



Course Title:	Work in Thought & Action
Course Code:	LONI INPR 310
Credits:	4
Subject:	Internship
Semester/Term:	<input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Summer
Course Description:	A dynamic experiential education course providing the academic structure to maximize a student's learning from an internship experience and connect it to both their course of study and their career aspirations, with an independent, semester-long research project as the primary assessment tool.
Course Requirements:	<p>Required Texts</p> <p>Drawing from peer-reviewed journal articles, books, and (less frequently) trade journals/popular press, students will co-construct bibliographies with their academic supervisors to build the foundation for their independent research projects.</p> <p>The following is a list of suggested additional readings related to research methods and the learning opportunities of an internship:</p> <p>Andrews, Richard (2003) <i>Research Questions</i> London, Continuum ISBN-10: 0826464769; Cost: To Be Determined.</p> <p>Bell, J. (2010) <i>Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science (Open Up Study Skills)</i>, 5th edition Berkshire OUP ISBN-10: 0335235824; Cost: To Be Determined.</p> <p>Costley, C., Elliott, G. & Gibbs, P. (2010) <i>Doing Work-based Research: Approaches to Enquiry for Insider-Researchers</i> London, Sage ISBN-10: 1848606788; Cost: To Be Determined.</p> <p>Denscombe, Martyn (2010) <i>The Good Research Guide for Small Scale Social Research Projects</i> 4th edition OUP ISBN-10: 9780335241385; Cost: To Be Determined.</p> <p>Hart, C. <i>Doing a Literature Review; Releasing the social science research imagination</i> London, Sage ISBN-10: 0761959750; Cost: To Be Determined.</p> <p>Jesson, J., Matheson, L. & Lacey, F. (2011) <i>Doing Your Literature Review:</i></p>



Traditional and systematic techniques. London, Sage **ISBN-10:** 1848601549; **Cost:** To Be Determined.

Sweitzer, H.F., & King, M.A. (2008). The successful internship: Transformation and empowerment (3rd ed.). Wadsworth Publishing Co Inc. **ISBN-10:** 049538500X; **Cost:** To Be Determined.

Workman, B. (2010) Work-based Projects: What they are and how to do them in Helyer, R. (2010) The Work-based Learning Student Handbook. Basingstoke, Palgrave Macmillan **ISBN-10:** 0230229565; **Cost:** To Be Determined.

Grading Scale

Letter Grade	Percentage	Numerical Scale
A	95 – 100%	3.5 – 4.0
A-	90 – 94%	3.0 – 3.4
B+	87 - 89%	2.7 – 2.9
B	83 - 86%	2.3 – 2.6
B-	80 - 82%	2.1 – 2.2
C+	77 – 79%	1.7 – 1.9
C	73 – 76%	1.3 – 1.6
C-	70 – 72%	1.1 – 1.2
D+	65 – 69%	.5 - .9
D	60 – 64%	.0 - .6
F	0 – 59%	0.0

Assignments

Course Requirements	Percentages
1. In-Class / Online Exercises	10 %
2. Project Proposal	10 %
3. Presentation	20 %
4. Final Reflection	10 %
5. Research Project	50%
Total	100%

- 1. In-Class / Online Exercises (10%):** You will be required to make at least two learning log entries of 150 – 200 words over the semester through



Blackboard. This log is a record of your achievements, challenges, and observations in the workplace. You may be asked to respond to prompts or to free-write, and you will be expected to support your reflections with concrete examples. Each entry should be considered and well written. Your learning log will be open to comment from the course convener, as well as the other students in the course. You must comment or pose questions on other students' learning logs through at least four entries of 25-50 words. Your learning log is likely to provide you with the basis of your final reflection (described below).

- 2. Project Proposal (10%):** Following several weeks of work placement and at least one session with your academic supervisor, you must complete your research project proposal (template available on Blackboard). Both your academic supervisor and the course convener will grade this proposal, and the feedback you receive will guide you toward successful completion of the project. Word count: 900–1200 words.
- 3. Presentation (20%):** You will describe your independent research project in a presentation, including polished, prepared remarks and questions and answers with an audience. Feedback from the presentation should be taken into consideration as you develop your final project.
- 4. Final Reflection (10%):** In your project proposal you considered the skills you hoped to develop during this experience. Here, you need to articulate how you feel you progressed personally and/or professionally. You should make reference to lessons learned both through the day-to-day of your internship and through your research project. You may make reference to your learning logs, feedback from your employer, and any literature that you think pertinent to this area of your development. You should also make links between your learning and your future goals and aspirations. This should be written in the first person. Word count: 800 – 1000 words.
- 5. Independent Research Project:** The research project should explore the issue you put forth in your project proposal. You should include sections about your methodology, your findings, the significance of your findings, and new questions that emerged (template available on Blackboard). Your academic supervisor will advise on the methodology (e.g., literature review, empirical research, etc.), structure, and presentation of your project. Unless you are advised otherwise in the feedback to your project proposal, your project should take the form of



<p>Learning Outcomes and/or Expected Student Competencies:</p>	<p>a 4500 - 5500 word paper.</p> <p>Upon successful completion of this course, students should be able to:</p> <table border="1" data-bbox="467 346 1422 1134"> <thead> <tr> <th colspan="2" data-bbox="467 346 1422 390">Learning Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 390 695 583">1.</td> <td data-bbox="695 390 1422 583">Produce a piece of work that demonstrates their ability to apply academic research skills to their practical work experience – successfully applying an intellectual context and a larger critical discourse to their understanding of the world of work. Assessment measure: research project</td> </tr> <tr> <td data-bbox="467 583 695 779">2.</td> <td data-bbox="695 583 1422 779">Identify possible learning opportunities they may encounter in a practical experience and create a plan to maximize those opportunities. Assessment measure: project proposal and one on one sessions with the academic supervisor toward the completion of the research project</td> </tr> <tr> <td data-bbox="467 779 695 936">3.</td> <td data-bbox="695 779 1422 936">Synthesize their own reflections on practical experiences with those of peers, and with arguments advanced in relevant literature, as applicable. Assessment measure: in class participation and learning log completion</td> </tr> <tr> <td data-bbox="467 936 695 1134">4.</td> <td data-bbox="695 936 1422 1134">Articulate how an out of class learning experience (i.e., the work placement) has affected their development as a student and a budding professional, and how the course (including the placement) may affect their approach to academics, work, and career in the future. Assessment measure: final reflection</td> </tr> </tbody> </table> <p>*Additional learning outcomes may be co-constructed by the academic supervisor and the student.</p>		Learning Outcome		1.	Produce a piece of work that demonstrates their ability to apply academic research skills to their practical work experience – successfully applying an intellectual context and a larger critical discourse to their understanding of the world of work. Assessment measure: research project	2.	Identify possible learning opportunities they may encounter in a practical experience and create a plan to maximize those opportunities. Assessment measure: project proposal and one on one sessions with the academic supervisor toward the completion of the research project	3.	Synthesize their own reflections on practical experiences with those of peers, and with arguments advanced in relevant literature, as applicable. Assessment measure: in class participation and learning log completion	4.	Articulate how an out of class learning experience (i.e., the work placement) has affected their development as a student and a budding professional, and how the course (including the placement) may affect their approach to academics, work, and career in the future. Assessment measure: final reflection
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		<p>facilitating a conversation about possible research methods and the role of the academic supervisor.</p> <p>An explicit explanation that academic credit is awarded for learning as assessed by the course assignments, not for the work put forth in the internship placement itself.</p> <p>An introduction to the learning logs on Blackboard.</p>
	<p>Session 2</p>	<p>Developing the Project Proposal:</p> <p>An opportunity for students to discuss their internship experiences and related learning, and to follow up on any questions or commentary related to their learning logs.</p> <p>An exercise to help students identify the skills they'd like to develop through their internship, including a global mindset.</p> <p>Questions and answers about the project proposal.</p> <p>Due by this session – at least one learning log entry (approximately 100 - 150 words each) on Blackboard and at least two responses to other students' entries (approximately 50 words each).</p>
	<p>Session 3</p>	<p>Post Project Proposal:</p> <p>An opportunity for students to discuss experiences to date including opportunities and challenges, and any follow up on the online learning log discussion.</p> <p>Discussion of final reflection, final presentation, and project expectations.</p> <p>Opportunity for students to identify peers with whom to practice final presentations.</p>



	<p>Reminder about how to sign up for presentation times.</p> <p>Due two weeks prior to this session: Research project proposal.</p> <p>Due by this session – at least one new learning log entry (approximately 100 - 150 words each) on Blackboard and at least two new responses to other students' entries (approximately 50 words each).</p> <p>Reminder: Independent research projects are due in Week 14.</p>
<p>Other Policies:</p>	<p>Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session. Work Placement Attendance, while not graded, is required as a core element of the course. Also, at least three meetings with your academic supervisor are required in development of your independent research project. Failure to meet with your academic supervisor will result in a lowered grade on your project.</p> <p>Course Policies For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Academic Supervisors You will be assigned an academic supervisor before the start of your program. Academic supervisors are faculty members of Arcadia or local institutions and are chosen for their understanding of your general academic subject area. Your academic supervisor will want to know the kind of work you are doing, and will give guidance on how best to approach the question</p>



	<p>of your research project. It is important that you meet with your academic supervisor as soon as possible and at regular intervals during the program. At least three face-to-face meetings are required, during which the student and the supervisor refine the project question, generate a list of critical sources, establish a methodology, and discuss guidelines for the project's successful completion.</p> <p>Plagiarism Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p>Late or Missed Assignments Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p>
Prerequisites:	None
Rationale and Impact of the Course:	With an internship placement at the center of the experience, this course provides opportunities for research, reflective activity, and the development of the transferable personal and professional skills increasingly desirable in the globalized workplaces of the 21 st century.