

CAS 497

CROSS-DISCIPLINARY ARTS AND SCIENCES INTERNSHIP

Fall 2017

Instructor: Theresa Lavoie

Office: Daggy Hall room 201

Hours: Monday – Friday, 8 am – 12 pm and 1 pm to 5 pm

Phone: 509-335-8731

Email: theresa.lavoie@wsu.edu

Credits: Variable 3-16

Meetings: *Blackboard Learn*, <https://learn.wsu.edu>

The student must set up the internship with the instructor prior to the beginning of the activity. Internships must be identified and obtained by the student, with the instructor's approval. After the set-up is completed, all course interaction, content delivery, and assignments will be conducted online through the course *Blackboard Learn* page at the website listed above. If you are having trouble accessing your *Blackboard Learn* account, contact ITS at 509-335-4357.

Texts: These documents are posted on the CAS 497 *Blackboard Learn* website located in your *Blackboard Learn* account which can be found at <https://learn.wsu.edu>

- ✓ Integrated and Critical Thinking Rubric (Required)
 - Found in the *Blackboard Learn* course space main menu.
- ✓ End of Semester Intern Performance Evaluation
 - Found in the *Blackboard Learn* course space main menu.

Prerequisites: This course is open to all Humanities, Social Science, and general Sciences majors who hold a junior class standing or higher.

Course Description

This is a variable credit course (3-16 credits). It may be repeated for credit, with a maximum of 16 hours. Students must have junior standing. The course provides students with an opportunity to obtain academic credit for experiential activities as a paid or unpaid intern in business, education, non-profit, industry, or government organizations.

The goal of the internship program is to provide opportunities for students to gain hands-on experience in professional work environments related to their work and career interests. However, making a solid connection from a student's theoretical/academic foundation to other aspects of their life, such as employment and careers, is extremely important and gives more meaning to both areas of endeavor. Apart from the hours spent working as an intern, assignments in this course are designed to allow students to explore and define this relationship by reflecting and analyzing the experience, leading to conclusions that will make their academic and pre-professional training meaningful and productive.

The internship course is open to students in the College of Arts and Sciences (CAS) working towards a cross-disciplinary degree (the BA in Humanities, the BA in Social Sciences, or the Bachelor of Science), with instructor's permission. Other students pursuing programs in the college that may not have internship courses of their own, or student who want to pursue an internship in another discipline, may

submit a request to be admitted into a special section of the course, with instructor's permission. This student will work with a faculty supervisor from their major, who will write up and sign the learning agreement and award the final grade. All students will work with an on-site internship supervisor who must submit an intern evaluation to the course supervisor at the end of the program, as part of the course requirements. In all cases, students must have at least a 2.0 cumulative WSU GPA.

Program Learning Goals

1. To expose students to a thorough and integrated study of social sciences, humanities, histories, languages, the arts, life and physical sciences, and other related disciplines as appropriate to the degree pursued, that will allow them to develop a deep, broad, diverse, and transdisciplinary perspective and understanding.
2. To expose students to a diversity of ways to Integrate and synthesize knowledge from multiple sources.
3. To help students develop means of expressing concepts, propositions, and beliefs in coherent, concise and technically correct forms appropriate to their personal and professional goals.
4. To help students think, react, and work in imaginative ways stimulated by a higher degree of disciplinary synergies that will promote transdisciplinary innovation, and divergent thinking.

Procedures for Enrollment and Proposal Guidelines

1. Talk to your Humanities, Social Science, Science, or major department advisor about how CAS 497 fits into your degree plan.
2. Find an Internship or current employment can be used.
3. Meet with course instructor to find out if your work will qualify.
4. The **Proposal** and **Internship Description Forms** MUST be submitted prior to enrollment in the CAS 497 Internship course.
 - o Fill out both documents at:
<http://libarts.wsu.edu/genstudies/undergraduate/liba497.asp>. If you have trouble downloading the document, email theresa.lavoie@wsu.edu and I will send you a form.
5. Both documents must be email to the instructor within the first 2 weeks of the semester for you to be enrolled in the course. Submit via email listed above, and include the Internship Proposal Form and signed Internship Description Form. Course instructor will enroll you in your requested credits.

Expectation of Student Effort:

One semester credit is assigned for a minimum of 45 hours of time commitment. For independent work such as CAS 497, nine (9) hours per week average for a three (3) credit internship during a 15-week semester is expected. Your student effort for this course will be assessed by the time you are expected to put into completing the assignments and internship hours. The credit calculations below exemplify the average number of hours worked at your internship coursework during the 15 week semester.

Credit Calculation

The specific required assignments depend on the credit hours that are being earned. You must complete at least 45 internship hours during the 15 week semester, plus assignments, for each academic credit you expect to earn for your designated credit level.

Calculation Example: 1 credit internship

- 3 hours “on the job” per week of work x 15 weeks = 45 hours of “on the job” work per semester
- Plus, 0.87 hour of coursework 5 days a week x 15 weeks = 13 additional hours of coursework (for students enrolled in 1-5 credits)
- Total student effort per credit: 58 hours = 1 credit

Assignment #	Assignment Name	Due Dates	Points
1.1	Journal Entries 1 thru 15	Oct 13 th	25
1.2	Journal Entries 16 thru 30	Nov 30 th	25
2	Involvement Paper	Sept 15 th	50
3	Assessment of Skills Paper	Oct 13 th	100
4	Reflective Paper (Rough Draft)	Nov 1 st	50
5	Reflective Paper (Final Draft)	Nov 30 th	100
6	Student Exit Survey	Dec 8 th	25
7	Internship Performance Evaluation	Dec 2 nd	Not graded
8	Future Career Analysis Paper	Dec 5 th	200

Credits	“On the Job” Hours Per 15 week Semester	Required Assignments	Total Possible Points
3	9/w	1.1, 1.2, 2, 4, 5, 6,7	275
4	12/w	1.1, 1.2, 2, 4, 5, 6,7	275
5	15/w	1.1, 1.2, 2, 4, 5, 6,7	275
6	18/w	1.1 - 7	375
7	21/w	1.1 - 7	375
8	24/w	1.1 - 7	375
9	27/w	1.1 - 7	375
10	30/w	1.1 - 7	375
11	33/w	1.1 - 7	375
12	36/w	1.1 - 8	575
13	39/w	1.1 - 8	575
14	40/w	1.1 - 8	575
15	40/w	1.1 - 8	575
16	40/w	1.1 - 8	575

Assignment Grading and Evaluation Policy

CAS 497 is a graded course. You must complete and deliver all assignments for your designated credit level by the due dates. Read the assignment prompts carefully. Your grade will be determined by the quality of your written paper(s), evidence of critical thinking, in-depth writing, and the "**on-time**" **submission** of all assignments. Late submission of any assignment will only be approved if extraordinary, documentable circumstances merit the case. Midterm grades will be based off the grade assigned to the Involvement paper.

1. **All assignments are submitted through *Blackboard Learn*. No paper assignments are accepted.**
2. **Any assignment submitted 1 day late** will be marked down 1 grade step. (A to B, B+ to C+, B- to C-, etc.).
3. **Any assignment submitted 2-3 days late** will be marked down 2 grade steps. No assignments are accepted past 3 days late and will result in a failing grade for that assignment.

Pay careful attention to the organization and presentation of your paper. Because this course is for students with junior standing (or higher), effective writing style, as well as correct grammar, are expected. Evidence of critical thinking skills will be considered when a grade is assigned for this course.

Grading formula: # of points achieved ÷ # possible points = grade %

Grading Scale:

A.....	93% and above
A-	90-92%
B+	88-89%
B.....	83-87%
B-.....	80-82%
C+	78-79%
C.....	73-77%
C-.....	70-72%
D.....	63-69%
F.....	62% and below

Writing Guidelines and Resources:

Please type your papers: **double-spaced, 12-point font, and 1" margins**. You might wish to consult texts you used in other writing courses (i.e. Engl 101, [M] classes, technical writing courses) or standard style manuals (APA, Chicago Manual of Style, etc.) for assistance. You must have a reference page listing all references. Your CAS 497 letter grade will be partially determined by evidence that you **understand and apply these conventions** when you write your papers.

****This course is administered entirely through the *WSU Blackboard Learn* online system. No Paper assignments will be accepted** and all work is to be submitted through *Blackboard Learn*. *Blackboard Learn* allows me to see everything you do on it, including login/logout days and times, how long you spent on it, where you visited within it, when and how you submitted assignments, etc. Knowing this, remember the late submission rules written above.

Assignment Descriptions

These assignments are designed for you to examine and reflect critically on your experiences as an intern, and they function as an occasion for you to assess what you have learned while completing your bachelor's degree in Social Sciences or Humanities. This is an opportunity to evaluate your college education in terms of achievements, struggles, and compelling learning experiences in a work environment. **This effort needs to be part reflective and part research, utilizing all available resources relevant to the discussion, rather than writing papers limited to personal narratives.**

Assignment 1.1 (1→15 entries) and 1.2 (16 → 30 entries): Journal Entries

DUE DATE: 1.1 - OCTOBER 13TH | 1.2 – Nov 30th

In a continuous WORD document, write and maintain a journal of activities and accomplishments during your internship—each entry should be approximately 100–200 words, **2-3 entries per week**. It must be submitted in *Blackboard Learn* as a WORD document, no more than double-spaced, and in a clear and readable text (such as Ariel) by the due date. The journal provides proof of your reflection about the internship experience and it provides you with notes to draw from for writing your papers. This is what I am looking for in your journal:

- 30-40 entries for the 15 week semester
- 100-200 words per entry
- Write **critically** about your experiences: what were good aspects? What could have been done better? What would you have done differently? How does your performance affect the business?
- Submitted through *Blackboard Learn* in a single WORD document on or before the due date.
- Readable Font

Assignment 2: 3 Page Involvement Paper

DUE DATE: SEPTEMBER 15TH

Analyze your involvement in extracurricular activities (such as involvement in clubs or student organizations, other employment or internships, cultural aspects of education abroad, living group experiences, participation in cultural events, sports teams, volunteer work, etc.). How do you feel your participation in these activities has helped you develop depth, breadth, and integration of your multi-disciplinary degree to benefit yourself, your local community, and society at large? **If you have no involvement experience, write about what you would like to do in the future for involvement.** This is what I am looking for:

- Clearly describe extracurricular activities.
- Make a **direct and clear** connection of how these activities help develop the depth and breadth of your multi-disciplinary Social Science or Humanities degree program. (i.e. how have you been able to make a connection from what you are doing in your involvement to what you have learned in your college courses? How has your involvement helped you see more purpose in your learning?)
- Describe specifically how your extracurricular activities help your local community AND society at large. **Make sure to write about both.**
- Use other experiences and **documented** sources (i.e. sources you can cite like books, reputable websites, other literature) to make a well-rounded discussion. Make sure to cite your sources.
- 3 page minimum
- WORD document
- Double spaced
- Readable font

Assignment 3: 10 Page (minimum) Assessment of Skills Paper

DUE DATE: OCTOBER 13TH

Relate your personal interests and skills to a long-term career plan. Include a comprehensive self-assessment of your current skills and how these will enhance opportunities for future employment. Allow for a realistic assessment of your strengths and areas of improvement. Consider additional skills and tools that may need to develop for a job search, e.g., networking ability, specialization training, promotional tools, etc. Research, identify, and evaluate one potential job this internship could help you prepare for by finding documented sources (i.e. sources you can site like books, reputable websites, other literature) that will support your claims. **Sectionalize each of the below requirements with separate headings and subheadings.** This is what I am looking for:

- Separately analyze your personal interests and your current professional skills.
- Describe how these directly relate to a long-term career plan.
- Individually analyze current and existing **abilities** (personal and professional) you possess that you think are important in the job market.
- How will these enhance your future **professional** employment opportunities?
- Critically list and examine at least 3 personal strengths and at least 3 professional strength.
- Critically list and examine at least 3 personal and at least 3 professional areas of improvement.
- List and evaluate at least 3 additional skills and tools needed for future employment in a professional field that you do not already have.
- Choose **one**
- Use **documented** sources (i.e. sources you can site like books, reputable websites, other literature) to make a well-rounded discussion. Make sure to cite your sources.
- 10 page minimum
- WORD document
- Double spaced
- Readable font

Assignments 4 and 5: 5 Page (minimum) Reflective Paper-Use for Rough Draft and Final

DUE DATE: Rough Draft Due Nov 1st | Final Draft Due Nov 30th

- 5 page minimum
- WORD document
- No more than double spaced

Description

Analyze what you have learned during completing this internship as part of your Social Science or Humanities degree program. Use the **Integrated and Critical Thinking Rubric** located in the left menu of the BBL page to steer your analysis of the internship.

Use the *Reflective paper outline form on the last page of the syllabus and in the rough draft drop box* to guide the structure of this assignment and to ensure you get all aspects completed.

Part 1: Review the Critical Thinking Rubric information found in the main menu of this course BBL page, and discuss how it helped you in your analyzation. The rubric is a tool that helps you realize how to think critically about your internship and how it and your course work help you achieve your personal and professional goals. **(Integrative Learning)**

Part 2: Reflection of how the internship activities and duties integrate **directly** into your Social Science or Humanities plan of study, using each of your areas in your plan as a basis. Each one of your areas must be discussed separately and you must identify how that area and information you have learned within it has helped you in the internship work and activities. **(Integrative Learning: Depth and Breadth)**

Part 3: Choose two personal and two professional future goals. Explain how each goal is enhanced by your degree and how your internship work affects each goal. Examine how your overall degree and areas of emphasis change or support each goal. **(Critical & Creative Thinking)**

Part 4: Research and list 2 sources to search for future career paths or personal and/or professional improvement seminars or resources to help you achieve your goals. List ways this tool helps your realize and pursue your listed goals. Does it bring you closer or farther away from them? How does your internship work change or enhance your goals? Has your internship helped you make a more solid career choice? One example would be using Monster.com and the resources within it to help define what is needed for a future career. **(Information Literacy)**

Part 5: List 3 specific courses that you have completed or are currently enrolled in and make a **direct** correlation from that coursework to the work you performed in your internship. How has it helped your make better decisions? Make a **direct** connection between what this specific coursework has taught you and how it helps you in the professional working environment.

Part 6: List 2 other "players" in your internship company and explain how they relate to your position and how have they helped you make your career choice or path? (i.e. managers, coworkers, clients, customers, etc.) Do they help further your working knowledge and help you understand the workforce?

Part 7: Conclude by restating your decisions and reasoning. Reexamine your class choices and list possible courses or learning choices for the future that will help you achieve your goals listed in part 3.

Assignment 6: Student Exit Survey

DUE DATE: December 8th

Complete the Student Exit Survey. This survey is designed to assess the quality of the experience and services offered by the interdisciplinary program and the student's own self-assessment of his/her engagement. Since identifying your honest, constructive opinion is the purpose of this survey, the grade will be based on the thoroughness of your answers, not the content or nature of the opinions you express. Individual responses will be kept confidential. The link to complete the online survey will be provided two weeks prior to the due date.

Assignment 7: Intern Performance Evaluation

DUE DATE: DECEMBER 2ND

This online survey **MUST** be **completed by your internship supervisor** towards the end of your internship experience. The final Supervisor's Evaluation will be accessible as a link which you will need to email to your supervisor to complete (?). Once complete I will be able to access the finished survey and mark it complete.

Assignment 8: 20 Page (minimum) Future Career Analysis

DUE DATE: DECEMBER 5TH

Author a comprehensive research project. You must use and analyze **at least 3** on-line educational and career websites or other resources that focus on professional opportunities (cite sources) to back up your decisions. Apply your academic preparation and experiential learning (including the CAS 497 internship) to evaluate **two potential future career options**. **You must sectionalize** each of the below requirements with separate headings and subheadings. This is what I am looking for:

- Use **at least 3** online educational and career websites or other resources focusing on professional opportunities.
- Critically compare and contrast **two potential career opportunities** for the future.
- Use these terms for your comparison
 - Entry level requirements
 - Benefits packages offered (Health benefits, life insurance, retirement plans, company stock plan, etc.)
 - Training/Educational Opportunities
 - Travel Opportunities
 - Personal and Professional Opportunities
 - Other Relevant Comparisons
- Utilize a realistic perspective.
- List **at least 3 negatives and 3 positives** of **each** of the two career paths.
- Select the **one career option** you are most interested in based off of information you collected and provide a detailed final evaluation of why you selected it and what makes it superior to the other.
- Use **at least 3 documented** sources (i.e. sources you can site like books, reputable websites, other literature) to make a well-rounded discussion. Make sure to cite your sources.
- Include a resources page.
- Use correct source citing.
- 20 page minimum
- WORD document
- Double spaced
- Readable font

Weekly Schedule:

The following table shows how assignments are distributed depending on the number of credits added to the experience.

Weeks	Dates	Activities and Assignments		
		3-5 Credits	6-11 Credits	12-16 Credits
Week 1	Aug 22 – 28	Work on Journal Entries 1-15	Work on Journal Entries	Work on Journal Entries
Week 2	Aug 29 – Sept 4	Work on Journal Entries 1-15; Start Writing Involvement Paper	Work on Journal Entries 1-15; Start Writing Involvement Paper	Work on Journal Entries 1-15; Start Writing Involvement Paper
Week 3	Sept 5 – 11	Work on Journal Entries 1-15; Continue the Involvement Paper	Work on Journal Entries 1-15; Start work on Skills paper, Continue the Involvement Paper	Work on Journal Entries 1-15; Start work on Skills paper; Consider topic for Career Analysis Paper; Continue the Involvement Paper
Week 4	Sept 12 – 18	Work on Journal Entries 1-15; Involvement Paper Due Sept 15th	Work on Journal Entries 1-15; Involvement Paper Due Sept 15 th ; Cont working on Skills Paper	Work on Journal Entries 1-15; Involvement Paper Due Sept 15 th ; Cont working on Skills Paper; List topics for Career Analysis
Week 5	Sept 19 – 25	Work on Journal Entries 1-15; Start Reflective Paper outline	Work on Journal Entries 1-15; Start Reflective Paper outline; Cont working on Skills Paper	Work on Journal Entries 1-15; Start Reflective Paper outline; Cont working on Skills Paper; Choose topics for Career Analysis
Week 6	Sept 26 – Oct 2	Work on Journal Entries 1-15; Cont Reflective Paper outline	Work on Journal Entries 1-15; Cont Reflective Paper outline; Cont Skills Paper	Work on Journal Entries 1-15; Cont Reflective Paper outline; Cont Skills Paper; Solidify Career Analysis Topics
Week 7	Oct 3 – 9	Work on Journal Entries 1-15; Start Reflective Paper Outline	Work on Journal Entries 1-15; Start Reflective Paper Outline; Cont Skills Paper	Work on Journal Entries 1-15; Start Reflective Paper Outline; Cont Skills Paper; Cont Career Analysis Research
Week 8	Oct 10 – 16	Journals 1-15 Due Oct 13 th , Cont.	Journals 1-15 Due Oct 13 th , Cont. Reflective Paper	Journals 1-15 Due Oct 13 th , Cont. Reflective Paper

		Reflective Paper Outline	Outline, Assessment of Skills Due Oct 13 th	Outline, Assessment of Skills Due Oct 13 th , Cont Career Analysis Research
Week 9	Oct 17 – 23	Work on Journals 16-30; Start Reflective Paper Rough Draft	Work on Journals 16-30; Start Reflective Paper Rough Draft	Work on Journals 16-30; Start Reflective Paper Rough Draft; Start Future Career Analysis
Week 10	Oct 24 – 30	Work on Journals 16-30; Cont. Reflective Paper Rough Draft	Work on Journals 16-30; Cont. Reflective Paper Rough Draft	Work on Journals 16-30; Cont. Reflective Paper Rough Draft; Continue Future Career Analysis
Week 11	Oct 31 – Nov 6	Work on Journals 16-30, Reflective Paper (Rough Draft) Due Nov 1st	Work on Journals 16-30, Reflective Paper (Rough Draft) Due Nov 1st	Work on Journals 16-30, Reflective Paper (Rough Draft) Due Nov 1 st ; Revise Future Career Analysis
Week 12	Nov 7 – 13	Work on Journals 16-30, Start Reflective Paper (Final Draft)	Work on Journals 16-30, Start Reflective Paper (Final Draft)	Work on Journals 16-30, Start Reflective Paper (Final Draft); Cont Future Career Analysis Revision
Week 13	Nov 14 – 20	Work on Journals 16-30, Cont Reflective Paper (Final Draft)	Work on Journals 16-30, Cont Reflective Paper (Final Draft)	Work on Journals 16-30, Cont Reflective Paper (Final Draft); Begin final Revisions to Career Analysis
Week 14	Nov 21 – 27	Finish Journals 16-30, Continue Reflective Paper (Final Draft); Prepare Internship Performance Eval	Finish Journals 16-30, Continue Reflective Paper (Final Draft); Prepare Internship Performance Eval	Finish Journals 16-30, Continue Reflective Paper (Final Draft); finish final draft of Career Analysis; Prepare Internship Performance Eval
Week 15	Nov 28 – Dec 4	Journals 16-30 and Reflective Paper (Final Draft) Due Nov 30 th , Evaluation Due Dec 2 nd	Journals 16-30 and Reflective Paper Due Nov 30 th , Evaluation Due Dec 2 nd .	Journals 16-30 and Reflective Paper Due Nov 30 th ; Survey and Evaluation Due Dec 2 nd . Finish Future Career Analysis Paper
Week 16	Dec 5 - 9	Check Your Grades, Student Exit Survey Due Dec 8 th , Check Your Grades	Check Your Grades, Student Exit Survey Due Dec 8 th , Check Your Grades	Future Career Analysis Due Dec 5 th , Student Exit Survey Due Dec 8 th , Check Your Grades

Uses for the Integrated & Critical Thinking Rubric

<http://libarts.wsu.edu/genstudies/academics/pullman/genst400/ctguide.html>

Washington State University has identified a set of Learning Goals and Outcomes. These goals are designed to prepare graduates for active and productive lives, effective relationships, and access to opportunities. The first Learning Goal states that WSU graduates will become proficient at critical and creative thinking. Critical and creative thinking is one of the most important and valuable qualities that college students can develop. This skill not only applies to the college setting but in professional arenas and everyday life as well. The Integrative & Critical Thinking Rubric helps you understand how to direct your thought processes in an "integrative & critical manner" as you communicate, analyze, or consider issues of importance. Critical thinkers are able to assess situations from multiple perspectives, leading to relevant solutions, goals, or conclusions. You will note that the first seven "Evaluation Factors" on the Self-Assessment for Writing form correlate to the "thinking points" on the Integrative & Critical Thinking Rubric. You may use a copy of the Evaluation Factors, in conjunction with the Integrative and Critical Thinking Rubric, to guide the writing of your paper(s).

Academic Integrity

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive a failing grade in the assignment, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010> . If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at <http://conduct.wsu.edu/> .

Safety and Emergency Notification

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act," protocol for all types of emergencies and the "Run, Hide, Fight" response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the [WSU safety portal](#)."

WSU Disability Resources

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center at [address on your campus] to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus.

Pullman or WSU Online: 509-335-3417, Washington Building 217; <http://accesscenter.wsu.edu> , Access.Center@wsu.edu

Spokane: <https://spokane.wsu.edu/studentaffairs/disability-resources/>

Tri-Cities: <http://www.tricity.wsu.edu/disability/>

Vancouver: 360-546-9138 <http://studentaffairs.vancouver.wsu.edu/student-resourcecenter/disability-services>

Reflection Paper Outline

1. Thoughts on Critical thinking Rubric
2. List areas of emphasis
 - a. Area 1:
 - i. List concepts you have learned
 - ii. Explain how these concepts relate to your internship
 - iii. Explain how you will use them in a future career
 - b. Area 2:
 - i. Repeat list for area 1 for this area
 - c. Area 3:
 - i. Repeat list for area 1 for this area
3. Choose 2 personal and 2 Professional Goals
 - a. First Personal Goal
 - i. How does your internship work affect this goal
 - ii. How does your degree and areas of emphasis affect this goal
 - b. Second Personal Goal
 - i. Repeat list from First Personal Goal
 - c. First Professional Goal
 - i. Repeat list from First Personal Goal
 - d. Second Professional Goal
 - i. Repeat list from First Personal Goal
4. Research, list and cite 2 professional development tools that will help you achieve your goals
 - a. First tool
 - i. How would this help your pursue your goals?
 - ii. Is this a tool that brings your closer or further from your goals?
 - iii. Explain how the tool will help you achieve your career goals.
 - b. Second tool
 - i. Repeat the steps for the first tool.
5. List 3 courses and make a direct correlation to how it helps your internship
 - a. First Course
 - i. What has this course provided you to help you in the working world?
 - ii. How will you use this information now and in the future?
 - b. Second Course
 - i. Repeat list from First Course
 - c. Third Course
 - i. Repeat list from First Course
6. List 2 "Players"
 - a. Player 1
 - i. How do they relate to your position?
 - ii. How have they helped you make your career choice?
 - iii. Do they help further your knowledge?
 - b. Payer 2
 - i. Repeat list for Player 1
7. Conclusion
 - a. Restate decisions and reasoning
 - b. Sum up your class choices made above
 - c. List what classes or professional improvement opportunities you may take in the future to further your listed goals.