Internship: Sociology

Soci3398   Instructor: Daniel Farr
Office: SO5006   Email: dfarr4@kennesaw.edu (PREFFERED) or in D2L
Office Appointments made by Request   Phone: 470-578-7970

> **Please see the end of the syllabus for a variety of useful links and resources to support your success as both a student and as a learner in an online environment.**

Course Catalog Description:
This course explores the connections between society, communities, and the health of individuals. Topics include sociological approaches to global health inequalities, tensions between medicine and culture and the ethics of public health and biomedical research. Students critically analyze major issues of health and illness confronting selected subpopulations. The course introduces students to selected theoretical frameworks that address social determinants of health.   *Prerequisite:* Soci3304: Social Organization; 2.0 Adjusted GPA
                                        Recommended: Soci3300: Foundations of Social Theory
                                                Note: A Co-op, Soci3396, is not the same as an internship.

Course Goals and Philosophy:
The course provides structured and extended off-campus experience in a supervised Sociology setting which is related to the student's major and career interests. It is an opportunity for the student to apply the principles learned in the academic setting to a work situation, to explore a career area before graduation, to obtain work experience and contacts for future job seeking and/or graduate school application, and to develop knowledge and work skills through the combination of practical experience and scholarly research in the topical area of the internship. Usually students will register for internship during the senior year because the internship is intended to be a capstone experience and also because if a job opening occurs at the organization, the intern is near graduation and available for employment.

The course is designed to meet the goals and interests of the individual student. Students arrange their own internship with the approval of the internship coordinator. The work should involve growth for the student and should ideally be in the area of career or graduate school interest.

Course Learning Objectives:
1. Students will be able to develop skills relevant to career objectives.
2. Students will be able to apply sociological knowledge to their internship experience.
3. Students will be able to examine situations and their relevance to agency/departmental
        policies.
4. Students will be able to demonstrate clear communication, both written and orally.
5. Students will be able to examine agency or departmental policies found at internship.
6. Students will be able to compose non-judgmental sociological observations.
7. Students will develop research skills relevant to internship (such as literature location and
        synthesis; data in-put; interviewing skills; grant writing).

Student Intern Expectations:
1. Adhere to American Sociological Association Code of Ethics at all times.
2. Attend all internship seminar meetings.
3. Prepare all required paperwork and assignments for instructor as described in the syllabus.
4. Be in attendance at the agency/department on days and at the times agreed on by the student and internship supervisor, and if unable to attend notify internship supervisor and intern instructor prior to or at the start of the work day.
5. Behave, dress, and speak in a professional manner at all times.
6. Carry out agency/department related assignments and tasks according to agency/departmental policies.
7. Devote the required hours and weeks to agency/department. (see below)
8. If you experience a problem with the internship placement, the internship instructor needs to be notified, if the issue cannot be handled on the telephone an appointment needs to be scheduled.
9. If you experience an issue with law enforcement during your internship, the internship instructor needs to be notified immediately, before your return to your internship. You may not return to your internship until the intern instructor has discussed the situation with the placement supervisor.

Internship Placement Supervisor Expectations:
1. Describe and explain you expectations of student during internship period.
2. Provide student with orientation of agency placement, mission statement, organization, purpose of agency/department, policies and ethical standards.
3. Provide weekly supervision.
4. Include student in appropriate trainings and staff meetings.
5. Assign duties and responsibilities that are appropriate to student's educational level and that are increasingly difficult and demanding.
6. Monitor the student's work and progress regularly and provide constructive criticism (mid-semester site evaluation). (copy provided to course instructor)
7. Meet once a semester with the student to provide formal student feedback (end-of-semester site evaluation). (copy provided to course instructor)
8. Sign-off on the student time log. (copy provided to course instructor)
9. Contact the intern instructor (Daniel Farr, dfarr4@kennesaw.edu; 470-578-7970) if a problem cannot be resolved with the student intern.

Assessment: In past years, students had the opportunity to have a committee of faculty assess their internship work and products. Currently, the department has approved the assessment via a singular coordinator, the instructor of record. Thusly, all grading will be assigned by the instructor of record.

Email: Email will be the best way to reach me—you may obviously email me within D2L, but you may also email via the general email system (dfarr4@kennesaw.edu). Throughout the work week I typically will be checking email daily and will likely respond to student emails within 24 hours. I do not check email or D2L as frequently during weekends, but may do so intermittently. Should you email on a Friday afternoon, it is possible you will not hear back until Monday. If you email and do not hear back from me within an appropriate amount of time (approximately 36-48 hours), you may email again (however, accusatory or "angry" tone will not be helpful to your situation – please be professional and appropriate).

Email etiquette: Email is an extremely important component in an (online) course and may be one of the few impressions I have of you. Please be conscious of the language and manner in which you email – components that are appropriate include: using an email subject (usually helpful to reference which course you are in!), an appropriate greeting ("Yo Prof" is not appropriate, LOL), basic body of your inquiry/etc (tip: most professors are not particularly keen on "Get back to me ASAP"; avoid 'texting' type short hand; also, it is usually appropriate to end with a "thank you" of some sort); a signature/name sign off. Obviously, some of the above aspects (particularly the course—as it comes clearly linked to your D2L class), but please do seek to be appropriate and professional, doing so leaves a positive impression.

I realize for many of you this will all seem obvious – unfortunately, I've interacted with many students who struggle with these basic skills. I regard these interactions not as just your impression to me, but as a means to mentor you through appropriate interactions you will likely have with future bosses/etc. Incidentally, generally speaking, the "end" of an email interaction situation is typically left to the "superior" actor – which for example in a dynamic of email exchanges with faculty or a boss it might go as: student email professor question, professor responds, student emails thanks (now the professor needn't reply). This is basic etiquette for email interactions and speaks positively to the student/employee actor.

I encourage you to review appropriate "Netiquette" – network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. This page provides links to both summary and detail information about Netiquette for your browsing pleasure. http://www.albion.com/netiquette/

Course Technology Requirements:
- Computer (Mac or PC) with sound card; [IPad or IPhone/smartphone are insufficient]
- Reliable internet access.
- Basic computer software, including: Microsoft Office, Powerpoint, Web-surfing software, pdf reader program.

Hours of Internship:
A three-semester hour internship is required for the major. Additional hours may be taken in Related Studies and/or Free Electives. Discuss these options with your academic advisor.
> 3 semester credit hours = 150 hours on site (10 hours per week for 15 weeks)
> 6 semester credit hours = 300 hours on site (20 hours per week for 15 weeks)
> 9 semester credit hours = 450 hours on site (30 hours per week for 15 weeks)

Grading:
Below is a condensed list of the affiliated grades/assessments affiliated with your total course grade. Further details appear later in the syllabus and within the online (D2L Brightspace) course.

Discussion Boards	
Introductory Posting	3%
Response to Introductory Posting	2%

Internship	
Mid-semester site evaluation (from site coordinator)*	5%
Final site evaluation (from site coordinator)*[1]	7%
Time log (signed by site coordinator)* [1]	5%
Field Notes	10%

Paper & Submissions	
Paper – Part 1, Topics	2%
Paper – Part 2, Sources	2%
Paper – Part 3, Site Info[1]	5%
Paper – Part 4, Lit Review[1]	15%
Paper – Part 5, Linking Experience to Sociology[1]	15%
Site Summary Sign	2%

Presentation[2]	
Presentation (powerpoint & presentation) [1]	17%
Presentation – professional dress	5%
Presentation – peer-attentiveness	5%

=100%

Optional Extra Credit 2%

*Indicate items requiring internship site coordinator signature.
[1]Indicate items that MUST be submitted. Failure to complete any of these items result in course failure, regardless of course points earned otherwise.
[2]Registered weblearners will have the option for alternatives on the presentation, as outlined later in syllabus.

Grade Item Descriptions:

Discussion Boards:

Introductory Discussion Board:
Part 1:   (See course calendar for deadline)
          Within the discussion board you will compose a two-paragraph* introduction of yourself and your internship to share with the class.

The first paragraph* should briefly introduce yourself. Within this paragraph you should address: (1) Your background (for example, where you come from, are you a weblearner/face-to-face, etc.), (2) your concentration, (3) mention a favorite class or two (from sociology), (4) describe the type of job/career you believe you will pursue, and (5) a random factoid or two about yourself to help us to get to know you.

The second paragraph should briefly introduce your internship. Within this paragraph you should address: (1) where you are interning (both name/place of internship and location), (2) at least two sentences describing the internship site (what do they do? who do they work with? etc.), (3) how you envision this internship supporting your future career pursuits, and (4) at least two broad ideas of what topical ideas you think are relevant to your internship (preliminary thoughts on what topics you might consider researching).

Part 2: (See course calendar for deadline)

You need to reply to at least one classmates posting (one paragraph* in length). Your reply should include: (1) Personal commentary on the person's introduction (ie. what did you learn about the person?, perhaps noting shared interests, etc.), (2) comment on how you expect your internship may be similar or different in content/experience, and (3) comment upon their suggestion topic ideas (perhaps you have an additional idea?).

(Reminder: There is a spelling check function available in the discussion board!)
A paragraph is typically 4-5 full sentences in length. Please do not skimp on your postings.

[For information on deadline, please see course schedule document]
(Late submissions will not be accepted for credit)

Extra Credit

To simplify email interaction and compliment the online experience you have the opportunity to earn extra credit via the following:

Photo: Post a photo to your D2L profile (this occurs in the main D2L page where you logged in – under "Profile" "Change Picture"). Seeing your photo helps me feel more connected to you as a student and helps me more readily recognize someone—particularly in receiving emails and reading the discussion boards. If for some reason you do not wish to post a personal picture of yourself, I am open to other images of personal significance, or you could create a "cartoon" version of yourself online if you wished.

Settings: In addition to posting a picture, I ask that you modify your D2L settings to simplify classroom interactions in email. I am looking for your emails to include any prior email interactions (so prior email information is included when replying to email—this is particularly helpful if we have an email exchange, to see what was previously stated or discussed. To modify Email Settings (under "Account Settings" in the main D2L page), under "Email" tab, check "Include original message in email replies", you may now "Save and Close".
(These is an easy adjustment!) After you have adjusted the settings, you should reply to my email (an email will be sent to the entire class in the first day of class) to demonstrate that you now have the correct email setup.

[For information on deadline, please see course schedule document]
(Late submissions will not be accepted for credit)

Internship:

Mid-semester evaluation: Using the provided form, you will have your site coordinator complete and sign the mid-semester evaluation. Your site coordinator will either email the form

directly to the instructor, dfarr4@kennesaw.edu (from a work/organizational email address) or may fax the form to the instructor at 470-578-9148. Alternately, since both site coordinator and student sign the form, the student may scan (or take a clear photograph) of all pages and upload to the Dropbox in the course.

        Please note, should the authenticity of this form be brought into question the instructor will contact your site. If it is found to not be authentic (filled out and signed by site coordinator), the repercussion for academic dishonesty will be pursued.
*Form available in D2L.

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[For information on deadline, please see course schedule document]
(Late submissions will not be accepted for credit)

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Final site evaluation: Using the provided form, you will have your site coordinator complete and sign this evaluation (which should also be discussed with you and signed by you). Your site coordinator will either email the form directly to the instructor, dfarr4@kennesaw.edu (from a work/organizational email address) or may fax the form to the instructor at 470-578-9148. Alternately, since both site coordinator and student sign the form, the student may scan (or take a clear photograph) of all pages and upload to the Dropbox in the course. As a final option, students may bring the final site evaluation to their presentation for submission.

        Please note, should the authenticity of this form be brought into question the instructor will contact your site. If it is found to not be authentic (filled out and signed by site coordinator), the repercussion for academic dishonesty will be pursued.

        It is suggested that if bringing a hard copy, you bring it to your presentation.
*Form available in D2L.

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[For information on deadline, please see course schedule document]
(Late submissions may be accepted for credit with individual arrangement.)

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Time log: During the course of the semester, you should be maintaining a log of your hours at internship. Please document your time hours (date; time in/time out; daily hours; running total of hours) throughout the semester – you may use the posted example form or simply maintain this log in a notebook. This log *must* be signed by your site coordinator and returned to your instructor at the end of the semester. It is encouraged that you have this submitted in conjunction with your end-of-semester evaluation and field notes. This will serve as confirmation that you have completed the expected hours of internship.

        You may alternately upload a scanned copy of your time logs into the course Dropbox option—however, the submission of hardcopy at internship presentation is likely the easiest, most efficient, option.

        If at the time of presentation you still have a small number of hours of internship to complete, individual arrangements will be determined privately.

        Please note, should the authenticity of this form be brought into question the instructor will contact your site coordinator. If it is found to not be authentic (filled out and signed by site coordinator), the repercussion for academic dishonesty will be pursued.
*A template is available in D2l
*Alternately, You may wish to obtain a single-subject notebook for use in your internship… you could save the first several pages to maintain a time log and then use the rest of the notebook for your fieldnotes.)

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[For information on deadline, please see course schedule document]
(Late submissions may be accepted for credit with individual arrangement.)

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Field notes: Over the course of the semester, you should maintain a log of your experiences at the internship. You should maintain a daily log of activities. Additionally, you should discuss one key event/observation/etc per week. These field notes are intended to be supportive your writing your final paper for the internship---helping you link your experience to your sociological training. Your field notes may be handwritten and maintained in a notebook or you may use the provided template (you could print the template out and write in by hand – typed up field notes are *not* expected or required).

Below you will see some brief ideas for thinking about fieldnotes. You may expand upon these prompts or add additional ideas (for example—what you know of populations you are working – how do you 'know' this?; the struggles of certain populations or organizations in a social system; links to particular social theories; links to prior classes; a particular event of the week that struck you (an "amplified moment" that particularly sparks sociological thought). You will find a rough framework below.

Broadly speaking, one week of field notes and reflection entry (if hand written) would be expected to run ~2 pages roughly (in such case you might have 1 to 1-1/2 page pages of daily observations and notes and a clear paragraph reflecting on an important sociological moment or observation during the week).Your notes may be more substantial if you wish—which may be helpful for your later written work.

*A template is available in D2l
*Alternately, You may wish to obtain a single-subject notebook for use in your internship… you could save the first several pages to maintain a time log and then use the rest of the notebook for your fieldnotes.)

To provide some guidance on fieldnote and reflections:
Daily Logs:
     Daily log entries are encouraged every day you are at your internship placement
     -- Identify the task/duty/responsibility you experienced that day with a short
          description and personal observation related to the activity
     --What did you learn today by completing the task/duty/responsibility?
     -- How did this task/duty/responsibility benefit the agency/department?

Weekly reflection entries:
     -- Your thoughts/concerns regarding agency/departmental policies
     -- Your observations of client/staff interactions.
     -- Any ethical dilemmas experienced.
     -- How do the tasks/responsibilities/duties you carry out on a day-to-day basis
          relate to your sociology knowledge base?
     -- How do the tasks/responsibilities/duties relate to the agency/departmental
          goals?

(Late submissions will not be accepted for credit)

Paper & Submissions:
Broadly, you may think of the below sections as parts of a total "singular" paper project. Your course papers will explore an academic literature foundation supportive to your internship experience. The literature review is to demonstrate your foundation in social science literature in

which to understand your internship location, the populations you are working with, and the structural obstacles faced by your organization/populations. Building from your literature review, you will then proceed to discuss how experience at this internship demonstrated or challenged the knowledge you have learned on the related issues and link this experience to your training as a sociologist.

Paper submission details: All submitted papers are expected to be typed using 12pt Times New Roman font, 1" margins, double spaced (unless otherwise specified), and paginated. There *should not be extra space between paragraphs* (if using Word, under "Home", "Paragraph" in the dropbox there is a box you can check "Don't add space between paragraphs of the same style.") Additionally, titles/headings should not be excessive --- you are allowed 2 lines at the top of the first page for name and website. A cover page is NOT necessary. Excessive lines used in heading/spacing will be adjusted to determine if paper length is appropriate. Failure to adhere to these guidelines will result in a 5 point grade deduction.

     Additionally, your paper must be saved and uploaded with your name in the title. Document uploaded should be saved as "LastName First Name – Assignment - Topic", for example: "Farr Daniel – Paper 1 - Homelessness". Failure to save and submit your file with a correct label will result in a 5 point grade deduction.

     Should you not adhere to both of these expectations, you may lose up to 10 points. Please adhere to page length expectations as described below – these are measured based on the appropriate font/size/spacing/margins. DO NOT skimp on length as it will impact your grade.

Paper – Part 1, Topics: (likely ~1 page)

     In a single page document provide a list of at least 3 possible major topics you could examine for your lit review and describe in brevity how each can relate to your internship location/experience. For each of these 3 major topic/theme ideas also provide at least 5 possible search terms/phrases that you would use when searching academic databases (such as JSTOR or EBSCO).

     This part of the process will allow the instructor to provide some mentorship and feedback to support your success on searching for resources and proceeding into other parts of your writing activities.

*grading rubric and example available in D2L

(Late submissions will not be accepted for credit, but may receive feedback)

Paper – Part 2, Sources: (likely 1-3 pages in length)

     To clarify academic source expectations: You will need to engage with at least 10 academic sources from peer-reviewed journals or appropriate academic books. The use of textbooks from prior courses may be appropriate, but will not count towards the 10 sources expected. Academic sources should be dated from 2000-2015, articles are expected to be approximately 15-20 pages in length minimally each (you may use shorter sources, but need to compensate with additional sources so the total number pages equals approximately 150-200+ pages), articles should be primarily *relevant* to sociology (ie, you should not be drawing solely from psychology articles). Depending on your topic, it may be appropriate to draw some content from other fields—however, at least 5 of your 10 sources must come from sociological journals or sources. Journal articles that explore your topic/issue in a cultural context not relevant to your

internship location are not appropriate (for example, if you are working in an organizational dealing with homelessness services, articles about homeless issues in Asia are inappropriate). Biblical and religious texts references are not academic and are not appropriate to this paper.

Citation style: As this course is a program requirement, you are expected to appropriately follow ASA citation style. (Information about this style will be posted in D2L).

You will submit your reference list to the instructor via the D2L dropbox. The primary purpose of this assignment is to affirm the student is using appropriate sources. This is intended to help foster success on the literature review section of the paper.

*grading rubric and example available in D2L

(Late submissions will not be accepted for credit, but may receive feedback)

Paper – Part 3: Site Background: (likely 2-3 pages)

You will write a 2-3 page agency overview of your organization. Depending on your organization it may be appropriate to draw from its Mission statement – if so doing, please be certain to add this source to your reference list. Essentially, you are providing a clear overview of your organization and appropriate components that may inform or be useful to your sociological analysis/thoughts.

To offer some guidance on the agency overview, the following could be appropriate components to address:

1. Agency name
2. Agency's mission statement and purpose
3. Agency structure and organization (staffing)
4. Education qualifications for employment with agency
5. Agency's history
6. Agency's funding sources. How does the agency secure funding?
7. Types of services provided.
8. Target population: Age/race/gender/geographical area/issue/problem addressed

*Prior examples available in D2L

(Late submissions will be accepted for credit, with penalty as outlined later in syllabus)

Paper – Part 4: Lit Review: (minimally 6-7 pages total, plus reference page(s))

NOTE: Paper Part 4 will NOT be accepted until Part 3 is submitted. Even if Part 4 is submitted on time, if Part 3 is not yet submitted, Part 4 will accrue days late penalty until Part 3 is submitted.

Using your approved academic sources (or perhaps new/additional sources, should there have been issues with your initial source list), you will compose a **6-7 page literature review** on a topic relevant to your internship experience. Within your literature review, you are expected to engage with all 10 sources (or more). As an upper-level course, your literature review should demonstrate *synthesis* of the material—i.e., you should be using the information learned from your sources (with appropriate citation!), but with limited quoting [ie, I would suggest a maximum of two direct quotes, limited in length – otherwise the level of synthesis and ability to engage information appropriately would not be well demonstrated]. Selective quoting can be appropriate, but excessive quoting demonstrates a lack of synthesis and understanding of content.

It is *inappropriate* to quote a quote from a source (for example: As cited by Smith (2010), Thompson says "....."). You should be finding the original source, reading, and citing

that source yourself. The only time such an approach is appropriate is if the original source content is unobtainable---for example, if an author were quoting a diary that is in a library in the UK… it would obviously be overly difficult for you to locate that source yourself. However, when an author is citing information from other academic journals/sources, you should be able to access that source yourself.

Be certain to appropriately and completely cite all sources as you use them. Internal citation is appropriate—if you are using an author(s) ideas you might cite as (Author year) [ie. (Smith 2010)]; if you are using a quote you also need the page number, (Author year: page number) [ie. (Smith 2010: 212)]. If a source has multiple authors there are rules--- if three or fewer authors, you should list the names; if more than three you should list the first author et al. (Smith et al. 2010) or (Smith et al. 2010: 212). If you are engaging author name in sentence you do not need to also list it at the end (for example: As suggested by Thompson (2010)…; or Smith et al. (2010) spoke of the issue specifically as "…quote…" (133). [ending quote with the page number as you have already noted author(s) and year earlier in sentence.

If multiple authors are demonstrating the same point in their findings, you should not repeat the point. Rather, you should explain the point and list the various sources as affirming that finding/knowledge [ie. (Crane 2008; Thompson 2010; Smith 2007) – notice they are in alpha order by author. However, in ASA style you can also order them by year (Smith 2007; Crane 2008; Thompson 2010) – either alpha or date order is appropriate, but you need to be consistent throughout the paper!].

You *must* be sure to attach a reference list at the end of your paper – failure to include a complete reference list can serve as a form of plagiarism and may result in penalties discussed elsewhere in the course syllabus.

*Prior examples available in D2L

[For information on deadline, please see course schedule document]
(Late submissions will be accepted for credit, with penalty as outlined later in syllabus)

Paper – Part 5: Linking to Sociology (minimally 7-9 pages)
NOTE: Paper Part 5 will NOT be accepted until Part 4 is submitted. Even if Part 5 is submitted on time, if Part 4 is not yet submitted, Part 5 will accrue days late penalty until Part 4 is submitted.

Informed by your internship experience as well as your prior literature review and agency background paper, you are to write a response paper that will demonstrate what you have learned from this experience and demonstrate how this experience links to your training as a sociologist.

This paper is not intended to be a pure "opinion" or "what I liked" about the experience paper. You may incorporate some components of this, but you need to focus on demonstrating your growth and learning through this experience, as well as an ability to articulate how this experience supported your sociological training. This articulation is intended to not only demonstrate your learning, but to encourage you to think about the experience and skills garnered in professional manners, such that they may be supportive to your articulation as a job interview, graduate school application/interview, etc.

Within this paper, you need to be certain to make a clear appropriate link to at least one sociological theory (functionalism, symbolic interactionism, conflict theory, or feminist theory) and how it is demonstrated within your agency/site; demonstrate links to prior sociology courses and how this experience complimented and expanded on what you had previously learned; an additional list of ideas is below:
1. Select one of the following theories (functionalism, symbolic interactionism, conflict

theory, feminist theory) that is regularly used in your organization/agency/department. Explain the theory and how it is used or demonstrated.

2. Give a specific example of how the theory is applied in the day-to-day operations. (here it may be helpful to draw from your field notes)
3. Identify two strengths, for each theory discussed, of using the theory in applied from within the organization/agency/department.
4. Identify two weaknesses for each theory discussed, of using the theory in applied form within the organization/agency/department.
5. How did your preparation is sociology assist you during your internship? Give three concrete examples of why/why not. [link to classes]
6. Identify two aspects of your internship that were most beneficial to your understanding of the world? – Something you were not aware of prior to your internship.
7. Identify two recommendations you would make to improve this organization/agency/department. Are these recommendations due to being an intern or are the recommendations based on an organizational/agency/departmental issue?
8. Summarize your views of the agency as an internship placement.
9. What two recommendations would you give to another student contemplating doing their internship at your organization/agency/department?

*Prior examples available in D2L

[For information on deadline, please see course schedule document]
(Late submissions will be accepted for credit, with penalty as outlined later in syllabus)

Site Summary Sign:

You will create a one-page descriptive sign/advertisement about your internship location and what you learned. You could share about the site (basic info), the types of activities, skills garnered, link to sociology, etc. You may review the posted examples of past signs as examples. I'd discourage the listing of pros/cons, but can certainly speak of what you may learn or caution about components that may be challenging to some. Please do not put a specific site contact/information on the sign (person name/phone/etc), but you should put general information such as location and their website perhaps, etc. (this is in due part to the fact that organizations have persons come and go/change roles/etc). Please do not put your own name/info on the sign itself.

These "signs" to help create a portfolio of internship site ideas/examples over the coming semesters to share with students. Please note that this may later be posted on the department website and would be publically visible on the website – as noted in the D2L dropbox, if you do not wish to have your sign considered for public visibility, please add a note when you submit this assignment.

*Prior examples available in D2L

[For information on deadline please see course schedule document]
(Late submissions will not be accepted for credit)

Presentation:

Note to weblearners: Special accommodations are offered regarding the presentation. You may choose to come present at campus, if you wish – in such case, the below grade guidelines will apply. If student chooses to present from afar, then individual arrangements will be made with instructor for the submission of a digital presentation with narration and submission of a picture dressed professionally. The grade weights will be 22% toward presentation; 5% towards dress. Please contact the instructor to make appropriate arrangements and plans!

Presentation & powerpoint: At the end of the semester (dates will be determined early in the semester) students will be able to sign up for a clustered presentation time slot (time slots to be announced; dates will be made available to students in a timely fashion to allow ample time to sign-up and make appropriate schedule arrangements)—wherein, interns will present about their experience and learning to both the instructor and a group of peer interns. Each presentation session will likely run several (~3) hours in total [about 3 presentations per hour, brief break after 3 presentations; approximately 6-8 presentations per session]—your attendance of the entire session is expected. Failure to attend the entire session (without prior instructor approval) will result in a 25 point deduction from your presentation grade.

All students will be required to sign-up for and present at one of the presentation sessions at campus. The only exceptions for face-to-face presentations at campus will be made for those who have been registered weblearners for at least one semester prior to internship semester and on case-by-case situations as approved by instructor. In such cases, non-campus presenting students will discuss alternative expectations with the instructor.

Each student will create a presentation about their internship experience in total. The total presentation should account to approximately 15 minutes. Following the presentation, students should also expect 5 minutes for questions and followup.

It is expected that students use a powerpoint to support their presentation. A clear deadline for powerpoint submission will be provided by instructor in advance of presentation date. Powerpoints must be submitted in advance (by deadline) to instructor (via dropbox). This will allow for smooth and rapid presentation transitions and for the instructor to have some advance preparation and ability to provide feedback directly within the powerpoint printout. Materials that are not provided in advance to the instructor (ie. powerpoint), will not be allowed to be used at the group presentations, which may have grade implications, depending on the presentation quality.

You will be assessed on the cumulative presentation: powerpoint content, verbal dialogue to accompany powerpoint, and general presentation demeanor. Be conscious of the length of time you are expected to adhere to—you should consider this when you are preparing a powerpoint and any accompanying talking points/notes you intend to incorporate when you present.
*Prior examples of powerpoints available in D2L

[For information on deadline, please see course schedule document]
(Late submissions will be accepted until the night prior to presenting;
-15 points per day late – alternately, plan to do presentation without a powerpoint)

Presentation – Professional dress: Students are expected to present in professional clothing/ body presentation style---dressed as if you were interviewing for a professional job. Your entire presentation will be assessed, including: clothing, footwear, jewelry, makeup and/or nail art/polish (makeup and/or nail polish are not expected or required of anyone, regardless of gender identity, but if worn the level of appropriateness will be assessed).

If you have any questions regarding appropriateness, please inquire with instructor. (You may also see examples of groups of appropriately dressed students—the majority who earned full credit—within the course module on presentations).

Presentation – Peer-attentiveness: You are expected to be respectful, attentive, and appropriate to peers as they present. It is expected that students will engage in thoughtful, brief questions after some of the presentations (it is not expected that students will have a question for every presenter).

Students may have a beverage during presentations, but it is inappropriate to be eating, sleeping, or on one's cell phone/technology.

Generally speaking, student behavior should model what would be expected at a work meeting or presentation in a professional setting.

LATE SUBMISSION POLICY: As noted above at each assessment component, some may be accepted late, while others will not. Those that allow late submission will receive a 10 point deduction from the total assessed grade for each day late.

WORDS OF CAUTION: (1) As an instructor, I take academic honesty and plagiarism very seriously. Your papers will be assessed closely on these matters, using originality detection software. As is clarified below, if concerns of plagiarism emerge, the matter will be pursued as outlined.

(2) Students are responsible for the document that is uploaded and submitted to the instructor. You are responsible to adhering to the file formats that are supported by D2L (MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain text). Incomplete or "draft" versions of papers, if submitted, account to the content the instructor must assess --- if this were a face-to-face course, and you handed me a paper and then returned to me two days later with the "correct" version I would be unable to accept the corrected version without grade penalty (as described for late papers), thus I must take a firm line on this issue. Additionally, it is student responsibility to submit a file that is correct—submitting a "corrupted" file will not allow for resubmission of a secondary file. Unfortunately, some students have, in the past, used either of these tactics with hopes of extra time to complete an assignment; as such, I must accept the file submitted (to the Dropbox) at face value—unless a corrected version is provided in a timely fashion (with grade lateness penalty if necessary).

Plagiarism and **Cheating** are unacceptable behaviors. If you are found to have cheated or submitted uncited or plagiarized work you will be sent directly for formal procedures with Student Conduct and Academic Integrity (SCAI) office. If instructor allegations are affirmed by the SCAI office you will fail this course. Thereafter, presuming reenrollment into internship,

you will need to locate a new internship location and you will be limited to a maximum of 3 credits of internship. Additional penalty may be implemented by the SCAI office, in keeping to their procedural policies.

If you are uncertain about what constitutes plagiarism you should consult the undergraduate catalog & handbooks. You may also wish to consult the SCAI website at https://web.kennesaw.edu/scai/ . I particularly encourage review of the KSU Student Code of Conduct at https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.

A section of particularly importance:

Plagiarism and Cheating

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Please contact professor privately for all personal hardships.

Student Disability Services
Kennesaw State University welcomes all students, recognizing that variations of abilities contribute to a richly diverse campus life. Prospective students are encouraged to visit the university -- explore the campus and talk with faculty, staff and current students. Find out that KSU is the place for you.
http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Student Success Services (SSS): The SSS center (Kennesaw Hall, Room 2401; phone: 770-423-6600) provides year-round counseling, advising, and testing services. For incoming students, First Year, Transfer and Parent Orientation services are also available. They have recently added a program devoted to Alcohol and Drug Education

& Prevention and a Collegiate Recovery Center. The SSS website is http://www.kennesaw.edu/studentsuccess/

KSU's Student Development Center: The Student Development Center (Carmichael Student Center, Suite 267; phone: 770-423-6443) provides information of particular interest to adult learners, minority students, multicultural and international students, and disabled students; and provides links to opportunities for student community service and a peer mentor program. The Student Development website is http://www.kennesaw.edu/stu_dev/home/home.html

KSU's English as a Second Language (ESL) Study and Tutorial Center: The ESL Study and Tutorial Center (Library, Room 442) offers tutoring in writing a paper, reviewing grammar, reading, and preparing for the Regents' tests. Appointments are usually necessary. For an appointment, contact David Schmidt at (770) 423-6377, or dschmidt@kennesaw.edu. The ESL Study and Tutorial Center website is http://www.kennesaw.edu/us/programs/esl.php

Writing Center: "The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. For more information or to make an appointment (appointments are strongly encouraged), visit http://www.kennesaw.edu/english/WritingCenter or stop by Room 242 in the English Building.

NOTE: If you use campus computers, please do not save your work on the computers. Use a usb drive or email it to yourself. Computers are periodically wiped clean and your work will be lost. This is not an excused reason to not turn in papers on time.

KSU uses Brightspace for all online courses.

A short video to introduce online students to D2L (now known as Brightspace) is available at:
  http://youtu.be/9CO1BRI-E6E
  http://youtu.be/lqBRHEXhs5A

ITS often offers Brightspace (and other software) support and training for students. The available training resources can be found via
  http://uits.kennesaw.edu/

Basic information about KSU Distance Learning and KSU Online can be found at the following.
  http://www.kennesaw.edu/dlc/home/
  http://learnonline.kennesaw.edu/

If you want to see how ready you are for a fully online class see:
  http://kennesaw-1021.smartermeasure.com/login
  [login with your net id and password]

For IT help for students and on campus lab hours:
  http://uits.kennesaw.edu/

To contact IT with a specific question email
  studenthelpdesk@kennesaw.edu