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CASE #7

“What Is Your Title Today?”

The Challenges and Rewards of Implementing an Internship/Independent Study Hybrid Course at the Valparaiso University Archives and Special Collections

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LEARNING OBJECTIVES ENGAGED FROM *GUIDELINES FOR PRIMARY SOURCE LITERACY* BY THIS CASE STUDY

- 1.A. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.
- 1.B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.
- 1.C. Draw on primary sources to generate and refine research questions.
- 1.D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.
- 2.A. Identify the possible locations of primary sources.
- 2.D. Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research.
- 3.B. Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is.

- 4.C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.
- 4.F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.
- 5.A. Examine and synthesize a variety of sources in order to construct, support, or dispute a research argument.
- 5.C. Cite primary sources in accordance with appropriate citation style guidelines or according to repository practice and preferences (when possible).

CASE STUDY LOCATION Valparaiso University Archives and Special Collections
Christopher Center Library Services
1410 Chapel Drive
Valparaiso, Indiana
<http://library.valpo.edu/archives>

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Introduction and Institutional Context

Valparaiso University, founded in 1859 and located in Valparaiso, Indiana, is an independent Lutheran university. The population of the university consists of 3,255 undergraduate students, 802 law and graduate students, and 288 full-time faculty. The Valparaiso University Archives and Special Collections (VUASC) department acts as the official repository for the university by collecting, organizing, preserving, and providing access to historical university records and supports the mission of the Christopher Center for Library and Information Resources¹ by providing access to and discovery of special collections to students, faculty, staff, scholars, patrons from other institutions, and the community in general.

During the academic year 2017–2018, in line with the university’s initiative to promote internship opportunities, the Department of History proposed collaborating with VUASC to provide internship opportunities to history students who wished to conduct projects that explored subjects promoting awareness of Valparaiso University’s placement within the larger history of the State of Indiana. The course HIST 386/590, Internship/Independent Study, was developed and offered for the first time during Fall semester 2017. Five undergraduate students and one graduate student enrolled in the course. The course gave students the opportunity to work actively with collections at VUASC under the direction of VUASC staff, Judith Miller and Rebecca Ostoyich, and participate in academic discourse by completing an individual research paper under the supervision of a history department faculty member, Kevin Ostoyich. Students in the course learned about the inner workings of an archives, actively engaged with primary and secondary sources, composed an original work of scholarship, and presented their work to the campus community. In addition to their internship and research activities, students were expected to engage in conversations about their work with professors and staff. These discussions were intended to expose students to fresh ideas and perspectives throughout the internship and research process.

Kevin Ostoyich, as chair of the Department of History, meets regularly with prospective Valparaiso University students and their parents. In these conversations, prospective students often articulate a desire to conduct an internship at some point during their studies and to work in an archives or a museum. With this information in mind, he approached the staff of the VUASC with the idea of creating an in-house internship that would introduce students to the archival world. He thought such an initiative might address the following common critiques of internships:

1. Interns are often given menial tasks that have little to no relation to the central mission of a given institution.²
2. Interns are often given minimal training and supervision.
3. Assessment is often spotty and difficult to verify and translate into an academic grade-scale.³

¹ The Christopher Center for Library and Information Resources is the library of Valparaiso University. See <http://library.valpo.edu/>, accessed 12/12/2018.

² See “How do I graduate from getting coffee?” by Colleen Sabatino, <http://www.internships.com/student/resources/workplace/common-situations-and-questions/how-do-i-graduate-from-getting-coffee>, accessed 12/12/2018.

³ These were the main complaints articulated during a multi-session faculty workshop on internships that Kevin Ostoyich participated in during the 2016–2017 academic year. For a good discussion regarding these common critiques, see Nancy O’Neill’s “Internships as a High-Impact Practice: Some Reflections on Quality,” *Peer Review* 12:4 (Fall 2010), 4–8.

He believed an in-house internship would help to ensure that students perform meaningful tasks and that their performance would be thoroughly assessed by university personnel.

In HIST 386/560, students complete 60 hours of internship activities, such as inventorying, digitizing, rehousing, researching, finding aid creation, and exhibition design as directed by the professor and staff of VUASC. As part of their internship students complete a log of all activity carried out in VUASC, as well as biweekly reports of internship progress. Once the students identify the project they want to work on, they are trained in the skills needed for that specific project. They learn how to properly rehouse a collection, create an inventory for that collection, create a record and a finding aid within ArchivesSpace⁴ if appropriate to the specific collection, digitize aspects of a collection using various scanners based on the material being digitized, capture and imbed metadata for those items digitized, and submit a collection of at least 10 images of items relating to their project with descriptions for inclusion in a booklet to be kept in VUASC as a reference for future researchers. The work done by the students during their internship is useful for VUASC in processing its holdings and making more information available to future researchers.

The internship component of the course consists of work in special collections, including training on general work in an archives, as well as performance of specific tasks with various collections. Students review the internal training manuals of VUASC, such as the *Archival Processing Manual*, the *Arrangement and Description Manual*, the *Digitization Manual*, the *Collection Management Policy*, and certain sections of [Describing Archives: A Content Standard](#).⁵ The materials associated with each research project chosen by the students require some sort of archival processing, such as creation of an inventory, rehousing materials, digitization, creation of a finding aid, or the like. After an initial orientation, training is completed on a task-by-task basis. Students are trained to process the materials directly related to their chosen project. This processing helps the students become extremely familiar with the materials that are the basis of their research papers.

The independent study component of the course consists of a 15-page research paper along with a booklet and presentation based on this research. Near the end of the semester, students present their projects to the larger community during the History Extravaganza. Following opening remarks by a member of the faculty, each student presents an overview of her or his project, displays significant documents, identifies the main questions addressed in research, and conveys a historical narrative. A question-and-answer period with the audience follows. As a culminating event for the course each student participates in a mock job interview.

In conceptualizing this course, Kevin Ostoyich thought it would present the opportunity to explore learning objectives that address primary documents with more specificity than the following Standard Learning Objectives (SLOs) used by the Department of History at Valparaiso University:

1. Students will develop excellent writing and speaking skills exemplified by the ability to use primary and secondary sources, distinguish biases, and construct historical arguments.
2. Students will demonstrate methods of historical analysis, historical veracity, and an understanding of historiography.

⁴ See <https://archivesspace.org/>, accessed 12/12/2018.

⁵ See <https://www2.archives.org/standards/DACS>, accessed 12/12/2018.

3. Students will develop global perspectives or, in classes in US history, develop their appreciation of cultural diversity.
4. Students will historically contextualize faith systems and issues of social justice.

Although the first two of the history department SLOs provide general coverage of what the HIST 386/590 course set out to accomplish, we believe that eleven learning objectives from the [Guidelines for Primary Source Literacy](#),⁶ published after this course was initially designed, more closely capture our aims. These learning objectives have been incorporated into the course syllabus during the 2018–2019 academic year (see Appendix 1).

Distinguishing between primary and secondary sources, and understanding their interrelatedness (1.A.), is addressed in the beginning of the course as students are presented with several potential research projects based on the strengths of the holdings of VUASC. Within VUASC's holdings, the students encounter primary documents in a variety of formats relating to their research project (1.B). Some projects have dealt with collections of glass lantern slides, reel-to-reel tapes, stained glass windows, blueprints, photographs, and scrapbooks.

Throughout the semester the students individually meet with the archivists and Kevin Ostoyich to discuss their current work and the historical questions that arise from their examination of the documents, generating and refining questions as the semester progresses (1.C.). The question "What is your title today?," which is posed to students during each meeting, proves particularly effective in helping the students generate new strategies and questions with respect to their projects. The hope is that by continually searching for the appropriate title of their project, they will eventually detect the essence and contours of their historical narrative. Understanding that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change (1.D.) is behind the word "today" in the question posed to students during each meeting with their advisor. Students are encouraged throughout the semester to expect their research questions to change and reminded that if their project always stays the same, they probably are not challenging themselves or the materials rigorously enough.

Identifying possible locations of additional primary sources for their projects (2.A.) occurs as students become familiar with the holdings of the VUASC during the internship. It is worth stating that simply being in the archives for prolonged lengths of time helps students to find the sources they need for their projects.

Processing the project that students complete for the HIST 386/560 course helps them understand the subjectivity and selectivity that impact which records end up in the archives (2.D.). The holdings of VUASC are limited to what certain areas of the university have transferred to VUASC over the years. Some materials are in formats that can no longer be utilized (e.g., reel-to-reel tapes and glass lantern slides), because VUASC lacks the appropriate equipment to play/view these materials. During their projects, students are encouraged to conduct oral interviews to assist in filling in gaps or perspectives missing from the holdings of VUASC.

Students taking HIST 386/560 identify and communicate information found in primary sources, summarizing the content of the source and identifying and reporting key components of its creation

⁶ See <https://www2.archivists.org/sites/all/files/GuidelinesForPrimarySourceLiteracy-June2018.pdf>, accessed 12/12/2018.

(3.B.), by selecting and digitizing a number of photographs and documents key to their projects and creating the necessary metadata. For example, one student created an inventory of the stained-glass windows on campus, identifying the designer, donor, and location for each window.

Each student reads *Flame of Faith, Lamp of Learning: A History of Valparaiso University* by Richard Baepler (St. Louis: Concordia Publishing House, 2001) to become acquainted with the history of the university. Most of the students use institutional publications such as the student newspaper, *The Torch*; the yearbook, *The Beacon*; and student handbooks to provide historical context to their projects. For example, one student used these institutional publications to provide textual balance to the visual evidence regarding gender norms revealed in glass lantern slide images from the 1920s–1930s. This is one of many ways students address situating a primary source in context through exploring and understanding the circumstances of its creation and the time and culture in which it is situated (4.C.).

A variety of means are used to help students understand and demonstrate historical empathy with the sources and actors with which they engage in doing their projects (4.F.). One goal of the course is to provide a framework through which students convey an appreciation for historical documents to others. During the History Extravaganza at the end of the semester, the students take center stage and demonstrate the importance of grounding historical narratives and interpretations on documents and an exploration of their contexts. Students also assist VUASC staff in creating historical displays in the Christopher Center, which contextualize documents in a broader context and narrative.⁷

Of course, the crux of the whole HIST 386/590 course is for students to examine and synthesize a variety of sources to make a research argument (5.A.). While the students begin their projects by working with a specific primary document collection, they expand their research to include other primary and secondary sources as needed to answer the research questions they develop. The close collaboration between students and VUASC staff during the students' work provides multiple opportunities for the development of citations for the sources used that comply with disciplinary standards and VUASC's preferred citation methods (5.C.).

Narrative

Students enrolling in HIST 386/590 are provided by staff members with a list of possible research projects whose primary source base requires some level of archival processing. If none of those projects are of interest, students may define their own project based on explorations of VUASC during the first weeks of the semester. After their initial training period, during which they familiarize themselves with the primary documents pertaining to their projects, the students commence their independent study and start to look at the collections from a historical perspective, familiarizing themselves with the secondary literature pertaining to the creators and topics relevant to their project. Over the course of the semester the internship component decreases in relationship to an increasing independent study. This allows students, after initially engaging a particular collection of primary documents in its entirety, to shift focus to specific primary documents within the collection in relation to the pertinent secondary literature.

As the students engage the primary documents as archivists-in-training, staff members encourage their focus on the totality of the collection. When the independent study component of the course starts to ramp up, students select specific documents from the collection on which they have been working to

⁷ Two examples of these Christopher Center exhibits that occurred during Spring semester in 2018 were "The Ghettos of the Holocaust" and "A Survivor's Luck: The Story of Harry Katz."

connect to a historical narrative that they will convey to an audience in multiple ways. At this point students are introduced to the historian's task of selecting those documents that connect to form a valid and meaningful narrative. Working on processing archival collections at the beginning of the course allows students to begin thinking about historical questions they might explore as the course moves from internship to independent study. Ultimately, each student presents their research-question-driven historical narrative in three ways:

1. A 15-minute oral presentation.
2. A program booklet that includes a selection of at least 10 items from the collection and a description of each item's relationship to the larger project.
3. A 15-page research paper.

To demonstrate how the internship and independent study components work together, in the most recent offering of HIST 386/590, VUASC staff provided enrollees with an example from the pilot offering of the course of a student who worked on the architectural history of the Chapel of the Resurrection at Valparaiso University.⁸ Internship tasks for this project included inventorying, rehousing, digitizing, and creating a finding aid for a collection of papers donated by the chapel's architect, who designed many of the buildings on campus. For his independent study project, the student narrowed his focus on the architect's designs for the Chapel of the Resurrection and investigated the reciprocal relationship between the design, construction, and alteration processes and the university's mission and identity.

Toward the end of the semester, students attend a mock job interview orientation with members of the staff of the Valparaiso University Career Center. As a final component of the HIST 386/590 course, each student completes a mock job interview, set at a hypothetical archives where the potential employer has no familiarity with Valparaiso University and its internship/independent study course. As part of the interview, students must explain what skills they have learned, demonstrate why they are a good candidate for the position, and convey the essence of their projects succinctly and clearly.

During the Spring semester 2018, in the second offering of HIST 386/590, we incorporated the history of the Holocaust into the program with the intent of broadening the focus from solely the history of Valparaiso University. Students worked with correspondence from concentration camps, materials pertaining to the history of the Shanghai Jews, and photo collections and original artwork from the Łódź ghetto loaned by the Florence and Laurence Spungen Family Foundation.⁹ Students created inventories, scanned items for preservation and exhibition, and rehousing the collections. Once a collection is fully processed it is returned to the Spungen Family Foundation where it will be added to their materials available for researchers and educators throughout the world. Kevin Ostoyich and staff of VUASC work very closely with the foundation regarding their collection of Holocaust materials. Building on Valparaiso University's proud tradition of spreading awareness of the mission of Martin Luther King, Jr. throughout Northwest Indiana, we hope this partnership with the Spungen Family Foundation will expand this tradition by spreading awareness of the Holocaust in the region.

Results

⁸ See <https://www.valpo.edu/chapel/> for additional information, accessed 12/12/2018.

⁹ See <http://spungenfoundation.org/> for additional information about the foundation, accessed 12/12/2018.

The internship/independent study program that is HIST 386/590 was piloted during the Fall semester 2017 with history undergraduate and graduate students. The students completed projects related to the history of Martin Luther King, Jr. Day celebrations at the university, the history of an annual student-led event during the late 1960s and early 1970s known as “Week of Challenge,” the architectural history of the university’s Chapel of the Resurrection, the history of theatrical productions at the university, the gender norms of the university during its first decade as a Lutheran university (1925–1935), and the Lyceum movement at the university at the turn of the twentieth century. In the second offering of the course in Spring semester 2018, students completed projects on the history of stained glass at the university, the history of fraternities at the university, visits by US Supreme Court Justices to the university’s Law School over the decades, and the architectural history of student housing.

All students in the program presented their work to the public at the History Extravaganza events, and the event during Fall semester 2017 was featured in *The Times of Northwest Indiana*. Three students who participated in the program during that semester presented at the university’s celebratory event for undergraduate research, known as SOURCE. During the 2018–2019 academic year we hope to expand student participation at this event.

The booklets produced from selected collection materials during the course of two offerings of HIST 386/590 in the 2017–2018 academic year are now part of VUASC and will serve as illustrated sources for future researchers investigating the history of the university. The work the students did during their internships aided VUASC in processing some of its backlog, uncovering new information, and laying the foundation for future projects.

Students taking HIST 386/590 were assessed on the following:

1. Internship participation (35% of the final grade), assessment was based on attendance, asking and answering questions, active participation in discussions, completion internship tasks, and overall quality of performance.
2. History Extravaganza event presentation (15% of the final grade).
3. Internship booklet (10% of the final grade) documenting both the internship process and the research of their specific topic.
4. Research paper (35% of the final grade).
5. Mock job interview (5% of the final grade), which gave students the opportunity to summarize their project and experience in the context of archival work and served as the final exam for the course.

Feedback from students indicated that they were interested in learning more about the preservation of documents. Because the course was an independent study with no officially scheduled class time during which the entire class met, students also indicated a desire to have more opportunities to work together.

Through the pilot year of the internship/independent study course, we learned how such a course can have an intensely transformative effect on students. For example, after taking the course during the Fall semester 2017, one student is now certain that she wants to become an archivist. Toward this end, during the Spring semester 2018 she successfully applied for a position as a student worker in the VUASC. Another former student is currently applying to masters of library science programs.

Lessons Learned

Based on student feedback we plan to incorporate more preservation work into the course in the future. Regarding opportunities for collaboration, the History Extravaganza was one way to bring the students together. The orientation for the mock-job interviews was another avenue for creating a shared experience. Potential ways to foster more collaboration that will be considered for future offerings of the course involve having all the students participate during visits of high school students to the archives, introducing a monthly meeting at which students give progress reports, and sponsoring guest speaker events. We are also considering implementing a course blog to promote group cohesion online.

We encountered a few challenges during the first academic year in which HIST 386/590 was offered twice. To begin with, the hybrid nature of the course did not correspond to the norms of the Registrar's Office and official university forms. This problem was compounded by discrepancies between the bureaucratic norms for undergraduate and graduate courses at the university. Additionally, it was difficult to keep the program schedule flexible enough so that students could accommodate other courses while still staying on track to complete their internship/independent study project. Students had to be reminded that the completion of 60 internship hours was required to pass the course. The activity log and biweekly reports were used so students could track their internship hours and progress, but it proved challenging for students to maintain professional standards of punctuality that are more the norm in other university classes. Several students found it difficult to complete their reports in a timely fashion and often needed to be reminded to submit them. The mock job interview orientation and the interview itself helped a great deal in reinforcing the professionalism of the program, though these came at the end of the semester. Despite these challenges we found the in-house model to be preferable to external internships, especially given the previously mentioned concerns about menial tasks, lack of quality control with respect to training and supervision, and spotty assessment.

Another challenge that we encountered was that certain students got so fixated on the internship tasks that they had some degree of difficulty shifting into the mode of a researcher making meaning from specific documents in the collection. We believe the regular meetings with the professor and staff helped students leave the "comfort zone" of performing internship tasks and start raising research questions and interrogating the primary sources for historically significant meaning(s). A related challenge was that some students got so close with a specific primary document source base that it required some helpful nudging to remind them that one needs to approach historical subjects from many angles and multiple source types, otherwise one could be seduced by the limitations and biases inherent in any single collection. For example, when a student researched the designs of the university's Chapel of the Resurrection from the perspective of the main architect, he ultimately realized that he had to go beyond the architect's design and intentions and find out how the initial designs had to be reconciled with external factors. Ultimately, the student found that the architect's initial designs did not fully correspond with the as-constructed building, and that after the building was finished it continued to undergo changes. The student came to realize that to fully answer the historical question he was pursuing he had to expand his initial source base considerably.

A concern we had after conducting the mock job interviews at the conclusion of Fall semester 2017, the initial offering of the HIST 386/590, was that the archival experience the students had in the VUASC may not translate well outside of Valparaiso University, mainly because the historical topics were all specific to the institution. One way we addressed this when the course was offered a second time in Spring semester 2018 was to incorporate the Holocaust materials into the course. We hope that by adding this

element to the course, students will have experience with historical topics of more universal appeal and thus have a greater chance of connecting with potential employers in an interview.

We also learned through offering HIST 386/590 that VUASC needs to address certain shortcomings. The available display space in the Christopher Center is limited, which limits students' engagement in creating exhibits. Also, some original materials in the archives, such as reel-to-reel tapes, cannot be played, which limits student access to some important formats. We are exploring solutions such as grants to address these problems.

The last lesson was actually something we already knew and built the whole course around. It is a lesson we believe the course has conveyed to each student: In learning about the past there is no substitute for engaging with primary documents.

Appendix 1: Course Syllabus

HIST 386/590: Internship
Prof. Kevin Ostoyich
Valparaiso University
Fall 2018 Semester
Location: University Archives & Special Collections

HIST 386/590: University Archives and Special Collections

The course gives students the opportunity to actively work with collections at the University Archives and Special Collections and participate in academic discourse through the composition of an individual research paper. Students in the course will actively engage with primary and secondary sources, compose an original work of scholarship, and present their work to the campus community. In addition to their internship and research activities, students will be expected to engage in conversations about their work with professors/staff. These discussions are intended to keep students open to fresh ideas and perspectives throughout the internship and research process.

Student Learning Objectives (SLO) for History:

- 1. Students will develop excellent writing and speaking skills exemplified by the ability to use primary and secondary sources, distinguish biases, and construct historical arguments.**
- 2. Students will demonstrate methods of historical analysis, historical veracity, and an understanding of historiography.**
- 3. Students will develop global perspectives or, in classes in US history, develop their knowledge of cultural diversity.**
- 4. Students will historically contextualize faith systems and issues of social justice.**

The course most directly addresses SLO#1 and SLO#2. The writing component of SLO#1 will be covered through the research paper. Students will be expected to submit excerpts and drafts along the way to completion. The speaking component of SLO#1 will be covered through conversations with professors/staff and a presentation. In the research paper/project students will demonstrate an ability to “use primary and secondary sources, distinguish biases, and construct historical arguments” (SLO#1). SLO#2 will be met through a thorough exploration of the scholarly literature regarding the subject at hand. Given that each student’s experience will vary based on specific internship tasks and research, the extent to which SLO#3 and SLO#4 will be met in the course will depend largely upon the nature of the student’s internship activities and the subject of the student’s individual research topic.

More Specific Learning Objectives Specific to the Course:

- 1. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.**
- 2. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.**
- 3. Draw on primary sources to generate and refine research questions.**

4. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.
5. Identify the possible locations of primary sources.
6. Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research.
7. Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is.
8. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.
9. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.
10. Examine and synthesize a variety of sources in order to construct, support, or dispute a research argument.
11. Cite sources in accordance with appropriate citation style guidelines or according to repository practice and preferences (when possible).

I. Requirements and Grade Break-Down:

Internship Participation: 35 % (based on attendance, asking questions, answering questions, active participation in discussions, completion of elements of internship participation listed below, and overall quality of performance). Students are expected to attend all meetings arranged with professors/staff and submit all requested materials when asked to do so.

Internship Hours: 60 hours

Elements of Internship Participation:

- A. Training – Students will read through University Archives and Special Collections training and digitization manual, policies, and procedures and will familiarize themselves with how the University Archives and Special Collections are organized.
- B. Activity Log – Students will complete a log of all activity carried out in the archives and special collections.
- C. Biweekly Reports – Students will complete biweekly reports of internship progress.
- D. Execution of Tasks Assigned by Professor/Staff of University Archives and Special Collections.

[Note: Any student who continues to miss meetings after receiving a formal warning from the professor of record will automatically fail the course.]

[Note: Any student whose behavior is deemed disruptive to the learning environment will be reported to the appropriate dean(s) and/or other appropriate persons. Such behavior may lead to an automatic failure for the course.]

[Note: Internship hours will be recorded through regular reporting with the professor/staff of the University Archives and Special Collections. If a student does not complete the prescribed number of internship hours, then the student will automatically fail the course.]

Presentation: 15% Students are to prepare a polished presentation of a prescribed length.

[Note: The date of the presentation will be set by professors/staff in consultation with the students of the course. Failure of any student to present will be grounds for an automatic failure of the course.]

Mock Interview: 5 % Students will prepare for and participate in a mock interview to be set up with Prof. Ostoyich and the Career Center.

Internship Booklet: 10% Students are to prepare a polished booklet that documents both the internship process and the research of their specific topic.

[Note: Failure to create an internship booklet will be grounds for an automatic failure of the course.]

Research Paper: 35 % (15 pages of text in length). Each student should discuss his/her topic with the professor as soon as possible.

[Note: Any student who does not submit a research paper will automatically fail the course.]

[Note: Internet sources (unless those specifically approved by the instructor) are NOT allowed (regardless if cited or not) for this assignment.]

Grading Scale:

Course Grade	Weighted Average	Course Grade	Weighted Average
A	93 or higher	C	73 to 76
A-	90 to 92	C-	70 to 72
B+	87 to 89	D+	67 to 69
B	83 to 86	D	63 to 66
B-	80 to 82	D-	60 to 62
C+	77 to 79	F	59 or lower

Standard rounding will be used in calculating final course grade.

II. Important Points of Policy:

Attendance is expected for all pre-arranged meetings. If a conflict arises, please contact the specific advisor as soon as possible. Frequent absence will not be tolerated.

Submission Format: Each student will discuss the appropriate format of submission with the professor/staff. The professor of record will ultimately set the appropriate format for evaluation.

Behavior: Any student whose behavior is deemed disruptive to the learning environment of the class will be reported to the appropriate dean(s) and/or other persons. Such behavior may lead to an automatic failure for the course.

Academic Dishonesty: Please abide by the Student Honor Code.

COMMUNICATION PREVENTS PLAGIARISM!!! Please do not hesitate to ask the instructor questions about plagiarism, citation, or writing in general.

[Note: Any source that is put in a footnote, works cited, and/or bibliography must actually have been consulted by the student. Simply listing sources that appear on Wikipedia (or other such sources) without consultation of said sources is a form of plagiarism.]

[Note: For information on plagiarism and the Honor Council see the following links:

<http://www.valpo.edu/registrar/assets/pdfs/stguide14v2.pdf>

[http://www.valpo.edu/student/honorcouncil/.](http://www.valpo.edu/student/honorcouncil/)]

Class Cancellations:

Notifications of class cancellations will be given with as much advanced notice as possible. Notification will be sent to students' Valpo e-mail addresses. If you do not check your Valpo e-mail account regularly or have it forwarded to a preferred e-mail account, then you may not get the message. Students should always check e-mail before coming to prescribed internship meetings.

The Access & Accommodations Resource Center:

The Access & Accommodations Resource Center (AARC) is the campus office that works with students to provide access and accommodations in cases of diagnosed mental or emotional health issues, attentional or learning disabilities, vision or hearing limitations, chronic diseases, or allergies. You can contact the office at aarc@valpo.edu or 219.464.5206. Students who need, or think they may need, accommodations due to a diagnosis, or who think they have a diagnosis, are invited to contact AARC to arrange a confidential discussion with the AARC office. Further, students who are registered with AARC are required to contact their professor(s) if they wish to exercise the accommodations outlined in their letter from the AARC.

Academic Support Services:

To get help in this course, the best place to start is to work with your instructor during office hours and ask your professor if there are any Help Sessions or department-level tutoring offered for this course. The next step is to use the Academic Success Center (ASC) online directory (valpo.edu/academicsuccess) or contact the ASC (academic.success@valpo.edu) to help point you in the right direction for academic support resources for this course. Valpo's learning centers (Writing Center, Language Resource Center, Hesse Learning Resource & Assessment Center and Academic Success Center) offer a variety of programs and services that provide group and individual learning assistance for many subject areas.

Diversity & Inclusivity Statement: The classroom should be viewed as a place in which a diversity of thought, background, perspective, and faith is honored, respected, and included.¹⁰

Please inform the instructor immediately if you feel that the classroom environment has become exclusive or restrictive in any way.

¹⁰ This statement is based on wording of President Heckler's "Our Firm Commitment" mailing of May 8, 2014. Professor Ostoyich is in complete agreement with the sentiments expressed in that document.

Title IX Statement:

Valparaiso University strives to provide an environment free of discrimination, harassment, and sexual misconduct (sexual harassment, sexual violence, dating violence, domestic violence, and stalking). If you have been the victim of sexual misconduct, we encourage you to report the incident. If you report the incident to a University faculty member or instructor, she or he **must notify** the University's Title IX Coordinator about the basic facts of the incident. Disclosures to University faculty or instructors of sexual misconduct incidents are **not confidential** under Title IX. **Confidential** support services available on campus include: Sexual Assault Awareness & Facilitative Education Office "SAAFE" (219-464-6789), Counseling Center (219-464-5002), University Pastors (219-464-5093), and Student Health Center (219-464-5060). For more information, visit <http://www.valpo.edu/titleix/>.

III. Schedule:

The student will follow the schedule arranged by the professor/staff. Individual meetings will be set throughout the semester by consultation between the student and the respective professor/staff.

August

- Week of August 21 or August 25, 2018 – Orientation Session
- Week of August 27 to August 31, 2018 – Internship Orientation, scheduled with Rebecca Ostoyich
- Ongoing – Activity Log – submitted as hours are completed

September

- Friday, September 7, 2018 – Declaration of Project
- Friday, September 14, 2018 by 11:59 p.m. – first Biweekly Internship Report; continues throughout the semester.
- Monday, September 17, 2018 by 11:59 p.m. – 1-2 page Project Description and Outline

October

- Monday, October 1, 2018 by 11:59 p.m. – Introduction Draft of Final Paper
- Monday, October 8, 2018 by 11:59 p.m. – Internship Experience Description for Website
- Monday, October 15, 2018 by 11:59 p.m. – Draft of 10 Documents with Captions for Booklet

November

- Friday, November 2, 2018 by 11:59 p.m. – 5 pages of text for Final Paper
- Week of November 5 to November 9, 2018, TBD – Mock Job Interview Orientation Session
- Monday, November 12, 2018 by 11:59 p.m. – Polished Introduction and three additional pages
- Week of November 12 to November 16, 2018, TBD – Presentation Preparation
- Monday, November 26, 2018 by 11:59 p.m. – Brief Report on Holocaust Related Activities
- Friday, November 30, 2018 by 11:59 p.m. – Final version of Booklet Materials

December

- Week of December 3 to December 7, 2018, TBD – Presentation at History Extravaganza
- Monday, December 10, 2018 by 11:59 p.m. – Final Paper
- Week of December 10 to December 14, 2018, TBD – Mock Job Interview