SFA 250 Internship Syllabus
Fall 2018

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Class meeting dates: Hybrid-TBD

Course Description: This course is designed as a companion learning course for students engaged in an internship experience. The goal of the course is to help students enrich their career learning through facilitated analysis and reflection on their work experience and to apply what they are learning in the classroom in a real world business setting. There are no prerequisites or textbooks for this course.

Course Objectives: This course is designed to help you develop competencies essential to your ability to effectively navigate and participate in an early career work opportunity. Specifically, this course supports the development of your ability to:

• Be an active listener and observer for action learning in the workplace
• Set goals, self-assess progress, and seek feedback for effective job performance
• Understand the value of relationships and networked connections for career development
• Enhance your understanding of professionalism and workplace behavioral expectations, including the range of what is considered acceptable across organizations and industries
• Articulate your thinking about career and work-life integration to enhance your future professional planning
• Apply the knowledge and skills learned during your undergraduate coursework to a real world set of business problems and issues provided by the internship supervisor
• Practice and understand the skills and techniques necessary to work in a challenging business environment

Course Format: The format for this course is self-directed over the course of the internship. You are responsible for completing each deliverable on time. There are several key components & deliverables including:

• Internship reading assignments & reflection assignments
• Internship Evaluations
• Final wrap up paper & presentation

MUST DO:
1. Students must have their internship agreement signed by student and site supervisor and turned in to course instructor to gain permission to begin internship.
2. Students must complete an accurate record of the hours worked at internship site. Have your supervisor sign off on hours at the end of each week. Turn in at the end of the semester.
3. Complete all evaluations – turn in at the end of semester
   a. Intern Self-Evaluation
   b. Intern Evaluation of the Internship site and experience

Grading & Course Deliverables: Grading in this course will be Pass/Fail; however you must achieve a minimum of 70% to pass.
1) **Attendance & Participation**: (same expectations as in SFA 110) **(10%)**
You are required to attend and be punctual for ALL four classes for this course. Any unexcused absence will result in a **TEN POINT DEDUCTION**. If you are late to any class, this may count as an unexcused absence. Excused absences consist of only life or death emergencies (i.e., death, severely injured or sick) & must provide legitimate proof.

Class Meets for Internship Expectations Discussion
August 29-Wyatt Room 4:30-6:00 p.m.

**Week 1 of Internship:**
Watch videos; get acclimated to internship site and work schedule.
**Due September 7**
- [https://www.candidcareer.com/video-networking+101,1e866306e9b5f012419c, SFASU](https://www.candidcareer.com/video-networking+101,1e866306e9b5f012419c, SFASU) - Networking 101
- [https://www.candidcareer.com/video-nonverbal+communication,fe1efe93b16e8d353499, SFASU](https://www.candidcareer.com/video-nonverbal+communication,fe1efe93b16e8d353499, SFASU) – Nonverbal Communication
- [https://www.candidcareer.com/video-etiquette++introductions+++meetings,dd46adf110cf871e3ed3, SFASU](https://www.candidcareer.com/video-etiquette++introductions+++meetings,dd46adf110cf871e3ed3, SFASU) – Etiquette for Introductions and Meetings
- [https://www.candidcareer.com/video-following+up,d88d3807d3562178ccab, SFASU](https://www.candidcareer.com/video-following+up,d88d3807d3562178ccab, SFASU) – The Art of the Follow-up

2) **Reflection Assignment #1, Week 2 of Internship**: **(10%)** Setting goals for your internship. Prompt: Research tells us that the way people make progress is by setting goals. Goals should be S.M.A.R.T-specific, measurable, achievable, relevant to you, in the internship timeframe. It’s a good idea to:
- a. Begin with a general idea of what you want to learn;
- b. Refine and develop this idea through discussions with your faculty supervisor and your on-site supervisor and;
- c. Write down the results of the process as a number of concrete measurable learning goals. Please share **three to four goals** you have set for yourself for the learning outcomes you’d like to accomplish during your internship. As you think about the goals you will set for your internship experience, keep in mind the difference between performance goals and learning goals that you learned from week 1 assignment. Also describe how you will assess your goals: evaluation process, what criteria you will use, how will you know when you have accomplished your goals.

**DEADLINE: September 14**

3) **Reflection Assignment #2, half way through your internship**: **(10%)** Learn about your host organization through an informational interview with an employee in your department or another division. Submit a one-page reflection on the experience.

**DEADLINE: October 19**

4) **Update your resume #3, last two weeks of your internship**: **(15%)** Reflect on this internship experience. Pay attention to the transferable skills you developed and the job duties.

**DEADLINE: December 7**
5) **All Internship Paperwork #4: (25%) Must have satisfactory reports by internship supervisor.**  
   a. *Mid-semester Internship Paperwork - Deadline October 19*  
   b. *Final Internship Paperwork - Deadline December 7*

6) **Internship Learning/Outcomes Paper & Presentation #5, last class period: (30%)** Please create a brief video or narrated slide presentation (no more than 5 minutes, up to 5 slides) to summarize your internship experience, how your internship connected to your academic work, and the key takeaways and insights for your career learning.  
   **DEADLINE: TBA**

**Paper Guidelines:**

   a. The internship outcomes paper is a reflection of the internship experience. There is not an expected length for this final paper; however, journaling or keeping a weekly log will help you write this paper. Think *quality versus quantity*. Format should be 1 inch margins all around and double spaced with 12-inch font.
   
   b. Turn in the week of finals UNLESS your faculty supervisor determines a different deadline, you would go by their deadline.
   
   c. Academic credit and grade (satisfactory/unsatisfactory) will not be submitted unless this paper is turned in.

As with any paper you submit for credit, it is expected that you adhere to correct grammatical form. Reviewing this material from time to time during your work assignment and keeping a journal will help you to write your paper that is thoughtful and articulate. **Please answer the following questions specifically and thoroughly.**

1. *Job Description:* Describe in as much detail as possible your role and responsibilities. Did your actual job differ from the job description you had prior to working? If so, how did it differ?

2. Describe the employing firm. What product(s) is made or service(s) rendered?

3. Give a detailed description of the employing department, and where it fits in the organizational structure if possible.

4. Describe the general educational/professional level of your work associates. Discuss the characteristics, traits and skills you observed to be needed by professionals in your field.

5. Describe the supervision that was provided. What kind of instruction, assistance and consultation did you receive? Was there a review process other than the SFA employer evaluation? Did you find the evaluation helpful? Why or why not?

6. Did you have the opportunity to closely interact with co-workers? Were they helpful? Describe any opportunities such as networking or social/cultural events, which were available to you as a result of this experience. What kind of interaction did you have with other cultures?

7. Describe the most outstanding event(s) that occurred during your internship. Were there any problems encountered and, if so, what strategies were used to solve them? What was your greatest accomplishment? How did you achieve it?
7. What are some challenges that you’ve overcome? What skills did you use to overcome these challenges? What global issues did you encounter? How did you address them? Did you experience culture shock? How did you handle it?

8. Provide examples of coursework that relates to your job. Describe how the job contributed to your education, list specific examples/situations. Was it academically relevant? Identify courses that you wish you had taken or plan to take as a result of this experience.

9. Identify/explain any personal or career decisions that you have made as a result of this experience.

10. Were you satisfied with your internship choice? Explain. Describe any changes that you would recommend in the current policies and operation of the Internship program. Please be constructive and honest.

**ASSIGNMENT DEADLINES:** We will discuss assignment deadlines in class once we establish meeting day/time. However, all assignments must be submitted to D2L by December 7 at 11:59 PM CST even if your internship ends after this date.

**Potential for Course Changes:**
This syllabus represents a “best” plan for this course; but as with most plans, it is subject to change depending on course needs and circumstances. Should any changes be necessary, students will be informed in writing as promptly as possible so make sure you check your SFA email.

**Student Ethics and Other Policy Information Academic Integrity:**
It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the course or suspension from the University.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. You may read the policy at this link: (#4 Academic Affairs) http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred
to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Students with Disabilities:**
To obtain disability-related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004 / (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify me and outline the accommodation and/or auxiliary aids to be provided. You will then need to schedule a time to meet with me, discuss your accommodations, and I will sign the Special Accommodation Request Form. For more information, visit this site: [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**SFA250 Internship Course**
**Grading Rubric for MOST Assignments**

<table>
<thead>
<tr>
<th>Points</th>
<th>Body/Details</th>
<th>Grammar &amp; Sentence structure</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 90 points</td>
<td>The paper has well-developed paragraphs, student stayed on topic, answered all required questions (questions are clear and thoroughly answered), provide vivid and relevant examples (where needed), and a strong closing.</td>
<td>There are no grammatical or spelling errors. Student demonstrates sophistication in sentence structure and vocabulary.</td>
<td>The paper is typed, 12 inch font, double-space, one inch margin around the paper, and the paper is the correct length.</td>
</tr>
<tr>
<td>89 – 80 points</td>
<td>The paper has average-developed paragraphs, student stayed on topic, answered the majority of the questions (most of the questions are clear and thoroughly answered), relevant examples are provided (where needed), and a good closing.</td>
<td>There are a few grammatical and spelling errors. Student demonstrates sophistication in sentence structure and vocabulary.</td>
<td>The paper is typed and meets all but one or two of the formats.</td>
</tr>
<tr>
<td>79 – 70 points</td>
<td>The paper has semi-developed paragraphs, student gets off topic, fails to answer half of the questions (questions are not clear and/or thoroughly answered), provided irrelevant examples, and weak closing.</td>
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</tbody>
</table>
Grammar & Sentence structure: There are many grammatical and spelling errors that inhibit the flow of the paper. Student demonstrates lack of sophistication in sentence structure and vocabulary.

Format: Only half of the paper formats are met (For example: incorrect font, not double-space, fail to use one-in margin, paper does not meet required length.)

| 69 and Under | Body/Details: The paper has no paragraph-development, the topic is unrelated, student fails to answer the majority of questions, no examples are provide/relevant, and the closing is weak. |
| 0 points     | Student fails to submit paper |

Grammar & Sentence structure: There are too many grammatical and spelling errors that inhibit the flow of the paper. Student lacks sophistication in sentence structure and vocabulary.

Format: The majority of the paper formats are not met (paper not typed, incorrect font, not double-spaced, one-inch margin not used, page length not met).

Note: The areas of evaluation found above are listed in order of importance. In other orders, a student whose format is flawless should not expect a strong grade if his/her body section is weak.