

ELIZABETHTOWN COLLEGE

Spring 2019

COURSE NAME: Business Internship
COURSE NUMBER: BA 471 (One credit)
FACULTY SPONSOR: Dr. Hossein Varamini
OFFICE: Hoover Center, 223
OFFICE PHONE: 361-1278
E-MAIL: varaminih@etown.edu
WEB-PAGE: <http://users.etown.edu/v/varaminih>
OFFICE HOURS: MWF 2:00 – 3:30
Thursday 4:00 – 5:00
and by appointment

PRE AND/OR CO-REQUISITS

Complete at least 125 hours on the internship assignment satisfactorily over a minimum of 12 weeks.

Business, International Business, Finance, Marketing, Economics or Financial Economics Major; Business Minor, junior or senior standing, with at least a G.P.A. of 2.75 in the major; consent of Instructor; and pre-approved placement.

COURSE DESCRIPTION

Classroom education cannot teach all the elements of knowledge required for a successful career. On-the-job experience can clearly enhance the students' learning and is a valuable supplement to classroom instruction. The main purpose of this course is to assist students in the learning process of reflection, analysis, and integration of experiences and insights gained through their internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area.

STUDENT LEARNING OUTCOMES

After successful completion of this internship seminar, students will be able to:

1. Explain their duties as interns
2. Describe how their internship projects were related to their course work.
3. Describe the organizational structure of their internship sites.
4. Analyze the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the organization as they relate to the student's internship experience.

READINGS

A copy of each of the following readings is available on Reserve in the library. Students are strongly encouraged to periodically review the following readings and to incorporate the relevant materials in their class discussions, written assignments, and at the internship site, if appropriate.

1. The Experienced Hand, by Timothy Stanton and Kamil Ali, published by Carrol Press.
2. Images of the Organization, by Gareth Morgan, 2006 by Sage Publications,
3. Critical Thinking: How to Prepare Students for a Rapidly Changing World, by Richard Paul, published by Foundation for Critical Thinking.
4. Creative Thinking in the Decision and Management Sciences, by James R. Evans, published by South-Western Publishing Company.
5. "Experiential Learning: A Review and Annotated Bibliography," by Kevin B. Bales, published in the Journal of Cooperative Education, Volume XVI, No. 1, 1980.
6. "Finding Meaningful Employment in the 90's: Will a University Education be Enough?", A. Huber and W. Tegtart, The Journal of Cooperative Education, Winter - Spring 1996, Volume XXXI, No. 2 - 3.
7. "Transition: Understanding Economic and Workplace Changes at the End of the Century," Philip Gardner. The Journal of Cooperative Education, Winter - Spring 1996 Volume XXXI, No. 2-3.
8. "The Learning Model of Experiential Education: A Guide to Decision-Making," by Shari L. Peterson and Mary K. Nelson, published in the Journal of Cooperative Education, No. 22(3), 1986.
9. "The Impact of Field Education on Student Development: Research Finding," edited by Rick Williams, published in Combining Service and Learning, Volume 1, 1990, page 130-page 147.
10. "Cooperative Education--Promises and Pitfalls," by Stewart B. Collins, published in the Journal of Cooperative Education, Volume IX, No. 2, 1973.
11. Students are also expected to identify and read various articles related to their own internships.
12. Additional readings/assignments may be given in class.

COURSE REQUIREMENTS

It is clear that the work done or a description of the field experience is not sufficient for academic credit; there must also be evidence of reflective analysis and interpretation of the experience which relates it to the basic theory in related areas. More specifically, students in this course must be able to connect different aspects of their internships with their prior academic preparations and to analyze, compare and evaluate these experiences. Students also need to demonstrate observation and recording skills, interpersonal communication skills, analytical skills, report writing skills, and oral presentation skills.

The specific requirements for the course are:

1. **Learning Contract:** Each student will develop a Learning Contract to be approved by the faculty advisor and the internship supervisor.
 - a. The student develop a first-pass draft of the Learning Contract which will state the student's learning objectives, as well as itemize the specific types of experiences the student will be engaged in or will encounter through the internship. The first draft of the Learning Contract should be typed and is due no later than **Wednesday, January 29, 2019**.
 - b. The student may meet with the instructor to finalize learning objectives, add statements of relationship to relevant theory, and discuss independent study readings and research to be integrated with the placement. Readings may include material new to the student, as well as previously encountered material which the student will further learn to utilize in various "real-world"

applications at the internship site.

2. **Bi-Weekly Reports:** Students are required to submit several short reports, normally every other week, to discuss and analyze different aspects of their internship experiences and relate them to their academic work at the college. These bi-weekly reports include, but are not limited to, discussion of the organization, its management system, its marketing approach as well as conducting a SWOT analysis.

In order to better prepare your bi-weekly reports, I would like to suggest you keep a daily journal exhibiting different components of your internship experience. (A brief note is attached to this syllabus to guide you in journal preparations). These journal entries are for your own use to learn more from your internship experience and you do not need to submit them to me. However, the notes in your journal help you write a reflective report every two weeks based on assigned topics by the instructor. In order to prepare reflective and analytical papers, when you observe something and record it in your journal, also ask yourself: "What do I make of it? Why? How does it relate to other experiences? Does this type of management system make sense in this organization? How have they developed this type of marketing mix? How does this internship relate to my courses?" In other words, you are expected to relate your internship experience to some of your courses and to apply course materials to the real-world experiences, whenever feasible.

Bi-weekly reports should be typed, double-spaced, font size 12, pages numbered, and about 3-4 pages.

3. **Final Paper:** You are expected to prepare a well-written Final Report (5-6 pages, typed), consisting of a summary and an evaluation of your entire internship experience. You may briefly discuss some of your goals in your Learning Contract and whether you reached these goals. You should also mention what you have learned from your internship experience and how the internship helps you in your future career. The Final report is also expected to provide an analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the organization as they relate to the student's internship experience. This report is due no later than **Wednesday, May 1, 2019**.

FORMAT FOR WRITTEN REPORTS

All reports submitted to the instructor should be typed, double-spaced, and editorially correct (spelling, grammar, sentence structure, and so on). A copy of each graded assignment, with the instructor's comments, will be kept on file.

Please do not use plastic holders when you turn in your papers. A simple staple in the upper left hand corner is all that is necessary.

GRADING POLICY

Internship credits in BA 471 are graded on a Pass/No Pass basis. A Pass grade (P) for **one credit** will be given if the student satisfactorily completes each of the four requirements listed above.

No credit will be granted for an internship on a retroactive basis.

STATEMENT ON ACADEMIC INTEGRITY

All students are expected to adhere to the Pledge of Integrity, as outlined in the College catalog. Some items that apply specifically in this course are as follows:

- a. All written reports should be the result of your own work.
- b. You need to clearly and completely identify your sources of information for all of your written work.

Any violation of the **Pledge of Integrity** will be dealt with in accordance with the procedure set forth in the Student Handbook. Appropriate classroom decorum involves treating others with respect in the classroom, arriving on time, and not leaving early unless absolutely necessary. If you must leave early, please advise the instructor before the class session.

STATEMENT ON DISABILITY

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disability Services, Lynne Davies, by phone (361-1227) or e-mail daviesl@etown.edu. If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class.

STATEMENT ON RELIGIOUS OBSERVANCES

The College is willing to accommodate individual religious beliefs and practices. It is your responsibility to meet with the class instructor in advance to request accommodation related to your religious observances that may conflict with this class, and to make appropriate plans to make up any missed work.

**Elizabethtown College
Department of Business**

A Guideline to Keeping a Journal

Keeping a journal will be an important part of your learning experience as an intern. By forcing you to think about what you are doing and what you are learning from it, the writing of a journal can increase the amount you actually learn. It can also make you aware of what you don't know, so that you can direct your efforts toward finding out.

You should write in your journal at least briefly every day that you work at your internship. Keeping current in your writing is important because it lets you keep track of how your perceptions and understanding change from day to day and week to week, thereby documenting your learning.

Your journal should include all of the following elements:

1. A daily log of what you do. This should be as brief as possible, but try to be precise rather than general. E.g., "research at the library on consumer attitude toward beer advertising" is better than "research on beer."
2. Questions. If there's something you want to know, write it down. If you later learn the answer, write that down, too--not necessarily on the same day. Curiosity is the first essential for learning, so the more questions, the better. Try to have at least one question every day that you work.
3. Insights, observations, perceptions, interesting incidents. After you have logged your day's activity, think about what it meant to you, what you got out of it, new things you noticed, etc.
4. Discussion. Once a week, write a page (or more) in which you discuss some topic of your choice more fully--either a particular incident or insight, or your reaction to the week as a whole. Try to analyze your experience, interpret your observations, compare events, evaluate outcomes, make judgments, and justify your position.
5. Likes and dislikes--about the work, the office, the political system, the world, yourself.
6. New words. Once a week, write down any new terms you've learned during the week--or, if you've heard them but not understood what they meant, write that down. Learning specialized vocabulary is a big part of any field.