

**GRAND VALLEY STATE UNIVERSITY**  
**LEGAL STUDIES INTERNSHIP - LS 490-01, 3 credits**  
**Winter 2016**

---

**Internship Coordinator:** Patricia Bravender  
**Office:** 128 A DeVos, Steelcase Library  
**Office Phone:** 331-7338  
**Email:** bravendp@gvsu.edu

**Days Class Meets:** 1/13, 2/17, 3/2\*, 4/13  
**Time Class Meets:** 12 – 12:50 pm  
**Location of Class:** 205D DeVos  
**Office Hours:** By appointment

**I. COURSE DESCRIPTION:** Internship in a government, private or corporate law office under individual faculty supervision to allow students to apply academic knowledge to professional experience. Offered every semester.

**II. PREREQUISITES and/or CO-REQUISITES:** LS 201, and LS 324, and LS 426 (taken before or concurrently with LS 490). Requires senior status and permission of Internship Coordinator.

**III. INTRODUCTORY PROSE:** This course will provide an on-the-job experience in the day-to-day routine and operation of a law office or other legal setting. To receive credit, students will be required to complete a minimum of **200 hours** of work at an approved internship site, attend four classes during the internship semester, and complete listed assignments.

**IV. OBJECTIVES:** Upon completion of this course, the student will:

1. *Assess* issues of professional responsibility related to their internship placement, including issues of equity, ethics and cultural competency (*evaluation*).
2. *Prepare* work assigned by their internship site supervisor (*synthesis*).
3. *Demonstrate* the ability to interact appropriately with others at their internship site activities (*application*).
4. Assess their internship experience, including how well they were prepared by their academic courses (*evaluation*).
5. *Summarize* and *compare* the paralegal's professional role and responsibility in practice of law, including issues of equity, ethics, and cultural competency (*evaluation*).

**V. BLOOM'S TAXONOMY LEVEL AND DOMINANT CURRICULUM "THREADS":** While the current course will draw from across "Bloom's Taxonomy" of learning, it will nevertheless dominantly draw from the levels of "Analysis", "Synthesis", and "Evaluation." In addition, dominant curriculum "threads" to be assessed throughout this course will be verbal and writing skills, demonstrating the ability to work productively as part of a group, and the development of professional skills.

**VI. CLASS SCHEDULE:**

Class 1: January 13, 2016

Class 2: February 17, 2016

Class 3: **March 2, 2016** (\*Note that this is a different date than is listed in the on-line course schedule in Banner)

Class 4: April 13, 2016

**CLASS ATTENDANCE:** Students are expected to attend all scheduled classes. Being scheduled to work at your internship is not an acceptable excuse for missing class. If a class absence is unavoidable, students must contact the Internship Coordinator prior to that class.

**REGISTRATION IN INTERNSHIP MANAGEMENT SYSTEM:** Legal Studies interns are required to register in the GVSU Internship Management System (IMS) no later than **January 20, 2016**. Instructions will be given at the first class meeting. Near the end of the semester, the IMS will generate emails to both interns and their supervisors requesting evaluations. These evaluations must be completed before the end of the semester.

## **VII. ASSIGNMENTS:** (More detail about these assignments can be found in Blackboard)

**Introduction:** Under the discussion forum titled “Introductions,” post a brief paragraph telling the class a little about yourself, including where you are interning. Describe the type of legal environment in which you are working (law office, non-profit, etc.) Also upload a **photo** of yourself. Post this information no later than **January 20, 2016**.

**Goals and Objectives:** Students will formulate two goals they wish to achieve during their internship. Each goal should have two specific objectives. The goals and objectives must be submitted by **January 27, 2016**. Interns should share these goals/objectives with their site supervisor. At the end of the class students will submit a summary of their goals and objectives achievement, including reflection on why or why not they were able to meet their goals.

**Internship Time Log:** Students will keep a comprehensive time log during their internship detailing the dates and hours worked, the activities performed, and reflections as appropriate. Entries in this journal should not breach client confidentiality but should provide enough detail to allow the Internship Coordinator to determine the nature of work being performed by the intern. A running total of hours spent at the internship must be kept. Information on journal format will be distributed at the first class meeting. Students will be required to post a copy of their journal/time log in Blackboard three times during the semester.

**Paper:** Students will write a final paper according to the guidelines distributed at the first class meeting.

**Resume:** Students are required to meet with Career Services to create a professional resume and to submit it twice during class. Guidelines and specific instructions will be distributed at the first class.

**Site Visit:** The Internship Coordinator will meet with the intern and supervisor at the internship site once during the semester, preferably in February. It is the student’s responsibility to schedule a ½ hour meeting at a date and time convenient to the supervisor, Internship Coordinator and the student. This will be discussed at the first class.

**Class Presentation:** Each student will prepare a 10-15 minute presentation relating to their internship and present it to the class near the end of the semester. Guidelines for the presentation will be discussed during the first class meeting.

## **VIII. METHODS OF EVALUATION**

Introduction and Goals and Objectives	10%
Internship time log	20%
Paper	20%
Resume	20%
Class presentation	15%
Site visit	10%
Supervisor & student evaluations	<u>5%</u>
	<b>100%</b>

All course requirements must be completed to earn a successful grade for the course. 70% of point total is required to earn a grade of “credit.”

## **IX. IMPORTANT DATES**

<b>Jan. 13, 2016:</b>	<b>Class meets</b>
<b>Jan 20, 2016:</b>	Deadline for registering in Internship Management System and posting an Introduction
<b>Jan. 27, 2016:</b>	Goals and objectives due
<b>Feb. 3, 2016:</b>	First time log due
<b>Feb. 3, 2016:</b>	Deadline for scheduling site visit
<b>Feb. 17, 2016:</b>	<b>Class meets</b>
<b>March 2, 2016:</b>	<b>Class meets</b>
<b>March 11, 2016:</b>	Last day students may withdraw from this course with a grade of “W”
<b>March 16, 2016:</b>	Second time log due
<b>March 18, 2016:</b>	Deadline for meeting with Career Center re resume
<b>March 23, 2016:</b>	Draft resume due
<b>April 13, 2016:</b>	<b>Class meets</b>
<b>April 13, 2016:</b>	Final resume due
<b>April 22, 2016:</b>	Paper, final time log, and summary of goals & objectives achievement due

**IMPORTANT NOTE REGARDING DUE DATES:** It is the student’s responsibility to submit all assignments on or before their due dates. No reminders will be sent. Failure to submit assignments on the due dates may result in no credit for that assignment. Students are strongly advised to enter all due dates on their calendars.

**X. COMMUNICATION WITH INTERNSHIP COORDINATOR:** It is the student’s responsibility to check their GVSU email regularly, as I will be sending emails and Blackboard communications to this account. In addition, **students should email me from their official GVSU account ONLY**, not personal email accounts and not internship email accounts. I will only contact and reply to GVSU email accounts. When emailing me, students should include the course number (LS 490) in the subject of the email and their first and last name as a signature. I am also available to meet by phone and in-person.

**XI. ACADEMIC INTEGRITY:** Assumed by GVSU and this professor, is that each student possesses an exceptional level of academic integrity. Sections 223.00 & 223.01 of the *Student Code* are reproduced below for your reference.

**SECTION 223.00 INTEGRITY OF SCHOLARSHIP AND GRADES:** Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

- a) No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b) No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
- c) No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
- d) No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.
- e) No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it .

**SECTION 223.01 PLAGIARISM:** Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of others students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

**DISABILITY-RELATED ACCOMMODATIONS:** If you have a need for disability-related accommodations, please inform me and the Office of Disability Support Services at 200 STU (331-2490). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner, with appropriate documentation in accordance with federal, state, and university guidelines.

**CAUTION:** This course is intended for educational purposes only. The information is not meant to be legal advice, nor should it be used as such.

***THE LAST DAY STUDENTS MAY WITHDRAW FROM THIS COURSE WITH A GRADE OF "W" IS MARCH 11, 2016.***

**Bloom's Taxonomy of the Cognitive Domain\***  
(In other words, a level-by-level approach to understanding how you think!)

Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. *During the course of the semester, course content, exercises, assignments and tests will move through these levels from knowledge to analysis.* In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course? (1) *It is very important that you gain the foundational knowledge for the course.* Each unit will build on old knowledge and introduce new knowledge. If you don't understand a core concept, see me! Don't get lost or left behind because you were afraid to ask. *There are no stupid questions in this class!* (2) *Participate in the class exercises and assignments.* I develop these to help you use your knowledge and develop your thinking skills through case scenarios, problems, and focused activities. *This isn't just busy work!* Believe it or not, there's a method to the madness! (3) *Review the test study guides to see what level of thinking I will expect on each topic.* If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. If I am asking you to integrate or assess, I am asking you to synthesize and evaluate. *As you will see, test questions often are similar to in-class activities or assignments, another good reason to make sure that you participate and ask if you have questions!*

**Bloom's Taxonomy**

6. EVALUATION	Students can use previously learned standards/criteria to determine the worth or merit of a complex product.	Compare and discriminate between ideas, Assess value of theories, presentations, Make choices based on reasoned argument, Verify value of evidence, Recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
5. SYNTHESIS	Students can create an original and complex product out of a set of simpler components.	Use old ideas to create new ones, Generalize from given facts, Relate knowledge from several areas, Predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, build, solve, perform, establish, predict, produce, modify, plan, formulate, design, invent, compose, formulate, prepare, generalize, rewrite
4. ANALYSIS	Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.	Seeing patterns, Organization of parts, Recognition of hidden meanings, Identification of components	Analyze, breakdown, separate, order, explain, connect, classify, arrange, divide, compare and contrast, select, explain, infer, show how, draw a diagram, deduce
3. APPLICATION	Students can apply previously learned material such as concepts, rules or generalizations to newly taught material.	Use information, Use methods, concepts, theories in new situations, Solve problems using required skills or knowledge	Apply, classify, find, choose, compute, sort, generalize, organize, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
2. COMPREHENSION	Students can express previously learned material in their own way.	Understanding information, Grasp meaning, Translate knowledge into new context, Interpret facts, Compare, Contrast, Order, Group, Infer causes, Predict consequences	Summarize, define, put in your own words, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, summarize, translate, illustrate, restate, demonstrate
1. KNOWLEDGE	Students can recall, reproduce or recognize previously learned information as it was taught to them.	Observation and recall of information, Knowledge of dates, events, places, Knowledge of major ideas, Mastery of subject matter	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, underline, place in order, reproduce, recognize, recall, name, who, when, where, etc.
LEVEL	DESCRIPTION	GOAL	SUGGESTED ACTION VERBS/QUESTION CUES

Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education