

Regis University
AC/BA/EC 498E/F – Business Internship
Fall Term 2009

(This syllabus is to be used if this is your FIRST Business Internship)

Faculty Sponsor

Matthew T. Daly

Office: Main Hall, Room 343

Phone: 303-458-4182

Alt Phone: 970-535-0400

Fax: 970-535-0500

Email: mdaly@regis.edu

Web site: <http://academic.regis.edu/mdaly>

Office Hours: Monday 10:00 a.m. – 11:30 a.m.

Tuesday 2:00 p.m. – 3:00 p.m.

Wednesday 2:00 p.m. – 3:30 p.m.

Thursday 2:00 p.m. – 3:00 p.m.

Friday 10:00 a.m. – 11:30 a.m.

Other times by appointment

Course Description

- The Business Internship at Regis College is an opportunity to connect vocation with academic learning. The goals of the internship are twofold: To gain real life experience in an actual business setting and to continue the process of discerning what one wants to do upon graduation.

Course Prerequisite

- Approval of Division Director and Director of Experiential Education

Required Text

- Schwehn, Mark and Dorothy Bass, eds., *Leading Lives that Matter: What We Should Do and Who We Should Be*. Wm. B. Eardmans Publishing Company, 2006.

Important Dates

Week of September 14	Meet with Faculty Sponsor (see “ Participation ”)
Monday, September 21	Learning Contract is due
Monday, September 28	Written Assignment 1 is due
Monday October 5	Check-in date (see “ Participation ”)
Monday, October 19	Written Assignment 2 is due
Monday, October 26	Written Assignment 3 is due
Monday November 2	Check-in date (see “ Participation ”)
Monday, November 9	Written Assignment 4 is due
Week of November 16	Meet with Faculty Sponsor (see “ Participation ”)
Monday, November 23	Written Assignment 5 is due
Monday, November 30	Check-in date (see “ Participation ”)

Grading Criteria

Learning Contract	10%
Written Assignment 1	10%
Written Assignment 2	10%
Written Assignment 3	10%
Written Assignment 4	10%
Written Assignment 5	15%
Participation	10%
Midterm evaluation	10%
Final evaluation	<u>15%</u>
Total	<u>100%</u>

Grading Scale

Grades will be based on a total of 100 points, with the following grade breakouts:

93-100	A	73- 76	C
90- 92	A-	70- 72	C-
87- 89	B+	67- 69	D+
83- 86	B	63- 66	D
80- 82	B-	60- 62	D-
77- 79	C+	Below 60	F

Learning Contract

Students are to submit a learning contract by the assigned due date. The due date is early in the semester, so it is recommended that you get started on it right away. The submission of a learning contract is a critical component of the business internship. Not only does it provide contact information, but more importantly, it requires that the student establish goals for the internship and develop thoughts on how to achieve those goals. The contract itself is in a prescribed form as designed by the internship office. It can be found by going to academic.regis.edu/mdaly, and then clicking on the Internship page.

The Learning Contract must be completed in a professional manner and submitted by the due date. Be aware that the contract should be prepared as specified, and any ambiguities must be clarified through the faculty sponsor. As with all assignments in this course, it is to demonstrate reflection and effort.

Written Assignments – General Comments

There are 5 written assignments for this course. The primary grading criteria for these assignments will be content. The required content for each specific paper is detailed in the paragraphs that follow. However, content is not the only important criteria. For papers that include a reading, you should reference the reading. It is important that your papers be organized in such a way that your thoughts and comments flow from one paragraph to another. Introductory and conclusion paragraphs are also very important. And of course, good word choice, well-written sentences, proper grammar and correct spelling is imperative. I suggest that if you struggle in this area, you visit the Writing Center for help. This is a business internship, and you certainly wouldn't submit a

document to your employer that is full of typographical errors and incomplete sentences. Above all, each of these papers must demonstrate reflection.

Each assignment is to be submitted electronically as an attachment to an e-mail. Assignments that are submitted late will be penalized 10% per day (or part of a day).

Regis Writing Center

The Writing Center is a free resource for Regis College students where you get immediate and personal feedback about your writing as well as answers to your questions. The peer writing consultants will help you at any point in your writing process, from brainstorming for ideas to organizing a draft to polishing the final version. The Writing Center is a popular service, so appointments are strongly recommended. Drop by the Writing Center in Loyola 1 or call (303) 458-4039 for more information.

Written Assignment 1

Reading Assignments: *Three Biographical Sketches: “Ray Kroc”, “Iris Chang”, and “Joseph S. (“Smiley”) Landrum”. (Leading Lives That Matter)*

Written Assignment: The assigned readings each provide a brief biographical essay of three individuals. Do you consider these three people to be successful? Why or why not? Which one do you admire the most? Why? Are there any that you don't admire? Why. Using ideas from these readings as well as your own life experiences, describe your interpretation of a successful life? (1,000 words minimum).

Written Assignment 2

Reading Assignments: King Hussein and Noa Ben Artzi-Pelossof, *“Two Eulogies for Yitzhak Rabin” (Leading Lives That Matter)*
and Dillard, Annie, *“Living Like Weasels” (Leading Lives That Matter)*
and Nussbaum, Martha, *“Interviewed by Bill Moyers” (Leading Lives That Matter)*

Written Assignment: These three readings address the topic of a balanced life. After reading the first of the three, reflect (and write) on it. Combined, what do these two eulogies say about Yitzhak Rabin? Which, if either, of these two eulogies do you feel would have been more significant to Rabin, himself? Explain. In the second reading, the author discusses the weasel. What is her point? And in the third reading, a transcript of an interview with Martha Nussbaum is presented. In a creative writing exercise, imagine yourself ten years from now. Make up a very brief story (several paragraphs) about an incident that “happened” to you involving the type of conflict discussed in the reading. Be sure to explain how you handled it. (1,000 words minimum).

Written Assignment 3

Reading Assignments: Damon, Matt and Ben Affleck, from the screenplay of *“Good Will Hunting” (Leading Lives That Matter)*
and Baldwin, James, *“Sonny’s Blues” (Leading Lives That Matter)*

Written Assignment: These two readings ask whether or not one is obligated to use his or her talents for the good of society. What is your reaction to the readings? Should a gifted person be obligated to pursue a vocation that uses and/or develops these talents? If so, should he or she earn a living with these talents or is it enough to pursue these talents as a hobby? Is talent an indication of the type of work one is to do? Is it okay for a person with a strong talent to leave it undeveloped to pursue something else? Is it self-indulgent to pursue an alternative path? Are talents given to be used? Have you recognized a talent of your own? Do you plan to use it to earn a living? Do you know anyone with a strong talent? Is he or she developing that talent? Is he or she making a career with it? Do you know anyone you feel should be using a talent but isn't? (1,000 words minimum)

Written Assignment 4

Reading Assignment: McAdams, Dan, "An American Life Story" (*Leading Lives That Matter*)

Written Assignment: In this article, the author discusses the "good" people. By good people, he means generative people. What does generative mean? What kind of stories do generative people tell? Why do they tell these types of stories. Do you believe that the lives of generative people are more meaningful and significant than the live on non-generative people? Why or why not? How do you think generative people will be remembered by their friends and family? Do you consider yourself to be generative person? Why or why not? (1,000 words minimum).

Written Assignment 5

An important part of your internship is learning about your strengths, weaknesses, likes, and dislikes in regard to the work environment. Not only is it important to discover work habits, personality traits and job skills in need of improvement, but it is just as important to note areas of the work world in which you enjoy and excel. The objective of this writing assignment is to allow each intern a chance to reflect upon the internship for the purpose of self improvement and for understanding one's self in relation to the work environment and career choices.

The most important aspect of this paper is that it must demonstrate reflection, as described above. Based on your experience and feelings about your internship, write about your internship. You do **not** have to answer each of the following questions but rather use the questions as ideas to get your thoughts flowing. Alternative thoughts, ideas and topics concerning what you have learned about yourself during the internship are encouraged.

- What were some aspects of the internship that went well for you? What was something you did that you were especially proud of?
- What was one aspect of the work day (internship) you enjoyed most? What was one aspect of the job that you wished you could have done more of?
- Did you enjoy interacting with people? Did you enjoy working alone and concentrating on projects?
- What aspect of the internship did you not like?
- If there was one thing you could change about the job, what would it be? Why?

- Was there any one you worked with or met that seemed successful or that you admired? Why did you admire that person?
- Was there any one you worked with that you did not admire for some reason? Why?
- During the internship, did you find that you had some weaknesses (areas about yourself you would like to improve)? If so, what are you going to do to overcome these weaknesses?

(1,200 words minimum)

Participation

We will meet at least **two** times, in my office, during the semester – once during the week of **September 14** and once during the week of **November 16**. It is your responsibility to arrange a date and time to meet with me. Please do not “just stop by” for these meetings. If you would like to meet more than twice, you are encouraged to do so.

It is also expected and required that you check in with me periodically through e-mail. By checking in, I mean that I would like you to let me know how the internship is going, what is working out well, what is not working out so well, any problems that you may be encountering, a description of any new tasks that you have taken on since the last time you checked in, etc. More specifically, please check in with me on or about October 5, November 2, and November 30. There is flexibility with these dates. If you check in a couple days early or a couple days late (no more than three days late), that is fine. Though these are not formal written assignments, please adhere to proper e-mail writing etiquette (the same you would use when writing to your boss).

Academic Dishonesty

Academic dishonesty is normally defined by, though not necessarily limited to, the following categories:

- Cheating – defined as using inappropriate sources of information on a test or assignment.
- Plagiarism – defined as presenting as one’s own, the ideas, words, or products of another.

The academic dishonesty policy of Regis University applies to all courses, regardless of learning format. The academic dishonesty policy also applies to any assignment or exam submitted by a student, whether in person or by electronic means. Violation of the policy is considered a serious academic offense and will result in a failing grade for this course.

Incompletes

The student must specifically request in writing from the instructor that an incomplete be assigned due to extenuating circumstances prior to the final day of the course. The instructor may require additional written documentation. Further, before the incomplete will be considered by the instructor, the student will need to make arrangements to meet with the instructor and sign a written agreement outlining the specific requirements necessary for the student to complete the course.