

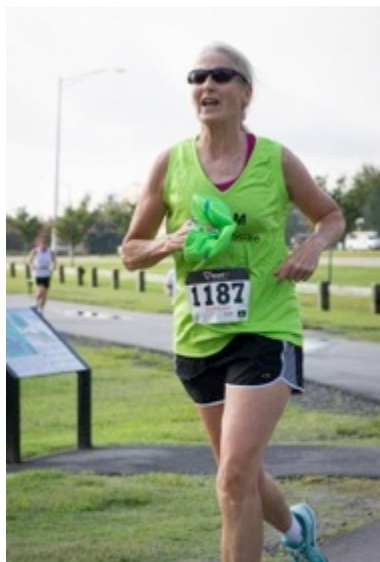
Internship with Wave City Care

Sondra Lord

00903884

Comm 368 10259

The agency that I interned with is Wave City Care. Wave City Care is a non-profit organization that aims to help the community and residents of Hampton Roads in any and all possible ways. The services that are offered are basic care services, educational services and health and human services. Basic care services include food distribution, clothing handout and shelter referral. Educational services include tutoring, mentoring and life skills. Health and human services includes addiction recovery and women's support groups. Since it is a smaller non-profit the administrative structure is itself small. There is Steve Kelly that is the president, Sue Fitzgerald whom is the vice president, and Larry Van De Ree whom is the director and in charge of community outreach and the rest are volunteers. Wave City Care primarily gets it's funding through donations. It also gets funding through fundraisers such as the Shine5k race, an annual auction and an annual golf tournament. An agency that interfaces with Wave City Care is Wave Church. The two agencies partner in many of the community efforts and share many volunteers. The main strength of Wave City Care is the incredible group of volunteers. The volunteers are the soul reason that Wave City Care is able to do everything it does. Within the ShineGIRL program alone there are 55 volunteers. The purpose behind Wave City Care is a strength also. One major weakness is the communication or lack thereof. From what I saw, there were many times when problems occurred because specific information was not relayed to certain people. Also within the realm of communication, there are many times when volunteers do not respond.



Sue Fitzgerald, the vice-president of Wave City Care.



Wave City Care volunteers.

The annual gold tournament that raised \$23,000 for Wave City Care.



Participants stretching at the first Shine5k race.



The annual auction that raises money for Wave City Care.

My initial role as an intern at Wave City Care was working with the girl self-esteem program ShineGIRL. I communicated via email, phone and in-person with staff of the Virginia Beach and Norfolk public schools that were interested in having ShineGIRL. The purpose of the communication was to establish a positive relationship with the staff and the school and ShineGIRL. I provided them with an overview of the program, gave tips on how to recruit girls into the programs and also the materials to recruit the girls. I also communicated with the ShineGIRL volunteers to keep them updated on what school they would be at and corresponding details, their staff participants and contact information and their team of volunteers and their contact information.

Another role within ShineGIRL was to teach a ShineGIRL session. This entailed going to W.H. Taylor elementary school every Thursday and going through different lessons with the girls. I communicated with the fellow volunteers at the school, the principle of the school and the other staff participants. I was also in charge of all of the corresponding materials for the sessions.

I also was in charge of social media for the ShineGIRL program. Wave City Care understands the benefits that social media has on an agency and wanted it to be used weekly. My job was to communicate with the volunteers of all of the sessions and get them to send me pictures of the girls. I would then post the pictures once or twice a week on Instagram, Facebook and Twitter with an update of the things the girls learned.

I learned a lot from this internship, from how a non-profit organization works on the inside to how to communicate effectively with volunteers. The amount of knowledge that I got from these few months is incredible and will benefit me for years to come. It has motivated me to continue to reach out to the community to help those less fortunate.



Myself holding our ShineGIRL poster when we first received it.



The ShineGIRLS learning about eating healthy.



The ShineGIRL logo that I cut out and placed for a social media post.



ShineGIRLS made “dream” collages in the session I taught.

Putting together a ShineGIRL curriculum for new volunteers.



Although I do not have a specific discipline within communications I have focus quite a bit on mass media and the effects it has on girls. The four articles that I chose all support this and relate to my internship at Wave City Care. They relate to my internship because the program ShineGIRL has us working with girls 5th to 12th grade with all of them exposed to mass media and reaping many effects of it.

The first article is called “Influence of mass media on body image and eating disordered attitudes and behaviors in females: A review of effects and processes”. This article is about the relationship of media such as television and magazine with body image, eating disorders and behaviors of girls. The studies included cross-sectional, experimental and longitudinal protective. The end results were that television had a bigger effect than magazine because girls had were more likely to watch television/movies with adult content than to read an adult magazine. It also found that girls whom already had negative body images were affected more then girls who did not. They also sought out information that confirmed heightened their body image issues (Lopez-Guimera, Levine, Sanchez-carracedo & Fauquet, 2010).

The next article is “Everybody knows that mass media are/are not [pick one] a cause of eating disorders: A critical review of evidence for a casual link between media, negative body image, and disordered eating in females.” This article is is about the way in which the media can be a risk factor for negative body images and eating disorders in girls. It uses meta-analytic studies, which showed that there is a correlation between the levels of exposure to mass media and body dissatisfaction, thin-ideal internationalization and disordered eating. It also used longitudinal studies, which showed that the extent of media exposure does increase negative body image and disordered eating (Levine & Muren, 2009).

“Appearance culture in nine- to 12-year-old girls: Media and peer influences on body dissatisfaction” is the third article. This article discussed the purpose of the study, which was to see the influence of media on preadolescent girls in terms of body dissatisfaction. In the study conducted 100 girls that were between the ages of 9 and 12 were surveyed. The study found that the exposure to media did not cause body dissatisfaction itself but gave the girls something to talk about and the peer influences led to the body dissatisfaction. This article shows that the media itself is not causing the girls to have negative body images but it stimulating talk, which ultimately leads to it (Clark & Tiggermann, 2006).

The last article is “Understanding sexual objectification: A comprehensive approach toward media exposure and girls' internalization of beauty ideals, self-objectification, and body surveillance”. This study was conducted to see how the internalization of beauty ideals, self-objectification, and body surveillance among adolescent girls was related to their exposure to sexually objectifying music television, primetime television programs, fashion magazines, and social networking sites. The study was conducted through surveys of 1,113 students in 13 participating schools. On the surveys the student rated topics such as how often they consumed sexually objectifying media, how often the read certain magazines, watched certain television shows and certain music television channels, and how often the visited social networking websites. The results showed that being exposed to sexually objectifying media did affect girl's internalization, self-objectification and body surveillance (Vandenbosch & Eggermont, 2012).

The theory that relates to these articles and my internship is the cultivation theory. The cultivation theory is about how media gives an inaccurate worldview that people in turn take as reality. People see what the media depicts as normal, beautiful, significant or important and they superimpose that into reality.



One example of this is how the media depicts the standards of beauty by being stick thin and thus in turn causes society to believe it. This relates to my internship because many of the girls within the ShineGIRL program have body image issues as a result from media exposure. The program aims to give girls self-confidence and for them to understand that they are beautiful just the way they are and have a purpose.

Some of the girls in the ShineGIRL session that I taught. They shared about shows and media that they watched and it was linked to many of the feelings and issues they had.



One of the girls “dream” collage. This relates to cultivation theory because it showed the girls that they do not have to listen to medias skewed ideas of what is normal, important or valuable. That they have strength, worth and purpose and can achieve their dreams.

Overall I feel as if this was a great internship experience. Two benefits were that I had the privilege of working with an agency and people that I respect and support. Before my internship I knew and wanted to volunteer with Wave City Care but never had the opportunity too. Another benefit is that I got experience with working with a non-profit organization. The fourth benefit would be getting to give back to the community.

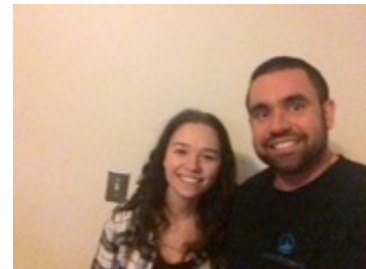


The potential for employment with this agency is slim. The agency runs primarily on volunteers and does not hire often.

It prepared me to be a competitive candidate because of the experience it provided. It allowed me to have experience with a non-profit organization, which requires hard work and dedication. The best part of the experience is getting to give back to my community, especially the girls in ShineGIRL. I got to build relationships with these girls and help to show them that they have worth, strength and a purpose. What I liked least about the experience was the driving to and from sessions. To improve the experience I would suggest better communication between the vice president and other employees on the intern's responsibilities.

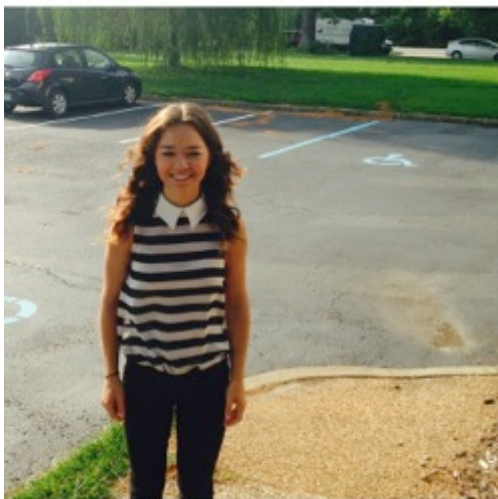
Meeting with the Strength (boys self-esteem program) intern.

One of the lovely volunteers I got to work with.



The girls in my ShineGIRL session walking down a red carpet.





First day of my internship.



Working in the office with my supervisor, making binders for the new volunteers.

## References

- Clark, L., & Tiggemann, M. (2006). Appearance culture in nine- to 12-year-old girls: Media and peer influences on body dissatisfaction. *Social Development, 15*(4), 628-643. doi:10.1111/j.1467-9507.2006.00361.x
- Levine, M. P., & Muren, S. K. (2009). Everybody knows that mass media are/are not [pick one] a cause of eating disorders: A critical review of evidence for a casual link between media, negative body image, and disordered eating in females. *Journal Of Social & Clinical Psychology, 28*(1), 9-42.
- Lopez-Guimera, G., Levine, M. P., Sanchez-carracedo, D., & Fauquet, J. (2010). Influence of mass media on body image and eating disordered attitudes and behaviors in females: A review of effects and processes. *Media Psychology, 13*(4), 387-416. doi:10.1080/15213269.2010.525737
- Vandenbosch, L., & Eggermont, S. (2012). Understanding sexual objectification: A comprehensive approach toward media exposure and girls' internalization of beauty ideals, self-objectification, and body surveillance. *Journal Of Communication, 62*(5), 869-887. doi:10.1111/j.1460-2466.2012.01667.x

# Internship with U. S. Senator Tim Kaine Fall 2014

Cindy K. Stone, UIN 00985203

COMM 368 Internship, CRN 10259

Honor Code: "We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed.

We will meet the challenge to be beyond reproach in our actions and our words.

We will conduct ourselves in a manner that commands the dignity and respect that we also give to others."

## **Found in Translation: A Communications Major in a Political Environment**

My semester working an internship in Senator Tim Kaine's Virginia Beach office has been an unforgettably enriching experience professionally and personally.

### **Agency Overview**

Senator Kaine's roughly 8,260,400 (U.S. Census Bureau, 2013) constituents are served by roughly 100 staff in seven offices across the Commonwealth in Danville, Norton, Richmond, Virginia Beach, Roanoke, Manassas and Washington, D.C. The Senator represents the people of Virginia in the United States Senate with Senator Mark Warner, both Democrats. Article 1, Section 3 of our Constitution declares the Senate shall be divided into three election classes in order that every two years, approximately one-third of the Senators face re-election (U.S. Constitution, National Archives). The Article also establishes that Senate terms last six years. Senator Kaine was elected to his seat in January 2013. While he is a junior Senator, he has decades of experience as a politician and public servant. According to his website biography, "he is one of just 20 Americans (and the only Virginian) to have represented his community as a Mayor, Governor and United States Senator." (Kaine, 2014)



*This photo of Senator Kaine hangs in the Virginia Beach office*

Article 1, Section 1 of the Constitution vests, grants and establishes all legislative powers of the U.S. Congress, which consists of the Senate and House of Representatives. Each state is represented in the Senate by two elected members. House of Representative members are determined by state population sizes; the size of the House is fixed by law at no more than 435 voting representatives (U.S. House of Representatives, 2014).

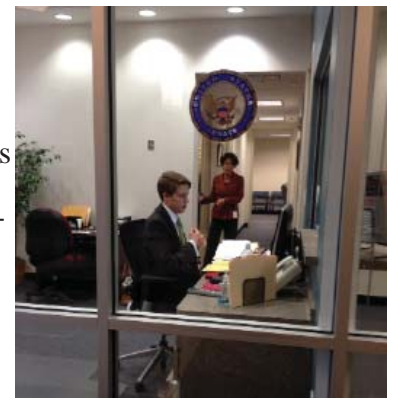
Services the Senate offers include legislative policy making and representation in voting matters, and constituent assistance with federal agencies. The Senator offers these services to every Virginia resident, whether they live in-state or may be abroad serving our country. Operation of the Senate office is 100 percent federally-funded. It is against Senate ethics rules to campaign or accept campaign donations in any of the Senator's offices.

The Senator's Virginia Beach office has a staff of two full-time employees: Regional Director Diane Kaufman, who served as my supervisor; and Mecca Hall, a caseworker who also taught me a vast amount about constituent services. My internship has been part-time at 15 hours per week, roughly. The office has also been supported by a second part-time intern this semester, ODU Political Science major Lee Calum Welch. Calum and I have been coordinating and tag-teaming duties; more so since the first week of November, when Ms. Hall left for an extended leave.

The Virginia Beach office serves and represents the following Virginia localities: Cities of Franklin, Hampton, Newport News, Norfolk, Poquoson, Portsmouth, Virginia Beach and Williamsburg; and the Counties of Accomack, Greensville, Isle of Wight, James City, Northampton, Southampton, Suffolk, Surrey, Sussex and York.

The Senator's Virginia Beach staff interface regularly and as often as possible with staff of other federal, state and local elected officials, as well as leaders in business and private industry, and government organizations, including the Navy and U.S. Army Corps of Engineers. Throughout my internship, I was fortunate to be able to accompany Regional Director Diane Kaufman to several industry and community meetings, representing the Senator. Key dates, locations and details of the majority of these meetings during my internship included:

1. Sept. 9 – Offshore drilling & gas legislative lunch, 500 Main St, Norfolk
2. Sept. 16 – Constitution Day with Quinton Kidd, Norfolk State University Doug Wilder Center
3. Sept. 18 – Hampton Roads Regional Planning District Committee Meeting, Chesapeake
4. Sept. 25 – U.S. Army Corps of Engineers meeting with Dominion and public stake-



*Diane Kaufman and Calum Welch, seen from building lobby*

holders over approval of overhead power line, Williamsburg

5. Oct. 30 – Virginia Beach Community Services Board legislative breakfast, Tidewater Community College

Because of my brief and limited experience and knowledge of our intricately complex political system, I am sure I am not the best qualified to judge our system. Broadly, I believe the key strength of the agency is the staff, who manages to blend intelligence and caring in everything they do. If there is a weakness of the agency, maybe it is that the area of responsibility is so vast, and the number of staff too few. After my internship experience, I have an adjusted attitude about our government. Such as it is, it is ours; it is the system we created as Americans. Whatever elements we do not like about our government, it is upon each of us to initiate, spearhead, instigate and otherwise affect change. Mahatma Gandhi said it best: "...be the change you wish to see in the world." Those who do not vote or participate in the system in any way, by calling or lobbying on their own behalf, deserve what they get—which will likely be very little and rather unsatisfying.



*My intern notebook, also known as my "bible"*



*A Senate-logo selfie*



*A thank you note from Virginia Beach CSB*

### **Internship Experience**

My function and role within the agency involved constituent support and service, as well as support of office operations. When not attending regional meetings, in the office my work assignments predominantly revolved around coordinating Kaine Connects events. Kaine Connects are an avenue that help make the Senator as accessible as possible to constituents (U.S. Senator



Tim Kaine, 2014), Kaine Connects are held in cities, towns and by-ways across the Commonwealth, allowing residents to meet in their hometown with the Senator's staff, to ask questions, express positions on issues, and get assistance in their neighborhood. Basically, the Senator's office sets up for a part-day in Virginia hometowns, offering services closer and more convenient to each. Per internal reports, in 2014, more than 100 Kaine Connects have been scheduled across Virginia. When Calum and I began our internship in September, the Virginia Beach office had held just four Kaine Connects in this region. By the time our internship ends December 12th, the Virginia Beach office will have hosted 16 Kaine Connects. That number puts the Virginia Beach office in "second place" behind the Senator's Roanoke office for total number of Kaine Connects events this year. I believe Ms. Kaufman and the Senator are satisfied with that service level, and hopefully Hampton Roads residents might agree. I personally managed the details to schedule five Kaine Connects at the following dates and locations:

1. Emporia, Oct. 29
2. Franklin, Nov.
3. Suffolk, Nov. 18
4. Isle of Wight, Nov.
5. Chincoteague, Nov. 10th



*Kaine Connects are promoted via multiple media, including the Senator's website, blast e-mails, and flyers*



New knowledge and skills I have gained from my internship with Senator Kaine is multi-layered. In the larger sense, my entire perspective toward government has changed. The people involved are not the biggest problem—it's the people who are *not* involved. That said, our government is highly likely among the most complex of human organizations on the planet. Starting with the Constitution, all the way down to local ordinances, the body of policy in this country is arguably massively deep and complex. While that may be only one (of many) reasons why people do not get involved in government, it should be the reason they throw themselves into

public service. Call it on-the-job learning. If everyone donated time to a government agency, the personal knowledge gained, coupled with the benefit of time given to the community, I predict would mean a marked improvement in government and citizen satisfaction with it.

My experience working in Senator Kaine's office was overall nothing but positive. Aside from my change in attitude toward our government, it definitely has helped shape what I would prefer to do with my degree. While I cannot *ever* imagine running for an elected position, I would very much enjoy working "behind the scenes" in a political office, federal, state or local. Using my communications degree, "behind the scenes" refers to perhaps positions as a speech writer, scheduler, press secretary or the like. The chief reason why I do not see myself pursuing a law degree is because I like being happy, and I think working within the legal system and law five days a week or more would make me miserable, personally. As much as I love making a strong argument, my heart is not in law. However, I love words and people, and if you put those two together, wherever the office, that sounds like a wonderful way to support oneself, if possible. Doesn't the world have enough lawyers? Certainly the United States seems to.

Aside from modifying my view of government overall, I learned much about the structure of government agencies and processes, and where and how help may (or may not) be available. For example, the Senator is not able to help anyone with an issue where active litigation is pending. But if no attorneys are involved, a Senator or House of Representative's office may be able to free help with issues in service from federal agencies. All citizens need to do is ask. Of course, the Senator's office cannot get involved in state issues. Several constituents visited, called or wrote the Virginia Beach office during my internship, seeking assistance with healthcare situations. One gentlemen business owner who called was upset because his premiums had gone up. Though it might seem as though all healthcare issues stem from the federal government—specifically, the Affordable Care Act (ACA)—most healthcare issues constituents present must be referred to the



*Calum Welch helps a constituent by phone*

Commonwealth Governor's office of Terry McAuliffe. The reason is that each state was entitled to choose how to implement ACA. Virginia chose a route that involved not setting up its own exchange and refusal of federal funding for expansion of services. This had an impact on cost of insurances in Virginia. People want to be upset at their federal government over the law's implementation, when really the challenges were determined by the state's elected application of the law.



*Left, a view of the office from outside, at the elevators to parking;  
Right, a view of the elevators to parking, from inside the intern's office*



### **Literature Review and Theoretical Framework**

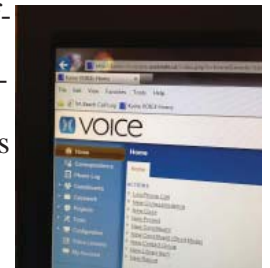
Agenda Setting Theory was introduced in 1972 by Maxwell McCombs and Donald Shaw and has stood the test of time in a vastly morphing media environment (McCombs & Shaw, 1972). McCombs' and Shaw's theory asserts that media editors, and reporters and journalists, help shape politics (and other areas of society) by the "news" topics they choose to cover, as well as their framing of said topics. Through this, media consumers learn what issues to give time to thinking about. Among the criticisms of Agenda Setting Theory was that the concept of framing was "too elastic" and could not be effectively narrowly tailored (Griffin, 2012). With the death of the Fairness Doctrine and the legalization of conglomerate-sized, corporate- and foreign-owned media, the Agenda Setting Theory's focus on framing takes on new meaning in today's politically divided, digital media environment.

A 2011 study gave evidence that American news audiences have been exposed to new models of opinionated broadcast journalism (Feldman, 2011). The trend of "opinionation" in TV "news" has been addressed by academics and journalists alike; and all conclude this practice is

a “clear departure from the balance and editorial separation that characterize traditional journalism.”

In a 2008 study of media effects, researchers found news media have played a critical role in fostering political polarization (Bernhardt & Polborn, 2008). But the study identifies the key reason is viewer choice—people do not want to listen to both conservative and liberal positions, thereby rendering themselves voluntarily incompletely informed.

When not attending meetings with Ms. Kaufman or scheduling Kaine Connects, the intern spends much time answering and addressing constituent calls and visits. Daily logs track each caller’s city of residence, issue and position on said issue. The logs from all offices are regularly aggregated, providing the Senator a snapshot of constituent sentiment and position on key issues. Even a cursory glance at the logs will reveal trends in issues people call about, from day to day. One week, Ebola was causing alarm. Another week, it was committing weapons but not troops to fight the Islamic State of Iraq and the Levant (ISIL). Last week, two key themes were executive action on immigration, and the vote on the Keystone XL pipeline—absolutely no one called about Ebola, though the battle against it rages on in Africa. This can only be attributed to the fact that people are thinking about what the media provides them information about. During my time at Senator’s Kaine’s office, I have not personally observed that a single person has called about an issue *not* getting current coverage by news media. (Please excuse the lack of a second photo in this section. I considered showing some call logs, but they contain personal information; in the interest of privacy I decided it was safer not show these. Otherwise, I fell short thinking of another image to illustrate this.)



*The Voice database dashboard*

### **Perspectives on the Internship**

My overall perspective on the internship experience is that people who work in politics are grossly underpaid for the amount of work that is expected of them and the environment they

are subjected to. In my experience, the predominant public attitude toward those supporting our political system seems unfavorable. Politics are adversarial, and few people approach problems with aplomb. Instead, each person is committed only to their own issue or position, and most seem unwilling to consider that potential alternatives exist. But I was reminded that this is *my* government. My government is not everyone else's problem or failing. My government is mine to participate in, to make better, to make more caring, and to fix.

The benefits of this internship placement from my perspective include but are not limited to: 1) The knowledge I expanded upon, as to how my government operates and functions 2) The faith I gained in the public servants who are making the system work, day in and day out 3) The contacts and network of people I met who can help guide me professionally, and 4) The communications experience I gained interacting with others in challenging situations where we may hold opposing views and positions.



*Two awesome women:  
Diane Kaufman and Roanoke Regional Director  
Gwen Mason*

The potential employment prospects with the Senator are limited in his Virginia Beach office, with its full-time staff of two. For people interested in relocating to Richmond or Washington D.C., opportunities exist. But bring your game face, remove your heart from your sleeve and put it squarely beneath your suit jacket, and buck up for some long hours (*How does 60-80 per week sound?*).

This internship helped better prepare me to be a competitive candidate for other positions in several ways. Now, I am much more familiar with politics, and which level of government or which agency may have “jurisdiction” over matters relating to healthcare benefits, family leave, or military and veteran issues, housing, immigration and justice issues, etc. Additionally, I have and continue to refine my communication style and approach with “difficult” or violent people, conversations and situations.



What I liked best about this internship experience was getting to attend meetings with Diane Kaufman, and having the opportunity to learn from her.

What I liked least about the experience was the security at the office. It kept me constantly aware of a threat that most days did not exist. I get that we live in an uncertain, crazy environment these days where children in classrooms can be gunned down en masse. But going to work behind locked doors with physical separations between you and the people you are there to help was unsettling and discomforting to me. While it might lessen my own security, I think it would improve the office's service to the public to have an open-door policy.

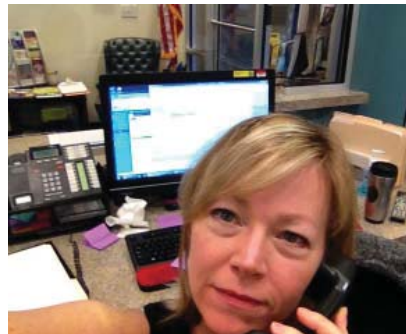


*Visitors have to be "buzzed in" to the office as it stays locked, even during business hours.*

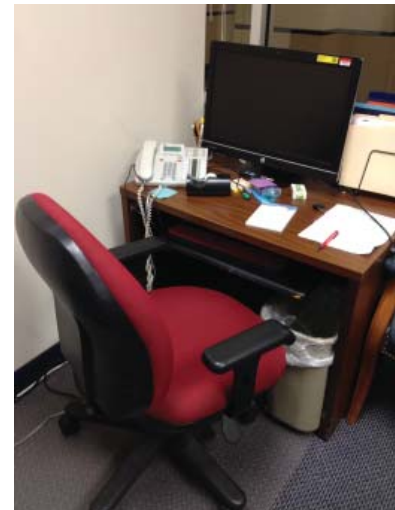
As I near the end, overall, my internship at Senator Kaine's office has been unforgettable, rewarding, and the experience has polished me for the better.



*Calum Welch. Note the glass barrier between staff and the guest lobby*



*A selfie, on hold, while "holding down the fort"*



*The lowly intern desk where Calum and I spent our first eight weeks. When Mecca Hall went on maternity leave, we were asked to move to the more visible front desk.*

## References

- Bernhardt, D., Krasa, S., & Polborn, M. (June 2008). Political Polarization and the Electoral Effects of Media Bias. *Journal of Public Economics*. 92, 5–6, (1092–1104). doi:10.1016/j.jpubeco.2008.01.006
- Feldman, L. (2011). Partisan Differences in Opinionated News Perceptions: A Test of the Hostile Media Effect. *Political Behavior*. 33(3), 407-432. doi:10.1007/s11109-010-9139-4
- Griffin, E. (2012). Agenda Setting Theory. *A first look at communication theory* (8th ed., pp. 388-389). Boston: McGraw-Hill.
- McCombs, M.E., & Shaw, D. (1972) The Agenda-Setting Function of Mass Media. *Public Opinion Quarterly*. 36 (2): 176-187. doi: 10.1086/267990.
- U.S. Census Bureau, <http://quickfacts.census.gov/qfd/states/51000.html>, accessed November 11, 2014
- U.S. Constitution, National Archives, [http://www.archives.gov/exhibits/charters/constitution\\_transcript.html](http://www.archives.gov/exhibits/charters/constitution_transcript.html), accessed November 9, 2014
- U.S. House of Representatives, <http://house.gov/representatives/>, accessed November 11, 2014
- U.S. Senator Tim Kaine, <http://www.kaine.senate.gov/about>, accessed November 9, 2014, <http://www.kaine.senate.gov/kaine-connects>, accessed November 11, 2014.





## ***COURSE SYLLABUS***

**DEPARTMENT OF COMMUNICATION & THEATRE ARTS**

**COMM 368: INTERNSHIP  
FALL 2014**

### **INSTRUCTOR INFORMATION**

*Internship Supervisor: Dr. Lefever  
E-mail: [slefever@odu.edu](mailto:slefever@odu.edu)*

**You are required to read and to have a thorough understanding of the syllabus. It is your responsibility to address any questions or concerns to the instructor.**

## **COURSE DESCRIPTION**

**COMM 368 Internship** - A structured work experience with or without remuneration, in a communication-related field. A paper, a log, and portfolio of work time plus satisfactory evaluations by supervisor and cooperating faculty member are required. Available for pass/fail grading only. Prerequisites: Approval of department's Internship Coordinator prior to registration. Qualifies as a CAP experience. (ODU Course Catalog).

## **RATIONALE/COURSE OVERVIEW**

This course is designed to help students acquire new experiential skills while applying classroom knowledge, receive training and development in the workplace under professional guidance and supervision, garner hands-on work experience while developing professional work habits and skills, identify or clarify their career interest, and develop a network of job contacts for future employment.

An internship is, quite possibly, the most important step in your academic career. In today's competitive job market, where nearly 50% of college graduates are not landing jobs after graduation, it is more important than ever to take advantage of this opportunity.

COMM 368 offers Communication majors and minors the opportunity to put their education to work – literally. And perhaps more important, it gives them the networking skills, professional experience and all-important connections that are essential to getting that crucial first job and to launching a career path to success.

## **COURSE OUTCOMES**

- Apply knowledge and theories learned in communication courses to a specific, real-life setting.
- Gain valuable work experience and relevant knowledge which will enhance overall understanding of the field of communication.
- Receive supervision and feedback from a professional with expertise and background in the selected field of study.
- Develop an understanding of the requirements of professionalism within specific career choices.
- Raise consciousness of ethical obligations to employers and the community.

## **COURSE RESOURCES**

### **A. Blackboard and email**

Each student enrolled in this course is required to have fully functioning email and Blackboard (Bb) accounts. It is imperative that you ensure your ODU e-mail and Bb accounts are fully operable, and that you *check them daily*. Please be sure to read each email or posting thoroughly—questions about matters that have been covered in the syllabus, email, or on Bb do not make a positive impression. *Email*

*should be sent through the Bb system, which automatically includes the CRN so you may be easily identified.* Email sent from an email account outside the ODU system will not be acknowledged. Please adhere to formal email protocol (salutation, full sentences, proper grammar, closing, signature). Students will be held accountable for all material on Bb and via email.

Note: Attachments to e-mail are *not* accepted.

B. Adobe Connect

This course will utilize Adobe Connect for a variety of purposes, including my Office Hours, and occasionally class meetings. Adobe Connect is accessed through Bb (look for button labeled Adobe Connect).

C. University Library and Internet

Students should expect to make use of the wide variety of services and resources provided by the ODU Library as they conduct research for projects assigned in this course. In addition, Internet resources may be useful, however, because the Internet is also an abundant source of bad information, students should be prepared to look at Internet sources (i.e., websites, as opposed to academic databases) with a critical eye. As a rule, academic sources should significantly outnumber non-academic sources. *Neither a standard dictionary nor Wikipedia are allowed as sources.*

D. Writing Requirements

Writing must adhere to the current version of the APA Manual. Deviation from APA format will result in *significant* point reductions or a complete refusal of your submission and a grade of zero (0), at the instructor's discretion.

Note: Style guides for APA that are published by other companies frequently have errors; it is therefore inadvisable to use a book other than the APA manual.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

In addition to your field work, required for successful completion of the course are:

A. Agency Articulation Form

Students are *required* to submit the Agency Articulation Form, completed with their employer, during the first two weeks of class or they will not pass the course.

B. Meetings

Students are *required* to attend all group internship meetings during the semester (the dates and times of these meetings will be announced on Blackboard).

C. Career Management Center (CMC) Learning Labs

All interns are required to complete a minimum of *three* learning labs offered by the CMC. A link for the online learning labs can be accessed via Blackboard (Bb); students taking online learning labs must take a screenshot to show completion. The CMC also offers all of the presentations in person and will record attendance in order to provide verification of your participation. Some of the workshops are done together with the College of Business, and may be listed as CBPAL or Business and Arts & Letters. However, they are all open to students. The learning labs must be completed according to the course schedule.

D. Weekly Check-in

Students are required to check-in with the internship instructor every week of your internship (if you are not working, you will not earn points for the week, so working steadily through the semester is a good idea). Check-in is through Bb, and should communicate what you are doing at the internship, e.g.,

- January 31 - Orientation to job with supervisor (1 hour). Read background material on the company (2 hours).
- February 2 - Brainstormed for articles for employee newsletter (2 hours). Attended staff meeting with supervisor (1.5 hours). Returned phone calls and answered email (1.5 hours).
- February 4 - Met with supervisor to review assignments (1 hour). Heard CEO give speech to employees (1 hour). Wrote fact sheet on new program (1.5 hours).
- Total hours worked this week: \_\_\_\_\_

Although small/brief tasks do not have to be recorded, the check-in should account for every hour you have worked during the week, and should include a total number of hours for each day worked. Check-ins are done through Bb according to the course schedule. *Late submissions are not accepted for any reason, including technical problems*—do not wait until the last minute to complete your check-in.

E. Journal

Your journal is an important dimension of your internship experience. It provides you with the opportunity to document your progress on an ongoing basis. This feedback is essential as you collect evidence to show that you are meeting your objectives, and as you prepare your final paper. The following are suggested as guidelines:

- Make an entry every day you visit the work site. You should be *commenting on* your experience as it pertains to your learning objectives.
- Keep your entries brief – too much detail on a daily basis is unnecessary and time-consuming. Elaborate only in instances that you deem extraordinary or particularly significant.

The following are *objectives* for the student in writing the journal:

- To gain an understanding of the operations and functions of the professional environment.
- To gain an understanding of the problems that exist in the professional environment (functional problems and communication problems) and their impact on the community.
- To relate theories, principles, and concepts of communication learned in the classroom to the professional setting.
- To assess one's thoughts of specific assigned tasks, existing programs, employment policies, and employee relations that exist in the internship setting.
- To express feelings of frustration, anxiety, satisfaction, or pleasure experienced towards internship (i.e., supervision, assignments, company culture, etc.)

A *one or two paragraph summary* of journal entries for the designated period (typically, every two weeks), reflecting on the internship experience (including expressing concerns), will be posted on Bb according to the course schedule. *No late submissions.*

#### F. Paper

Your paper allows you to express in a narrative form information about your work setting, your duties and responsibilities, and your thoughts and research which relate to your assigned tasks. This paper will be typed (double-spaced), approximately 8-10 pages, submitted at the end of the semester according to the course schedule. Instructions for the paper will be available on Blackboard. Papers will be submitted through Bb according to the course schedule. *No late submissions.*

#### G. Field work and Time Sheet

The Internship course requires that 50 hours *per credit hour* of on-site activity, with an approved organization, be completed. If your job performance is deemed to be unacceptable by the agency and you are terminated from the placement, you will not pass the course. Prior to working your first day you should obtain the

phone numbers of those supervisors you must contact if you are going to be late or absent. Hours for the field work should be completed according to the course schedule. A completed, dated time sheet *signed by your supervisor* must be submitted in order to pass the course. The form is found and will be submitted through Bb.

H. Employer's Evaluation

Employers have committed in the Agency Articulation Form to provide and evaluation of the intern's work for them. Ideally, the employer will discuss the evaluation directly with the student; a completed evaluation form must be submitted by the employer during the last week of class as a condition of successful completion of the course by the student. It is the student's responsibility to remind their supervisors to return their evaluation by the due date.

## EVALUATION AND GRADING

A. Points

Meetings	9%
CMC Learning Labs	6%
Weekly Check-ins	40%
Journals	20%
Paper	25%
<u>Total</u>	100%

B. Pass/Fail

The final grade for the internship is pass/fail. To pass this course, students must complete *all* of the course requirements, and earn at least 75% (based upon quality of performances). Students *cannot* pass the course without submitting an accounting for all hours worked, verified (signed) by their supervisors.

B. Student conduct and academic integrity

Solid character is imperative, not only in this class but in every aspect of our lives. As ambassadors of Old Dominion University, interns must hold themselves to the highest behavioral standards. Integrity requires us to approach everyone—self and others—with an ethic of respect that is reflected in our behavior and includes courtesy, self-discipline, restraint, honesty, and integrity. Off-color, offensive, insulting, or rude language, behavior, or dress shows a very poor grasp of effective communication, and can damage the reputation of the internship program. Each individual is accountable for his/her choices in person, online, and in email. Inappropriate conduct, whether online or via email will result in a

minimum 5% deduction *per occurrence* from the course total; egregious infractions will go before the Office of Student Conduct and Academic Integrity. [[http://studentservices.odu.edu/osja/ccc\\_pamphlet.pdf](http://studentservices.odu.edu/osja/ccc_pamphlet.pdf)]

As a student of Old Dominion University, you have signed a pledge taking responsibility to abide by the Honor Code, which states: “We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenge to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others.” (*Old Dominion University Catalog*, p. 14). This is an institutional policy approved by the Board of Visitors and enforced in this class.

All work submitted must include “Honor Pledge” with your signature—this means outlines, papers, and tests. *Items submitted electronically have the Honor Pledge as an understood condition of submission.* For guidance on how to avoid plagiarism, *see the appendix to this syllabus, posted on Bb.* Students found guilty of any type of dishonesty will be penalized to the fullest extent including, *at minimum*, a zero score for the assignment. *All* cases of suspected dishonesty will be immediately referred to the Office of Student Conduct and Academic Integrity. Please see your student handbook for information.

#### **ODU HONOR PLEDGE**

I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.

Last Updated: August 1, 2014

***This syllabus is subject to change with notice.***

Old Dominion University  
Norfolk, VA, 23529