



**OREGON STATE UNIVERSITY**

Academic Learning Services

ALS 210

Fall 2007 - Tuesdays, 2:00 – 3:50 PM

WALDO 244

**SYLLABUS**

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**Instructor: Adry Clark**

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**Office: Career Services, 8 Kerr (basement) (541) 737-0519**

**Office Hours: Any time by appointment**

**COURSE PURPOSE:** To learn effective strategies for obtaining appropriate internships

**Required Texts:**

Clark, A. (2006) *Course Materials Packet* **AVAILABLE ON BLACKBOARD**

**Catalog Description:**

**ALS 210. HOW TO BE SUCCESSFUL IN YOUR INTERNSHIP SEARCH(2).**

Internship preparation course designed to provide students with the fundamental tools to find and secure an internship. Topics will include internship search strategies, resumes, cover letters, and interviewing. Guest speakers will provide additional insight into these topics from the perspective of employers and students with prior internship experience. Reflection on student's interests, values, and goals will also be integrated into the course.

**Major Areas Covered:**

1. **Self Knowledge:** Exploring your interests, values, and strengths in terms of identifying internship and career development goals
2. **Career Marketing Tools:** Articulating strengths and qualifications for resume writing, effective interviewing skills, and networking
3. **Internship/Job Search Process:** Identifying resources for published and hidden job listings, pro-active approach, networking, and exploring

**Methods of Evaluation:**

Expected outcome:

1. Take Discover Assessment and write a report analyzing and summarizing results – 150 pts.
2. Create a resume – first draft 50 – final draft 100 pts.
3. Create cover letter – 50 pts
4. Complete a mock interview in Career Services (preferably on Monday, October 22<sup>nd</sup> with an employer) and write a report – 100 pts.
5. Research three companies attending career fair – 50 pts.
6. Attend Fall Career Fair and write a report on findings and personal implications – 100 pts.
7. Conduct an information interview with a potential internship site or professional in field and write a report analyzing and summarizing results and present information to class – 150 pts.
8. Write two accomplishment stories in class – 25 pts.
9. Write 30 second infomercial in class – 10 pts.
10. Write cold call script in class – 15 pts.
11. Develop a learning contract that defines goals and outcomes for a specific internship 100 pts.
12. Professional conduct, class involvement and participation – 100 pts.

**Grading Mode: A-F**

A = 900-1000   B = 800-899   C = 700-799   D = 600-799   F = <599

**Grade Marks:** The following definitions apply to grades assigned to all undergraduate courses (See catalog).

- A: Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- B: Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.
- C: Performance of the student has been at an adequate level, meeting the basic course requirements.
- D: Performance of the student has been less than adequate, meeting only the minimum course requirements.
- F: Performance of the student has been less than the minimum course requirements.
- U: “Unauthorized Withdrawal” Student has not completed enough assignments for a grade to be assigned (counts the same as an F in GPA).
- I: Student has completed 2/3 of work, but is unable to complete the remaining assignments due to unforeseen, but fully justified, reasons. Written documentation that meets the standards for an incomplete must be provided.

**Grading Criteria:** Grading criteria include both substance and form. High quality is expected. Please have a fellow classmate/colleague read your papers before you submit them to give you feedback on your grammar, spelling, clarity, and organization, as these components will affect the grade you earn.

**For substance:** All assignments will be graded for responsiveness to the questions, responsiveness to specific requirements of the assignment, critical thinking, completeness of answers, writing/communication skills, and integration of the material (i.e., how one concept affects another). Writing/Communication skills include organization of the material, spelling, grammar, and punctuation.

**For form:** Papers are to be turned in **typed**, double-spaced, neat, clean, and with subheadings where appropriate. Use 1” margin. Multi page assignments are to be **stapled**, not clipped together.

### **Regarding late papers:**

In order to be fair to everyone in class, papers should be turned in at the beginning of class on the date they are due. Any papers turned in after due date will be subject to the following penalties:

- After class on due date until the next class: drop one letter grade
- After beginning of class one week following due date: drop two letter grades
- After beginning of class two weeks following due date: zero points for paper

**Students must hand in all assignments by the end of the class in order to receive a passing grade for this course.** If all assignments are not handed in, students will receive a failing grade for the course regardless of how they well they did on other assignments.

If a student has an emergency that prevents him/her from either turning in an assignment or attending class (e.g., sickness, death in the family, accident, etc.), it must be documented in writing (e.g., doctor’s note, announcement, police report, etc.). Please notify instructor before class, if possible. Whenever possible, students should arrange to have their work turned in on time by one of their colleagues or electronically. If this is not possible, in the case of documented excusable absence, students may make arrangements with the instructor to make up missed work or turn in late assignments. If an emergency situation prevents students from completing all requirements in the course, students should see the instructor about how to proceed with retaking the course.

## Professional Conduct, Class Involvement, and Participation:

Your professionalism/preparation, attendance, and active participation in the class are critical to your learning and success in the class. We will share the responsibility for learning experiences that take place throughout the class. The hands-on, interactive nature of the class encourages the sharing of individual ideas and reactions related to the course content. Therefore, you need to attend class and be fully present. Attendance is mandatory in the class. The instructor reserves the right to modify class content and schedule as the semester progresses, so it is essential that you attend every class, in order to keep up.

Your grade for class involvement and participation includes attendance and the quality and extent of your contribution to class. Please be on time as late arrivals and early departures from class affect your participation and the class activities, and will be reflected in your attendance and participation grades.

Students will be assembled into groups of six. Students will take turns being group manager. When students arrive to class, they should arrange their desks into their groups and take care of any group business (gathering papers for submission, reading class memos). Groups will have about ten minutes at the beginning of class to take care of group business. Group managers will be responsible for taking attendance in the group, turning in group papers in group folder, distributing memos, contacting the instructor with group questions, explaining course requirements and assignments, etc. Group managers may want to consider carrying an extra stapler, paper, etc. for group members who forget these things or develop rules of expected professionalism for the group. Any group manager not fulfilling their duties or behaving in a dishonest way (e.g., counting people present when they are absent as “a favor”) will lose points for their lack of professionalism.

## Assignments

1. **Taking Discover Assessment and write a report analyzing and summarizing results** – 150 pts.  
This paper has two sections a) reflection on inventories/assessments & b) reflection on ONE occupation you are interested in exploring.
  - Instructions on Page 8 in packet. Receive a password token in class
  - Take the following inventories: Interest Inventory, Abilities Inventory, Values Inventory
  - Reflect on inventories – 1 ½ pages
  - Click on **Use Results to Explore**
  - Click on the **Suggested Career Area most interesting to you**
  - Click on the “**Occupations by World-of-Work Map**” most interesting to you and print out all results
  - **Reflect on each area** (Work tasks, Related occs, Training, Qualities, Salary/outlook, Likes/dislikes, Info bites, and More information) i.e. what do you think about the settings and daily tasks of the profession, are there related occupations you would consider, etc.
  - Which of the “helpful qualities” do you already possess and which do you still need to gain?
  - In preparing to enter this occupation, which skills can you work on gaining (a) in college (b) in an internship? (2 ½ - 3 pages)
2. **Complete an informational interview** with a potential internship site or professional in field, write a brief report, and present information to class – 100 pts.
  - Based on the career option that you derive from the analyses of *Discover Results*, choose a career option and conduct an informational interview with an individual who works in your field of interest. **Interview should include the following questions:** 1. What do you do in your daily work? 2. What do you like about your job? 3. What don't you like about your job? 4. How did you prepare for and enter this field? 5. Can you suggest someone else that I can contact to find out more about this field (include 2 – 3 references)? You can add questions that reflect your interests. After conducting the informational interview, integrate into your report and presentation the information you acquired about your possible career options in the Discover

program. Please don't give a verbatim account of the interviews and don't interview close relatives. Finally, address how this information has affected your thinking about this career option and your assessment of whether it may still be a fit for you. (1 ½ -2 pages)

3. **Write 30 second infomercial** – 10 pts. Will complete in class
4. **Write a Cold Call script** – 15 pts. Will complete in class
5. **Create a resume and cover letter** – 100 pts. Will discuss in class. Compose a resume and cover letter geared toward obtaining an internship you are targeting. Resume should be error free and include evidence of 2<sup>nd</sup> person editing. Visit Career Services Drop-in services, Writing Center, or ask a knowledgeable friend or family member to read and sign a draft. Include draft with your final revised copy.
6. **Complete a Mock Interview in Career Services** – 100 pts. (preferably M.O.C. Interview, Thursday, October 19<sup>th</sup> with an employer) and write a report reflecting on your preparation, interviewing experience, and feedback from interviewer. (1 page)
7. **Research three companies attending career fair** – 50 pts. Page 10 packet. Keep a copy for yourself to take to Career & Internship Fair. Ask questions that reflect your in-depth research. Avoid questions that can be readily answered on company website or other literature.
8. **Attend Spring Career/Internship Fair and write a report** on findings and personal implications – 100 pts.
  - Write one or two paragraph(s) describing the event, who you spoke to, and how you utilized your research
  - Write one paragraph on what you learned and how attending the fair impacted your search (1 page)
9. **Write two accomplishment stories** – 25 pts. Will discuss in class
10. **Two Pop Quizzes** on assigned reading - 50 pts. each
11. **Develop a learning contract** that defines goals and outcomes for a specific internship 100 pts. Will discuss in class
12. **Professional conduct**, This class is hands-on, and emphasizes the development of skills that contribute to successful achievement of goals. Your professionalism in terms of class involvement, personal accountability, effort in in-class projects, and communication with instructor – 100 pts.

**Tentative Schedule of Assignments:** Bolded items are papers, or assignments that are due or should be brought to class for discussion.

### CLASS SCHEDULE, ASSIGNMENTS, AND DUE DATES

Class Meetings	Class Topics	Required Readings	Assignments Due
Week 1 9/25	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ What is an Internship?</li> <li>▪ Review syllabus</li> </ul>		
Week 2 10/2	<ul style="list-style-type: none"> <li>▪ Internship Search Checklist</li> <li>▪ Proactive approach</li> <li>▪ Knowing Yourself - Reflecting on Interests, Values, &amp; Goals</li> <li>▪ Discover Overview</li> </ul>	Review everything assigned to week 2.	<b>Print out Packet from Blackboard – bring to class 25 points deducted for not bringing packet</b>
Week 3 10/9	<ul style="list-style-type: none"> <li>▪ Knowing Yourself – Reflecting on Strengths &amp; Skills</li> <li>▪ Discover/SDS</li> <li>▪ What are Employers looking for?</li> <li>▪ Marketing yourself - Resume, Cover letter, Interview</li> </ul>		
Week 4 10/16	<ul style="list-style-type: none"> <li>▪ Trends</li> <li>▪ Talking about Yourself</li> <li>▪ Networking</li> <li>▪ Resume Writing</li> <li>▪ Informational Interviewing</li> </ul>		▪ <b>Discover Assessment Report</b>
Week 5 10/23	<ul style="list-style-type: none"> <li>▪ Career Fair Prep 2 – 2:30</li> <li>▪ Attend Career/Internship Fair</li> </ul>	P. 28 Career Guide Packet p. ??? Career Fair Strategies	<ul style="list-style-type: none"> <li>▪ <b>First draft of Resume</b> (bring several copies) and <b>come dressed for Career Fair</b></li> <li>▪ <b>Research on 3 companies</b> to talk to at Career Fair – keep copy for yourself</li> </ul>
Week 6 10/30	<ul style="list-style-type: none"> <li>▪ Online resources – Meet in ALS lab</li> </ul>	How to work the Web to find work (p.27 packet)	▪ <b>Career/Internship Fair Report</b>
Week 7 11/6	<ul style="list-style-type: none"> <li>▪ Panel presentation of former interns on successfully finding and working in an internship</li> </ul>		▪ <b>Mock Interview Report</b>
Week 8 11/13	<ul style="list-style-type: none"> <li>▪ Advanced Interviewing</li> <li>▪ Cold Calling</li> <li>▪ Goal-setting and Decision-making</li> <li>▪ Learning Contract/Internship Logistics</li> </ul>	Interviewing articles in Career Guide	
Week 9 11/20	<ul style="list-style-type: none"> <li>▪ Informational Interview Presentations</li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Final copy of resume and cover letter</b></li> <li>▪ <b>Informational Interview Report</b></li> </ul>
Week 10 11/28	<ul style="list-style-type: none"> <li>▪ Informational Interview Presentations</li> </ul>		▪ <b>Internship Contract</b>

"Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should be aware of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, and no later than the first week of the term. Class materials will be made available in accessible format upon request."