San José State University
College of Science/Computer Science
CS190I, Internship Project, 01, fall, 2015

Course and Contact Information

Instructor:	Debra Caires
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Office Hours:	Monday, 1330—1700, Thursday Online 1400—1600, Friday by appointment before and after class
Class Days/Time:	Friday, 1430—1645
Classroom:	Science Building, Room 311
Prerequisites:	Selection by a company and instructor consent are also prerequisites for CS 190I (taken from the computer science webpage, fall 2015)

Course Format

Computer Science 190I adopts an online, hybrid, and flipped classroom delivery format. Please bring your computer to every in class meeting, as we will be completing hands-on activities.

Course Description

The primary purpose of an internship is to further intellectual, personal, and professional growth. An internship will enable students to relate classroom studies to a specific career field, test skills and interests in that field, and apply theory to a work setting. The academic credit received for an internship is awarded in recognition of the learning value of this experience.

Student Learning Outcomes (SLOs) and Course Learning Outcomes (CLOs) Combined

Learning Objectives

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 the following learning outcomes **(SLOs 1, 2, 3, 4, 5, AND 6)** by the end of their internship for full course credit.

CLO 1: Advance from an intellectually curious student to a creator/maker and an industry professional

Measurable Student Learning Outcome (CS190I 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

Measurable Student Learning Outcome (CS190I 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 poster presentation of project work in a formal setting such as the end of semester Poster Expo.

CLO 3: Collaborate within and across disciplinary boundaries to solve problems

Measurable Student Learning Outcome (CS19OI 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

Measurable Student Learning Outcome (CS190I 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.

Measurable Student Learning Outcomes (CS190I 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.

Measurable Student Learning Outcomes (CS190I 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.

Required Texts/Readings

Textbooks

Cracking the Coding Interview at http://160592857366.free.fr/joe/ebooks/ShareData/Cracking%20the%20Coding%20Interview%20-%20150%20Programming%20Interview%20Questions%20and%20Solutions%204e%20Small.pdf

Programming Interviews Exposed at http://img105.job1001.com/upload/adminnew/2015-04-03/1428055089-N7PTLH6.pdf

Other Readings

Additional readings will be read and discussed in 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 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Lecture Schedule for CS190I, fall, 2015

Week	Dates	Lecture and Discussion Topics	Reading (Text and Chapters)
1	AUG 21	Course Introduction	*Programming Interviews Exposed*, Chap 1 *Cracking the Coding Interview* Chaps 1-4
2	AUG 28	Course Introduction. Interviewing and understanding the process.	*Programming Interviews Exposed*, Chap 2 *Cracking the Coding Interview* Chaps 5-12
3	SEPT 4	Leveraging your knowledge, skills, and abilities (KSAs); knowing what skills are transferrable, scalable, and sustainable. Building a professional presence online.	*Programming Interviews Exposed* Chap 3 Cracking the Coding Interview Chaps 13-18
4	SEPT 11	Do you know how to negotiate? How do you self assess for promotions and raises? The STAR method (Situation, Tasks, Actions, and Results).	*Programming Interviews Exposed*, Chap 4 *Cracking the Coding Interview* Chaps 19-20
5	SEPT 18	How do you apply what you've learned in your program of study to your internship?	*Programming Interviews Exposed*, Chap 5
6	SEPT 25	Guest Speaker from Industry: Internbound	*Programming Interviews Exposed*, Chap 6
7	OCT 2	How should you build your LinkedIn profile, expand your network, and build your brand?	*Programming Interviews Exposed*, Chap 7 & 8
8	OCT 9	Building your online portfolio using Git: Part One	*Programming Interviews Exposed*, Chap 9
9	OCT 16	Building your online portfolio using Git: Part Two	*Programming Interviews Exposed*, Chap 10
10	OCT 23	Guest Speaker from General Electric	*Programming Interviews Exposed*, Chap 11
11	OCT 30	How to use the Agile process for building your team and contributing as a member.	*Programming Interviews Exposed*, Chap 12
12	NOV 6	Guest Speaker from Leia	*Programming Interviews Exposed*, Chap 13
13	NOW 13	Do you understand the hiring, firing, and layoff processes? What is a 1099? What does it mean to be an "at will" employee/contractor?	*Programming Interviews Exposed*, Chap 14 & 15
14	NOV 27 Thanksgiving	Writing your panel script for December 4, Poster Expo	*Programming Interviews Exposed* Chap 16 &17
15	DEC 4	INTERNSHIP PRESENTATION: PANEL	
16	DEC 11	FINALS WEEK: Portfolio due online	

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

Assignments	Weighted Units	Due Dates	SLOs Covered
Folder containing required documents for CSU internship credit	5 Units	**September 11, 2015**	**SLOs 1, 2, 3, 4, 5, and 6**
Self-Evaluation/Employer Evaluation	5 Units	**November 20, 2015**	**SLOs 1, 2, 3, 4, and 5**
In class/lecture/WebEX writing prompts	10 Units	**Due throughout the semester**	**SLOs 3, 4, and 5**
Scavenger Hunt	3 Units	**September 11, 2015**	**SLO 3**
Poster Presentation: Final Exam—all must be present	10 Units	**December 4, 2015 9:00 a.m. until 12:00 Noon**	**SLO 1, 2, 3, 4, 5, and 6**
	33 Units Total		

Weighted Units for Grading

Each unit equals a weighted grade. Example: Self Evaluation equals 5 units or if awarded a grade of B it is calculated as 5 (times) 3.0 and equals 15.0; you must earn at least a B (for graduate students) and a C (for undergraduate students) in order to earn the final grade of Credit (CR) in this course.

Online CSU GPA Grade Calculator

Please find a useful GPA Grade calculator by visiting the GPA calulator at CSU Fullerton at http://www.fullerton.edu/aac/AAC_Resources/gpa_calculator.asp. Utilize this tool during the semester so you can calculate your grade and weighted units on a continual basis.

Note that "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 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

ALL ASSIGNMENTS WILL BE BASED ON YOUR SLIP

Goals for Internship Self Evaluations (due September 11, 2015)

INTRODUCTION

For your credit-bearing internship application, you will be creating a **Student Learning Internship Plan (SLIP)** in collaboration with your MANAGER and Internship Director/Instructor; 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 of your upcoming internship experience and will both clarify your expectations as well as your supervisor's and instructor's expectations.

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

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

SLIP COMPONENTS AND DIRECTIONS

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 has 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. 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. Additionally, ALL assignments will be based on your SLIP contents.

1) **Description:** Please provide a brief description of the internship organization as well as outline your duties and responsibilities for your on-site internship experience.
    a. Describe the supervision you will be provided at the internship site. What instruction, assistance, guidance and consultation will you receive? From whom (their name, title, and contact information)? Will you have regularly scheduled supervisory sessions? If so, how many and when?

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.

3) **What You Hope 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?

4) **Academic Learning Outcomes:** Identify the key academic learning outcomes that you will address in your internship. Describe what you expect to learn. Explain how you will apply 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.
    a. How will you determine whether you have met your learning goals? By what criteria will your supervisor assess your performance at the internship site? By what criteria will your adviser assess your performance in the internship?

5) **Benchmarks:** Design performance benchmarks. Describe how you will know how AND when you have effectively achieved your stated academic learning outcomes. Be specific and concrete.
    a. Describe in detail the specific processes by which you will achieve these goals. On-the-job: How will your internship activities enable you to meet your learning objectives? Include projects, research, report writing, conversations, etc., which you will do while working, relating them to what you intend to learn. Off-the-job: How will you supplement the work experience with reading, research and consultation?

6) **Academic Components:** Describe the academic activities you will engage 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 Faculty Sponsor have established that will be used to aid in your learning experience provided (including authoritative

sources). Also provide a rationale of how the reading list why/how it connects to your internship as well as a timeline/deadline for each of the components.

7) **Intellectual Product:** Describe in detail (including length) the academic work you will produce and submit to your Faculty Sponsor as a part of this internship (research paper, final project, etc.) and how this academic work will assist you in achieving your learning objectives.

8) **Professional Goals:** Provide a list of professional goals you would like to achieve during your internship and explain how you hope the internship experience will help you accomplish them.

9) **Communication:** Identify how often you will be communicating with your Faculty Sponsor (and Internship Supervisor if the internship is remote) during the internship and by what method as well as the structure/content of these interactions. Weekly or bi-weekly is recommended.

10) **Future Impact:** Describe the new learning that you hope to gain 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.

SJSU COURSE GRADE DISTRIBUTION:

CS190I

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

Internship Learning Objectives

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 our field.

Course Assignment Grades are as follows:

4.00 or an A
3.70 or an A-
3.30 or a B+
3.00 or a B
2.70 or a B-
2.30 or a C+
2.00 or a C
1.70 or a C-
1.30 or a D+
1.00 or a D
0.70 or a D-
0.0 or an F equals missing or unacceptable work

All assignments are graded using a standardized rubric.

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. For example, a proposal that addresses the criteria provided in an RFP (Request For Proposal) but fails to develop a section pertaining to the budget.

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 in identifying 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. 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.

> 3.3: Exceeds the criteria for a 'B' in one or more areas. For example, the purpose of the paper 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 for example.
>
> 2.7: A lack of connection among, for example, 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. 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 a proposal for example.

> 2.3: Exceeds the criteria for a 'C' in one or more areas. Perhaps more imagination in thought and explanation. Greater consistency in determining audience, purpose and objective. Fewer errors in technical content and somewhat greater coherence in the presentation and the conclusion. Fewer grammatical and cosmetic errors. 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 weapons 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

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 choose 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 (please let me know ahead of time), all late papers will be subject to 10% grade off per working day late. Except for abrupt emergencies, no requests for extensions will be heard within 24 hours before the due date (that includes for reasons of computer malfunctioning, minor illnesses, or springing "behind"). Finally, please refer to the revision policy (below) in considering whether or not you should turn in an "unfinished" formal writing assignment or submit a professional memo (covered in lecture), requesting an extension.

Given the nature of our formal assignments, I will NOT accept late submissions in person; additionally, do not slide documents under my office door, give to my office mate (Dr. Jeff Smith—as he is not your instructor for CS190I), or hand-in to the CS office staff (they have been advised not to take late assignments). **For example, if you are submitting your documents late, you will need to mail the document in via mail carrier (FedEX, UPS, USPS, etc.)** to:

SJSU: Computer Science Department

Attn: Debra Caires, Director Internship Program
One Washington Square
208 MacQuarrie Hall
San Jose, CA 95192-0249

All other assignments, if late, will need to be turned in during the re-write submission time and date (no exceptions). You will forfeit your re-write opportunity for increasing your grade. However, you will not be penalized for missing the first submission time slot IF, AND ONLY IF, you submit an Extension Memo, along with a cover sheet, asking for an extension.

Revision Policy

You can revise formal writing assignments during the semester. See the schedule for dates that the revisions are due. DO NOT misplace your original graded document, as you cannot increase the grade (for submission) without it. All revision assignments must also have the original graded rubric included. Note: the Final Poster assignment DOES NOT have a revision component.

Document Hardcopy Submission Guidelines (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 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:

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 provide your instructor with both your SJSU student email account and your preferred email account (if different from your SJSU student email account).

Internet Access - you'll need a reliable way to browse the Internet and store web-enabled files. You will also collaborate in the Cloud so please have either a Dropbox or Google Drive account.

Google Chrome, Google Apps, and Google Drive: sign-up for and download both

You will need Microsoft Office (we use Readability and Usability statistics embedded in the program) or similar office software, especially Word and PowerPoint. If you work from home, you should be prepared to transfer files across platforms and versions of software, if necessary. You can download many Microsoft applications for free on San Jose State University's ITS page.

In addition to having access to these technologies, you'll also need a positive attitude towards learning technologies with which you may be unfamiliar. In most cases, you will not need to be extremely experienced in the specific program or procedure you will be asked to use. Rather, you have to be patient and curious enough to keep trying until you learn the best way to work.

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 WebEX online. Please make sure you know how to use your student account.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at

http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes.

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

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, 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.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the

Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling**.**