

ELIZABETHTOWN COLLEGE
BA 473 (Three Credits)
Internship in Business Summer Syllabi

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PRE AND/OR CO-REQUISITS:

Complete approximately 120 hours of summer internship assignment satisfactorily over a minimum of 8 weeks.

Business or International Business Major; junior or senior standing, with at least a G.P.A. of 2.50 in the major; consent of Instructor; and pre-approved placement.

OBJECTIVES:

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 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. In addition to academic goals, this course--combining abstract/theoretical and experience learning through an internship setting--is intended to further students' lifelong learning skills, strengthening of personal and professional values and ethics, clarification of personal and career goals, and achievement of self-confidence.

The following provides a more specific list of the objectives:

1. Help students apply, amplify and add to the theory learned in the college atmosphere.
2. Expose students to the duties, expectations and environment of a job to better prepare them for their initial employment.
3. Improve motivation and direction of students for further learning in the college atmosphere.
4. Help students develop confidence in their abilities.
5. Encourage students to become familiar with the sources of literature and research in the specific field.
6. Improve the student's skills in designing a research project, conducting the actual research and writing a research report.

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 written assignments, and at the internship site, if appropriate.

1. The Experienced Hand, by Timothy Stanton and Kamil Ali, published by Carrol Press.
2. Critical Thinking: How to Prepare Students for a Rapidly Changing World, by Richard Paul, published by Foundation for Critical Thinking.
3. Creative Thinking in the Decision and Management Sciences, by James R. Evans, published by South-Western Publishing Company.
4. "Experiential Learning: A Review and Annotated Bibliography," by Kevin B. Bales, published in the Journal of Cooperative Education, Volume XVI, No. 1, 1980.
5. "Finding Meaningful Employment in the 90's: Will a University Education be Enough?", A. Huber and W. Tegart, The Journal of Cooperative Education, Winter - Spring 1996, Volume XXXI, No. 2 - 3.
6. "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.
7. "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.
8. "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.
9. "Cooperative Education--Promises and Pitfalls," by Stewart B. Collins, published in the Journal of Cooperative Education, Volume IX, No. 2, 1973.
10. Students are also expected to identify and read various articles related to their own internships.

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, and report writing skills.

The specific requirements for the course are:

1. **Learning Contract:** Each student will develop a Learning Contract to be approved by the instructor.

The student develops 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 completed Learning Contract must be signed by the student, work supervisor and the faculty supervisor before the Registration Office accepts it to enroll the student in this course.

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.

Students are expected to send their journal reports to the instructor every two weeks during their summer internships. Each journal could be either faxed to me at 361-1487 or e-mailed to me (varaminih@etown.edu) as a **WORD** attachment. Bi-weekly reports should be typed, double-spaced, font size 12, pages numbered, and about 3-4 pages.

3. **Final Research Paper:** Each student will complete a research paper of about 12-15 double-spaced typed written pages and submit it to the faculty supervisor by **the first Friday in August**. Any exceptions to this policy must be clarified with the faculty supervisor at the beginning of the internship assignment. The research assignment requires that research be conducted in an area related to the internship experience and that the findings be reported in an analytical and objective manner. The research report should not be a purely descriptive paper or an opinion paper. Evaluation of the research paper will be based on the following criteria:
 - a. Appropriateness and depth of the subject material.
 - b. Analysis of the topic
 - c. Evidence of originality of thought
 - d. Ability to summarize and compare opinions and findings of others
 - e. Organization and presentation of material

- f. Proper documentation of source materials
- g. Clarity
- h. Proper use of English language
- i. Neatness of the paper.

Name of topic, tentative outline and summary of source material must be submitted to and approved by the faculty supervisor before the start of the research project.

FORMAT FOR WRITTEN ASSIGNMENTS:

All written 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.

GRADING POLICY:

For determination of the final letter grade in BA 473, the following parts will be weighted accordingly:

1.	Learning Contract	10%
2.	Bi-Weekly Reports	40%
3.	Final Research Paper	<u>50%</u>
		100%

The normal grading system of 93% or above is an A, 90-92% is an A-, 87-89% is a B+, 83-86% is a B, etc., will be used to determine the grade for this 3-credit Internship Reports course. Students are expected to turn in the assignments on the due dates.

Credits for this course will count toward general electives, but not toward business core or required business electives. No credit will be given for an internship report on a retroactive basis or for a second internship-for-credit course

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A Guideline for 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.