

PI 398: Philosophy Internship

Course Syllabus and Calendar

Section Information

Section 01

Course Delivery Mode Face-to-Face


Instructor Information

Name: Dr. Brett A. Fulkerson-Smith, Ph.D.

Office Location: HSS 120-F

Email: fulkerson-smithb@triton.uog.edu

Office Phone Number: 671.735.2816

Office Hours: Virtual or in-person by appointment; schedule 

COURSE CATALOG DESCRIPTION

This course provides an internship experience of at least 150 hours, where majors or minors in the Philosophy program apply skills and knowledge they possess to, as well as gain new skills and knowledge through, practical experience working in a professional-level capacity for an organization, government agency, research lab, planning group, advocacy organization, or other groups that solve problems or develop policies. Students enrolled in this course benefit from practical experience under the supervision of professionals who provide a service to the community. The experience gained through this internship provides students opportunities to apply writing, speaking, and critical thinking skills, as well as develop networks and additional practical skills that are desirable for employment and/or graduate studies.

COURSE CONTENT

The course provides students with an opportunity to develop and apply philosophical and practical skills in a professional environment. The course consists of a) completing at least 150 hours of work; b) performing tasks under the supervision of a professional; c) applying philosophical knowledge and skills outside a traditional, academic setting; and d) submitting a final portfolio, documenting the internship experience and the student's reflections upon it.

STUDENT SUPPORT:

The following is a list of resources that students can turn to when they need support:

- Problems with the course instructions or other content?
Contact your Instructor for clarification and assistance.

- Technical problems with UOG Moodle system?
Contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or by phone at (671) 735-2620.
- Problems with WebAdvisor or GoTritons student email service?
Contact the UOG Office of Information Technology (aka: the Computer Center) by email at helpdesk@uog.edu or by phone at (671) 735-2640.
- UOG Library Resources and Services
Go online to <https://www.uog.edu/student-services/rfk-library/>
- UOG Student Services
Go online to <https://www.uog.edu/student-services/enrollment-management-student-success/> to contact the Admissions and Records office, Financial Aid office, Student Life office, Housing and Residence, Counseling, Student Health, and other services.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

Course Student Learning Outcomes (SLO)	Program (PLO)	Institutional (ILO)
Apply classroom learning and theoretical material to on-site work requirements, duties, and responsibilities	(A) Justify positions with reasoned argument in a rigorous way (B) Express themselves orally and in writing precisely and clearly (D) Analyze real-world problems using philosophical tools	Mastery of critical thinking and problem solving Effective oral and written communication Responsible use of knowledge, natural resources, and technology
Understand personal skills and limitations as workers through critical and constructive communication with faculty and site supervisors	(C) Understand and engage with perspectives different to their own	Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context
Apply ethical and professional conduct in a workplace	(D) Analyze real-world problems using philosophical	Responsible use of knowledge, natural

	tools	resources, and technology
Appraise and evaluate the occupational work experience as it applies to student's study of philosophy	(F) Practice philosophical virtues in student's interactions with others	An interest in personal development and lifelong learning

COURSE REQUIREMENTS

After securing an internship and registering for the course, students are ready to start the internship course. Below are the course requirements:

1. Attendance at the work site is vital to the success of this course. Students will spend the entire semester completing 150 hours of work as part of the internship project. Attendance will be monitored at the work site as well as during online sessions (discussed in requirement #2). Students must participate in all online discussions to receive attendance credit throughout the semester. These online discussions will allow for periodic checks during the semester.

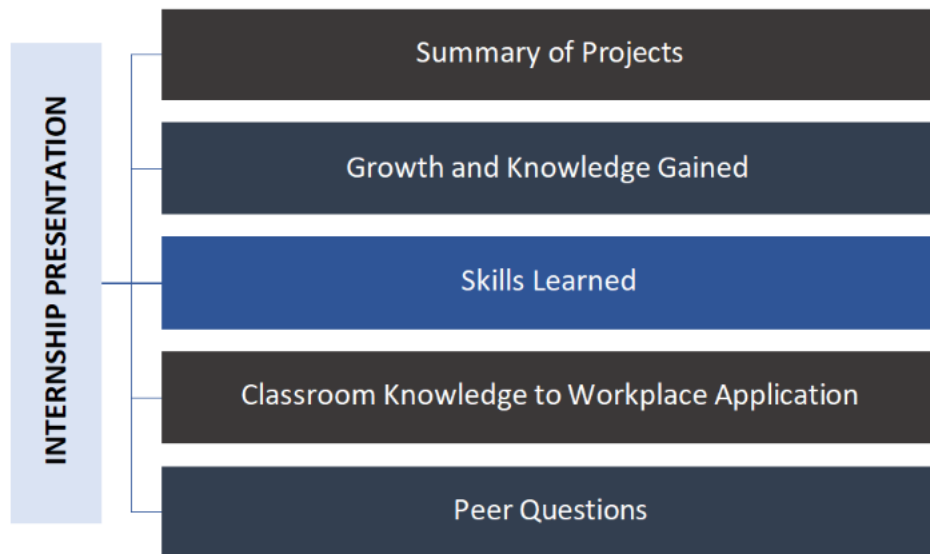
If a student is unable to attend a work session, he/she must make arrangements with the supervisor prior to their scheduled time. Students are responsible for recording their attendance with the time sheet provided in the course internship packet. All logs in the time sheet must be verified by a supervisor. Frequent absences will result in a deduction of the overall grade. More than five unexcused absences shall be grounds for failure.

2. Students will be required to submit weekly internship assignments to Moodle. Students will be given writing prompts each week. See Moodle for weekly writing assignments. Individual responses should be 250-350 words. Students will be evaluated by the quality and reflectiveness of the information in the assignment. Due to the nature of the work in your respective work sites, it is imperative that all assignments be considered in a professional manner.

Assignments must be submitted no later than 11:59pm Sunday. Students will not be allowed to submit late assignments. Weekly assignments will count for 10% of the final grade.

3. Students will be required to complete at least 150 hours of on-the-job experience in an internship. Work-from-home is discouraged unless there is a change in PCOR levels that require remote work. Before beginning the internship, the intern, supervisor and instructor will outline the intern's job description and agree on the requirements of the internship. It will be imperative that every student works with an internship sponsor/supervisor to complete the requirements of the course including a midterm and final evaluation completed by both the supervisor and the intern. All evaluations must be submitted by the deadline specified on the course calendar. Students will not be allowed to submit late evaluations. Each evaluation will count for 20% of the final grade.

4. Students will complete a final presentation that should focus on one of your projects, or a compilation of projects, that you were assigned during your internship. The presentation should include comments about knowledge and skills that you gained from the internship, and your application of on-the-job and classroom learning. Presentations should be 20 minutes in length. After the presentation, each student will have the opportunity to “interview” each other. This will be a chance to apply your recent experiences in a formal setting. Presentations will be graded on the following:



Presentations will take place during the last week of the semester. Students will not be allowed to submit late presentations. The presentation will count for 10% of the final grade.

5. Students will be required to submit a final portfolio documenting all work completed by the student during the semester. Students may choose a project or work with their supervisor to identify the tasks to be completed during the course of the semester. These projects must be agreed upon by the instructor, the internship sponsor/supervisor and the student. These projects should be selected with the specific purpose of getting students to apply what they learn in-class and during their internship project to practical work. Students will not be allowed to submit late assignments or projects. The portfolio will count for 40% of the final grade.

GRADING INFORMATION

Visit the course Moodle page for details about each week's assignment listed in the course outline and semester calendar below. Click on the assignment to access the detailed instructions as well as to submit your assignment.

Be sure to pay close attention to assignment deadlines. **There will be no late assignments or make-up work.** To discuss missed work, please contact the instructor via email.

Grades will be posted to the Moodle gradebook. Students can click on the assignment to view grades and instructor feedback. Students will receive a message from Moodle once grades have been updated.

Don't hesitate to contact the instructor if you would like clarification or additional guidance on grading.

Grade Distribution

Weekly Journals	10%
Midterm Evaluation	20%
Final Evaluation	20%
Internship Presentation	10%
Portfolio	40%
Total:	100%

Letter Grade	Grade Point Value	Percent Grade	Definition
A+	4.00	98-100%	Outstanding Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%	
A-	3.67	90-92%	
B+	3.33	87-89%	Good Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%	
B-	2.67	80-82%	
C+	2.33	77-79%	Adequate Students have achieved the level of competency needed for advancing to a subsequent course that has this course as prerequisite.
C	2.00	70-76%	
D	1.00	60-69%	Deficient Minimal passing, but not adequate to take a subsequent course that has this course as prerequisite.
F	0.00	<60%	Failure Inadequate to receive credits.

Keys to Success

Be on time and be present. Being present means being an active student. Take notes, try problems, write down questions, and ask them when you don't quite get it. The goal of the

student during this internship experience should be to think actively and make connections so that experience can enhance the learning that you've done in the classroom.

Take advantage of the resources available to you. Ask questions. Ask questions. Ask questions. Your supervisor and instructor are your best resources during this experience. They can help you apply your knowledge of government and politics to your experiences and make it relevant to you.

Communicate. Use office hours, email, and Moodle to communicate with your classmates and the instructor. Don't wait until you are struggling with a problem. Address any issues as they come rather than at the end of the internship experience. Reach out when you need help developing a strategy for completing an assignment or managing the course. The instructor will do regular check-ins throughout the course to see what is going well and what needs improvement.

Course, Program, and University Policies and Other Information

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UOG community, students accept the expectations of the Student Code of Conduct Policy and are encouraged when faced with choices to always take the ethical path. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Code of Conduct Policy in the Student Handbook. (http://www.uog.edu/sites/default/files/student_handbook_10.7.16.pdf) For this class, any plagiarism will be evaluated by incident. All incidents, at minimum, will automatically receive a failing grade for the assignment. If an incident of plagiarism occurs more than once in the same course, the student may receive a failing grade for the class.

Generative Artificial Intelligence (AI): The goal of teaching is to impart a process of gathering, understanding, and synthesizing relevant information, inclusive of critical thinking and project details. Language Learning Models (LLMs) essentially eliminate the need for developing technical writing skills, as they can produce polished prose consistently. This technology is likened to word processors that have made handwriting redundant. LLMs efficiently gather and present information, making the task of accumulating and presenting routine information redundant as well. *With the advent of LLMs, then, a well-informed, competently written piece of prose is now a baseline expectation rather than a goal.* This shifts the question to what value-add teachers and students can bring beyond what an AI model can generate in seconds, potentially requiring a rethinking of teaching approaches and pedagogical institutions. Like other labor-saving devices, LLMs allow us to shift our focus to areas that cannot be mechanized, raising the bar for what constitutes acceptable performance.

There are several implications. This shift could potentially increase the focus on critical thinking, creativity, and innovation, as the basics of information gathering and writing are covered by LLMs. Pedagogical methods may need to evolve to accommodate this new reality. Teachers might need to redesign curricula and assessments to emphasize the skills that LLMs can't replicate. The definition of student success and accomplishment could be revised to reflect these changes. It might help level the playing field for students with varying writing abilities, as everyone would have access to the same standard of written work through LLMs, allowing them to focus more on content and critical thinking. On a broader level, this development could reshape the landscape of education, leading to increased emphasis on developing soft skills like problem-solving, creativity, and emotional intelligence.

But, there are also worries. Some might suggest that the students themselves are not producing the smoothly written, well informed text. Or that there's no evidence of learning in work created through the use of LLMs. Finally, some might believe that students working at a C level will be demotivated by AI working at a B or A level.

It is true that Language Learning Models (LLMs) may generate the polished prose, but this doesn't negate the value of the learning process. The role of students in this new paradigm shifts from being just scribes to becoming editors, synthesizers, and critical thinkers. They would need to direct the AI, verify its outputs, integrate diverse pieces of information, and ensure that the final product aligns with the task at hand. These are high-level cognitive tasks that contribute significantly to their learning.

The evidence of learning might not be as direct as in traditional assignments, but it is still present. The LLM-generated output will still be guided and refined by students. They will have to engage with the topic at a deep level to guide the model effectively. Evaluating the quality, relevance, and accuracy of the information produced will require understanding the topic. It's a shift from assessing learning based on writing ability to assessing learning based on understanding, critical thinking, and the ability to synthesize and guide an AI to produce quality content.

It's understandable that students may feel demotivated when an AI tool can easily produce work that surpasses theirs. However, this is where it's crucial to redefine success and progress in the classroom. Rather than judging students solely based on the final product, educators can shift towards a model that values the learning process itself. This involves reinforcing the idea that these tools are just that – tools, meant to assist in the learning journey, not replace it. Education must pivot towards fostering skills that AI cannot replicate – empathy, creativity, critical thinking, ethical reasoning, etc. Students should understand that their unique human qualities,

ideas, and perspectives hold immense value, and they are not in competition with AI, but instead, learning to leverage it as a resource.

For these reasons, AI Writing tools such as ChatGPT are welcome in this class, provided that you cite when and how you use the tool (see below) or submit a transcript of your interaction with AI.

Here is an example of **Example of attribution language**:

“The author generated this text in part with GPT-3, OpenAI’s large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.”

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. **The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TOD 671-735-2243 or eeo-ada@trlton.uog.edu. For immediate assistance in an emergency call 911.

For individuals covered under the ADA {Americans with Disabilities Act}, if you are a student with a disability requiring academic accommodation{s}, please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, disabilitvsupport@triton.uog.edu or telephone/(TOD) 671-735-2460.

COURSE CALENDAR

Important Note: Assignments will be explained in detail within each week's corresponding section on Moodle. Due dates are also on Moodle. If you have any questions, please contact your instructor.

Posts on discussion forums must be submitted no later than 5:00pm (CHST) on Friday of each week unless specified otherwise on Moodle.

WEEK	TOPIC	ASSIGNMENT
1	Introduction	Complete Sponsor Agreement Form and Waiver documents
9	Midterm Evaluation	Submit Sponsor Evaluation and Self-Evaluation Form
15	Final Evaluation	Submit Sponsor Evaluation and Self-Evaluation Form
16	Internship Presentation	Upload Presentation to Moodle
Exam Week	Portfolio	Upload the link to your Portfolio to Moodle <i>(Please ensure that the instructor has been granted access to all the files in your portfolio.)</i>