 points)
Contributions to class that advance the class discussion are valued more than sheer quantity of participation. Advancing the class discussion can take several forms, from calling attention to something important we haven’t talked about yet, to answering a question posed by the instructor, to asking a factual or interpretive question of relevance to the discussion, to stating (and giving reasons) why you think you disagree with another student or the instructor. We have several guests, including Jepson alumni, joining us this semester and we want to be respectful of the time that they are taking to be part of our discussions. See Jepson Common Syllabus insert at the end of the syllabus regarding attendance in class.

Career Services Event (25 points each - 50 points in total)
You need to attend TWO events hosted by Career Services this semester. Events are available at https://calendar.richmond.edu/?tag=careerservices and they will continue to add events to their calendar as the semester begins. Attendance will be verified through Career Services.

Viewing Internship/Alternative Experience Videos (20 points each - 120 points in total)
To provide students the opportunity to learn about opportunities in different fields/industries that may interest them, you will be required to watch SIX of the Internship/Alternative Experience videos that your classmates film and submit. There will be a scheduled class in which we talk about “exploring fields & industries” during which you can bring insights you gleaned from classmate videos to the discussion. Of course, you are welcome to watch as many videos as you would like (beyond the SIX required) across all three sections.
Ethics Assessment (up to 100 points)
Due Date: By the end of the designated final exam period for your section of LDST 488

By November 30, 2020, you will find an “Ethics Assessment” in Blackboard under “Assignments.” This assessment must be completed by the end of the designated final exam period for your section of LDST 488.

Final Paper ~ Moving Forward (100 points)
Due Date: By the end of the designated final exam period for your section of LDST 488

This document should be 3-4 pages and double-spaced. Should you draw on any literature/sources, please include citations for those materials.

In this paper, you will summarize key take-aways from your internship/alternative experience and that which you learned via LDST 488 that have informed how you will proceed in regards to your post-graduate plans, be that full-time employment, graduate school, or other post-graduate opportunities. Things you may include could be:

- Particular fields/industries you have identified that are of interest and/or not of interest (if you are still thinking about what field/industry you want to pursue)
- Type of work environments and/or nature of work (office-based, remote, individual v team, etc.) that are of interest and/or not of interest based on your internship/alternative experience
- Particular geographic areas where you would like to work and live (either immediately after graduation or eventually) and what draws you to this area
- Your plan/strategy for pursuing whatever post-graduate opportunities interest you (timeline/strategy for searching and applying, required research and/or additional information you need to do/secure regarding positions/geographic locations, etc.)
- How you hope the opportunities you are exploring will assist you in subsequent pursuits (what skills/competencies, knowledge, experience you hope to gain in this experience and how they will prepare you for future opportunities)

IF YOU HAVE ALREADY SECURED A POST-GRADUATE OPPORTUNITY BY THE END OF THE SEMESTER, whether that is full-time employment, graduate school admission, or another post-grad opportunity, this final paper should be used to reflect on/consider that which you need to do to prepare for this opportunity. Things you may include could be:

- Required research and/or additional information you need to do/secure regarding the opportunity you secured, the geographic area in which you will be located, etc.
- Goals that you hope to accomplish during this initial post-graduate opportunity
- How the post-graduate opportunity you have secured will assist you in subsequent pursuits (what skills/competencies, knowledge, experience you hope to gain in this experience and how they will prepare you for future opportunities)
- An evaluation of your approach/strategy used in securing this opportunity (e.g. search process/timeline, resources you drew upon, things you learned in the process and whether you would do things differently the next time, etc.)

FALL 2020 ASSIGNMENTS FOR THOSE WHO COMPLETED AN INTERNSHIP

Theory Into Action Paper (150 points)
Due Date: By Friday September 11, 2020 via Blackboard

This document should be 5-7 pages, double-spaced and should include citations to relevant literature and sources. You may use any citation style you choose.

1. Describe the context of your organization clearly. This includes:
a. traits of individuals in the organization (physical characteristics, personality, experience, leader and follower behavior)
b. relationships between individuals (group identity, intimacy of leaders’ relationships with followers, leaders perceived legitimacy)
c. structure of the organization (who has formal power over whom, recruitment and promotion, compensation by position, who interacts with whom internal to the organization, social connections to individuals outside of the organization)
d. situational factors
e. the physical space/environment where the organization is located OR the virtual space/environment (platforms/programs used for remote work)
f. the tasks in which organization members are engaged. (20 points)

2. Select a theory that you think is particularly relevant to describing the operation and effectiveness of your organization. Your options include but are not limited to:

a. Trait theories (height, (emotional) intelligence, knowledge, personality, etc.)
b. Behavioral theories (relationship vs. task orientation, transactional vs. charismatic/transformational leadership)
c. Contingency theories (how relevance of particular traits depend on the situation)
d. Relationship theories (social exchange/LMX, social identity theory, social network theory, crowd behavior, theories of leader legitimacy, power and corruption)
e. Cognitive theories (implicit leadership theory, cultural leadership theory, role congruity theory, romance of leadership—i.e. do followers overestimate how much leadership matters)
f. Evolutionary theory (proximate vs. ultimate interpretations of leadership and followership, comparison to non-humans)

Give a comprehensive description of the main assumptions and predictions of the theory. Cite existing evidence supportive of the theory from both literature AND examples from your site. (40 points)

3. Apply the theory to the operation and effectiveness of your organization. How well does the theory do, at least qualitatively? Where do you think the theory you selected falls short? Where other theories might perform better? (40 points)

4. Identify insights gained from application of the theory you selected to your internship experience. How might the understanding of the theory you selected help surmount problems in the organization? Or improve leadership and leader-follower relationships? (40 points)

5. Make certain that your assignment has a clear and logical organization, makes use of free and effective transitions between ideas, is free of grammatical, punctuation, and/or spelling errors, and includes citations to relevant literature and sources. (10 points)

Internship Video Presentation (100 points)
Due Date: Upload by Friday, October 2, 2020

We want to provide you an opportunity to highlight key experiences, moments, insights, etc. from your internship, which is good practice in regards to how to articulate about your internship experience as you start looking for jobs or other post-graduate opportunities. To do this, we would like you to craft a short video presentation that will be shared with your classmates. Not only will this enable you to share the things you enjoyed, relished, and or toiled about at your internship, it will help inform and educate your classmates about opportunities in fields/industries that they may not have had the chance to explore.
These videos will be uploaded into industry/field specific folders and as already indicated, all students will be required to view SIX videos during a designated period in preparation for a specified class.

Requirements for Presentation
- **Length:** 5 minutes *(10 points – you lose 5 points for every minute over)*
- **Visual Element:** Please include visuals (PowerPoint, Prezi, poster, etc.) that illustrate and/or elaborate on points you include in your presentation. *(10 points)*
- **Summary of Internship:** Succinctly describe your organization and your basic responsibilities/role. *(30 points)*
- **Impactful Moments & Insights:** You might discuss greatest lesson learned, most difficult or challenging moment/assignment, the most exciting and fulfilling moment/assignment, conclusions you reached about the organization and/or industry/field, a combination of some of these things, or other things you think would help your classmates understand your experience, what you gained, what working in your field/industry might entail, etc. *(50 points)*

Once filmed, you will need to upload your video into the appropriate industry/field folder (you will be the one to select how you would categorize the industry/field in which you worked).

**FALL 2020 ASSIGNMENTS FOR THOSE WHO COMPLETED AN ALTERNATIVE EXPERIENCE**

Theory Into Action Paper (150 points)
Due Date: Friday, September 11, 2020 via Blackboard

This document should be 5-7 pages, double-spaced and should include citations to relevant literature and sources. You may use any citation style you choose.

1. Describe the individuals and fields/industries that you explored via your alternative experience. This should include a summary of what you learned from the questions/issues topics that Dr. Soderlund provided you to use in interviews/when shadowing. This could include (please address at least three):
   a. characteristics of individuals you interviewed and/or shadowed (personality, experience, education)
   b. insights you gleaned about the various leadership styles/approaches of individuals at different levels of the fields/industries you explored; which are more or less effective
   c. how the context of the fields/industries you explored affects the way it functions and is led
   d. situational factors you may have identified that are particularly relevant to the fields/industries you explored
   e. how work is structured (e.g. teams, departments, virtual teams, etc.) and executed (e.g. autonomous and self-directed versus standard operating procedures, etc.) in the fields/industries that you explored
   f. how the fields/industries you explored stay abreast of trends and develop strategy to respond to such industry/societal changes. *(20 points)*

2. Select a theory that you think is particularly relevant given the individuals you interviewed and/or shadowed for your alternate experience. Your options include but are not limited to:
   a. Trait theories (height, (emotional) intelligence, knowledge, personality, etc.)
   b. Behavioral theories (relationship vs. task orientation, transactional vs. charismatic/transformational leadership)
   c. Contingency theories (how relevance of particular traits depend on the situation)
   d. Relationship theories (social exchange/LMX, social identity theory, social network theory, crowd behavior, theories of leader legitimacy, power and corruption)
e. Cognitive theories (implicit leadership theory, cultural leadership theory, role congruity theory, romance of leadership—i.e. do followers overestimate how much leadership matters)
f. Evolutionary theory (proximate vs. ultimate interpretations of leadership and followership, comparison to non-humans)

Give a comprehensive description of the main assumptions and predictions of the theory. Cite existing evidence supportive of the theory from both literature AND examples from our interviews and/or shadowing. (40 points)

3. Given the insights you gained from your interviews and/or shadowing, where do you think the theory you selected falls short? Where other theories might perform better given what you learned about the fields/industries? (40 points)

4. How might the understanding of the theory you selected help surmount problems in the fields/industries you explored? Or improve leadership and leader-follower relationships to the extent that you learned about the nature of these relationships in your interviews/shadowing? (40 points)

5. Make certain that your assignment has a clear and logical organization, makes use of free and effective transitions between ideas, is free of grammatical, punctuation, and/or spelling errors, and includes citations to relevant literature and sources. (10 points)

Alternative Experience Video Presentation (100 points)
Due Date: Upload by Friday, October 2, 2020

We want to provide you an opportunity to take-aways and insights from your alternative experience, which is good practice in regards to how to articulate what you drew from this experience as you start looking for jobs. To do this, we would like you to craft a short video presentation that will be shared with your classmates. Not only will this enable you to share the things you enjoyed, relished, and or toiled about while completing your alternative experience, it will help inform and educate your classmates about opportunities in fields/industries that they may not have had the chance to explore.

These videos will be uploaded into industry/field specific folders and as already indicated, all students will be required to view SIX videos during a designated period in preparation for a specified class.

Requirements for Presentation
• Length: 5 minutes (10 points – you lose 5 points for every minute over)
• Visual Element: Please include visuals (PowerPoint, Prezi, poster, etc.) that illustrate and/or elaborate on points you include in your presentation. (10 points)
• Summary of Internship: Succinctly describe your alternative experience and how you developed your strategy. (30 points)
• Impactful Moments & Insights: You might discuss greatest lesson learned, most difficult or challenging moment, the most exciting and fulfilling moment, conclusions you reached about the industry/field, a combination of some of these things, or other things you think would help your classmates understand your experience, what you gained, what working in your field/industry might entail, etc. (50 points)

Once filmed, you will need to upload your video into the appropriate industry/field folder (you will be the one to select how you would categorize the industry/field in which you completed your alternative experience).
Assessment

Your grade for the second half of LDST 488 is based on the quality of your assignments and their completion by
the assigned due date, participation in all internship class meetings and required activities, and submission of all
required forms.

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<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C</th>
<th>C+</th>
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<tr>
<td>Score</td>
<td>98-100</td>
<td>94-97</td>
<td>90-93</td>
<td>88-89</td>
<td>84-87</td>
<td>80-83</td>
<td>78-79</td>
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OVERVIEW OF WEEKLY COURSE TOPICS

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic &amp; Assignments</th>
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<tbody>
<tr>
<td>August 24, 2020</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Monday, 8/24</td>
<td>Tuesday, 8/25</td>
</tr>
<tr>
<td>August 31, 2020</td>
<td>Evaluating &amp; Negotiating Offers</td>
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<tr>
<td>Monday, 8/31</td>
<td>Tuesday, 9/1</td>
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<tr>
<td>Guest: Beth Chancy, associate director, Career Services</td>
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<tr>
<td>September 7, 2020</td>
<td>Personal Finance ~ Part 1</td>
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<tr>
<td>Monday, 9/7</td>
<td>Tuesday, 9/8</td>
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<tr>
<td>Guest: Dan Fabian, associate dean, Richmond College</td>
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<td>DUE BY 9/11: THEORY INTO ACTION PAPER (Blackboard)</td>
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<tr>
<td>September 14, 2020</td>
<td>Personal Finance ~ Part 2</td>
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<td>Monday, 9/14</td>
<td>Tuesday, 9/15</td>
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<tr>
<td>Guest: Dan Fabian, associate dean, Richmond College</td>
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<tr>
<td>September 21, 2020</td>
<td>Exploring Other Post-Grad Opportunities</td>
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<tr>
<td>Monday, 9/21</td>
<td>Tuesday, 9/22</td>
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<tr>
<td>Guests: Laura Musser Cutrona '09, Leland Damron '18, Matt Logan '16, Will Moss, '15, Dylan Rowell, '18</td>
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<td>FOR THIS CLASS: Please check out these alumni via Linked In</td>
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<tr>
<td>September 28, 2020</td>
<td>NO CLASS THIS WEEK ~ Time to search/apply OR set up personal appointment with Dr. Soderlund</td>
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<tr>
<td>Monday, 9/28</td>
<td>Tuesday, 9/29</td>
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<td>DUE BY 10/2: INTERNSHIP/EXPERIENCE VIDEO</td>
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<td>Date</td>
<td>Monday</td>
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<td>October 5, 2020</td>
<td>10/5</td>
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<td>Searching for Jobs…Particularly in the Time of COVID</td>
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<tr>
<td>October 12, 2020</td>
<td>10/12</td>
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<td>Relocating &amp; Getting Established in New Area (with Jepson alumni)</td>
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<tr>
<td>October 19, 2020</td>
<td>10/19</td>
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<td>Relocating &amp; Getting Established in New Area (with Jepson alumni)</td>
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<td>October 26, 2020</td>
<td>10/26</td>
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<td>Exploring Industries &amp; Fields (Intern/Experience Video Discussion)</td>
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<td>November 2, 2020</td>
<td>11/2</td>
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<td></td>
<td>NO CLASS THIS WEEK ~ Time to search/apply OR set up personal appointment with Dr. Soderlund</td>
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<td>November 9, 2020</td>
<td>11/9</td>
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<td>Access to &amp; Using UR Alumni Directory</td>
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<td>November 16, 2020</td>
<td>11/16</td>
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<td>Topic TBA</td>
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<td>Week of November 23rd – NO CLASSES</td>
<td>THANKSGIVING BREAK</td>
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<td>November 30, 2020</td>
<td>11/30</td>
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<td>Topic TBA</td>
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<tr>
<td><strong>FINAL EXAM</strong></td>
<td><strong>Section 1 – T 12/8, 9 am – 12 pm</strong></td>
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<td><strong>DUE BY END OF DESIGNATED FINAL EXAM PERIOD:</strong></td>
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Expectations Regarding In-Person Attendance During the Pandemic
We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences.

However, students must:
- Notify instructors in advance of the absence if possible. Contact the Student Health Center if sick.
- Keep up with classwork and attend online class sessions if able to do so.
- Submit assignments digitally on time whenever possible.
- Work with instructors to try to reschedule any missed assignments.
- Stay in close communication with instructors.

Integrity with Class Recordings
Students shall not:
- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution;
- Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student’s academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities. 
registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
disability.richmond.edu/

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religiousobs.html
**ACADEMIC AND PERSONAL SUPPORT SERVICES**

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors](https://richmond.box.com/s/dpe37chr2zodr3o1amt8omik72y2ktb). Email Roger Mancastroppa ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and Hope Walton ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for appointments in academic and life skills to request a Zoom conference.

**Boatwright Library Research Librarians** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), chat, or Zoom (by appointment).

**Career Services** ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.