

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Applied Sociology Internship
Course Code:	SS3427
Course Duration:	8 - 10 weeks (no less than 400 hours)
Credit Units:	6
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	SS3417 Applied Sociological Theory or its equivalent; SS3419 Complex Organizations or its equivalent; and SS3423 Applied Quantitative Research Methods or its equivalent.
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

The internship is designed to provide students with an opportunity to integrate sociological knowledge with the practical experience in local and/or international contexts for a period of time. Students are expected to gain in-depth and practical understanding of private or public sector operations and the professional contexts in which they can recognize the value of sociological practices. Sociological practices refer to the applications of sociological theories and methods learned in the formal curriculum to develop creative solution at some levels. The level can be micro, as when, for instance, sociological practice affects individuals served by an NGO; or meso, as when practice brings positive changes at the organizational level; or macro, as when practice informs the advocacy of social policy at societal level.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate substantive and detailed knowledge of organization and work environment as they have emerged under different contexts and appreciate the processes through which they have come into being, with reference to social, cultural and technological changes;	10%			
2.	Evaluate their own work experience in a reflexive manner, with reference to sociological concepts, debates and conventions;	5%			
3.	Perform effectively at the level of the beginning of the professional in the workplace, such as able to work in flexible, creative and independent ways, function as a working member of a workplace team, and show self-discipline, self-direction and reflexivity with due concerns for business and research ethics in applied and collaborative settings;	30%	✓	✓	✓
4.	Identify personal value orientations and perceptions about individuals and groups, and issues that sociological practitioners bring to the workplace; and	5%	✓	✓	✓
5.	Demonstrate competence in formulating arguments and/or alternatives/solutions sociologically in response to the issues identified, and express them effectively in written, oral or in other forms.	50%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical

thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
<u>TLA1: Workshop</u>	Pre-internship workshops are organized to help students acquire the knowledge of business ethics, business etiquette, interpersonal communication skills, research ethics of sociological practitioners in applied and collaborative settings, and sociological practice needed for succeeding in a workplace.			✓	✓		
<u>TLA2: Internship</u>	8 - 10 weeks of internship provide students with real life working experience to build professional skills through discovery process in local and/or international contexts for a period of at least eight weeks, which can gain in-depth and practical understanding of private or public sector operations and the professional contexts to apply the sociological theories and skills they have learned in the formal curriculum. Students are expected to practice no less than 400 hours*. The practice hours will be overseen by an on-campus academic supervisor and by a practice site supervisor as approved by the Course Examiner.	✓	✓	✓	✓	✓	
<u>TLA3: Supervision</u>	Regular feedbacks to the student intern are given by both the Internship Supervisor and the On-Site supervisor to improve the student's performance in the course.	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
AT1: Log Book	✓	✓		✓		15%	
AT2: Evaluation from the On-site Supervisor			✓			25%	
AT3: Written Report	✓	✓		✓	✓	60%	
Examination: 0% (duration: , if applicable)							
						100%	

* The weightings should add up to 100%.

AT1: Log Book (15%)

It requires student interns to reflect upon their major learning and personal gain at the early stage of the internship. They may describe or evaluate a significant experience or achievement that has special meaning for them, describe how they have grown and developed over the period, or write about a teammate or work colleague who has had special influence on them and describe that influence (2,000 words).

AT2: Evaluation from the On-site Supervisor (25%)

Each intern is assigned an individual on-site supervisor who will coordinate the work, look-after the welfare, and monitor the performance of the student intern. Evaluation by the supervisor will be given to the intern throughout the period accumulating in a formal report at the end. These feedbacks will be graded from A+ to F, which is essential for the intern's self-improvement and the final course assessment.

AT3: Written Report (60%)

The written report requires student interns to discuss and sum up their work experience in 5,000 words. The report allows students to demonstrate their achievement of the CILOs after completion of the internship. The report MUST have three components:

1) A SWOT analysis of the internship organization with an emphasis placed on need or problem identification.

AND

2) A sociological discussion/analysis of a special topic.

The topic of the report can be:

- Research on a specific theme;
- A sociological discussion of the needs/problems of organizational environments or activities with creative solutions/alternatives;
- A sociological description/analysis of any social problems and phenomena with creative solutions/alternatives ;
- Any sociological descriptions/analyses related to how students solve everyday problems encountered in work; or
- Any special topics agreed by the On-site Supervisor and the Course Examiner/Internship Supervisor.

AND

3) A reflection of personal value orientations and perceptions about the issue(s) discussed in 1) and 2) that a sociological practitioner has brought to the workplace during the internship experience.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Log Book (15%)	1.1 Have the ability to state their experiences and problems in internship 1.2 Based on the internship experience to generate research questions for internship report; 1.3 Able to articulate individual or collective reflection; 1.3 Have the ability to deliver a clear and precise verbal presentation;	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Evaluation from the On-site Supervisor (25%)	2.1. Have the ability to work well with others in the agency or as a member of a team; 2. Able to demonstrate	High	Significant	Moderate	Basic	Not even reaching marginal levels

	<p>competence practice (guided by the professional ethics) as a sociological practitioner in the workplace;</p> <p>2.3 Able to fulfil the basic requirements to our agency, e.g., observed agency policy and procedures, completed necessary record-keeping, followed agency routines, on-time, etc;</p> <p>2.4 Able to work in flexible, creative and independent ways, function as a working member of a workplace team, and show self-discipline, self-direction and reflexivity with due concerns for business and research ethics in applied and collaborative settings.</p>					

3. Written Report (60%)	<p>3.1 Have the ability to distinguish various concepts and principles of sociological theories for the analysis of social problems from internship;</p> <p>3.2 Able to generate research questions, scope and limitations derived from their internship experience;</p> <p>3.3 Ability to make sensible and appropriate reflection on sociological internship or personal stance/value from their internship experience.</p>	High	Significant	Moderate	Basic	Not even reaching marginal levels
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Part III Other Information (more details can be provided separately in the teaching plan)

(An indication of the key topics of the course.)

Sociological practice; need analysis of organization; problem identification of organization; research and work ethics; the nature of work process; work environment; organizational culture; values of organization; organizational management; organizational policy; work division; work experience; workplace relationships; communication; information collection; work discipline; teamwork; self motivation; learning at work.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Dentler, R. A. (2002). <i>Practicing sociology: Selected fields</i> . Westport, Conn.: Praeger.
2.	Layder, D. (1998). <i>Sociological practice: Linking theory and social research</i> . London: Sage.
3.	Dentler, R. A. (2002). <i>Practicing sociology: Selected fields</i> . Westport, Conn.: Praeger.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Recommended Readings:	
Essential Readings for Business Ethics and Communication Skills:	
1.	Adair, J. (1985). <i>Effective decision making</i> (1 st ed.). Great Britain: Pan.
2.	Covey, S. R. (2003). <i>The seven habits of highly effective people</i> . New York: Simon and Schuster.
Online Resources:	
1.	http://www.leaderu.com/cl-institute/habits/habtoc.html
2.	http://en.wikipedia.org/wiki/The_Seven_Habits_of_Highly_Effective_People
3.	http://career.berkeley.edu/Internships/IntTips.stm