

INTS 490-001: *Internship* (5 – 6 credits) Spring 2019

Instructor: Sara Montiel

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Office Hours: By Appointment

COURSE DESCRIPTION

The School of Integrative Studies values experiential learning as a way of connecting the classroom to the world. Credit is given for the learning gained from the experience, not simply for on-site hours logged. Accordingly, your task as a student is to document, demonstrate, and thoughtfully reflect on what you learn during your internship.

An internship is a unique learning experience where a student is in a specific job setting that integrates experiential work with academic work. Completing an internship for credit is a means of incorporating qualified and supervised work into your degree program. Among other things, it helps develop your awareness of the internal dynamics of an organization and external factors within the workforce.

LEARNING OBJECTIVES

- Connect your academic work with your workplace experience.
- Complete assignments that encourage in-depth reflection about the internship.
- Develop career readiness and competencies.
- Explore career options and gain work experience.

COURSE ASSESSMENT

I.	Reflective Essays (2 total)	20% due Feb. 22 & April 5
II.	Midterm Assessment	20% due March 8
III.	Resume Entries (2 total)	
	Draft	5% due April 12
	Final	5% due May 3
IV.	Time Sheet	10% due May 3
V.	Final Paper	20% due May 10
VI.	Supervisor Evaluation	20% due May 3 (by supervisor)

I. Reflective Essays = 20%

You will submit a total of two reflective essays via Blackboard over the course of the semester. Each 2 - 3 pages of reflection should focus the assigned topic below. Your essays should not be just a description of your work; analysis and reflection are required. Demonstrate what you are learning during your internship, incorporating examples. Please use the reflective writing strategies (at the end of the syllabus) as a guide.

- **Reflective Essay #1, due Feb. 22:** Describe the organization and your role there as an intern; what are your initial expectations; do you anticipate any challenges; diversity in the workplace; and your interpersonal interactions, collaboration, and/or conflicts with co-workers.
- **Reflective Essay #2, due April 5:** Describe how this internship experience connects to your academic work; problem solving you have done in this internship; and any dilemmas (ethical or otherwise) you have encountered. Discuss your learning experiences thus far, both good and bad.

II. Midterm Assessment = 20%.

You will submit an assessment of your progress towards completing all of your learning objectives on **March 8**. This essay (2 – 3 pages) should detail your progress to date and discuss what you plan to accomplish in the second half of the internship. Based on your experiences thus far, do you need to revise or replace any of your learning objectives/strategies? If you revise/replace any of your objectives/strategies, please include reasons in your essay *and* include the new objectives at the end of the essay.

III. Resume Entries = 10%

You will have two opportunities to create an experience description for work performed at your internship site in appropriate resume formatting. Your first submission is a draft (**due on April 12**) and the second, after instructor feedback and consideration by you and your site supervisor, is a final submission (**due on May 3**). Be sure to include action verbs, keywords, and outcomes. Qualify and quantify your accomplishments where appropriate and describe your most responsible functions first. Avoid passive phrases, such as “Responsible for,” “Duties included,” and/or “Assisted with.” Use <https://careers.gmu.edu/students/resume-and-career-documents> as a guide.

IV. Time Sheet = 10%

Account for all on-site internship hours on your Time Sheet (last page of the syllabus) and obtain your supervisor’s signature – the actual, physical signature and not an electronic version – prior to submission by **May 3**. Time Sheets submitted without supervisor signatures will not be accepted.

V. Final Paper = 20%

You will submit a final paper (3 – 5 pages) that assesses your overall learning by **May 10** (may be submitted earlier). This paper must address the below questions. This paper should not be five separate essays, but a single essay that analyzes your learning experience.

1. What was your relationship with your on-site supervisor? What type of guidance and feedback did you receive? How were you treated at your internship? Did you see your supervisor as a mentor or not?
2. What was the most vital experience / lessons learned? As you look back on this experience, which lessons learned have proved most important to the person you have become and why?
3. What were some challenges that you faced? What did you learn from these challenges?
4. Explain how all of your learning objectives for this internship were met. Did this experience validate or change your overall goals as a student?
5. How have you used (or plan to use) what you have discovered through this internship in your life outside of the internship site? What are the impacts on future coursework, future employment, and/or graduate school? What is the relation of your internship work to previous coursework or your major/concentration?

VI. Site Supervisor’s Evaluation = 20%

You will provide me with your direct supervisor's name and contact information (phone & email address) during the first week of the course (see Bb – no credit for this assignment). Your supervisor will receive an evaluation form and instructions at the end of the semester. This evaluation is an essential component to your overall project since your supervisor will have the best understanding of your performance.

COURSE POLICIES

Grading Scale:

A+	100 – 97	B+	89 – 87	C+	79 - 77	D	69 - 60	F	59 – 0
A	96 – 92	B	86 – 82	C	76 - 72				
A-	91 – 90	B-	81 – 80	C-	71 – 70				

Instructor Emails

When emailing the instructor regarding this course, enter “**INTS 490-001.[YOUR LAST NAME]**” in the subject line. E.g., “INTS 490-001.Mason.”

Assignment Submission

- Assignments must be submitted to our Blackboard course shell (found at mymasonportal.gmu.edu) by midnight on the dates due. Assignments will not be accepted via email.
- All assignments are to be submitted in the following file formats: .doc, .docx, and .rtf formats are acceptable. Cut & pasted work will not be accepted. Additionally, you must use your last name as part of the file name; for example, "Mitchell Essay 1.doc." Failure to do this will result in no credit for the assignment in question: no name = no grade.
- Please be aware that completing the internship hours but not turning in the assignments will result course

failure. It is your responsibility to submit the assigned work on time and stay in contact with me.

- Extra credit is not offered for this course, nor is the opportunity to re-do assignments.

Late Work

Assignments must be submitted to our Blackboard course shell (found at mymasonportal.gmu.edu) by midnight on the dates due. **Assignments will be reduced one letter grade per day late (including Saturdays & Sundays).** No work will be accepted over one week late without a prior approved extension.

Privacy

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. For that reason, students are required to use their Mason email to receive important University information, including communications related to this class. I cannot respond to messages sent from, or send messages to, a non-Mason email address.

Academic Integrity

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. **No grade is important enough to justify academic misconduct.** Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of theft of intellectual property and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

Disability Accommodations

If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Services (SUB I, Rm. 4205; 993-2474; <http://ods.gmu.edu>) to determine the accommodations you need; and 2) talk with me by the second week of class to discuss your accommodation needs.

Diversity & Inclusion

The School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

Enrollment Statement

Students are responsible for verifying their enrollment in this class.

- Last Day to Add: Jan. 29, 2019
- Last Day to Drop: Feb. 5, 2019
- Student Self-Withdrawal: Feb. 13 – Feb. 25
- Selective Withdrawal Period: Feb. 26 – March 22

WRITTEN ASSIGNMENT GRADING STANDARDS

Format for Assignments

All assignments must be typed using standard font and one-inch margins, double-spaced. You must correctly and consistently use a recognized citation style, such as MLA, APA, Chicago Manual, etc.

Score of A: Superior

- Addresses the topic fully and explores the issue thoughtfully.
- Shows substantial depth, fullness and complexity of thought.
- Demonstrates clear, focused, coherent, and logical organization.
- Is fully developed and detailed. The point is clear and well stated.
- Good introduction with clear thesis statement, and an effective conclusion.
- Evidences superior control of diction, syntactic variety, and transition between paragraphs; only a few minor flaws.
- Integrates evidence from texts to support ideas and arguments.
- Proper citation of texts using a standard citation method.

Score of B: Strong

- Clearly addresses the topic and explores the issue.
- Shows some depth and complexity of thought.
- Is effectively organized. Easy to follow and understand.
- Is well developed, with supporting detail. Logically coherent.
- Demonstrates control of diction, syntactic variety, and transition; may have a few minor mechanical flaws.
- Proper citation of texts using a standard citation method.

Score of C: Competent

- Adequately addresses the topic and explores the issue.
- Shows clarity of thought but may lack complexity.
- Is organized. Can be followed with some difficulty.
- Is adequately developed, with some detail. Some logical fallacies or incoherent sentences/paragraphs.
- Demonstrates competent writing; shows some flaws in syntax and grammar.
- Proper citation of texts using a standard citation method.

Score of D: Weak

- May distort or neglect parts of the topic.
- May be simplistic or stereotyped in thought.
- May demonstrate problems in organization.
- May have generalizations without supporting detail or detail without generalizations; may be undeveloped. Logically flawed; several incoherencies.
- May reveal patterns of flaws in language, syntax or mechanics.
- Improper citation method.

Score of F: Inadequate

- Demonstrates serious inadequacy in addressing the topic.
- Fails in its attempts to discuss the topic. Illogical.
- May be deliberately off-topic. Extremely difficult to follow.
- Is so incompletely developed as to suggest or demonstrate incompetency.
- Is wholly incompetent mechanically.
- Improper citation method.

The Rough Guide to Internship Reflection

Steps	What?	So What?	Now What?
Outline of the process	Here you are observing, narrating, or describing a particular situation or text(s). Concentrate on describing the specific and the particular, and explain the evidence that you have chosen to include.	Here you are working to analyze the how and why through interpretation, analysis, and making a judgment . That is, what did this experience or text mean to you? You need to "make sense" of your learning experience, in both its positive and negative aspects.	Here you are looking forward to work out how you might apply your learning from the experience or text to new or unfamiliar situations. You want to think about how what you have learned can assist you in looking to the future .
Ways of exploring the process	<p>Think about questions like these:</p> <ul style="list-style-type: none"> • What experience am I thinking about and how did this experience come about? • What exactly happened? • What did I see, do, or read? • Who or what helped me and how? • What part was the most challenging? Surprising? Satisfying? • What is my response to this text or experience? • What roles did I find myself playing/experiencing? • What of myself did I share with others? 	<p>Think about questions like these:</p> <ul style="list-style-type: none"> • What did this experience or text mean to me? • What values and assumptions influenced my actions or response? • What did I understand (or understand more fully) about myself as a result? • What did I do that was effective? Why was it effective? • What did I do that seems to have been ineffective? How could I have done it differently? • What am I learning about myself and others? • How open was I to new ideas, unexpected learning, challenging perspectives, and so on? • What values, opinions, decisions have changed or developed through this experience? • What revelations hit me during/after the experience? 	<p>Think about questions like these:</p> <ul style="list-style-type: none"> • How have I changed through this experience or considering the ideas in this text? • What knowledge have I gained? How am I thinking differently now? • How can I apply what I have learned to other areas of my life (academic work, on-campus activities, my community, my personal life)? • How will I apply what I learned from this experience or text in new situations? • How will I share what I learned with others in the future? • At the conclusion of this reflection, what goals will I now set for myself, and who or what will help me achieve them?

