

**San José State University**  
**College of Science/Computer Science**  
**CS190, Internship Project, 01, Spring Semester, 2018**

**Course and Contact Information**

<b>Instructor:</b>	Debra Caires
<b>Office Location:</b>	MQH 218
<b>Telephone:</b>	(408) 924-5166 (I answer my phone when in my office; do not leave voicemails. Send your message via Canvas, as I use the mobile application on my cell phone and my response is usually within the hour.)
<b>Email:</b>	<a href="mailto:debra.caires@sjsu.edu">debra.caires@sjsu.edu</a> (response within 24 hours, M-F)
<b>Office Hours:</b>	Thursday, 1:00 PM till 4:00 PM, and M-F by appointment (can be in-person or Zoom Conference Online here is the <a href="#">Zoom Calendar Link</a> ). Please use this <a href="#">calendar link</a> for setting-up in-person office and Zoom online meetings with me; my office hours can get fairly packed and I don't want to miss meeting with you.)
<b>Class Days/Time:</b>	Friday, 1430-1520 (2:30—3:20 p.m.)
<b>Classroom:</b>	SCI 311
<b>Prerequisites:</b>	Selection by a company and instructor consent are also prerequisites for CS 190 (taken from the computer science webpage, posted fall 2015)

**Course Format**

Computer Science 190 (1 unit) adopts an online, hybrid, and flipped classroom delivery format. Please monitor your Canvas shell on a regular basis in order to keep up with deadlines and announcements.

**Course Description**

Work on an approved semester-long paid project at an industrial site. Meet once per week on campus. Progress reports, oral presentations, final report, and evaluation by project supervisor will be used to demonstrate the acquisition of skills identified as goals prior to the start of the assignment. Prerequisite: CS 146 (with a grade of "C-" or better) or graduate standing, selection by a company, and instructor consent.

*Please Note Course Requirement: Course credit is awarded for ACADEMIC performance; an internship is a PREREQUISITE for enrolling in CS190. The academic credit received for an internship is awarded in recognition of the learning value of this experience based on your academic performance.*

**Student Learning Outcomes (SLOs) and Course Learning Outcomes (CLOs) Combined (these must be specifically identified in your final SLIP document for course credit)**

**Learning Objectives**

An internship is considered a **High Impact Practice (HIP)** and, therefore, must be a **learning experience**. Learning objectives may fall under a number of categories. They may be academic, competency-oriented, skill-oriented, career-exploratory, self-assessing, or workplace oriented in nature. Upon completion of this course students will be able to demonstrate the following student learning outcomes (SLOs) based on the course learning outcomes (CLOs) listed below.

**The purpose of an internship** is to attain the following learning goals and/or student learning outcomes (CLOs and SLOs); students will demonstrate, in writing, the following learning outcomes (**SLOs 1, 2, 3, 4, 5, AND 6**) by the end of their internship for full course credit. Using questions 1-10 (below) as your template, please identify where each of the CLOs and SLOs has been satisfied during your internship duration.

**CLO 1: Advance from an intellectually curious student to a creator/maker and an industry professional (please identify where in your internship this occurred)**

**Measurable Student Learning Outcome (CS190 SLO 1)**

**At the end of the internship students will be able to discuss and demonstrate how they:**

**SLO 1.1** applied software, analytic, and creative skills toward the construction of a product/service such as an application, device, end user product, end user service, and/or experimental technique.

**SLO 1.2** worked with team members, managers, and clients to design and prototype a product/service that meets user needs and expectations.

**CLO 2: Apply verbal and written communication skills to explain technical problem solving techniques and solutions to an increasingly diverse and global audience (please identify where in your internship this occurred)**

**Measurable Student Learning Outcome (CS190 SLO 2)**

**At the end of the internship students will be able to discuss and demonstrate how they:**

**SLO 2.1** mastered the three areas of writing as defined in the Student Learning Internship Plan (SLIP):

**Learning Objective:** state what you intend to learn

**Activities & Resources:** list the way(s) you intend to learn it

**Evaluation or Verification:** demonstrate what you learned and how it was learned

**SLO 2.2** Conduct a professional and timely presentation of your internship's project work in a formal setting at the end of the semester.

**CLO 3: Collaborate within and across disciplinary boundaries to solve problems (please identify where in your internship this occurred)**

**Measurable Student Learning Outcome (CS190I SLO 3)**

**At the end of the internship students will be able to discuss and demonstrate how they:**

**SLO 3.1** successfully completed the Computer Science Department's curriculum requirement (SLIP objectives and goals for course credit).

**SLO 3.2** participated in team-based efforts, including both supporting and leadership roles within their internship team and within classroom discussions with their peers.

#### **CLO 4: Practice life-long learning (please identify where in your internship this occurred)**

##### **Measurable Student Learning Outcome (CS190 SLO 4)**

At the end of the internship students will be able to discuss and demonstrate how they:

**SLO 4.1** mastered new content beyond that required in coursework; these areas will be evaluated in **two ways: 1. an intern self-evaluation and 2. an employer (confidential) intern evaluation.**

**SLO 4.2** became proficient in at least two programming languages beyond those introduced in coursework.

#### **CLO 5: Exercise computational thinking over the entire software life cycle (please identify where in your internship this occurred).**

##### **Measurable Student Learning Outcomes (CS190 SLO 5)**

At the end of the internship students will be able to discuss and demonstrate how they:

**SLO 5.1** translated a problem description to a formal representation.

**SLO 5.2** implemented, justified, and tested acceptable computational solutions.

**SLO 5.3** traced and analyzed difficult problem sets.

#### **CLO 6: Apply mathematical and/or statistical methods to facilitate problem solving (please identify where in your internship this occurred).**

##### **Measurable Student Learning Outcomes (CS190 SLO 6)**

At the end of the internship students will be able to discuss and demonstrate how they:

**SLO 6.1** applied college-level mathematical concepts for solving problems.

**SLO 6.2** used mathematical techniques in analyzing and improving algorithms.

**SLO 6.3** applied complex mathematical/statistical formulas and methods as part of a software solution to a problem.

#### **Internship: General Learning Objectives (GLOs)**

Internship courses allow the student to develop an understanding and working knowledge of actual operations, events, planning, and management within the field of computer science. The internship experience is an essential component in a student's course of study designed to facilitate the integration of theoretical, applied and academic subject matter in the field of computer science.

- 1) Internships translate into practice and identify in a particular setting the concepts and principles taught within their course of study (**see the course CLOs and SLOs**).
- 2) The learning opportunities (internship) are designed to enable a candidate for a Computer Science degree the ability to develop and exhibit a professional level of work performance. **Interns are expected to articulate through discussions and writings their accomplishments by:**
  - a) **indicating, by their documented performance**, an internalized sense of professional identity that causes them to (1) think, feel and act in accordance with the values and responsibilities of their profession, (2) analyze and assess their own professional activities, and (3) accept a continuing responsibility for their own professional development;
  - b) **approaching problem-solving tasks or negotiating** in a way that reflects a spirit of inquiry, a capacity for conceptual thinking, a grasp of the structure of knowledge and theory pertinent to a particular problem, an ability to transfer to a specific situation applicable concepts and principles, and a readiness to seek new knowledge when needed to guide their professional activities;

- c) **using in a variety of problem-solving tasks** involving individuals, groups and professional communities, the techniques essential to all professional practice, inquiry, analysis, assessment, planning, and action to implement on-the-job change strategies;
- d) **using purposeful professional relationships and a disciplined self-awareness**, and control, around their co-workers and peers, and demonstrate an understanding of their capacities, their challenges and the professional systems with which they interact;
- e) **and demonstrating, in discussion and practice**, a personal and professional commitment to participate responsibly in efforts that tackle difficult challenges and contribute to the research and knowledge needed to achieve these objectives.

## Required Texts/Readings

***Professionalism: Skills for Workplace Success*, by Lydia E. Anderson and Sandra B. Bolt  
ISBN: 9780132624664**

## Additional Readings

Additional readings will be read and discussed in class and on Zoom Webinars; these documents are posted on Canvas. You will need to sign into your SJSU One account before you can enter the class.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, **it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.** More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

## Attendance and Grading

Note that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Definition of a Credit Hour

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3.”

“As an example, the expectation of work for a 3-credit course is 2.5 hours of direct faculty instruction (i.e., time spent in the classroom) and six hours of out-of-class student work (e.g., reading, studying, doing assignments, doing research) each week.”

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7 requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- If you wish to record lectures for your private, study purposes, please discuss this with your instructor.
- Written permission to record lectures will need to be granted for the whole semester or on a class-by-class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

### **Contacting Instructor**

1. I will answer emails M - F, 9:00 - 5:00. If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.
2. Through Canvas (Canvas Platform) mail function, this is best for private questions and comments.
3. Through Canvas (Canvas Platform) discussion board, this is best for questions about the course that do not need to remain private. Chances are others have the same questions you have.
4. Through regular email (see page one).
5. By phone, this is best if you need to contact me quickly and cannot use email at the time; see my contact information above.
6. Consider emails for this course as professional correspondence.
  - a. Subject Line should include your class and a brief description of the issue (e.g., Subject: CS190: absence on 02-10-18).
  - b. Greetings should be formal and use your instructor’s name (e.g., Dear Debra, or Greetings, Debra, etc.)
  - c. Your issue or question should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
  - e. Expect replies within 24 hours. Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

### **Example email correspondence**

#### **Subject: CS190: Assignment due date question**

Greetings, Debra, (Please do not start your email with: Hey Debra,)

My name is John Jackson and I am in your CS190 class that meets Friday, 2:30-3:20 p.m.; I am not sure how to complete the SLIP assignment. Can I meet with you during your office hours after class or schedule a meeting on another day and time?

Thank you for your attention to this matter.

Regards,

John

Student ID # 001234567

**Regular attendance is necessary to do well in the course.**

Although the course has an online resource that is completely frontloaded with readings and exercises, this online resource is not a substitute for attending lectures or workshops. For those not able to leave work, lectures will be captured online and recorded. You will have **24-hours** to watch the lecture and participate in the course activity via Canvas.

**If by chance you are laid-off, released from your position, or fired, please notify me immediately.** I know that you will feel saddened, depressed, and, for some, ashamed. However, we can often work together toward a solution. Do not ignore my attempts to communicate with you or leave me to discover this information from your employer when grades are due, as this will result in a “WU” on your permanent transcript.

**Lecture Schedule for CS190, Spring, 2018**

Additional reading will include handouts and use case studies; these documents will be posted on our Canvas platform.

Week	Activity	Module Dates	Lecture Topics	Reading (Text and Chapters)
1	Lecture and Workshop	Module One: Jan 26—Feb 1	Course Introduction, Locus of Control Learning Styles, Importance and Influences of Personal Goal Setting, How to Set Goals Priorities	Chapter 1: Attitude, Goal Setting, and Life Management
2	Lecture and Workshop	Module Two: Feb 2—Feb 8	A Foundation for Performance Motivation, Leadership, Becoming a Leader	Chapter 11: Motivation, Leadership, and Teams a Foundation for Performance
3	Lecture and Workshop	Module Three: Feb 9—Feb 15	Teams and Performance, Characteristics of an Effective Team Member, Meetings, Team Presentations, Resolving Conflict Conflict Management and Negotiation Harassment Know Your Rights, Resolving Conflict at Work	Chapter 12: Conflict and Negotiation Conflict
4	Lecture and Workshop	Module Four: Feb 16—Feb 22	Human Resource Department, Employee Orientation, Employee Handbook Employment-at-Will and Right to Revise Employment Status, Performance Evaluations Benefits	Chapter 8: Human Resources and Policies
5	Lecture and Workshop	Module Five: Feb 23—Mar 1	Building Your Résumé Package, Tailoring Your Résumé and Cover Letter, Tips for Special Circumstances	Chapter 14: Résumé Package
6	Lecture and Workshop	Module Six: Mar 2—Mar 8	The Job Search, Choosing the Right Career, Industry Research, The Targeted Job Search, Online Identity Job Search Portfolio, Employment Applications, Personal References and Recommendations, Sources of Job Leads, Professional Networking, Protecting Your Privacy	Chapter 13: Job Search Skills
7	Lecture and Workshop	Module Seven: Mar 9—Mar 15	The Interview, The Invitation to Interview Company-Specific Research, The Personal Commercial, The Interview Portfolio, Practice Interview Questions, Pre-Interview Preparation, Traditional Face-to-Face Interview, Interview Methods and Types of Interview Questions, Phone and Other Technology-Based Interviews, Discrimination and Employee Rights, Special Circumstances and Tough Questions, Closing the Interview, After the Interview, Salary Negotiation, Pre-Employment Tests, Screenings, and Medical Exams, When You Are Not Offered the Job	Chapter 15: Interview Techniques
8	Lecture and Workshop	Module Eight: Mar 16—Mar 22	Diversity at Work, Values, Conflicts, and Confidentiality, Making Ethical Choices Workplace Power, Legal Protection from Discrimination	Chapter 5: Ethics, Politics, and Diversity

Week	Activity	Module Dates	Lecture Topics	Reading (Text and Chapters)
9	Lecture and Workshop	Module Nine: Mar 23—Apr 5	Workplace Relationships, Boss Styles, Colleagues, Shared Work Areas Workplace Issues	Chapter 6: Accountability and Workplace Relationships
10	Spring Break	Mar 26—Apr 1	SPRING BREAK	
11	Lecture and Workshop	Module Ten: Apr 6—Apr 12	Productivity in a Quality-Focused Workplace Lines of Authority, Quality and the Company	Chapter 7: Quality Organizations and Service
12	Lecture and Workshop	Module Eleven: Apr 13—Apr 19	Career Changes, Training and Development, Continual Learning, Changes in Employment Status, New Job Searches. Promotions, Voluntary Terminations, Involuntary Terminations Other Moves Within an Organization, Entrepreneurship, Career Success	Chapter 16: Career Changes
13	Lecture and Workshop	Module Twelve: Apr 20—Apr 26	Personal Finances Affect Work Performance Negotiating for pay raises Understanding your salary	Chapter 2: Personal Financial Management
14	Lecture and Workshop	Module Thirteen: Apr 27—May 3	Executive Presence Influences of Appearance Casual Workdays and Special Events Business Etiquette Introductions and Business Networking Communication at Work Workplace Communication and Its Channels, The Communication Process Verbal Communication and Listening, Non-Verbal Communication, Written Communication, Business Letters, Business Memos. Handwritten Notes, Documentation, Presentations	Chapter 4: Etiquette/Dress Chapter 9: Communication
15	Lecture and Workshop	Module Fourteen: May 4—May 10	The Impact of Stress on Performance Time Management Organizing and Performance Electronic Communications at Work, Telecommunication Basics, Business E-mails, Writing E-mail Messages, Portable Devices and Texting, Phone Etiquette Social Media Tools, Video and Teleconferencing	Chapter 3: Time and Stress Management and Organization Skills Chapter 10: Electronic Communications
16	Conferences	May 11 Portfolio Pre-Grade Critiques	Conferences Zoom Online for Pre-Grade Portfolio Critiques	
17	Final Exam	FINAL SUBMISSION: Thursday, May 17, 2018, by 1430, via online Canvas. (Final is scheduled for Thursday, May 17, 2018, 1215-1430)	1. <b>Professional Résumé</b> : this will be based on a smaller portion of your fully developed LinkedIn profile; 2. <b>Professional Cover Letter</b> written to the company you select for employment after graduation (this letter cannot be written to a fictitious corporation or individual); 3. Final <b>Student Learning Internship Plan (SLIP)</b> ; 4. Final <b>Proof of Concept</b> (created using Adobe's InDesign, based on employment); 4. 60-second pitch video ( <b>Video Résumé</b> ) using Adobe's Spark Video; 5. 2-minute <b>Proof of Concept Pitch</b> (employer ready) using Adobe's Spark Video; 6. and Website URL ( <b>Adobe Spark Page</b> —employer ready) showcasing numbers 1-5 above	

*Assignment due dates subject to change based on class needs and instructor's discretion*

## Course Grading

Canvas will calculate your current grade on an ongoing basis.

Instructor Assignment and Contact Expectations		
Type of Assignment (Canvas)	Student Time Allowance	Instructor Grading and Turn-around time
Pre-Quiz (weekly)	7 days	Immediate once deadline closes
Post-Quiz (Weekly)	7 days	Immediate once deadline closes
In Class Activities and Writing Prompts (pre-writing)	15-20 minutes	Immediate (in class)
Homework (post-writing)	7 days	24 hours once deadline closes
Final Portfolio	Building over the course of the semester; submitted online during the last week of classes (December 10)	Immediate one-on-one personal critique and grading; 7 days final online assessment (employers, peers, and instructor) once deadline closes

## SJSU COURSE GRADE DISTRIBUTION:

### CS190 (this is a graded course)

A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F

### Assignments, Final Portfolio, and Pre and Post Quizzes Grade Distribution:

100-99 A+	98-93 A	92-90 A-
89-86 B+	85-83 B	82-80 B-
79-76 C+	75-73 C	72-70 C-
69-66 D+	65-63 D	62-60 D-
59 and below F		

Note: All assignments are graded using a standardized rubric (always given to you and it is your responsibility to review grading standards).

CS190 ASSIGNMENTS FOR COURSE GRADING				
Assignment/Activity	Weighted %	Date Due (See Canvas Modules for ongoing Calendar/Schedule)	CLOs Mastered (SLOs are included in the CLOs)	Word Count
Weekly Internship and Professional Documents based on readings and lecture	20%	Weekly	CLOs 1, 2, 3, and 4	400-600 words each submitted online weekly
Pre-quizzes and Worksheets (Weekly)	20%	Weekly	CLOs 1, 2, 3, and 4	Submitted online weekly
Post Quizzes (Weekly)	20%	Weekly	CLOs 1, 2, 3, and 4	Submitted online weekly
FINAL Professional Portfolio: SLIP, Résumé, Cover Letter, and a Proof of Concept (post) for one of your professional projects (employer). Final Video Résumé and Proof of Concept Presentation uploaded to	40%	FINAL SUBMISSION: Thursday, May 17, 2018, by 1430. via online Canvas. (Final is scheduled for Thursday, May 17, 2018, 1215-1430)  Your Final Portfolio (NOT the SLIP) will be judged by two Silicon Valley professionals	Culmination of CLOs 1, 2, 3, 4, 5, and 6	1500-2500 words

LinkedIn and Canvas		(employers), two of your classroom peers, and your instructor for final review.		
	100%			

**Professional Portfolio: we will work on the portfolio for most of the semester. The following items constituted your final Professional Portfolio (the portfolio must be submitted to Canvas by the final date and include all of the following):**

1. **Professional Résumé:** this will be based on a smaller portion of your fully developed LinkedIn profile;
2. **Professional Cover Letter** written to the company you select for employment after graduation (this letter cannot be written to a fictitious corporation or individual);
3. Final **Student Learning Internship Plan (SLIP)**;
4. Final **Proof of Concept** (created using Adobe’s InDesign, based on employment);
4. 60-second pitch video (**Video Résumé**) using Adobe’s Spark Video;
5. 2-minute **Proof of Concept Pitch** (employer ready) using Adobe’s Spark Video;
6. and Website URL (**Adobe Spark Page**—employer ready) showcasing numbers 1-5 above

**We will work on and develop the Professional Portfolio over the entire semester.**

## SLIP Directions and Template: Goals for Internship Self Evaluations

### INTRODUCTION

For your **credit-bearing** internship application, you will be creating a **Student Learning Internship Plan (SLIP) (along with all of the required documents—see next components and directions below)** in collaboration with your MANAGER and Internship Faculty Sponsor; this document serves as part of the **syllabus** for the course and needs to be referred to regularly throughout the internship experience. This document will also aid you later in evaluating your experience (student self evaluation). Your SLIP will outline the academic components internship experience and will both clarify your expectations as well as your supervisor's and instructor's expectations. **This document is due Thursday, May 17, 1215-1430, during your scheduled final exam.**

**When creating your SLIP, make sure your objectives clearly discuss and outline three components:**

1. **Learning Objective:** state what you intended to learn
2. **Activities & Resources:** list the way(s) you intended to learn it
3. **Evaluation or Verification:** demonstrate what you learned and how it was learned

### SLIP COMPONENTS AND DIRECTIONS (Read Carefully)

In a separate document entitled **Student Learning Internship Plan (SLIP)**, clearly articulate your SLIP by addressing the following ten sections (see below). Make sure your SLIP includes your full name, student ID, and signature on the first page, top left. **Please organize your SLIP by using each of the section header names and numbers provided (below).** The content of this plan needs to be a collaboration of both you and your manager, and **must have your offer letter, orientation documentation, time sheet/card, and signed contract attached.** Your grade is dependent on grammar, structure, and **DETAIL**. Create a document that is clear and concise, or it will be returned for editing and revisions. A delayed SLIP packet could delay your final course grade.

- 1) **Description:** Please provide a brief description of the internship organization (company and department) as well as outline your duties and responsibilities for your on-site internship experience.
  - a. Describe the supervision you were provided at the internship site. What instruction, assistance, guidance and consultation did you receive? From whom (their name, title, and contact information)? Did you have regularly scheduled supervisory sessions? If so, how many and when?
  - b. **Specifically identify the CLOs and SLOs this area addresses and meets.**
- 2) **Preparation:** Describe what you have done academically and personally that has provided a foundation for you to be successful at this internship. Please include specific coursework, projects, previous internships/work, volunteer work, and/or campus involvement. **Specifically identify the CLOs and SLOs this area addresses and meets.**
- 3) **What You Hoped to Gain:** Describe in as much detail as possible what you hope to learn through the internship. Be specific: are you talking about developing skills, expanding your knowledge, testing theories, exploring career interests, discovering your strengths and weaknesses, or some other goals? Are these objectives related to your area of concentration? If yes, how? **Specifically identify the CLOs and SLOs this area addresses and meets.**
- 4) **Academic Learning Outcomes:** Identify the key academic learning outcomes that you addressed in your internship. Describe what you expected to learn. Explain how you applied learning principles,

theories and concepts learned in your academic coursework to your internship. You may wish to draw from the learning outcomes and theories of your coursework (look at past syllabi).

- a. How did you determine whether you have met your learning goals? By what criteria did your supervisor assess your performance at the internship site? By what criteria did your adviser assess your performance in the internship?
- b. **Specifically identify the CLOs and SLOs this area addresses and meets.**

**5) Benchmarks:** Design performance benchmarks. Describe how you knew **how AND when** you effectively achieved your stated academic learning outcomes. Be specific and concrete.

- a. Describe in detail the specific processes by which you achieved these goals. On-the-job: How did your internship activities enable you to meet your learning objectives? Include projects, research, report writing, conversations, etc., which you did while working, relating them to what you learned on the job. Off-the-job: How did you supplement the work experience with reading, research and consultation? Please cite your resources (books, online training manuals, trade journals, etc.)
- b. **Specifically identify the CLOs and SLOs this area addresses and meets.**

**6) Academic Components:** Describe the academic activities you engaged in during the internship experience (process journaling, blogging, field notes, social media, etc.). Each activity should support achieving the learning outcomes and goals you have outlined. As a part of this section, you should provide the reading list or other written materials/resources that you and your Internship Sponsor or Mentor have established that will be used to aid in your learning experience provided (including authoritative sources).

- a. Also provide a rationale of how the reading list why/how it connected to your internship as well as a timeline/deadline for each of the components.
- b. **Specifically identify the CLOs and SLOs this area addresses and meets.**

**7) Intellectual Product:** Describe in detail (including length) the academic work you produced and submit to your Faculty Sponsor and Internship Sponsor, as a part of this internship (research paper, final project, etc.), and how this academic work will assisted you in achieving your learning objectives. **Specifically identify the CLOs and SLOs this area addresses and meets.**

**8) Professional Goals:** Provide a list of professional goals you achieved during your internship and explain how you hoped the internship experience helped you accomplish them. **Specifically identify the CLOs and SLOs this area addresses and meets.**

**9) Communication:** Identify how often you communicated with your Internship Sponsor and Faculty Sponsor (and Internship Supervisor if the internship was remote) during the internship and by what method, as well as the structure/content of these interactions. Weekly or bi-weekly is recommended. **Specifically identify the CLOs and SLOs this area addresses and meets.**

**10) Future Impact:** Describe the new learning that you gained through this internship and how it might impact you in the future. Specifically explain how you think this internship experience will complement your remaining studies at SJSU, campus-involvement, and influence your post-SJSU career plans. **Specifically identify the CLOs and SLOs this area addresses and meets.**

**All assignments are graded using a standardized rubric and are given weighted units for the final course grade.**

**4.0:** The overall communication and presentation show a high level of understanding and perspective. This assignment should be well-conceived and descriptive. The author must have a clear understanding of the audience. The work's purpose and objectives are clearly and convincingly stated. Concise background material clearly sets the context, frames, and introduces the subject. Technical content themes are logically stated and organized and support the overall objective. Data and descriptions are objectively stated and separated from interpretations. Content is detailed and suggestive. Conclusions are persuasive and well-supported by the data. The prose is easy to read. Exhibits a defined sense of unity and purpose. Includes topic, paragraph, and sentence transitions, and contains no major and few minor grammatical or technical errors. Graphics, when used, are highly informative, well-designed, and easy to interpret. The document template is used professionally, flawlessly.

3.7: Generally means you meet all criteria for an 'A' except presentation and problems with one or two criteria. Audience and purpose may be clear, for instance, but you failed to develop an idea.

3.0: Paper presents content clearly and displays a firm grasp of the material but without as much focus and perspective as an 'A' paper. Successful effort is evident throughout the paper. Slight inconsistencies exist in identifying your audience. The work's purpose and technical objectives may be somewhat ill-defined. Background material sets the context, frames, and introduces the subject. While well-written and adequately detailed, some sections may lack complete development and coherence. Unevenness in presentation and content are present. No major grammatical errors; some minor grammatical errors but none that disrupt an easy reading of the paper. Graphics are informative, intelligible and support the content of the paper. The document template used may be missing a minor element ( for example, missing either CLOs, SLOs, or numbers 1-10).

3.3: Exceeds the criteria for a 'B' in one or more areas. For example, the purpose of the SLIP may possess greater clarity. Audience is clearly identified and the contexts governing the explanation and interpretation of the information are well-detailed. Greater consistency in execution than a 'B'; better paragraph development and coherence among sentences.

2.7: A lack of connection among audience and purpose. A number of presentation errors affect the meaning of the sentences or structure of the text. A somewhat stronger relationship among the elements of the paper -- audience, purpose, content, style -- than a "C" paper. Still, the paper lacks full development of ideas and demonstrates some problems weaving together a complete understanding of the content with a clearly identified audience, purpose, and context.

2.0: Displays a reasonable grasp of the technical content but little original thought. The purpose of the work is inconsistently presented. The audience cannot be clearly identified. While understandable, the purpose and objective are not presented in relationship to the context set in the opening. Treatment of the topic is general. Lapses exist in coherence, organization, and development. Contains errors in technical content. Technical content marginally supports the conclusion. Some major grammatical errors and frequent minor grammatical errors are present. The paper is difficult to read and lack flow. Graphics do not support content objectives. The document template used may be missing a major element; a required section of the SLIP such as CLOs, SLOs, or numbers 1-10.

2.3: Exceeds the criteria for a 'C' in one or more areas. Perhaps more imagination in thought and explanation is needed. Greater consistency in determining audience, purpose and objective is needed. Fewer errors in technical content and somewhat greater coherence in the presentation and the conclusion, fewer grammatical and cosmetic errors, and an easier read than the 'C' paper.

1.7: The elements of the paper -- audience, purpose, content, style -- are unclear and appear unrelated. For example, a final report about a security application controversy may deal with a number of different systems in only a cursory way. No explanations are given about how the topics of the paper lead to one another. Presentation errors suggest no revision.

D (of any variety) or F paper are not accepted.

I will ask you revise 'B'- or BELOW papers until you receive, minimally, a 'B'. You have the choice of whether

or not to revise. If you make the decision not to revise, you will receive the failing grade you have earned and agreed on keeping.

### **Late Assignment Reminder!**

Deadlines are to be met. Barring personal crisis, family emergency, or severe illness. Given the nature of our formal assignments, I will NOT accept late submissions. Please be warned, deadlines on Canvas are strict deadlines.

The course's Canvas site is an online resource supplement for this course. Use of this site and the information provided is **not a substitute for attending lectures**. The site will be updated regularly throughout the fall semester. Your online course will contain Modules that will contain:

1. Handouts and articles
2. Lecture slides (generally posted before the lecture is presented)
3. Assignment submission with dates
4. Assignment feedback from instructor (found in grade book)

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material and your internship. Check this site regularly for course announcements, articles, assignments, and other course materials.

### **Revision Policy**

You can revise formal writing assignments during the semester, as long as the due dates have not passed.

### **Grading Information**

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Due to FERPA regulations, **I do not discuss grades via email or online.**

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

## Document Hardcopy Submission Guidelines (only when applicable):

Due to FERPA guidelines, ALL assignments submitted **HARDCOPY** (for credit) must be placed in a **MANILA FILE FOLDER**. Make sure that your documents are:

- 1) typed—no exceptions,
- 2) paper clipped (top left corner),
- 3) document, for grading, in correct order,
- 4) and the Criterion report is included, IF requested.

## Course Technology Policies

Because you may be working with technologies that are unfamiliar to you, this course will require your patience and time to deal with technology. Here are the technologies you should have ready access to for the course:

1. An E-mail account that lets you attach and receive files - this means that you need to have enough of your storage quota left to handle files for class. Please activate your SJSU email account and check it frequently.
2. Internet Access - you will need a reliable way to browse the Web and store Web-enabled files. You will also need an understanding of working online in a cloud-based platform (Google Drive, Canvas, Dropbox, Zoom, etc.).
3. Google Chrome, Google Apps, and Google Drive: sign-up for and download plug-ins for all; please make sure your Google Chrome is the latest version. Here is the [G Suite user guide to accessibility](https://support.google.com/a/answer/1631886?hl=en) and the link is <https://support.google.com/a/answer/1631886?hl=en>.
4. You will need to develop your Google Plus account and Canvas account with an **updated profile and profile photo**; I will need to see a photo of you in your Google mail (sjsu.edu email or Gmail) so that I know the identity of the sender and receiver. Additionally, you will need a clear headshot photo for Canvas or your assignments will NOT be graded. I would like to get to know you as well.
5. During the course of the semester you will also develop a professional profile on LinkedIn and post your past and current work for employers to view; you will also be invited to our LinkedIn Professional Group where recruiters post jobs and career tips.
6. Zoom: you will need to activate your SJSU Zoom account (you may need to download a plug-in if you have not used Zoom in the past please visit [Zoom's Website](https://www.zoom.us/?zcid=1173&gclid=CM2aw8Hx1dUCFZKEaQod2jUK0w) at <https://www.zoom.us/?zcid=1173&gclid=CM2aw8Hx1dUCFZKEaQod2jUK0w>).
7. You will need **Microsoft Office 365** for education (we use Readability and Usability statistics embedded in the program) or similar office software, especially Word, Excel, and PowerPoint. If you work from home, you should be prepared to transfer files across platforms and versions of software, if necessary. Obtain this free student software from: [Microsoft Software for Student Owned Machines](http://its.sjsu.edu/services/software/microsoft-students/) at <http://its.sjsu.edu/services/software/microsoft-students/>
8. You will need to download **Adobe's Creative Cloud** software, including Adobe's Spark, from [SJSU's Adobe Software Program](http://its.sjsu.edu/services/software/adobe/) found at <http://its.sjsu.edu/services/software/adobe/>; your name and SJSU student ID number has been submitted to IT and you already have access to the Creative Cloud. If you find this is NOT the case, notify me immediately.
9. You will need to learn good time management skills; therefore, your instructor has already created a Google calendar for CS100W (you can add to your Google calendar during lecture) that reflects all lectures, theme for the week, and final exam schedule.

## Classroom Protocol

Attendance and participation in this class are very important. In this class, much like a lab, you will do much of the work in collaboration with your peers and in the time provided for class meetings; it can be difficult or impossible to make-up missed work. When working in collaboration with your classmates, a lack of participation will lead to animosity among your peers and, often, a poor end result for the entire team. We will hold some of our class meetings via Zoom online. Please make sure you know how to use your student account.

## University Policies

[University Policies](#), such as academic integrity, accommodations, etc. are available at the web page of the Office of Graduate and Undergraduate Programs: <http://www.sjsu.edu/gup/syllabusinfo/>

### Consent for Recording of Class and Public Sharing of Instructor Material

**At no time are students allowed to record our guest speakers or visitors without their explicit permission. During our Tech Talks and Recruiting events, you will be asked to sign a media release. If you do not wish to sign a media release, please notify your instructor immediately.**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and any guests that may attend:

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

## **Internship Programs Under *The Fair Labor Standards Act***

### **Background**

The Fair Labor Standards Act (FLSA) defines the term "employ" very broadly as including to "suffer or permit to work." Covered and non-exempt individuals who are "suffered or permitted" to work must be compensated under the law for the services they perform for an employer. Internships in the "for-profit" private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the "for-profit" private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.<sup>2</sup>

### **The Test For Unpaid Interns**

There are some circumstances under which individuals who participate in "for-profit" private sector internships or training programs may do so without compensation. The Supreme Court has held that the term "suffer or permit to work" cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA's definition of "employ" is very broad. Some of the most commonly discussed factors for "for-profit" private sector internship programs are considered below.

### **Similar to an Education Environment and the Primary Beneficiary of the Activity**

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

### **Displacement and Supervision Issues**

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

### **Job Entitlement**

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.