

## **BSCV302: CIVICUS CAPSTONE SCHOLARSHIP IN PRACTICE**

0101 -- Wednesday 6:00 -- 6:50 Online and In Person in the Somerset Classroom  
0201 -- Tuesday 6:00 -- 6:50 Online and In Person in the Somerset Classroom

**INSTRUCTOR:** Dr. Korey Rothman, Director, CIVICUS  
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**OFFICE HOURS:** Wednesdays, 10AM – 11AM

**PREREQUISITES:** Previous CIVICUS courses. Sophomore standing.

**COURSE DESCRIPTION:** In previous CIVICUS courses and in CIVICUS service projects, students study the roots and underpinnings of a range of social problems and work to understand the structures that interact in social problems and identify creative and sustainable ways to address those problems. As the culmination of the CIVICUS experience, students gain hands-on experience in an area related to civic engagement through an internship in non-profit organizations, political engagement, community outreach, or research. The internship gives students authentic experiences that help them develop hard and soft skills to support their community engagement efforts and their work toward social good.

**Format:** This is an asynchronous, blended course. In addition to the internship, students will complete five online modules and five in-class meetings.

### **THIS COURSE FULFILLS A GENERAL EDUCATION: SCHOLARSHIP IN PRACTICE REQUIREMENT**

#### **LEARNING OUTCOMES -- SCHOLARSHIP IN PRACTICE:**

Upon completion of this course, students will be able to:

1. Critically evaluate and apply areas of scholarship relevant to the practice of the discipline.
2. Apply relevant frameworks to the planning, modeling, and implementation necessary to produce a project or participate in the practice in a manner that is authentic to the discipline.
3. Critique, revise, and refine a project according to the authentic manner of the discipline.
4. Effectively communicate the application of scholarship through ancillary material (written, oral, and/or visual).

#### **COURSE OBJECTIVES:**

By the end of the semester students should:

- Gain hands-on experience related to their career and academic goals under professional guidance and supervision.
- Connect the theoretical scholarship of civic engagement with authentic “real world” experiences.
- Develop hard and soft skills that will support their academic and career goals and community engagement efforts.
- Reflect on how the internship experience will apply to their career and academic goals as

- well as their work as a student, scholar, change agent, and citizen.
- Develop their reflective writing and oral presentation skills.

### **BASE INTERNSHIP REQUIREMENTS:**

If a student is having difficulty fulfilling these requirements or having concerns about the internship or supervisor, please notify the course instructor immediately.

**Nature of Internship:** The internship must have a component related to civic engagement, such as non-profit organizations, political engagement, community outreach, or research.

**Hours:** Students must work a minimum of ninety hours over the course of the semester, excluding travel and meals. Internship hours must be completed between the first day of spring classes and the last day of spring classes. Students who do not complete the ninety hours by the last day of classes will have a grade reduction of 1% per hour they did not complete.

**Responsibilities:** Students must complete significant pre-professional work. Clerical tasks should not exceed twenty percent of the intern's duties.

**On Site:** Students must be in one of the organization's physical locations at least 85 percent of the internship hours.

**Prior Experience:** This must be a new internship and not a continuation of an internship or job held in the past.

**Credit:** Students cannot receive credit hours for this internship for another course.

### **Course Requirement:**

**Participation** (Learning Outcome 3,4): The class will meet in person five times during the semester. Students should come to class prepared to offer thoughtful comments and reflections. Students will receive zero points on days they are absent from discussion and a deduction of points if they are late. But remember that attendance does not equal participation.

**Tardiness and Leaving Early:** This will be treated as a partial absence.

**\*Excused Absences:** . Excused absences from class include religious holidays (students must notify the instructor within the first three weeks of class regarding any religious observance absence(s) for the entire semester), a death in the family (an obituary or funeral program must be submitted), mandatory military service, court dates (an official notice from the court must be submitted), or participation in university activities at the written request of university authorities. If a student misses a class due to illness or the illness of a dependent as defined by the Board of Regents policy on family medical leave the student must provide written documentation from the Health Center or an outside health care provider verifying dates of treatment and the time period during which the student was unable to meet academic responsibilities. (This does not need to include information about the diagnosis.) Absences stemming from work duties other than military obligation (e.g. unexpected changes in shift assignments), service activities, and traffic/transit problems do not qualify as excused absences. In accordance with the university policy on medical absences, the student may submit a self-signed note for a single missed lecture or discussion that includes a statement about the illness and acknowledging the information is true and correct under the Code of Student Conduct. The self-signed note must be submitted before the start of class in order to be considered. This self-signed note is not accepted on days with Major Scheduled Grading Events, which are days when the student has scheduled quizzes or presentations. The self-signed note also does not exempt a student from turning in an assignment on time. Students

with excused absences must complete a short writing assignment to make up the participation points they missed in their absence.

**Technology Use:** To help facilitate student learning, cell phones, smart watches, laptops, iPads, tablets, etc. are prohibited in class. Please review [this article](#) for information on how laptops decrease learning and retention. Students who have DSS accommodations or have a specific need to use a laptop should see the instructor to discuss exceptions to the policy. Unless it is specifically approved before class, students will lose ten participation points for using laptops, cell phones, tablets, or smartwatches in any way.

**A Community of Civility:** This class will be a safe place for students to explore issues and ideas. It is against [UMD's](#) and the course's policy to use language, including non-verbal language, that is disrespectful to people based on any aspect of their self or identity. This includes religious beliefs, age, race, sex, color, country of birth, marital status, veteran status, sexual orientation, gender identity or expression, personal appearance, physical or mental disability, genetic information, or political affiliation. Students who are disrespectful will be asked to leave class and it will be treated as an unexcused absence

**Internship Learning Contract** (available on Canvas (Learning Outcome 1,2): Students and their supervisors will collaborate on an Internship Learning Contract documenting a schedule for bi-weekly feedback meetings with the site supervisor, learning goals, scholarship in the field, job responsibilities, and a plan for a substantive project or set of activities for the semester.

**Reflection Paper 1** (Learning Outcome 1,2,4): Students will reflect on the following questions: What would you like to gain from this internship? What do you anticipate will be your biggest challenges? How do you think the things you learned in previous CIVICUS courses and service activities can inform your internship duties?

**Mid-Semester Evaluation and Supervisor Meeting** (available on Canvas) (Learning Outcome 3): Supervisors will submit an evaluation of the student's progress in the internship. This evaluation should be followed by a meeting with the student and supervisor where they revisit the learning contract and establish a plan to help the student meet the learning goals for the remainder of the semester. Supervisor and students will also discuss the student's progress on their project or set of activities and develop a plan for revision and refining the project. Students will receive points based on whether the form is turned in on time, not a grade from the internship supervisor.

**Mid-Semester Meeting** (Learning Outcomes 3,4): Students will sign up for a meeting with the course instructor to discuss progress made toward learning outcomes and reflect on the mid-term evaluation and meeting with the onsite supervisor.

**Reflection Paper 2** (Learning Outcomes 1,3,4): Review and react to the mid-term evaluation from your supervisor. Evaluate your performance so far. What are you doing well? What are you learning? What knowledge do you still need to do your job better? What steps could you take to be a more effective intern? What progress you have made toward meeting your learning outcomes in the Internship Learning Contract? What are you learning in your internship that you can apply to your service work and your work with civic engagement?

**Interview Assignment** (Learning Outcome 4): Students will practice interview skills. As part of this assignment, students will submit a polished resume and cover letter. Students who took EDCP 108I may submit the resume and updated cover letter they developed for that course (updated to reflect their current internship). For students who did not take EDCP 108I, it is strongly recommended that students visit the [UMD Career Center](#) for a resume and cover letter review.

**Final Internship Evaluation Form** (Sent directly to supervisors) (Learning Outcome 1,2,3): This will be the culminating evaluation of the intern's work. Students will not receive a grade for the course without this form.

**Internship Review** (available on Canvas): Students will complete a survey evaluating the internship experience, including a write-up to help future students who might be interested in applying to similar placements.

**Final Project: Portfolio and Reflection Paper 3** (Learning Outcome 1,2,3,4): Students will develop a portfolio of the project or activities they worked on throughout the internship. Examples include things such as press releases, social media posts, project designs, event plans, correspondence, photos of events, video or sound recordings, etc. The project or set of projects must be accompanied by a written statement explaining the nature of the project. Reflect also on how you incorporated feedback from your supervisor, instructor, and classmates in the project and how you integrated knowledge from your CIVICUS classes and CIVICUS co-curricular and service projects into your work? How did the internship help you develop knowledge and skills that will shape you as a student, professional, and citizen and help you address issues in the local and national community?

**Final Project: Job Talk** (Learning Outcome 1,2,3,4): During the course final exam period, students will select a job description from a non-profit or civically engaged organization relevant to their academic and career goals. Students will research the organization and develop a two-three minute oral presentation for a mock interview board (the class) in which they explain how lesson and skills learned from the project or series of activities conducted in the internship will help make them qualified to work in the organization's efforts with civic engagement.

**Time and Activity Logs** (available on Canvas) (Learning Outcome 2,3): For each module, students will fill out a time log and description of their tasks, accomplishments, the feedback received, and how the student will build on the feedback. This log must be signed by the student and the supervisor.

**Quizzes** (Learning Outcome 1,4): There will be a quiz at the end of each course module. Quizzes are designed to ensure students have completed all readings, viewings, and assignments for the module. Quizzes will also cover the content of in-class meetings. Quizzes may be replaced with participation in an online discussion board.

**Surveys:** At various times during the semester, students may be asked to fill out short surveys.

**Extra Credit:** Students can earn up to ten extra credit points by attending a professional development workshop or career fair offered by the UMD Career Center and writing a one- to two-page reflection on what they learned from the session. Students can do this twice for up to twenty extra credit points. A schedule of events can be found [here](#). Students must email the instructor to get approval for **any** event a minimum of 48 hours before the event in order to get credit.

**GRADING:**

In-Class Participation	100 points (20 points a class)	Internship Review	25 points
Internship Learning Contract	100 points	Final Project: Portfolio and Reflection Paper 3	100 points
Reflection Paper 1	50 points	Final Project: Job Talk	50 points
Mid-Semester Evaluation	25 points	Time and Activity Logs	100 points (20 points each)
Mid-Semester Meeting	25 points	Quizzes	100 points (20 points each)
Reflection Paper 2	50 points	Various Update Surveys	25 points
Interview Assignment	50 points		
Final Internship Evaluation	200 points		

A+ 100 and above	B- 80-82.9	D 63-67.9
A 93-99.9	C+ 78-79.9	D- 60-62.9
A- 90-92.9	C 73-77.9	F 59.9 and below
B+ 88-89.9	C- 70-72.9	
B 83-87.9	D+ 68-69.9	

**COURSE POLICIES:**

**Technical Requirements and Technical Support:** Students will need a computer with internet access and Firefox, Safari, or IE. Other browsers may not be supported by Canvas. Students can borrow laptops, tablets, and other technology at the Tech Desk in the Terrapin Learning Commons on the 2nd floor of McKeldin Library. Late or missing work related to issues of technology will not be excused.

**Submitting Work:** Assignments must either be uploaded to Canvas or turned in in hard copy based on the assignment submission instructions. Assignments will not be accepted via email. In the case of technical trouble, submit work via email as evidence that it was completed on time. However, work submitted via email must be submitted in Canvas within 48 hours of the due date or regular late penalties will apply. When submitting assignments over Canvas, name the assignments “last name, first name assignment name.” (i.e. Rothman, Korey Reflection Paper 1)

**Late Papers:** All written work must be submitted by the time the module closes. For every *hour* that a paper is late, five percent of the grade for the assignment will be deducted.

**Cancellation of Classes:** In the event of inclement weather or campus closure, all assignments due in Canvas will still be due by the deadline. For in-person classes, the university’s closing procedure will be followed.

**Format and Editing:** All assignments must be typewritten in twelve-point Times New Roman font, double-spaced with one-inch margins, and free of errors. Papers turned in in hard copy must be stapled. Please consult the “Guide to Common Writing Errors,” available on Canvas. Students will be graded on both the content of your ideas, the formatting, and the clarity and accuracy of writing, so consider visiting the [Writing Center](#) on campus before turning in papers.

**Citations:** All information used in written assignments must be fully and accurately cited using MLA style. More information can be found [here](#). If there are questions about proper citations, please see the course instructors or visit the Writing Center.

**Academic Integrity:** All work submitted for assessment is held to the standards of UMD’s [Code of Academic Integrity](#), which prohibits cheating on exams, plagiarizing papers or portions of papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, forging signatures, misrepresentation, and using unauthorized study aids (including old quizzes and exams). Violations of the Code of Academic Integrity will be referred to the [Office of Student Conduct](#).

**Regret Clause:** If student violates the Code of Academic Integrity but brings it to the attention of the instructor within sixty hours of the assignment submission, there will be penalties at the course level (most often a failing grade on the assignment) but there will not be a referral to the Office of Student Conduct. This applies to first time offenders only.

**Emails to Students:** Students are responsible for checking their UMD email or checking that forwarding to another address functions properly. Failure to check email, errors in forwarding, and returned email are the student’s responsibility and do not constitute an excuse for missing announcements or deadlines.

**Emails to Course Instructors:** Email correspondence with instructors and people in the workplace is a form of professional communication. Please see the “Guide to Emailing Professors” on Canvas and, before emailing, consult notes, Canvas, and the syllabus to ensure the question has not already been answered. Please note that the course instructors do not always check email on the weekends or in the evenings, so plan correspondence accordingly.

**Grading Disputes:** If a student wishes to challenge a grade, they must present the graded assignment and one paragraph explaining why the grade should be changed (including any supporting evidence) no later than *one week* after the grade is received. After one week, appeals will not be considered.

**For other University Course-Related Policies please visit**  
<http://www.ugst.umd.edu/courserelatedpolicies.html>

## **MODULES AND COURSE SCHEDULE**

Students must complete a module before they have access to the next module.

All in class meets with be 6:00 – 6:50 PM in the Somerset Classroom

### **MODULE 01:**

#### **Course Expectations, Course Expectations, Starting the Job, Internship Best Practices**

Opens 9AM Monday, January 27. All Assignments Due by 9PM on Sunday, February 16.

In Class Meeting: January 28 (0201) and January 29 (0101) 6:00 – 6:50PM

Due in the Module: Internship Learning Contract, Internship Expectations (no points but required to move to next module), Reflection Paper 1, Time and Activity Log , Quiz 1

### **MODULE 02:**

#### **Reflection and Feedback**

Opens 9AM Monday, February 17. All Assignments Due by 9PM on Sunday, March 15.

In-Class Meetings: 6:00 – 6:50PM, Somerset Classroom

February 25 (0201) and February 26 (0101)

Due: Mid-Semester Evaluation, Reflection Paper 2, Mid-Semester Meeting Sign Up, Time and Activity Log, Quiz 2

### **MODULE 03:**

#### **Progress to Learning Outcomes**

Opens 9AM Monday, March 23. All Assignments Due by 9PM on Sunday, April 12.

In-Class Meetings: 6:00 – 6:50PM, Somerset Classroom

March 31 (0201) and April 1 (0101)

Due: Mid-Semester Meeting, Interview Assignment Part 1, Time and Activity Log , Quiz 3

### **MODULE 04:**

#### **Career Development**

Opens 9AM Monday, April 13. All Assignments Due by 9PM on Sunday, April 26.

In-Class Meetings: 6:00 – 6:50PM, Somerset Classroom

April 21 (0201) and April 22 (0101)

Due: Interview Assignment Part 2, Time and Activity Log, Quiz 4

### **MODULE 05:**

#### **Reflecting on The Internship Experience, Next Steps**

Opens 9AM Monday, April 27. All Assignments Due by 9PM on **Tuesday**, May 12 .

Due: Internship Review, Final Internship Evaluation Form, Time and Activity Log, Quiz 5, Extra Credit.

### **FINAL PROJECT AND PRESENTATION:**

**Final Exam Period:** 6:00 – 6:50PM, Somerset Classroom

May 19 (0201) and May 20 (0101)

Due: Portfolio and Reflection Paper 3, Job Talk