Elective Internship & Service Internship

Facilitator: Ms. Jennifer M. Taylor
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jmtaylor@westmont.edu

Office Hours
VL 303 - Priority given to scheduled appointments
Monday, Tuesday, Thursday, & Friday: 9:30 AM – 2:30 PM
Office is closed on Wednesday

Course Description
The focus of this course and the majority of required time will be spent at a selected work site. In addition, students are required to attend a bi-weekly classroom seminar for the purpose of processing the internship experience. In general, class time will be divided between roundtable discussion and the exploration of specific topics. Speakers from off and on-campus will share knowledge and insight on topics that include but are not limited to Christian vocation, responding to social issues, and the development of requisite interpersonal skills in the workplace. By nature, this course requires a substantial measure of personal initiative, investment, and responsibility.

Rationale
This course offers an exceptional opportunity to apply classroom learning, integrate faith, and increase self-awareness in a practical setting. It aims at fostering new vocational and critical-reflective skills within a worksite. Students earning Serving Society credit under the Competent and Compassionate Action area of the GE are required to explore issues of justice through exposure to differences in social class, gender, ethnicity, human disability, the environment, and/or the impact of technology. Through action and reflection, the student will make integrative links between theory and practice as well as faith and work. Ideally then, this course provides the student with an intermediate step between classroom education and the workplace.

Students with Special Needs
Students who have been diagnosed with a disability (learning, physical or psychological) are strongly encouraged to contact the Disability Services office as early in the semester as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Disability Services Office. These accommodations may be necessary to ensure a student’s full participation and the successful completion of this course.

For more information about disability services, please contact Ms. Sheri Noble Director of Disability Services (snoble@westmont.edu or 565-6186).
Objectives

1. Work at an approved internship site for a contracted number of hours (Westmont Student Learning Outcomes - Active Societal and Intellectual Engagement Standard)

2. Development of a focused learning plan in consultation with the site supervisor

3. Participation in all classroom seminars, including visitor-led discussions, panels, and student presentations (Westmont Student Learning Outcomes - Written and Oral Communication)

4. Exploration of the concept of Christian vocation as it has been understood historically and in relation to our modern social setting (Westmont Student Learning Outcomes - Christian Orientation Standard)

5. Increased self-awareness through the identification of strengths and personality

6. For students earning Serving Society credit, exploration of at least one issue of justice grounded in social class, gender, ethnicity, disability, the environment, or the impact of technology through work experience, reading, and reflection

7. Successful presentation of accomplishments at end of term

Required Reading - A Reader will be available at the bookstore. Selected chapters will be assigned:

1. Postscript, "Enter Into the Master's Joy," in Joy at Work, pp 245-275, by Dennis W. Bakke, PVG, 2005
3. "Called to be Salt & Light: an Overview," an essay by Stephen Monsma, Mutual Treasure by Heie & King

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ASSIGNMENTS & GRADING

I. CLASSROOM - 50% of the course grade is determined by the following assignments:

1. Seminar Participation: Interns are required to attend class. They meet with their peers approximately two times each month. The purpose of these meetings is to share learning that has occurred in the internship and to learn from peers’ internship experiences as well as from relevant speakers in the academy and workforce. Attitude plays an important role here. Participation is a necessary part of developing personal expression as well helping others to evaluate their own perspectives. An intern’s lack of participation not only limits his or her own development, but also limits others in the class who stand to benefit from other perspectives. Completion of the reading assignments is essential for enabling the intern to make a meaningful contribution. Interns self-evaluate through instruments such as the TypeFocus Indicator and the StrengthsFinder. Course grade will be affected by absences. 100 points

Laptops & Netiquette - Electronic devices should be turned off during class. In a discussion-based seminar like this one, laptops tend to be more of a distraction than a help. Laptops may be appropriate for note-taking unless the facilitator/visitor prefers otherwise. Generally, students will not need access to the internet during class time. Inappropriate use will be noted and may be reflected in the Seminar Participation grade. When in doubt, pen and paper is a good alternative.

2. Learning Plan: This plan outlines what the intern intends to learn during the internship experience through the identification of:
   a. Learning Objectives
   b. Activities & Resources
   c. Evaluation/Verification

   Based on the Learning Plan (LP), the intern assesses professional progress throughout the semester, making changes as necessary. The mid-term site visit provides an opportunity to review the LP with the site supervisor, and implement recommended changes before the end of the semester. Submit Learning Plan electronically to jmtaylor@westmont.edu.

3. Five Internship Reflections: These 2-4 page, double-spaced reflections are guided by topics from visitor lectures, assigned readings, and/or class discussions. The final reflection (#5) is summative. Email by the due date to jmtaylor@westmont.edu.

   4 reflections X 50 points = 200
   1 final reflection = 100 points

   100 (seminar pts) + 100 (Learning Plan pts) + 300 (reflections pts) = 500 subtotal

II. FINAL - 20% of the course grade is determined by the 2-part final:

1. Final Portfolio/Report based on LP: A content guide will be provided. 150 points
2. 5-10 Minute Presentation: Present final portfolio in class. +50 points

   200 subtotal

III. SUPERVISOR EVALUATION - 30% of the course grade is determined by the site supervisor

1. See Supervisor Evaluation Form 300 points

   300 subtotal

TOTAL % Maximum Points

| I. General Course Assignments | 50 | 500 |
| II. Final (Project + Presentation) | 20 | 300 |
| III. Supervisor Evaluation | 30 | 200 |
| Total Points | 100 | 1000 |

Applied Studies 190 & 190SS
Assignment Due dates

The following is a tentative schedule. Any changes will be announced in the seminar as they occur. Shaded yellow areas indicate class meetings.

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>28-Aug</td>
<td>Intro to Course &amp; Learning Plan</td>
<td>Employer Interviews</td>
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<td>Free Writes</td>
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<tr>
<td>4-Sep</td>
<td>NO CLASS</td>
<td>Take on-line assessments: TypeFocus &amp; StrengthsFinder</td>
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<tr>
<td>11-Sep</td>
<td>On-line Portfolio Samples OLP Interpretive Session - TypeFocus</td>
<td>Review TF Profile Results</td>
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<td>Printout of Strengths Results</td>
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<tr>
<td>18-Sep</td>
<td>NO CLASS</td>
<td>Learning Plan (attach copy to jmtaylor@)</td>
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<tr>
<td>25-Sep</td>
<td>Professor Maurice Lee Theology of Work</td>
<td>Witherington, Chs 1 &amp; 2</td>
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<td>2-Oct</td>
<td>NO CLASS</td>
<td>Reflection #1</td>
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<td>9-Oct</td>
<td>Holiday Recess</td>
<td>Ortberg, Chapters 19-20</td>
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<td>16-Oct</td>
<td>OLP Interpretive Session- Strengths Transitions in Life/Work</td>
<td>Reflection #2</td>
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<td>23-Oct</td>
<td>NO CLASS Mid-term site visits</td>
<td>Sittser, Chapters 12, 13 &amp; 14 Discover, Distinguish, Manage</td>
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<td>30-Oct</td>
<td>Professor Andrea Gurney Resilience in the Workplace</td>
<td>Reflection #3</td>
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<td>6-Nov</td>
<td>NO CLASS Mid-term site visits</td>
<td>Indiv Reading Assignment: Article from Reader</td>
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<td>13-Nov</td>
<td>Alumni Chris &amp; Krista Frohling</td>
<td>Reflection #4</td>
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<td>20-Nov</td>
<td>PRE-HOLIDAY Optional Individual Appointments</td>
<td>Review Plans for Final Presentations</td>
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<td>27-Nov</td>
<td>Final Presentations</td>
<td>Present/Attend Reflection #5 Service &amp; Calling</td>
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<td>4-Dec</td>
<td>Final Presentations</td>
<td>Present/Attend</td>
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<tr>
<td>11-Dec</td>
<td>Finals Week</td>
<td>e-Portfolio due</td>
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