

Syllabus for  
**CAM 451—Communications Internship**  
1-3 Credit Hours  
Spring 2012

I. COURSE DESCRIPTION

An arranged program of activities with a local employer for the development of communication skills in a job environment. Credit varies according to the job description.

Prerequisites: Junior or senior standing and consent of the department.

In addition to the unique learning experience, an internship helps the student gain confidence, apply knowledge gained from classroom experience, and assesses his or her professional strengths or weaknesses.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Learn to apply communication concepts in the workplace.
- B. Develop job-seeking skills, e.g. cover letter writing, resume building, job search, and institutional research.
- C. Experience a setting for the student to develop professionalism e.g. interpersonal skills, attitudes, punctuality, and dependability.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. List at least three jobs applied for in the career field.
- B. Create a functional resume.
- C. Create a general cover letter.
- D. Identify two companies with which to interview.
- E. Create an interview profile.
- F. Describe the appropriate wardrobe to wear during an interview.
- G. Assess the culture in which the student is working.
- H. Identify and list the student's dreams following a seven-step plan to completion.
- I. List and describe three professional organizations to help achieve goals.
- J. Evaluate the student's utilization of time as a resource.
- K. Create a budget and evaluate expenditure of monies on a monthly basis.
- L. Keep a learning log.

- M. Discover the fundamental tools for win-win negotiations and the student's own negotiations style. Identify their applications in transitioning from college to career.
- N. Write a three- to five-page paper justifying the student's learning experience.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### Required Material

Textbooks—online D2L (*Desire to Learn*)

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as through it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.  
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.
2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures;
  - a. Inform the professor before the event.
  - b. Arrange to complete missed work within one week.
  - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
  - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—the student is responsible for obtaining class assignments and material covered during an absence. **No late work is accepted.**
5. **Literacy**—The Communication, Arts, and Media Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **Whole Person Assessment**—Refer to the Communication, Arts, and Media WPA handbook for policies at (<http://oru.edu>), click on **Academics**, then **WPA**, then **Department Resources**, then **CAM Handbook HTML**.

C. Course Policies and Procedures

1. Evaluation Procedures

The student's grade is based upon the following components. Points are subject to change (check with the professor):

a.	Weekly assignments turned in on time	180 points
b.	Class attendance/participation can impact final grade	
c.	Final paper	60 points
d.	Agency mid-term evaluation	
e.	Agency final evaluation	<u>80 points</u>
f.	Total	320 points
g.	Student's final grade will not exceed the grade given by the field/company supervisor.	
2. Whole Person Assessment Procedures: None

3. Other Policies and/or Procedures

a. Criteria for Internship

All internships should be considered with the consent of the instructor. Though a student may register for internship, the student is not officially accepted into the class until the approval is received from the internship coordinator and faculty advisor. No more than nine hours of internships can apply to the student's degree requirements. To apply for an internship, the student must meet the following requirements:

- (1) The student must have a 3.0 grade point average or better in the Communication, Arts, and Media Department, or approval of the academic advisor and internship coordinator.
- (2) The student must have a 2.5 overall grade point average.
- (3) The student should have reached junior or senior status at the time of the internship or have the permission of the internship coordinator and faculty advisor to take it in other years.
- (4) The student must provide a written recommendation for internship from a faculty member teaching in the area of internship.
- (5) The student must provide a list of courses that justify and support the student being accepted into the internship.
- (6) The student must complete an internship contract explaining why the student desires a particular internship and how this particular internship will further the student's education and career.
- (7) An individual student may solicit an internship and have it approved through the Communication, Arts, and Media Department's Internship Committee with the advice and consent of the internship coordinator.

b. Supervision

The designated organizational supervision provides immediate daily supervision and feedback. The internship coordinator, in consultation with the agency supervisor, has the right to terminate any internship at any point without credit hours for the student, if the intern demonstrates a poor working record or attitude.

VI. COURSE CALENDAR

**Read the D2L sections preceding Chapter 1, including Course Overview and Grading Structure, before the first day of work. All homework is due on Monday at 1:00 p.m.**

**Due 1/11/12: (first day of class)**

Complete the contract and submit it to the D2L drop box or deliver it to the professor on or by the first day of class.

**Due 1/16/12: Chapter 1**

1. Contact Career Services (CS) and request the Career Direct Assessment web code for class CAM 451. Send an email to [careers@oru.edu](mailto:careers@oru.edu) and include the class # CAM451 with name and Z#. CS sends you a link to take the 45-minute Strengths Assessment. Submit a pdf of pages 1-5 Assessment to the drop box entitled Career Direct Assessment. Take the assessment even if you took it as an ORU freshman. Use the assessment to answer the reflection questions at the end of the Assessment Wheel Assignment.
2. Read the Chapter 1-Reading section. After the reading, complete Chapter 1 Quiz 1 (not a quiz but a set of responses) which is a reflection of your life.
3. Watch the Stovall video and answer the reflection question at the end of the Assessment Wheel Assignment.
4. Complete the Awareness Wheel Assignment, which includes reflection questions covering the Career Direct Assessment and the Stovall video.

5. Submit your document to the D2L drop box entitled Assessment Wheel.

### **Due 1/23/12: Chapter 2**

1. Read Chapter 2-Reading, Career Assessment and Opportunities.
2. Watch the Career Choices Video. **Password: intern2011.**
3. Complete an Exploratory Interview with a professional in the industry of your choice, using linked questions. Alter the questions as you deem appropriate. The paper should be 1 to 2 pages long. This interview may be done in-person, on the phone, or via e-mail. If done by e-mail, include a copy of all e-mail correspondence at the end of your responses to the questions. If the interview was conducted in person or over the phone, have the individual verify that they have seen your answers to questions 1-7, and attach their e-mail response to your paper. Save this document as **LastNameExInterview** and deliver it to the D2L drop box entitled Exploratory Interview.

### **Due 1/30/12: Chapter 11**

#### **Takes a week**

1. Read Chapter 11 on Time Management.
2. In the Time log. Keep track of your time for one week. Follow the log sheet directions.
3. Submit the log to the D2L drop box. Total the amount of time spent in each category.
4. Write a two-page paper, Time Manager Reflection Paper, reflecting on how the time was utilized and how it could be better utilized to achieve your goals and dreams in life.
5. Submit the paper to the D2L drop box entitled Time Manager Reflection Paper.

### **Due 2/6/12: Chapter 3**

1. Read Chapter 3-Resumes. Read the entire chapter prior to creating your resume. Use the resume input form in chapter 3, PDF, page 6. The form will help you collect personal data to make sure your resume is stronger. As you describe your abilities and experiences, use action verbs similar to the ones found on PDF, page 6, and create a functional resume using samples found within this chapter. Read the entire chapter prior to doing the resume. This will make the resume stronger. Only a functional resume is acceptable. Use the action verbs listed in PDF, page 6.
2. Create a **Functional Resume** using the model found in Chapter 3, PDF, page 3. Functional resumes allow students to package their strengths and abilities rather than provide a chronological list of diverse experiences. Please make sure you follow the directions for this type of resume. Do not turn in a previously created resume or a resume in another format, as those are unacceptable. Save the resume as **LastNameResume** and deliver it to the D2L drop box entitled Resume.
3. Watch the Social Media Video.

### **Due 2/13/12: Chapter 4**

1. Read Chapter 4-Cover Letters. Generate a cover letter similar to the one contained in Chapter 4, PDF page.
2. To receive full credit, use one of the companies/job titles you found in Chapter 2 and address your letter to the appropriate person. As you write the letter, repackage your answers #8-10 from the Institutional Query. Add any other appropriate/relevant information.
3. Save the cover letter as **LastNameCoverLetter** and deliver it to the D2L drop box entitled Cover Letter.

### **Due 2/20/12: Chapter 5**

1. Read Chapter 5-Multimedia Resumes. Fill in a possible list of material for your DVD/web/media portfolio, using the portfolio input form. Include your best work.
2. Save the multimedia portfolio as **LastNameMultimedia** and deliver it to the D2L drop box entitled Multimedia Portfolio.

### **Due 2/20/12: Chapter 6**

1. Read Chapter 6-Reading-The Interview Process.
2. Watch Interview Video. **Password: intern2011.**
3. Complete the strengths and liability assessment form, then complete the interview profile which follows on the next page.

4. Save the interview paper as **LastNameIntProfile** and deliver it to the D2L drop box entitled Interview Profile.

#### **Due 2/27/12: Chapter 7**

1. Read Chapter 7-Wardrobes.
2. Based on the guidelines in this chapter, select clothing/shoes/jewelry you already own and create an outfit. List this outfit in the wardrobe organizer. Dress up in the outfit mentioned in your organizer and take a picture of yourself (head to toe).
3. Submit your wardrobe organizer along with your photograph to D2L dropbox entitled Wardrobe.

#### **Due 3/5/12: Chapter 8**

1. Read Chapter 8-Corporate Culture.
2. Watch Cliff Taulbert's Video.
3. Write a paper (2-3 pages) using the Corporate Culture Assessment Form.
4. Submit the paper to the D2L drop box entitled Corporate Culture.

#### **Due 3/5/12: Chapter 12**

##### **Takes a month**

1. Read Chapter 12-Financial Resources.
2. **For the period of one month**, keep track of all your expenses on the form entitled **Expenditure Log**.
3. Submit your Expenditure Log.
4. Review your expenditures and complete the first section of the Financial Reflection Paper. Next on the paper, (2), estimate how much it cost to live in an apartment in Tulsa. At the bottom of the paper, (3), devise a plan to become a millionaire based upon the information found in this chapter and on the internet.
5. Submit all three parts of your Financial Reflection Paper.

#### **Due 3/12/12: Chapter 9**

1. Read Chapter 9-Values and Goals Setting.
2. Watch Jim Stovall's video.
3. Complete the form entitled Goal Worksheet.
4. Save the Goal Development form as **LastNameGoal** and deliver to the D2L drop box entitled Goal Development.

#### **Due 3/26/12: Chapter 10**

1. Read Chapter 10-Professional Development.
2. Watch the Darryl Baskin video.
3. Complete the professional development input form.
4. Submit your paper to the D2L drop box entitled 3 professional organizations.

#### **Due 4/2/12: Chapter 13**

1. Read Chapter 13-Effective Communication. Pick two interesting points from the chapter, which would help you in your profession.
2. Write two or three paragraphs on each point explaining how they would benefit you.
3. Submit to the D2L drop box entitled Effective Communication.

#### **4/9/12: Ending Assignments**

1. Request a letter of recommendation from your field supervisor. Follow the guidelines found in Chapter 3-Reading, page 9.
2. Submit a copy of your supervisor's letter to the D2L drop box entitled Letter of Recommendation.
3. Complete 2 Company Surveys. One *may* be done at your present company. The other, or both, could be done with the company for whom you wish to work.
4. Submit to the D2L drop box entitled Company Surveys.

**4/16/12: Final Assignments**

1. Submit your learning log to the D2L drop box entitled Learning Log.
2. Follow the guidelines completion of your final paper.
3. Submit your final paper to the D2L drop box entitled Final Internship Paper.

**4/23/12:**

## Course Inventory for ORU's Student Learning Outcomes

### CAM 451—Communications Internship Spring 2012

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity		X		