SERVICE-LEARNING NOT–FOR-PROFIT INTERNSHIP:
Fall 2015

SERVICE LEARNING 3028, SECTION 1
INTERDISCIPLINARY STUDIES 4970
PSYCHOLOGY 4940

Tuesday 8:00-8:50 109 Strickland Hall

MU OFFICE OF SERVICE-LEARNING STAFF, 207 LOWRY HALL, 882-0227

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**CLASS DESCRIPTION:** One of the purposes of giving academic credit for students who work in the community is to provide a reflective, learning context for your service experiences. That is, the goal is for you to regard your community work as more than simply a job to go to and then forget about when the day is over. This class will enable you to reflect upon what you are learning in many ways, including:

- Intellectual development and academic learning;
- Leadership and social development; and
- Professional growth and development.

Your writing assignments will encourage you to put into words what you are learning and how you are growing from the internship experience.
Class Policies and Grading

Academic Dishonesty

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

ADA

Students with Disabilities:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (http://disabilityservices.missouri.edu), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Academic Inquiry, Course Discussion and Privacy:

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.
Assignments:

Organization & Community Profile 100
3 Progress Reports 600
Internship Self Assessment 250
Resume 50

Total Points 1000

Grading scale:

This class is graded on a +/- basis, as follows:

- A 92.0% and above
- A- 90.0% to 91.9%
- B+ 88.0% to 89.9%
- B 82.0% to 87.9%
- B- 80.0% to 81.9% and so on

Service Hours:

120 hours of service (or approximately 8-10 hours of service each week for 15 weeks) are required for those enrolled in 3 credit hours of this course; 240 hours of service (or approximately 16-18 hours of service each week for 15 weeks) are required for those enrolled in 6 credit hours of this course. If you fall short of required hours, the percentage of hours you are short will be subtracted from your overall grade. If you have problems with your placement site, please contact us immediately so that we can assist you.

Class Policies:

1. Deadlines: Late papers will be penalized 10% for each day after the due date. □

2. Emails: Please write respectful and professional emails. I will be available to you by e-mail Monday through Friday, 5:30a.m. to 8:30p.m. Do not email me on weekends unless it is an emergency. Please check your email frequently. I will only use your university assigned email. □

3. Attendance in this course is mandatory. You are allowed only one excused absence. Points will be deducted for non-attendance as follows:
   - One letter grade – 2 absences □
   - Automatic course failure – 3+ absences. □

Save absences for an illness or emergency. If for some reason you have to take your excused absence, let me know ahead of time. You may make up in-class writings only before the scheduled writing if you must be gone or after only with a doctor’s note. WE ARE VERY SERIOUS ABOUT ATTENDANCE—YOU WILL LOSE POINTS OR EVEN FAIL THE COURSE IF YOU MISS TOO MANY CLASSES. □
4. Students will lose one point for each instance of tardiness. Students who are more than 10 minutes late will be marked absent.

5. Do not text, play with your computer, or talk on your cell phone during class. You will be marked absent for that day. In other words, no electronic devices during class time.

6. If you have a problem or challenge that will hinder your performance in this class, please let me know right away. I can’t help you if you do not take responsibility and tell me. I will do everything I possibly can to try to assist you to be successful, but we have to work together!

7. Please make ABSOLUTELY SURE that you are enrolled in the right section/correct number of hours. Check your schedule in MYZOU – SL3028/PSYCH 4940/INTDSC 4970. You may only enroll in the honors section if you are in SL3028.

8. Please try always to be courteous and considerate of others during class time or you will be asked to leave and marked absent for that day.

**Rewriting Policy:** Rewrites are required for the Organization and Community Profile and for the first two progress reports. If you earn a score of 91% or below on these first three papers, you are REQUIRED to rewrite the paper, or you will receive a score of 0% for that assignment. If you earn a 92% or above, you will not revise your paper.

If you submit a rewrite that shows that you did not respond to the editorial comments and suggestions made on your paper and does not include significant revision, 20% will automatically be subtracted from your original grade, and no further revisions will be accepted. Rewriting means rewriting.
Class Schedule:

August 25 Introduction to course—Writing Organization & Community Profile

September 1 Research – **213 Ellis Library**

15 Writing Progress Reports

October 13 Progress Reports Critique and Workshop

November 10 Non-profits

December 8 Evaluations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Re-write deadline**</th>
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<tbody>
<tr>
<td>Organization and Community Profile</td>
<td>September 4\textsuperscript{th}</td>
<td>Revisions due September 18\textsuperscript{th}</td>
</tr>
<tr>
<td>Progress Report 1</td>
<td>September 25\textsuperscript{th}</td>
<td>Revisions due October 9\textsuperscript{th}</td>
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<tr>
<td>Progress Report 2</td>
<td>October 16\textsuperscript{th}</td>
<td>Revisions due October 30\textsuperscript{th}</td>
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<tr>
<td>Progress Report 3</td>
<td>November 20\textsuperscript{th}</td>
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<tr>
<td>Resume</td>
<td>December 8\textsuperscript{th} in class</td>
<td>No rewrites</td>
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<tr>
<td>Self Assessment</td>
<td>December 14\textsuperscript{th}</td>
<td>No rewrites</td>
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Please refer to the Grading Rubric for our policy on late papers. All assignments are due by 5:00 p.m. on TurnItIn (Blackboard) unless otherwise noted. **Students who fail to rewrite papers that are below 92% will receive a zero (0%) for that paper.**
WRITING ASSIGNMENT DESCRIPTIONS:

Organization & Community Profile:

Length: 4-5 pages (12 point font, one inch margins)

This paper requires you to learn more about your office and the people that it serves. You will need to interview the staff in your office to get some of the information. You also might read annual reports, blogs, newsletters, news reports, whatever it takes to become informed about who you are working for, the population they serve and what your office is trying to achieve. Research, at least 3 sources, is required for this paper. We will have a session with a research librarian to assist us in understanding research requirements. Each paper should include the following (please use the topic headings in your paper exactly as shown below):

A. Vision, Mission, and Goals of Community Organization and Population Served:
   
   **Hints**: What is the agency trying to accomplish? What is the philosophy of the organization? Who does it serve? What is its organizational structure? Research your agency/organization, interview your supervisor, and give a thorough and thoughtful description of your placement site.

B. Description of the Population the Organization Serves:

   What population does your office serve? What are their needs and challenges? (Remember: Research is required for this section)

C. My Role Within the Community Organization:

   **Hints**: What is your job? What responsibilities will you have? What are the organization's expectations of you? What will you contribute?

D. My Future Learning and Explorations:

   **Hints**: What do you hope to learn? What skills would you like to develop? How do you think this job will contribute to your future career goals?
Progress Reports:

Please refer to the due dates table. Progress reports will be turned in electronically by 5:00 p.m. on the due date via TurnItIn (Blackboard).

Format:

1. 12 point type, one inch margins, name, internship site, number of progress report, and date in upper right hand corner

2. Length should be 4-5 pages. Points will be deducted for papers less than 4 or more than 5.

3. Please see the following for the contents for each progress report. You will notice that the format varies to include new types of reflections and investigations as the semester goes on.

Label each part of your progress report with the required section headings or 10% will be deducted from your grade.

Contents of Progress Report #1 & #2:

Progress Report #1 and #2 should have 4 sections each. Each section should be labeled with the following headings (or 10% will be deducted from your grade):

A. Summary
B. Professional Development and Academic Learning
C. Community Issues and Challenges
D. Future Goals

A. Summary (minimum 1 page):

*Purpose of the Summary Section:

*Review what you are accomplishing and reflect on your contributions to the organization
*Provide an overview of your work
*Document your work so that we may assess your effort and your progress

*Contents of the Summary Section:

*Topic sentence that provides an overview of first few weeks in your internship
*Specific details about tasks you completed, activities you participated in, training you received (make sure the details are relevant and important—not every detail you can think of fulfills the purpose of the summary. Avoid a disordered “brain dump.”)
*Concluding sentence that wraps up the section.
B. Professional Development and Academic Learning (1.5-2 pages):

*Purpose of Professional Development and Academic Learning Section:*

*Provide a context for you to think about and articulate the professional skills you are developing and/or practicing at your internship site*
*Develop your professional profile and learn to discuss yourself as a skilled professional*
*Explore and understand “transferrable skills”*
*Learn to provide specific examples to back up generalized assertions*
*Provide a discussion of the development of your professional skills so that we may assess you and your internship experience in this area*

*Contents of the Professional Development and Academic Learning Section:*

*Topic sentence that introduces the skill/experience you will be discussing and what you learned from it.*
*A specific experience/example from your internship from which you learned something. (Note: By specific example we mean something like—“last Wednesday several members of the Board visited our organization for a tour and report. It was my job to put together the presentation, create the agenda, and set up the meeting and tour. I did x, y, and z as well as a, b, c. From this experience I learned…”)*
*Discuss what you have learned in terms of such topics as critical thinking, development of professional skills, experience of diversity and difference, exploration of academic majors, etc…(Make sure you choose one or two skills, not just list a dozen, since you will then not be discussing in detail or providing anything but an over-generalized mess).*
*Concluding sentence that sums up what you learned.*

Some suggestions for topics and issues you may explore include:

*critical thinking—problem solving, practical deliberation and speculative thought*
*openness to new experiences and learning new skills*
*ability to take responsibility*
*experiencing new professional identities*
*exploration and experience of professional skills and the working world*
*exploration of an academic major*
*understanding and appreciation of people of diverse backgrounds and life situations*
*communication skills*
*understanding of citizenship and citizen responsibility and our role as citizens in society*
*occupational contacts and skill enhancement*
*transferrable skills (see EXTREMELY helpful transferrable skills list posted on blackboard)*

C. Community Issues and Challenges (1.5-2 pages):

*Purpose of Community Issues and Challenges Section:*

*Explore essential information about the community and individuals your NPO serves*
*Become a more informed and thoughtful intern*
*Better understand your organization, its connection to the community and its mission*
*Serve your organization more effectively*
*Practice researching important issues*
Contents of Community Issues and Challenges Section:

* Thesis statement in which you outline the topic you have chosen, how it ties to your organization and who it serves, and an overview of the information you will present
* Facts, figures, implications about the issue that you have researched. Define the issue and discuss it based on your research.
* How this issue ties to the organization that you are serving and also into the activities of your internship.
* Concluding sentence.
* Works Sited/Bibliography (Use MLA format. Three sources minimum)

Note: It is very important in this section of your progress report to consider not only your individual placement site, but also the way in which the community at large, the state, and our nation experience these challenges. It is our expectation that you will ask questions, interview people, seek out information, statistics, data, and definitions, read the news, search the internet. In other words, in this section, you will have to seek out information. Some of the topics you may wish to explore include:

* Who does your non-profit/school/government site serve and why is it needed?
* Why are you needed?
* Who are you working with?
* What are the challenges your population faces?
* What are the public policy or political issues that are most important in your site?
* What are the social justice, accessibility, equality issues you are witnessing?
* How do we as a society try to meet the various needs of fellow members of our community?
* What challenges do your colleagues at the non-profit/school where you are working face each day?
* How do they try to meet the needs of their clientele? How does your site get things done?

D. Future Goals (1 paragraph):

Purpose of the Future Goals Section:

* Taking ownership and responsibility for your learning
* Reflecting on and articulating what you want to learn and how you want to develop at your internship site
* Thinking seriously about the impact you want to have on your organization
* Tracking your progress towards the goals you have set.

Contents of the Future Goals Section:

* Topic sentence in which you provide an overview of what you will discuss in the paragraph
* Reflection on the ways that you want to impact your internship site—what you hope to accomplish and what you want to get done that will forward the mission of the organization.
* What important issues do you want to learn about and what professional skills do you want to explore?
* What you are doing or will do to reach these goals.
Contents of Progress Report #3:

Progress Report #3 should have 3 sections. Each section should be labeled with the following headings (or 10% will be deducted from your grade):

A. Summary
B. Professional Development and Academic Learning
C. Non-profits

A. Summary (minimum 1 page):

Purpose of the Summary Section:

* Review what you are accomplishing and reflect on your contributions to the organization
* Provide an overview of your work
* Document your work so that we may assess your effort and your progress

Contents of the Summary Section:

* Topic sentence that provides an overview of first few weeks in your internship
* Specific details about tasks you completed, activities you participated in, training you received since your last progress report (make sure the details are relevant and important—not every detail you can think of fulfills the purpose of the summary. Avoid a disordered “brain dump.”)
* Concluding sentence that wraps up the section.

B. Professional Development and Academic Learning (1.5-2 pages):

Purpose of Professional Development and Academic Learning Section:

* Provide a context for you to think about and articulate the professional skills you are developing and/or practicing at your internship site
* Develop your professional profile and learn to discuss yourself as a skilled professional
* Explore and understand “transferrable skills”
* Learn to provide specific examples to back up generalized assertions
* Provide a discussion of the development of your professional skills so that we may assess you and your internship experience in this area

Contents of the Professional Development and Academic Learning Section:

* Topic sentence that introduces the skill/experience you will be discussing and what you learned from it.
* A specific experience/example from your internship from which you learned something. (Note: By specific example we mean something like—“last Wednesday several members of the Board visited our organization for a tour and report. It was my job to put together the presentation, create the agenda, and set up the meeting and tour. I did x, y, and z as well as a, b, c. From this experience I learned…….)
* Discuss what you have learned in terms of such topics as critical thinking, development of professional skills, experience of diversity and difference, exploration of academic majors, etc…(Make sure you choose one or two skills, not just list a dozen, since you will then not be discussing in detail or providing anything but an over-generalized mess).
*Concluding sentence that sums up what you learned.

Some suggestions for topics and issues you may explore include:

*critical thinking—problem solving, practical deliberation and speculative thought
*openness to new experiences and learning new skills
*ability to take responsibility
*experiencing new professional identities
*exploration and experience of professional skills and the working world
*exploration of an academic major
*understanding and appreciation of people of diverse backgrounds and life situations
*communication skills
*understanding of citizenship and citizen responsibility and our role as citizens in society
*occupational contacts and skill enhancement
*transferrable skills (see EXTREMELY helpful transferrable skills list posted on blackboard)

C. Essay on Non-Profits: (2-2.5 pages)
Choose 3 of the following categories and write 3 paragraphs defining the category and providing specific details and descriptions of how the concepts operate at your internship site. All of the categories are defined in the powerpoint shown in class and the powerpoint is available on blackboard. Write a topic sentence in which you define the category and why it is important in your organization, and then describe aspects of your non-profit. Remember, you can’t answer every question in each category, they are prompts to inspire your thinking.

1. Why do non-profits work and what gaps do they fill?
2. Who is your non-profit accountable to? What are its assessment and reporting procedures?
3. What is the organizational structure of your non-profit? How do the board, directors, staff and volunteers work together to achieve its mission? How are volunteers organized and trained?
4. What are some of your impressions about what it means to work for a non-profit? What have you noticed about careers and opportunities in non-profits?
5. What are the challenges of resources and funding in your organization? How are resources optimally used?
6. How does your non-profit define its brand?
7. How does your non-profit collaborate with other organizations to forward its mission?
Internship Self Assessment:

Length: 5-6 pages (12 point font, one inch margins)

I. Taking into account the objectives stated in the "Community Partner and Population Profile," create a final summary of your professional duties. Where did you begin, how did your responsibilities change and expand, and how did you end? (1-1.5 pages)

II. Summarize what you learned in terms of personal skills. Write one page on each of A, B, and C (3 pages):

A. Personal Growth and Development
   - Self-esteem, sense of personal worth and competence
   - Self-understanding, insight into self
   - Self-direction, internal motivation
   - Independence, autonomy, assertiveness
   - Sense of usefulness, of satisfaction in doing something worthwhile
   - Personal power, belief in ability to make a difference
   - Conscious set of personal values and beliefs reinforced in action
   - Openness to new experiences, to take risks and accept challenge
   - Ability to take responsibility, acknowledge consequences of actions
   - Capacity to be productive, to persevere in difficult tasks
   - Exploration of new identities, unfamiliar roles

B. Intellectual Development and Academic Learning
   - Basic academic skills (writing, reading, calculating, etc.)
   - Subject matter knowledge and skills gained and enhanced through a broader range of experiences and associations
   - Higher level thinking skills (critical thinking, problem solving)
   - Application of academic knowledge and skills to real problems
   - Skills in learning from experience (to observe, ask questions, synthesize)
   - Curiosity about one's world, ability to find something interesting to do, look for, ask about
   - More positive, attitude toward education, learning
   - Communication skills (listening, articulating ideas, etc.)
   - Insight, judgment, understanding--the nuances that can't be fully explained in a book or lecture but are often the most important things of all to know
   - Exploration of an academic major

C. Leadership and Understanding of Society
   - Concern for the welfare of others, a broader circle of people about whom one feels concern and responsibility
   - Understanding and appreciation of people with diverse backgrounds and life situations
   - Skills in caring for others
   - Ability to work cooperatively with others
   - Increased likelihood of continuing involvement in civic affairs
   - Knowledge of and exploration into service-related careers
   - Realistic ideas about the world of work
   - Contacts for future job possibilities
   - Heightened sense of the power of group and individual action in a democratic society
   - Ethical and moral development
- Occupational contacts and skill enhancement

**Hint:** Use the prompts to help you think about what you learned. You don't have to write about each item listed. Just let the lists inspire you!

III. Evaluate the ways in which you feel this internship will contribute to your future. Have you developed new goals for your future career? Has the experience reinforced or changed your ideas about your academic choices? How have courses you have taken contribute to your performance? How did your service experience transform classroom knowledge? (1-1.5 pages)
CIVIC LEADERS INTERNSHIP PROGRAM

Grading Rubric for Written Assignments:

One of the goals of CLIP is to make our interns into better, more professional writers over the course of the semester. To achieve that goal, we hold our students to a high standard in their writing assignments to help them become strong communicators. Below is a rubric specifying the expectations of our assignments and the corresponding grades.

Please Note: Late submissions will additionally affect grades by one letter grade per late day.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements:</th>
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| A | **Format:** The assignment’s formatting conforms to font and heading guidelines. All margins are 1”, Times New Roman font, and meet page length requirements. Name and assignment are included on submission.  
**Mechanics:** Less than 6 mechanical errors per assignment. Includes punctuation, spelling, paragraphs and other mechanical features.  
**Content:** The assignment contains serious and substantive content that reflects the important issues of the internship site. Incorporates relevant research and understanding of topics dealt with at workplace, as well as the mission of the office. Reaction should include thoughtful connections, reflection, draw comparisons, and examine perspectives and beliefs. Content is substantive and shows student’s learning and shows a clear thought process.  
**Grammar:** Assignment uses formal, non-colloquial language that doesn’t distract from the content. Ease of readability. Appropriate voice, tone and style. Absence of comma splices, run-ons, fragments; absence of usage and grammatical errors; accurate spelling; careful proofreading. |
| B | **Format:** Assignment fails to meet one or more formatting requirements. Margins, headings, or font do not conform to standards. Description and reaction sections do not meet length requirements.  
**Mechanics:** Assignment contains 7-12 mechanical errors.  
**Content:** Assignment contains some reflection. Lacks substantive content or description of issues encountered at office. Dwells on non-important details or tasks. Some connections are made, but are superficial in nature. Doesn’t convey student’s learning. Requires some clarification of thought.  
**Grammar:** Contains some awkward phrasing or unclear wording. Less formal language used at times. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td></td>
<td><strong>Format:</strong> Margins, headings, or font do not conform to standards. Description and reaction sections do not meet length requirements.</td>
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<tr>
<td></td>
<td><strong>Mechanics:</strong> Assignment contains 12-18 mechanical errors.</td>
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<tr>
<td></td>
<td><strong>Content:</strong> Assignment contains little reflection. Lacks substantive content or description of issues encountered at office. Is superficial, dwells on non-important details or tasks. Few connections are made. Doesn’t discuss issues at office. Poorly organized and written.</td>
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<td><strong>Grammar:</strong> Awkward phrasing and unclear wording make assignment difficult to read and understand. Use of colloquial language.</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<td><strong>Format:</strong> Margins, headings, or font do not conform to standards. Description and reaction sections do not meet length requirements.</td>
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<tr>
<td></td>
<td><strong>Mechanics:</strong> Assignment as over 18 mechanical errors.</td>
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<tr>
<td></td>
<td><strong>Content:</strong> Assignment contains no reflection, lacks any substantial or meaningful content. No discussion of issues at office and is purely superficial in its content. Little to no connections made between previous experiences or classes to internship site. Lacks organization, poorly written.</td>
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