



Soci3398: Internship - Sociology

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Summer 2018
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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:

A structured off-campus experience in a supervised setting which is related to the student's major and career interests. Practical experience is combined with scholarly research in the topical area of the internship, under the guidance of an interdisciplinary faculty committee. Sites must be approved in advance of the semester of the internship. A departmental internship orientation session is scheduled at least once a semester.

Prerequisites: 90 credit hours completed

Credits: 1-12 Credit Hours

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 your major and career interests. It is an opportunity for you 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. Most students will register for internship during the senior year because it 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. Prepare all required paperwork and assignments for instructor as described in the syllabus.
3. 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.
4. Behave, dress, and speak in a professional manner at all times.
5. Carry out agency/department related assignments and tasks according to agency/departmental policies.
6. Devote the required hours and weeks to agency/department. (see below)
7. 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.
8. 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.

It is a student’s responsibility to read posted announcements in the D2L class! There may be updates and changes made to the preliminary course calendar. Clarifications to such changes would occur via these announcements. Please also keep in mind that you should log into the course in D2L to read the FULL announcement – what is pushed to your email is likely not the full content of most announcements!

Email: Email will be the best way to reach me—I prefer you email me within D2L, but you may also email via the general email system (your questions will likely indicate it is tied to internship – but please clarify – depending on the semester, I may have various courses doing literature reviews, for example). **Response time:** Throughout the work week I typically will be checking email daily and will likely respond to student emails within 24 hours. I try to be responsive to your questions and needs to help support your success! 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 morning. If you email and do not hear back from me within an appropriate amount of time (approximately 36-48 hours), you may email again.

[With the updated D2L, this may not still be an issue... but just in case....]
***One thing to keep in mind – if an email is pushed from D2L to your regular student email you CANNOT just reply to it; that email will bounce back to you. Unfortunately, these two systems do not ‘talk’ to each other effectively. If I email you in D2L, you need to respond within D2L for it to get to me. If you wish to email outside of D2L (from regular student email), please remember the address: dfarr4@kennesaw.edu ***

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 “ending” 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-credit internship (or other approved experiential learning) is required to fulfill major requirement. Additional hours may be applied in Related Studies and/or Free Electives. Discuss these options with your academic advisor. Additional hours may not be applied to the “General Sociology” concentration course options.

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)

If you are enrolled in internship during the 8 weeks summer session, please note the hours per week must be modified to meet the total hour needed (for example, 3 credits = ~19 hours per week)

Variable credits are available, ranging from 1 to 12 credits.
(essentially, each credit hour = 50 hours on site)

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.

<i>Discussion Boards</i>		
Introductory Posting	2%	
Response to Introductory Posting	1%	=3%

<i>Internship</i>		
Plagiarism Certificate	5%	
Mid-semester site evaluation (from site coordinator)*	5%	
Final site evaluation (from site coordinator)* ¹	5%	
Time log (signed by site coordinator)* ¹	5%	
Field Response Notes	5%	=25%

<i>Paper & Submissions</i>		
Paper – Part 1, Topics	1%	
Paper – Part 2, Sources	2%	
Paper – Part 3, Lit Review ³	17%	
Paper – Part 4, Site Info	3%	
Paper – Part 5, Linking Experience to Sociology ³	17%	
Site Summary Sign	2%	=42%

<i>Presentation²</i>		
Presentation (powerpoint & presentation)	20%	
Presentation – professional dress	5%	
Presentation – peer-attentiveness	5%	=30%

=100%

Optional Extra Credit Opportunity 1%

*Indicate items requiring internship site coordinator signature.

¹Indicate items that MUST be submitted. Failure to complete any of these items result in course failure, regardless of course points earned otherwise.

²Registered online learners will have the option for alternatives on the presentation, as outlined later in syllabus.

³Failure to submit either Part 3 or Part 5 will result in a maximum course grade of C (regardless of total points earned); earning a C is not assured, it is contingent on earning at least 70 points across other assessments.

Grade Item Descriptions:

Discussion Boards:

=3% course grade total

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) two random factoids 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 topic ideas you think are relevant to your internship (preliminary thoughts on what topics you might consider researching) for writing your literature review.

NEW TRIAL RUN OPPORTUNITY – SUMMER 2018:

If you'd like to create a short selfie video to post to the discussion board (via an uploaded file or functioning link) to replace the written first posting you are welcome to do so. Many may find this more fun and engaging. Maybe some of you want to use your phones video camera??

You do want to be sure to cover all the key components as listed above!

If you want to try this, please **DO NOT** exceed 3 minutes of video time.

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 sentence length or overall postings.*

[For information on deadline, please see course schedule document]

(Late submissions will not be accepted for credit)

Extra Credit

Worth 1%; **SETTINGS:** 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.

Plagiarism Certificate: **= 5% course grade total**

While many of you may have a firm grasp on plagiarism and academic integrity, as I have consistently run into issues every semester, you will earn credit for refreshing your understanding of plagiarism. This will help to make sure you avoid this issue in your upcoming papers and don't jeopardize your course grade!

To earn credit for the plagiarism certificate assignment you should complete the tutorials, register, and take the assessments found at

<https://www.indiana.edu/~academy/firstPrinciples/index.html>

Going through the "**Learn through Tutorials**", which along with the test should take about 50-60 minutes.

You will need to "**Register for Certification Tests**" -- you should use your KSU student email. You will "**Take Certification Tests**" -- you have multiple attempts (but TRUST ME -- they are not easy, you really should go through the tutorials first!).

You must correctly answer 9 out of 10 questions correctly to receive the certificate. Read the directions carefully! You can make multiple attempts at this quiz, but the questions do change!

Once you successfully pass the quiz, your certificate will be emailed you to. **To complete the assignment and earn credit, you must forward this email to the instructor at dfarr4@kennesaw.edu**

Please take note of the deadline in the course calendar -- late submissions of the certificate will not be accepted. [For information on deadline, please see course schedule document]

(Late submissions will not be accepted for credit)

Internship:

Mid-semester evaluation: **= 5% course grade total**

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 Assignments Folder 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.

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

Final site evaluation:

= 5% course grade total

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 Assignment folder 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 you bringing a hard copy, you bring it to your presentation. You may alternately submit the form in D2L Assignment folder as described for mid-semester evaluation.

*Form available in D2L.

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

****REMINDER: You CANNOT pass this course without submitting this item!!!****

Time log:

= 5% course grade total

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 Assignment folder—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.)

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

****REMINDER: You CANNOT pass this course without submitting this item!!!****

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:

KEY ASPECTS:

Format: 12pt Times New Roman, double-spaced, 1” margins all around, no extra space between paragraphs

File name: “LastName First Name – Assignment - Topic” [example: Smith Sam – Paper 1]

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* (How do you fix that? if using Word, highlight all document/text [Ctrl+A], then under “Home”, “Paragraph” in the drop down box 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”, for example: “Farr Daniel – Paper 1”. **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.

Explanation: As some have expressed concern on these guidelines, I am adding an explanation --- on the formatting: while I have previously tried word count as a measure of length, I have found this is variable with the language skills of a student --- the same word count with a lot of short words is far shorter for example. To try to make my expectations of students as *equitable* as possible, these formatting guidelines along with the expected page lengths allow me to level the expectations for pages/amount written. For file name: There is a reason for this file name – if I should end up grading off-line (for example in a car, on a plane, etc) [or in certain areas of d21], I have to download all the paper files into a folder and it can be difficult to organize and know which file is linked to each students. Having these explicit file names allows for efficient organization and file access on my side of the grading process. Otherwise, I could have 20 papers call “Soci3398,” “Intern paper,” etc.

File types: Please note, only specific file formats are accepted within d2l. The most accessible and readily accepted file formats include: .doc, .docx, .pdf, .rtf. At least one of these file formats should be readily available for you and must be used when submitting your papers. If you submit a paper via a format that is not accessible to d2l (for example .pages), your paper may not be accepted for assessment and may be assigned a grade of zero.

It is also YOUR responsibility to be sure that the paper you have submitted is CORRECT --- incorrect files (be they file format, incorrect file, “draft” versions, incorrect versions, etc. must be assessed by what you have submitted. If you realize you have an error in your submission you may upload new/revised files until the deadline (or with grade penalty for lateness, contingent upon assignment) -- the newest submission will be graded (perhaps you submit your paper 2 days early and then realize a problem, as long as a new updated paper is submitted before the deadline, I will grade the newest paper).

Field Response “Notes”:

= 5% course grade total

NOTE: Trying a new structure on this in Summer 2018 – we will see how it goes!

Rather than submit a “log” of activities (which may be repetitive, depending on internship location), you will write several poignant *sociological* responses/observations/thoughts. These entries are particularly intended to provide opportunity to briefly develop thoughts and ideas that will be useful for your Part 5 paper—and an opportunity to get feedback on theory ideas/application.... Basically, this is to help keep you on track thinking about your internship and mentor you for Part 5 submission.

On the posted deadline, you will submit 3 short write-ups –combined within a single document, with a *minimum* length of 2 pages, but not to exceed 4 pages. I recommend you write 2-3 paragraphs per prompt. You may break these write-ups into sections in your paper (please do not waste line spaces!) – they do not need to flow together as in a regular paper. Think of it as if writing up short answers to each prompt.

Part 1: Select one of the four theories that you will need to use in Part 5 (functionalism, symbolic interactionism, conflict theory, or feminist theory), briefly describe how you see this in action within your internship site/experience. I encourage you to include a specific example/situation to highlight/clarify applicability. [This is a great time to pre-read the directions to Part 5... *maybe you want to be “extra”* and expand the write up! – gives me more material to give you feedback to help you with part 5].

Part 2: Similar to Part 1, just select a different theory from the four.

Part 3: This will be a more open-ended opportunity for you to respond to what you are experiencing/seeing at internship, as informed by your experience as a sociology major. Are you having any ethical dilemmas/concerns? This may be a good time to reflect on past courses and materials learned. One thing I *will* be looking for in this part is the use of relevant and appropriate KEY concepts from sociology. [if you are struggling to think of ideas, maybe you want to flip through an online open-source Intro to Sociology textbook – for example: Sociology 2e. OpenStax. (link in module) (3 entries, 2-3 pages)

[**TIPS:** Did you review paper submission details and follow them? Did you include at least one entry engaging appropriate theory—as described in Paper Part 5?]

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

Paper – Part 1, Topics: (likely ~1 page) **=1% course grade total**

In a single page document first remind instructor of your internship site and briefly what activities/roles you are engaging (a few sentences should suffice). Thereafter, provide a list of at least 3 possible major topics you could examine for your lit review and for each describe in brevity how the topic 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

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

Paper – Part 2, Sources: (likely 1-3 pages in length) **=2% course grade total**

NOTE: Minor updates occurring in Summer 2018

First, please briefly describe the topic/theme you are intending for your lit review and how it relates to your site – this can be as short as a **few sentences**. Then provide your intended list of academic sources in ASA format.

To clarify academic source expectations: You will need to engage with at least 8 academic sources from peer-reviewed journals or appropriate academic books in your upcoming literature review—this assignment allows me provide feedback and assurance you are working with appropriate materials.

Here are the expectations for the sources in Part 3: Academic sources (primarily peer-reviewed academic journals) should be dated from **2007-current**, articles are each expected to be approximately **15-20 pages in length** minimally (you may use some shorter sources, but need to compensate with additional sources so the **total number pages equals approximately 150+ 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 8 sources must come from sociological journals or sources. The use of textbooks from prior courses may be appropriate, but will not count towards the **8 sources** expected. Journal articles that explore your topic/issue in a cultural context not relevant to your internship location are *probably not* appropriate (for example, if you are working in an organization 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 is posted in D2L). With your submission you will provide some additional information for each reference: (1) reference in ASA format (as it would appear at end of your paper) (2) an example of how you would do “internal citation”

for that source when you use it within your Part 3 paper, and (3) provide a page count total (for the article itself and a running total across the total list [this is mostly as a backup self-check that you are following the guidelines for page count!]).

You will submit your reference list to the instructor via the D2L Assignment folder. 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.

What you'll submit in your document:

- Brief explanation of basic topic – couple sentences.
- List of (at least) 8 academic sources in ASA format – following above guidelines.
 - ASA reference; ASA internal cite example; page counts

If you want to be “extra” – separate from the above list (separate somehow in your document) provide 2-3 additional backup references--- yes, yes, I realize I just said you will use at least 8 for the upcoming paper – however, the reality is that it is quite common that by just looking at the abstracts and initially starting source collection you will find that once you are reading/getting into the literature that some won't be as useful as others – it is far easier to have “more” citations on hand and cut some than to be hunting for more later! ... maybe you'll get some extra credit! ☺

*grading rubric and example available in D2L

[TIPS: Did you give me explanation of intended topic? Did you follow ASA format? Did you follow expectations for number of sources, source type, date, and page total? Did you list internal citation example for each? Did you list page count per article and running total?]

[For information on deadline, please see course schedule document]

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

PLEASE NOTE: RESOURCES ARE AVAILABLE IN D2L TO HELP YOU – INCLUDING A NARRATED VIDEO ABOUT FORMATTING AND INTERNAL CITATION – THERE IS NO EXCUSE FOR NOT HAVING YOUR MATERIALS IN ASA FORMAT!

Paper – Part 3: Lit Review:

=17% course grade total

(minimally 5 pages total (plus reference page(s); not to exceed 7 pages of text)

Using your approved academic sources (or perhaps new/additional sources, should there have been issues with your initial source list), you will compose a **5 page literature review** on a topic relevant to your internship experience. Within your literature review, you are expected to engage with all 8 sources (or more as needed to meet guidelines). 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. Heavy quoting demonstrates one can copy/paste together useful information – it does not demonstrate deep learning/synthesis of the information and the ability to link the sources effectively and recognize overlap in content. You should also work to avoid writing single paragraphs one source after another (“laundry listing” your sources) --- work to synthesize them by themes, topics, and findings.

It is *inappropriate* to quote a quote from a source (for example: As cited by Smith (2010), Thompson says “.....”). (HINT: The most common time I see this happen is when students try to draw information from an article’s literature review; this is NOT a good place to pull information from – if it is useful information/data, you should go back to the original source – otherwise, how do you know this author has correctly used the information and not taken it out of context?). 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 exceedingly 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. ... mind you, all this information is also covered in the ASA reference and citation style video in the course!

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.

Along with the paper you write, you will fill out the additional form to submit with. This form will help you affirm you have met assignment guidelines and expectations and support my grading efforts. This form will be submitted as a SECOND document in the folder with your paper. Failure to submit this form will result in a 20 point deduction from your paper grade. Falsifying information in the form will be considered a violation of academic integrity policy, as described later in syllabus.

*Prior examples available in D2L

[TIPS: Did you follow paper submission guidelines? Is your paper at least 5 FULL pages in length? Did you fill out the additional form and also submit it?] **Submit TWO documents!**

[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 4: Site Background: (2 pages)

=3% course grade total

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

[TIPS: Did you follow paper submission details? Is your paper at least two full pages?]

[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

=17% course grade total

(minimally 5 pages; not to exceed 7 pages)

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 write up)
3. Identify two strengths of using the theory as applied to your organization/agency/department.

4. Identify two weaknesses of using the theory in applied form within the organization/agency/department.
5. How did your preparation in 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 are two “take-aways” from this experience which will be beneficial/useful to you as you progress towards a career/graduate school?

*Prior examples available in D2L

[TIPS: Did you follow paper submission details? Is your paper at least 5 FULL pages in length? Did you fully address at least one of the key four sociological theories?]

[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:

=2% course grade total

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 Assignment folder, 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)

LATE SUBMISSION POLICY: As noted above at each written 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 (a “day” is counted by the 24 hour period after the deadline – so if a submission is due on Tuesday at 10am – submissions after 10am until 9:59am on Wednesday would be counted as one day late).

Presentation:

Note to online learners/digital presenters: 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 a 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 25% toward presentation; 5% towards dress. Please contact the instructor to make appropriate arrangements and plans!

Late submissions of narrated presentations will NOT be accepted. Preliminary deadlines are listed on the course calendar – further clarifications will occur in course announcements. If the ppt file was submitted on time, it will be assessed and may earn at most 25%.

Presentation & powerpoint:

=20% course grade total

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 Assignments folder). 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]
Clarification on deadlines and penalties will be specified in course announcements.

Presentation – Professional dress: **=5% course grade total**

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: **=5% course grade total**

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.

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 Assignments folder) 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 *minimally* receive a grade of zero for that assignment and be reported to Student Conduct and Academic Integrity (SCAI) office. Per SCAI policy, if a prior violation is on file, your situation will be escalated to a formal hearing directly, which may bring university level penalties. If the violation is deemed egregious, your situation may be escalated to formal hearing by the professor (per SCAI procedure), and the penalty implemented may be higher than the minimum noted.

Should a violation occur that results in course failure, 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 particular 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://sss.kennesaw.edu/sds> Kennesaw Campus: 470-578-2666; Marietta Campus: 678-915-7244

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/studentssuccessservices/>

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://uc.kennesaw.edu/academicinitiatives/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 Daylight) 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

Accessibility Information:

Kennesaw State University Statement:

KSU provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the ADA Compliance Officer for Students at (770) 423-6443; the ADA Compliance Officer for Facilities at (770) 423-6224; or the Director of Human Resources, ADA Compliance Officer for staff and faculty at (770) 423-6030. In addition, please notify the instructor within the first week of class if there are any special accommodations that you might need in order to be successful in this course.

To review the Accessibility Standards of D2L Brightspace, please refer to

<http://www.brightspace.com/accessibility/standards/>

Currently, the majority of posted materials for this course are text based. The required technologies for this course include word processing programs (such as Word) and presentation software (Powerpoint).

Should you have need for audio feedback on assignments, discussion, or emails, please contact the instructor. D2L supports the ability for the instructor to provide audio feedback instead of text based feedback.

Currently, there is a single video embedded in this course (Course Tour) – should subtitling of this tour be needed, this can be arranged with DocSoft Captioning – please contact instructor.