Internship Website: http://www.utdallas.edu/is/internship/index.html

Date: August 22, 2016

To: Student Interns

From: Dr. Susan P. Chizeck
Director, Internship Program

You are ***required*** to:

1. Attend two meetings of student interns this semester – ***Orientation Meeting*****: Wednesday, August 31 at 4:30pm in HH 2.108** and the ***Midterm Meeting*****: Thursday, October 27 at 4:30pm in HH 2.108.** Please arrange your schedules so that you can attend. The first meeting is an organizational meeting to make sure that you are all getting off on the right track at your sites and are clear on your academic assignments. The second meeting will be to assess your progress near the midpoint of the semester. **Since the room number may be changed, please RSVP to confirm your attendance for each meeting or reply to our email notice**.
2. Turn in the enclosed schedule form as soon as possible so we can easily locate you if you are needed. Our primary method of contacting you is email, so please check your UTD inbox.
3. Have the enclosed Learning Agreement signed by your supervisors and turned in by **Monday, September 5** to the Internship Director. It is required that all parties have a copy of the completed form. We will give you back two signed copies, one for you and one for your supervisor. The sooner these assignments are clarified, the better for all concerned. Students without a signed Learning Agreement can be dropped from the course due to liability issues.
4. Decide on the academic paper topic with your faculty supervisor (Dr. Chizeck) by **Monday, September 5**. You should contact Dr. Chizeck ASAP to discuss your topic. The first draft is due **Monday, November 14** and the final revision by **Monday, December 12.** The first draft should be typed, double-spaced, complete with references, and as close to final form as possible. Turn in the first draft again with the final draft. Please turn in all papers as hard copy to my office. **Do not email them or turn them in to eLearning**. This course uses eLearning only to post notices. Turn in your papers on paper to me and also to www.turnitin.com. You must set up an account. Our course is: **#13028390** password: **interndudes** class: **interns fall 16**
5. Keep a reflective journal of your internship experience to verify the hours spent on site and to help you in recalling what you did. Add up your hours at the end.
6. Based on your journal, summarize your intern experience using the enclosed format guidelines. This is due by **Monday, December 12** in the Internship Director's office. Turn in your journal as well. Late papers may be down graded.

Final Checklist to turn in: journal, reflective entries, summary, paper draft, final paper

Grading of Internship

Your grade for the Internship is determined half by your performance at your site and half by your academic paper or project and other written work. If you are signing up for six credits, you will be registered in two three-credit sections, and you may receive different grades for each section if your grade is borderline or there is a discrepancy between site and academic performance. Due to university policy, graduate students must register for the Internship under Independent Study numbers and therefore may only receive Pass/Fail instead of letter grades.

Your site supervisors fill out a midterm appraisal and final evaluation. They are supposed to give you regular feedback so you can improve your performance, if necessary. I use these appraisals to judge the quality of your performance, and I try to discuss any problems with you as they occur.

Your written paper or project is about ten pages for a three-credit internship (about 20 pages for six credits). You must have at least 3 references (5 for 6 credits). Usually, in the paper you will write about the interplay of theory and practice at your internship site. A good balance would be half the paper showing research and half personal experience, interspersed together. For example, a student may look at a text on management and see how a process such as "management by objectives" or "quality circles" is carried out at their site and what problems may occur. A student may also explore a topic in depth; i.e. a student may do a paper on rehabilitation strategies for juvenile delinquents and see if any of these are successful at the reformatory site. Another good topic idea is "Problems in the Field of X." Ask your supervisor what they would like you to learn more about.

An A paper fulfills the following criteria:

1. is neatly typed
2. no typographical errors
3. no mistakes in spelling, grammar, or punctuation
4. appropriate formal style together with examples from own observations, using "I"
5. paper is well organized, with a coherent thesis that is supported by the evidence presented
6. ties observations and your own experiences at the site to the thesis
7. uses both scholarly and popular literature as well as observation to make points
8. shows evidence that the student has considered the problems of applying theory to practice at the work site

In order to get an A, you are expected to turn in a draft of your paper which will be returned with suggested revisions. When you turn in your rewrite, please turn in both the old and new versions of your paper together. An unrevised paper is acceptable, but unlikely to earn the highest grade. Please keep all notes for your paper until you have received your grades (or longer), so that any questions on your sources can be easily resolved.

Also included in your grade is your journal summary. Please follow directions on the format to include all questions. Complete all paperwork <u>on time to get an A</u>.

<u>PAPER DUE DATES</u>

Topic – **Monday, September 5**
1st draft – **Monday, November 14**
Final Revision – **Monday, December 12**

Monday, December 12 - DUE DATE for Journal and Summary

Keeping Your Internship Journal and Reflective Entries

There are three purposes for keeping your journal: 1) documenting your hours, 2) noting information for your journal summary, and 3) assisting in personal growth and career exploration.

1. Write down what you do each day. Document your hours by writing in the hours worked each day. Add them up periodically, and write in the total at the end of the journal entries. You are expected to work 140 hours at your site for 3 credits and 280 for 6 credits.

2. Your journal summary at the end of the semester asks for information on the organization, the career path in your profession, your internship goals, activities at the site, and the like (as described on a separate handout). Keeping track of your activities and this other information in the journal will assist you in writing up your summary, as you will otherwise forget much of what you did. I will be reading the journal to get an idea of your daily activities, so write or type neatly.

3. Keeping a journal on a particular topic or activity or about your life in general has been shown to have definite psychological and physical health benefits, helping people understand and assimilate the happenings of daily life. While it is not our major purpose here, that is a nice side effect to enjoy.

An internship falls under the rubric of "experiential education," and is not merely "work experience." To get full benefit from the work, you need to reflect on the site and yourself, which can lead to clarification of career goals and insight into work style (yours and others). You must be active in the learning process: you determine what you want to learn and how to do so. The following paragraphs can give you some idea about what to observe and write about (besides your daily activities), and help you make the most of your internship.

In addition to your daily activities, you must make **REFLECTIVE ENTRIES** about at least 5

(7 for 6 credit students) of the following topics during the course of the semester:

A. Appearance -- How do the people dress at work? Do they appear professional? Does your current wardrobe fit in to this site? How does the office look: chaotic, shabby, posh, or super-organized? Do you have sufficient space to work? Are the files well-organized and easy to use? Do they have the equipment you need to get the job done? How do you feel about working in a place like this?

B. Attitudes -- How seriously do people take their work here? Are they friendly and helpful? Does there seem to be a lot of politics and infighting going on? Who are the leaders here? Do people seem to resent your intern status and access to information and meetings they may covet? Is this a high pressure place or laid back? Does there seem to be any discrimination against people because of sex, race, handicap, etc., or inklings of sexual harassment? How do you like working with these people in this kind of atmosphere?

C. Rules -- Are there a lot of rules governing work procedures? Are the rules clear and in written form? Is it easy to get the information and resources you need to do your work? Did you receive any kind of orientation? Is the authority structure clear as to who has control over activities and events and your work?

D. Training -- What training do you need to enter this organization and to progress in a career? What sort of training do the people already here have? What sort of personal qualities are useful here? Do you see any changes occurring soon in this organization or in the whole industry that may influence careers?

E. Learning -- How easy is it to ask questions? Are assignments clear? Are you getting the feedback you need? Do people seem too busy to teach you things? Are you getting to do what you wanted to do? How do people, including you, respond to suggestions or criticism? Are you being stuck with too much "go-fer" work rather than learning new skills? Look at your Learning Agreement every week and review it with your supervisor when necessary. How will you know when you have learned what you wanted? You need to be assertive sometimes to get what you want from your internship. Let people know what you have to offer.

F. Scheduling -- Is everything here done at the last minute in a rush? Is there a good sense of priorities? Do people come and go randomly; are they prompt with appointments and meetings? Are they flexible with your hours? Do they want overtime? Are you able to meet your deadlines? How are you juggling home, school, internship, and job?

G. Communication -- What forms of communication are used in this workplace? How well do those who you work with convey their thoughts and ideas? What seems to work well? Poorly? Describe what might work better? Is there a way you could communicate better?

H. Supervision -- Are you receiving the supervision you want and why or why not? What motivates your supervisor and what is their leadership style? Is it compatible with yours?

I. Ethics -- How does the mission of this organization fit your personal goals and values? Is there any conflict over what they do here and your view of how the world should work?

J. Effectiveness -- How effective is this organization in making money, serving its clients, etc.? How efficient is it? What changes would make a difference?

K. Satisfaction -- Would the daily functions of this career satisfy you? Is the atmosphere collaborative or competitive? What are the relationships between customers and staff, co-workers, clients/staff, and supervisors/staff? What variety is in the work? Opportunity for advancement? What personal satisfaction would you find in this work?

L. Critical incidents -- Did something happen that changed your ideas or attitude toward this work or career? Do you feel more or less committed to the field after the internship? Can you identify a particular problem or issue that keeps reoccurring? Describe and analyze this in terms of its impact on you.

Format for the Internship Summary

Keep a journal during the semester documenting hours and activities, then write up a summary following these guidelines (approximately three pages) at the end of the semester.

END OF SEMESTER INTERNSHIP SUMMARY: **DUE DATE: Monday, December 12**

1. PLACEMENT INFORMATION

Outline the structure, goals, and history of the organization in which you are interning. Who does the organization serve and how? How is it funded? Include an organizational diagram and indicate where you are located.

What is the usual career path for the job you desire (i.e., from busboy to waiter to maitre d'hotel)? What is the salary range for these jobs (ask people at the site or look up)? Were you paid as an intern and how much? What is the job market like for this career?

Are you continuing at this site as a volunteer or worker? Did you receive an offer for this or another job and did you accept it?

2. ACTIVITIES

What specific projects were you involved in? What were your duties and responsibilities? What were your goals and objectives? How did these activities relate to your learning objectives?

Did you learn what you had planned during your internship? What new knowledge and skills did you acquire? What do you know now that you didn't know before this Internship? How did you grow personally and professionally as a result of this experience? Have you changed your career plans?

3. SUPERVISION

Who was your supervisor at work? What were her/his duties and responsibilities? Did you receive sufficient feedback and evaluation from your supervisor?

4. EVALUATION AND CREDIT ARRANGEMENTS

Describe your paper or project and whether it seemed to enhance your internship experience.

5. JOURNAL ENTRIES

Summarize your required reflective journal entries here and note which topics you covered (A., B., etc.). Add any other comments you wish to make.

The following abbreviations will be used in my grading of your exams and papers. If you don't understand my comments about your work, please make an appointment to see me.

AGREE	Lack of agreement between subject and verb (plural, singular)
ANTE	Antecedent - what does this phrase refer to?
AWK	Awkward sentence or phrase
CLAR	Meaning not clear
COH	Paragraph doesn't cohere around a single topic
CONCL	The paper doesn't contain a conclusion summarizing what you have done and what you conclude
CONFLO	This conclusion doesn't flow logically from the material you've presented above
EVID	You haven't provided evidence for this assertion
FACT	I believe this is factually incorrect. Source?
FRAG	Sentence fragments -- lacks subject or predicate
GP	Good point
GR	Grammatically incorrect
INTERNSHIP	Mention what you are doing and where near beginning of paper
INTRO	Introduction of the paper doesn't lay out what you will cover in the paper
PARL	Your paragraphs are too long
PARS	Your paragraphs are too short.
PL	Plagiarism -- this is a direct quote without citation or other misuse of another's words and ideas. Plagiarism results in an F on the paper.
PUNC	Incorrect punctuation
REAS	Your reasoning or logic seems faulty
REDUN	Redundant, repetitive
REF	Needs a reference showing where you got the information
REL	Is this relevant? To what?
RES	You haven't utilized very many research findings (from readings or lectures) in your discussion
RO	Run-on sentence
SEQ	Your paragraphs are not in a logically organized sequence

SP Spelling error

SYN You haven't adequately synthesized the findings you discuss into a coherent view or thesis of your own

TENSE Tenses do not agree

TRANS Need transition phrase or sentence

WORD Word misused, not the best word here

WORDY Too many words that add little to the meaning

Your grades are based on the following criteria:

CONTENT:
Having logical introduction and conclusion
Coherence of arguments
Answering the assigned questions, all of them
General content

BIBLIOGRAPHY:
Reference by author last name, or title if there is no author. I should be able to go easily to exactly where you found your information.

MECHANICS:
Organization of paper
Correct grammar
Correct spelling
Style (clear, concise, appropriate tone, etc.)

Keep in mind that the point of almost every piece of written work that you will do in school or work is to make a certain assertion and prove it. Therefore your essay should discuss what you intend to prove, give evidence and examples to prove it, and summarize what it is you have shown. A business report would recommend an action and give evidence of why you think this is the correct action.

BASIC QUOTATIONS STYLES: You may use either footnotes, endnotes, or in-text citations. **** Direct quotes and numerical data must always include page numbers.**** See 'How to Format References' at http://www.utdallas.edu/dept/is/internship/references.html for a more detailed guide.

FOOTNOTES:
You may use numbered footnotes at the end of each page or end notes at the end of the paper. Both must be accompanied by a bibliography in alphabetical order by author.

1. I.M. Author, "Some Article," Some Fine Journal, v. 17, 1997, p. 1-13.
2. A.N. Expert, A Book She Wrote, NY: Publisher, 2005.
3. Nice Guy, private communication (or interview), Dallas, Texas, April 1, 2009.
4. Womyn, Smart, "New Ideas," found November 4, 2005, online, http://www.utdallas.edu/~wsmart/article.html, p. 4-5.

IN-TEXT CITATIONS
In-text citations require a bibliography at the end, and may be in either APA, ASA or MLA style, similar to the following
EX: Ninety percent of newborn babies cry a lot (Author, 1997, p. 12).
Mr. Guy believes the situation can be improved (Guy 2001)

Please skip 2 spaces between sentences and double-space the paper. Turn in on paper, not email, and also submit to turnitin.com. Please put in page numbers on upper right corner.

RULES OF DOCUMENTATION IN ACADEMIC WRITING

The basic rule is that 1) writers must put quotation marks around all materials copied directly from a source and 2) must identify -- in a footnote or bibliography or in parentheses in the text -- the source of all statistics, unique information and ideas, whether quoted directly or paraphrased, with a full citation, including page numbers.

Some student writing problems show up as errors or as patterns of avoidance. Some students, for example, never quote directly because they are unsure how to use quotation marks. Others quote everything because they don't know whether paraphrasing requires quotation marks or a footnote.

Some students need practice in recognizing differences among direct quotation, indirect quotation, and paraphrase. Here are some common patterns (a footnote number would be required after each of these sentences):

- He said "My investigations have revealed that the bureau is a thicket of deceit."
- He said that his investigations had revealed the bureau to be a "thicket of deceit."
- He said that his investigations had revealed widespread dishonesty in the bureau.
- There is widespread dishonesty in the bureau, reports Maxwell.

The general rule is: "Quote directly only when the exact words of the source are important for some special reason." Students must combat their tendency to quote because they think that the prose style of the original is better than anything they could write, or because they don't understand the quotation well enough to paraphrase it, or because it's just easier to copy than to state an idea in their own words.

Guidelines for Use of Research Material

1. Whenever you use another writer's exact words, or state another author's idea in your own words, or use facts from a source (unless these facts are so common as to be part of the generally accepted store of knowledge in the field), you must give credit to that other author and tell the reader where the information or idea came from. Note that I said you must give credit even when you use your own words. This may be contrary to some habits you've developed in high school, but it is very important, because not to do so is plagiarism, which has serious consequences. It is a kind of stealing -- stealing someone's idea or the data someone has collected, without giving that person credit.

2. In academics, the basic forms used to give credit to another author and to tell the reader where the information came from are the footnote, or the in-text citation, with a bibliography.

3. It is easy to get "captured" by another author's words or organization and to end up using too much quoted material, or too many ideas from other authors, in a paper. To avoid this problem, you must establish your own purpose, your own plan or outline, and your own point of view. You must also be sure about who your audience is. Then search for the facts or ideas you need to support your own goals. That way, material from sources will <u>fit into</u> your own plan, not <u>be</u> your plan.

4. When sources contradict one another, or when there are several places from which to get information or ideas, you must evaluate the worth of the sources and use the most reliable. Consider such factors as the date of the material, the reliability of the person or journal or newspaper reporting it, the likelihood of a person's being knowledgeable about, or present at, a reported event, and so on. The least reliable sources are encyclopedias, secondary compilations of documents, quotations of quotations, prefaces, introductory surveys, or chapters in broad, general texts. More reliable, as a rule, are original documents, firsthand accounts, the work of original researchers or thinkers or compilers who first printed an idea or a research report or a statistical table, and people who are experts in a specialized field, not writers of some compilation such as an introductory textbook or a popular magazine account. Common sense will often help you decide which sources to use (whom would you call as witness in a trial -- the person who saw the accident or the person only heard about it?). If you need help evaluating the worth of a book, check the Book Review Digest to see how others have viewed it. If you need help selecting from several possible sources, see whether there is a recently published selected bibliography or review article. The word "selected" tells you that someone who knows the field more or less well has selected from many possible books and articles the ones he or she considers best for a certain purpose (make sure you know what that purpose was; if it was different from yours, that person's choice may not be useful to you). If you are unsure how to evaluate the worth of a written source, ask for help at the desk of the reference librarian; don't be afraid to ask for help.

5. Many students quote too much. The guide is this: use direct quotation only when the precise words of the author are needed to justify your interpretation, or when those words are too exquisite to be missed. Avoid long, dull quotations, especially of material considered common knowledge. Consider paraphrasing (saying in your own words) most of a long passage, even if you do want to quote some of it. Footnote numbers appear at the end of quotations or citations, or, if the cited material is more than a paragraph, at the end of each paragraph (so the reader doesn't get lost).

6. When you quote material directly, you have an additional responsibility besides the footnote. If the quotation is shorter than four lines, use quotation marks and just include it right in your paragraph, making sure that it fits in smoothly. Remember to include both sets of quotation marks, at the beginning and at the end of the quote. If it is longer than four lines, then use no quotation marks. Instead, indent the whole thing five spaces and single-space it. The spacing serves instead of quotation marks to tell the reader that the passage is quoted.

7. Keep exact notes so that you know exactly where you got your information. If you found the information on-line through your computer, be sure to note date, medium, and location. The goal of references is for someone else to be able to go exactly to where you found the information and verify it.

Adapted by Susan Chizeck from: Barbara Walvoord, Helping Students Write Well, NY: Modern Language Assn., 1986 pp. 192-194.

INTERNSHIP CHECKLIST

Do you have all of these?

- Journal
- Journal Summary
- Reflective Entries
- Draft Paper
- Final Paper
- Paper to turnitin.com
- Turnitin.com #13028390

When turning in the final paper, you must have the above documents included.

Schedule

Name: _____ C = Class

Work Phone _____ W = Work

Home Phone _____ S= Internship Site

Schedule	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							

Internship Website:
http://www.utdallas.edu/is/internship/index.html

CONTACT: Susan Chizeck
FAX: 972-883-2440
PHONE: 972-883-2248

INTERNSHIP PROGRAM

STUDENT LEARNING AGREEMENT

Student: _____ Phone: _____

Faculty Supervisor: Susan P. Chizeck, Ph.D. Phone: 972-883-2248

Site Supervisor: _____ Phone: _____

Placement Site: _____
(Complete name of agency, and subdivision if applicable)

_____
(Complete address – including city, state, & zip – of agency)

INSTRUCTIONS

1. After discussion with your supervisors, fill out both sides of this form legibly.

2. Obtain the required signatures, after your supervisors have approved the agreement.

3. Submit the original Learning Agreement by **Monday, September 5** to Dr. Chizeck, the Director of the Internship Program. When all signatures are obtained, give one copy to your site supervisor and keep one copy for your records.

I have reviewed this agreement and will monitor and evaluate this internship based on the assignments agreed upon herein.

_____ _____
Signature of Site Supervisor Date

_____ _____
Signature of Faculty Supervisor Date

I have read all internship handouts.

_____ _____
Signature of Student Intern Date

Outline below the following (please print legibly):

1. Student's goals and objectives during the internship:
(consider knowledge to acquire; skills to develop; problems to solve; values to clarify)

Starting Date: _____ Expected Ending Date: _____ Average hours per week: _____

_____

_____

_____

_____

_____

_____

2. Specific projects assigned by the Site Supervisor:

Student receives financial compensation: _____ yes _____ no

_____

_____

_____

_____

_____

_____

3. Academic work agreed on with Faculty Supervisor:

# of credits _____

Journal + Summary

My Research Paper Topic is:

_____

_____