**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Dr. Karen Taylor</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:fkmk@uaf.edu">fkmk@uaf.edu</a></td>
</tr>
<tr>
<td>College/School</td>
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<tr>
<td>Phone</td>
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<tr>
<td>Faculty Contact</td>
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</tr>
<tr>
<td>College of Liberal Arts</td>
<td>907-474-6818</td>
</tr>
</tbody>
</table>

1. **ACTION DESIRED**
   
   (CHECK ONE):
   
   - [ ] Trial Course
   - [x] New Course

2. **COURSE IDENTIFICATION:**

<table>
<thead>
<tr>
<th>Dept</th>
<th>COMM</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>470</td>
<td>3</td>
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</table>

   Justify upper/lower division status & number of credits:

   Upper division status, because knowledge foundation must exist before qualified to serve semi-professional functions in relevant organizations. Three credit hours, because the work load will require time spent on reading a textbook, scholarly articles, writing papers, maintaining up-to-date journal materials, and researching presentation materials.

3. **PROPOSED COURSE TITLE:**

   Communication Internship Seminar

4. **CROSS LISTED?**

   Yes/No

   (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. **STACKED?**

   Yes/No

6. **FREQUENCY OF OFFERING:**

   (Every or Alternate) Fall, Spring, Summer - or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING** (if approved)

   Fall 2009

8. **COURSE FORMAT:**

   Note: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

   | COURSE FORMAT: |
   | (check one) |
   | 1 2 3 4 | x 6 |

   On-site professional learning, supervised and following agreement negotiated by instructor, student, and organization. Journaling of all on-site experiences plus additional topics on readings assigned. In-class lecture, discussion, activities, and three short papers

9. **CONTACT HOURS PER WEEK:**

   | 3 | LECTURE hours/weeks |
   | 2 | LAB hours/week |
   | 4 | PRACTICUM hours/week |

   Note: # of credits are based on contact hours. 800 minutes of lecture = 1 credit. 2400 minutes of lab in a science course = 1 credit. 1600 minutes in non-science lab = 1 credit. 2400-4800 minutes of practicum = 1 credit. 4800-9000 minutes of internship = 1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty/credits.html for more information on number of credits.

10. **COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**

    COMM 470 Communication Internship Seminar

    3 Credits Alternate Fall Semesters
Communication Internship is a course that links academic and professional on-site learning. Students must have completed or be concurrently enrolled in an appropriate internship, arranged independently or with help of the instructor. The internship must be relevant to communication, provide guided learning experiences in a profession that would be appropriate and of interest for employment after graduation, and include a minimum of 150 hours on-site. The Seminar will improve job-hunting and networking skills and apply organizational communication theories (workplace socialization processes, cultural rituals, negotiation of power, social capital, emotional labor, etc). Evaluation will be done by both site supervisor and course instructor. (Prerequisite: COMM 469 and permission of instructor) (3+0+0)

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)
   - H = Humanities
   - N = Natural Science
   - S = Social Sciences

   Will this course be used to fulfill a requirement for the baccalaureate core? YES ☒ NO

   If YES, check which core requirements it could be used to fulfill:
   - O = Oral Intensive, Format 6
   - W = Writing Intensive, Format 7
   - Natural Science, Format 8

12. COURSE REPEATABILITY:
   Is this course repeatable for credit? YES ☒ NO

   Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

   How many times may the course be repeated for credit? TIMES

   If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM:
   LETTER: ☒
   PASS/FAIL:

14. PREREQUISITES
   Permission of Instructor, Junior or Senior standing, COMM 469

   These will be required before the student is allowed to enroll in the course.

   RECOMMENDED
   Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES
   Has a memo been submitted through your dean to the Provost & VCAS for fee approval? YES/NO

17. PREVIOUS HISTORY
   Has the course been offered as special topics or trial course previously? YES/NO

   If yes, give semester, year, course #, etc.
18. ESTIMATED IMPACT
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
None. Course will be part of instructor’s regular workload. Course will replace an existing course being dropped for low enrolment (COMM 231).

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (ffkhj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

| No | Yes | Research materials needed will be supplied dependent on site selection |

20. IMPACTS ON PROGRAMS/DEPTS
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)
Primarily Communication, possibly some impact on Career Services Center if demand is high. Possible minor impact on other departments that also offer specific internship programs, in that students do compare/contrast internship programs and on-site requirements differ from one field to another.

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.
Possible positive impacts because as students perform on-site work, recognizing that the skills needed are many and varied (not discipline-specific) could stimulate interest in more and/or different course offerings across departments (economics, arts, etc). One reason for the instructor-permission requirement is to attempt to prevent harm to UAF image by insufficiently prepared or unmotivated students. This potential negative is outweighed by positive impacts for students, who are able to qualify for a wider range of experiences, are more likely to have resume-building opportunities that are vital to compete in job markets today, and will be more motivated in all other classes as they see first-hand the links between professional and academic learning. Students that complete internships have higher starting salaries, greater mobility, and are more likely to extend future internship opportunities to UAF students once they are fully employed.

JUSTIFICATION FOR ACTION REQUESTED
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.
Internship courses represent one of the best ways to integrate the university and the community, in a manner from which everybody benefits. The students benefit, as they are able to learn professional skills directly from working professionals, while still receiving academic guidance through the learning process from somebody who can supplement their skills-learning with theoretical learning appropriate to the discipline. The community benefits, in that the specific site selected gets an apprentice who works either for free or relatively cheaply without a long-term commitment (though often internships do lead to employment after graduation). The community as a whole also benefits, in that their members have a wider range of experiences and ideas to draw from even immediately after graduation. The university benefits in that we are able to draw on expertise beyond that which our faculty possesses, and can often expose students to practices and technologies that are more cutting-edge than the university can afford to continually invest and re-invest in. The university benefits also in that students who complete internships are almost always more motivated in their coursework, seeing directly the links between academic and professional worlds. Maintaining the internship as a course under the close supervision of a full-time faculty member insures that academic standards will not be lowered in any way. As on the attached syllabus, the course proposed is roughly equivalent to a typical Advanced Organizational Communication course. The readings are all primary texts, drawn directly from scholarly journals and books. The three short papers add up to the equivalent of a semester paper for a 300 or even 400 level class, totaling fifteen pages and graded for grammar, argument, evidence, and engagement with readings. This Communication Internship course proposal compares favorably to other Communication Internships at other universities.
The instructor brings to the course insights from five years of participating in a subdivision of the largest professional organization in the discipline that specifically deals with internship and service-learning issues, and has experience running internship programs at other universities that had intensive service-learning requirements. The Communication Internship course is also comparable to similar courses at UAF, such as the programs administered in the Journalism Department and the Business School. The course satisfies a long-standing goal that has been articulated by departmental advisory committees during the previous two departmental reviews, recommending that an internship program for majors be created. This internship course also fits with broader university goals articulated by the Chancellor and Dean, encouraging more community-based learning.

APPROVALS:

Signature, Chair, Program/Department of: Communication

Signature, Chair, College/School Curriculum Council for: College of Liberal Arts

Signature, Dean, College/School of: CLA

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

ADDITIONAL SIGNATURES: (If required)

Signature, Chair, Program/Department of:

Signature, Chair, College/School Curriculum Council for:

Signature, Dean, College/School of:
Syllabus: Communication 469 and 470 F01
Communication INTERNSHIP and Internship Seminar
Practicum-based course
University of Alaska Fairbanks, TR 11:45-1:15, BUNN 124
Summer and Fall 2009

THIS COURSE REQUIRES COMPLETION OF MINIMUM 150 HOURS ON-SITE AND 42 HOURS IN-CLASS. GRADE FOR COMM 469 WILL BE DEFERRED UNTIL COMPLETION OF COMM 470.

Instructor: Karen Taylor
Email: ffkm@uaf.edu (this is probably the easiest way to reach me)
Work Phone: 474-6818
Office Hours: M-W 9-10 a.m. (or by appointment)
Office Location: 503C Gruening Bldg.

2) additional readings listed on syllabus, available on Blackboard

Readings:
Ashforth & Mael, “Identification in Work”
Silverman, “Qualitative Research Methods”
Weick, “Unbounded Careers”
Bourdieu, “Social Capital”
Powers, “The Cultured Proletariat”
Putnam, “Bounded Emotionality” and emotional labor
Fisher, “Narrative Analysis”
Zarefsky, “Delivery”

Course Description

This seminar is available only by special permission to select juniors and seniors. Enrollment in the seminar presumes that each student has previously arranged an appropriate, challenging, and mutually beneficial internship experience in the professional field of the student’s choice. Enrollment further presumes that the internship has been completed the previous summer or is being completed concurrently. The goal of the seminar is to enhance the learning provided through first-hand professional experience by clarifying links between practice and theory, and by integrating the professional learning with academic learning students have acquired previously. The course relies on the use of Blackboard, so students should check regularly on their accounts. Readings will be posted electronically using Blackboard, as will any communication regarding assignments or course content.

IMPORTANT: The internship requires 150 hours on-site, and internships work best if you and your supervisor have clear agreement about your responsibilities and goals and how you will be evaluated. Use the internship opportunity to negotiate about the kinds of work assignments you prefer, since you won’t have much opportunity to have those negotiations when you start your first entry-level job. At the same time, be realistic about your usefulness to the organization, and don’t take up too much of the time your supervisor should be spending on his/her own work.
Course Assignments
Journal (graded on completeness and insightfulness): 10%
Presentation surveying professional field: 19%
Resume and Cover Letter: 10%
In-class activities and participation: 10%
Three papers, ~5 pages each: 21%
Evaluation by your on-site Supervisor: 30%

90%-99%=A 80%-89%=B 70%-79%=C 60%-69%=D

Learning Outcomes

By the end of class, students will
1. understand the concept of organizational culture, and be able to practice a minimum of four ways to recognize and categorize it, as well as have some familiarity with additional cultural analysis methods
2. know and understand the significance of socialization processes, and be able to expedite the processes for themselves
3. find resources to diagnose broad trends across multiple industries, and benchmark their own organization in relation to those broad trends
4. develop strategies and proficiencies in all aspects of the employment process

Statement of Policies for this Class

Student Responsibilities:

A: ATTENDANCE. All students are expected to attend every class and the final exam.
 attendance is a graded element of this course. You are also responsible for in-class activities (which cannot be made up). There are some circumstances for which absence is unavoidable, such as illness or family emergency. I must receive documentation of the reason as soon as possible thereafter. A student with an unexcused absence on the day of their presentation will receive a zero for that presentation.

B: PARTICIPATION: This is a skills development course, requiring student participation.
 Participation in discussions and activities is required. Each class period provides the opportunity to earn up to four participation points, with one for contributing through listening, two for contributing relevant comments, and three for four good questions. Written contributions on Blackboard count. Negative participation points can also be earned, for any behavior deemed disruptive (cell phones, talking while others speak, arriving late, etc.).

C: ETHICAL STANDARDS. All interaction in the classroom is to be consistent with the Credo for Ethical Communication of the National Communication Association, which has been adopted by the Department of Communication. Any suspected plagiarism will be penalized, as laid out in the university policy. You are expected to be familiar with the university’s regulations as laid out in the Student Code of Conduct.

D: STUDENT SUPPORT: All students are eligible to use the services at the Student Health Center, and are encouraged to go (and get documentation). Students with special needs or concerns need to contact Student Support Services (474-6844) for documentation to present to Instructor. The Office of Disability Services (474-7043) provides accommodations to students with disabilities. The instructor will also attempt to make reasonable accommodations for students with alternate learning styles/needs, whether documented or not, if the student raises these concerns as early as possible.
# TENTATIVE Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 3</td>
<td>Overview</td>
<td>current job-market data</td>
</tr>
<tr>
<td>Sept 8</td>
<td>The State of the Arts</td>
<td>guest lecture, career services</td>
</tr>
<tr>
<td>10</td>
<td>What is Communication?</td>
<td>Meet in Library</td>
</tr>
<tr>
<td>Sept 15</td>
<td>resume guidelines</td>
<td>cover-letter writing</td>
</tr>
<tr>
<td>17</td>
<td>Doing Research on Orgs</td>
<td>Read: Ashforth &amp; Mael</td>
</tr>
<tr>
<td>Sept 22</td>
<td>What the Comm Major means</td>
<td>Read: Fisher</td>
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<tr>
<td>24</td>
<td>Structuration Theory</td>
<td>Narrative Analysis</td>
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<tr>
<td>Oct 1</td>
<td>Organizational Socialization</td>
<td>Resume &amp; Cover Letter DUE</td>
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<tr>
<td></td>
<td>Ritual and Story</td>
<td>Read: Silverman</td>
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<tr>
<td>Oct 6</td>
<td>Internship as Ethnography</td>
<td>Read: Weick</td>
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<tr>
<td>8</td>
<td>Learning to Learn</td>
<td>Food Cultures</td>
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<tr>
<td>Oct 13</td>
<td>Organizational Boundaries</td>
<td>Read: Putnam</td>
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<tr>
<td>15</td>
<td>Frontstage/Backstage</td>
<td>Boundaries Paper DUE</td>
</tr>
<tr>
<td>Oct 20</td>
<td>Gender at Work</td>
<td>Good Work</td>
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<tr>
<td>22</td>
<td>Alternative Forms of Organizing</td>
<td>Read: Powers</td>
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<tr>
<td>Oct 27</td>
<td>Making Sense of Career Paths</td>
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<tr>
<td>29</td>
<td>Power and Resistance</td>
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<tr>
<td>Nov 3</td>
<td>Reviewing Marx, Role Negotiations</td>
<td>Read: Bourdieu</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Dress &amp; Address</td>
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<tr>
<td>Nov 10</td>
<td>Negotiation and Mediation</td>
<td>TimeShare</td>
</tr>
<tr>
<td>12</td>
<td>Interviewing Tips</td>
<td>Strategic Control Paper</td>
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<tr>
<td></td>
<td></td>
<td>(Putnam or Bourdieu, your choice) DUE</td>
</tr>
<tr>
<td>Nov 17</td>
<td>Networking as Working</td>
<td>six degrees of...</td>
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<tr>
<td>19</td>
<td>no class, Instructor at NCA</td>
<td>Read: Zarefsky</td>
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<tr>
<td>Nov 24</td>
<td>Professional Presentations</td>
<td></td>
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<td>26</td>
<td>no class Thanksgiving Holiday</td>
<td></td>
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<tr>
<td>Dec 1</td>
<td>Presentations</td>
<td>Free Choice Theory Paper DUE</td>
</tr>
<tr>
<td>3</td>
<td>Presentations cont.</td>
<td></td>
</tr>
<tr>
<td>Dec 8</td>
<td>Presentations cont.</td>
<td></td>
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</tbody>
</table>