<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Work in Thought and Action</th>
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<tbody>
<tr>
<td>Course Code:</td>
<td>SYDI INPR 310</td>
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<tr>
<td>Subject:</td>
<td>Internship</td>
</tr>
<tr>
<td>Credits:</td>
<td>4</td>
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<tr>
<td>Contact Hours:</td>
<td>246, including 6 hours of traditional faculty contact and 240 hours of workplace contact.</td>
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| Semester/Term: | ☒ Semester  
|               | ☐ J-Term  
|               | ☐ Summer  |

**Course Description:**
A dynamic experiential education course providing the reflection framework and research support to maximize a student’s learning from a work placement experience and connect it to both their course of study and their career aspirations, with an independent, semester-long research project as the primary assessment tool.

**Course Requirements:**
**Required Text**

Drawing from peer-reviewed journal articles, books, and (less frequently) trade journals/popular press, students will co-construct bibliographies with faculty to build the foundation for their independent research projects.

**Additional Readings and Resources**

Articles and powerpoint lecture slides are available from the instructor on the course Canvas site through Arcadia University.

The following is a list of recommended additional readings (provided on Canvas) related to research methods and the learning opportunities of a work placement:


**Assignments**

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<th>Course Requirements</th>
<th>Percentages</th>
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<td>1. Peer Discussion Exercises</td>
<td>10%</td>
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Peer Discussion Exercises (10%)
Throughout the term students will be required to participate in peer discussion sessions during which they will discuss issues arising from their placement, learning opportunities and challenges they have experienced thus far and the development of their research paper.

Project Proposal (10%)
As students begin their projects they must propose its broad topic area, research question, methodology, and initial bibliography. The proposal will be reviewed by an academic supervisor and will include ethical considerations arising from the research.
The research proposal will be between 300-500 words and is to be completed on the form provided on Canvas. Students will receive feedback on their proposal from their academic supervisors and will be unable to begin their applied research until supervisors have accepted the research proposal.

Presentation (20%)
Following the submission of their research paper, students are required to reflect upon their internship experience through a 10 minute presentation to faculty and their peers. Students will make a presentation to include both polished, prepared remarks and a question and answer session with the audience.

Final Reflection (10%)
At the conclusion of the semester, students will submit a 500-word reflection on their work placement with a particular focus on how their research has influenced their learning experience.

Independent Research Project (50%)
Drawing from an experience or observation in their work placement, students will take up a research question to be addressed in a term project. Students should demonstrate the ability both to think critically about an issue of importance to their work placement and to investigate that issue through an academic lens. Unless advised otherwise in the feedback to the project proposal, projects should take the form of a significant term paper of 4,000 - 5,000 words.

On completion of the course, students should be able to:

Learning Outcomes | Course Requirement that will be used to assess the student’s achievement of this outcome
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### Assessment Measures:

| Produce a piece of work that demonstrates their ability to apply academic research skills to their practical work experience – successfully applying an intellectual context and a larger critical discourse to their understanding of the world of work. | Independent Research Project |
| Identify possible learning opportunities they may encounter in a practical experience and create a plan to maximize those opportunities. | Peer Discussion Exercises; Project Proposal |
| Synthesize their own reflections on practical experiences with those of peers, and with arguments advanced in relevant literature, as applicable. | Peer Discussion Exercises; Presentation; Final Reflection |
| Articulate how an out-of-class learning experience (i.e., the work placement) has affected their development as a student and a budding professional, and how the course (including the placement) may affect their approach to academics, work, and career in the future. | Presentation; Final Reflection |

*Additional learning outcomes may be co-constructed by the student with the faculty.*

### Course Outline:

<table>
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<tr>
<th>Session</th>
<th>Topic</th>
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<td><strong>Session 1</strong></td>
<td><em>Work in the 21st Century: An Introduction to your Research Project</em></td>
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<td>As a large group, students will be introduced to the course and to the Research Project Supervisor’s expectations of the paper.</td>
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<td></td>
<td>Project Supervisors (usually 2-4) will individually present their skills and work backgrounds, from which students will choose who best to match up with.</td>
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<td></td>
<td>An explicit explanation that academic credit is awarded for learning as assessed by the course assignments, not for the work put forth in the placement itself. Feedback from the workplace is considered however in assigning final grades.</td>
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<td></td>
<td>An introduction to the Learning Logs on Canvas.</td>
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In smaller groups, students will discuss their placements and begin initial, loose ideas that they might have for their Independent Research Project with the Supervisors facilitating a conversation about possible research methods and the role of the Project Supervisor.

**Session 2**  
*Putting Thought Into Action: Identifying Learning Opportunities in the Workplace*

This class session offers an opportunity for students to discuss their work placement experiences with their peers and to consider how these experiences could be the basis for academic research.

Students become familiar with Research Methods and select methods based on the area of research.

Students formulate their research question, with an aim to set some boundaries and a clear path toward their finished paper.

**Session 3**  
An opportunity for students to discuss experiences to date including opportunities and challenges, and any follow up on the online learning log discussion.

Discussion of Final Reflection, Final Presentation and project expectations.

Opportunity for students to identify peers with whom to practice Final Presentations.

Individual feedback

**Session 4**  
Final Projects and Presentations due

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**Other Policies:**

**Expectations**
Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.

**Attendance/Participation**
Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session. Work placement attendance, while not graded, is required as a core element of the course.

**Course Policies**
For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.

**Plagiarism**
Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. **Cheating** is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. **Fabrication** is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.

**Late or Missed Assignments**
Will not be accepted for grading.

**Students with Disabilities**
Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.

**Title IX Statement**
Arcadia University is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to a faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [https://www.arcadia.edu/university/policies-guidelines/title-ix](https://www.arcadia.edu/university/policies-guidelines/title-ix).

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>None.</th>
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<tr>
<td><strong>Country and Program Connection:</strong></td>
<td>With a work placement at the center of the experience, this course provides opportunities for research, reflective activity, and the development of transferable personal and professional skills increasingly desirable in the globalized workplaces of the 21st century.</td>
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