

VCU Relevant, Experiential, and Applied Learning - Supplemental Learning Plan: Course Classification

(Updated and Revised 09.11.2020)

INSTRUCTIONS:

1. Make a copy of this form and rename it
2. Identify the section of the form for the REAL level for which this course is being reviewed, and briefly complete the following questions. Feel free to cut and paste from the course syllabus, affiliated assignments/projects, etc.
3. Combine this document and other support materials (syllabus, etc.) into one pdf
4. Upload the combined pdf as part of the REAL Application for Course Classification

Please note:

- This form will be used by the REAL Curriculum Committee to ensure the course is classified at the appropriate level using a standard and uniform set of criteria based on pedagogical approaches.
- ALL course sections must comply with the answers you provide. REAL classification reflects the minimum expectation, that is, it reflects what *every* student enrolled in the course, regardless of modality or instructor, can expect.
- An exception to this rule are those applying for Service-Learning designation. If you are applying for Service-Learning designation of a course section, please contact the Office of Service Learning for information regarding documentation needed for evaluation of your application.

Applicant Name (last name, first name): **Slough, Wayne**

Course Title: **Internship in Selling**

Course Number: **MKTG485**

Date of application: **4/9/21**

LEVEL 1

Note: Level 1 engages students in hands-on learning activities. For Level 1 classification, complete the following three questions.

Hands-on

1. Describe the hands-on activity or activities that students complete during the semester

2. Estimate the amount of time students will spend on this active/hands-on experience
3. Describe how this experience reinforces one or more of the learning goals of the course

LEVEL 2

Note: Level 2 involves hands-on learning and EITHER reflection OR mentoring. Complete the three hands-on learning questions below and either the reflection or mentoring questions as appropriate.

Hands-on

1. Describe the hands-on activity or activities that students complete during the semester

Students will work in an actual industry (for profit or not for profit) setting pre-approved by the course supervisor and instructor (as of this application date, MKTG Associate Professor Wayne Slough) for not fewer than 240 hours. The internship work will be actual professional selling or in support of such activity **or** general marketing activity for the firm.

2. Estimate the amount of time students will spend on this active/hands-on experience: **240 hours minimum**
3. Describe how this experience reinforces one or more of the learning goals of the course: **The following are course learning objectives**

- **students will increase their understanding of business selling principles and applications in practice**
- **students will gain a heightened appreciation and understanding of the importance of maintaining positive, productive working business relationships with superiors, peers, customers and other stakeholders of the firm**
- **students will learn, through practical experience, methods selling professionals use to identify, contact, and develop business relationships with current and prospective customers of the student's internship host, this providing experiential context supporting that which the student has studied in the college classroom**
- **students will learn to habitually document in writing business goals, outcomes, and lessons learned through the course's journaling requirement**
- **students will further develop their written and oral communication skills through internship interactions, course journaling requirements, and both "on the job" and end-of-course business presentations**

It is through the very tasks of MKTG485, primarily the "on-the-job" duties students will perform, these coupled with the bi-weekly journal writing and course presentations that these learning objectives will be realized.

Reflection

1. Describe how reflection will be purposefully embedded throughout this course: **Students are coached through the course/ internship experience by its instructor in methods of creative, critical, and reflective thinking. Students are held accountable to demonstrating evidence of these processes, and their learning from them, in bi-weekly journal posts.**
2. Indicate the specific learning objective(s) that the planned reflection activities/assignments will reinforce: **This is essentially the same as in Hands-on question 3.**
3. Explain how the reflection activities/assignments will be used to evaluate student learning: **Bi weekly journal post submissions are graded, those accounting for 40% of the final course grade**

4. Describe the proposed format for the reflection activity(ies) in this course (e.g., discussions, journaling, etc): **Journal submissions (postings to course learning management system) are submitted by students bi-weekly (six in a 12 week period)**

VCU School of Business

Mission

To be a dynamic hub of business education and research, fueled by creativity and a commitment to preparing students to lead in a complex world.

Vision

Drive the future of business through the power of creativity.

Instructor Name and Contact Information

Dr. Wayne M. Slough, Associate Professor of Marketing
Snead Hall, B3189, 804.828.7089, sloughwm@vcu.edu

Summer Office Hours

By appointment (see pg. 7, "How to Request a Meeting with Me")

Course Description & Purpose: Through an actual selling internship experience, MKTG485: Internship in Selling, provides the student an opportunity to work in a general selling capacity with a regionally based enterprise. The internship work experience contributes to the student's development of knowledge, skills, and abilities in a real-world context, supplementing and enriching the student's marketing and business education with a particular focus on business to business selling. The internship, whether paid or unpaid, sees the student intern's actual work performed taking place in varied organizational contexts.

Course Objectives

As a result of successfully completing this course, students will:

- **increase their understanding** of business selling principles and applications in practice
- **gain a heightened appreciation and understanding** of the importance of maintaining positive, productive working business relationships with superiors, peers, customers and other stakeholders of the firm
- **learn**, through practical experience, methods selling professionals use to identify, contact, and develop business relationships with current and prospective customers of the student's internship host, this providing experiential context supporting that which the student has studied in the college classroom
- **learn** to habitually document in writing business goals, outcomes, and lessons learned through the course's journaling requirement
- **develop** written and oral communication skills through internship interactions, course journaling requirement, and both "on the job" and end-of-course business presentations experiences

Course Requirements:

Successful completion of MKTG485: Internship in Selling, will be based upon both the student's achievement in the actual internship setting as well as successful completion of course assignments as detailed below.

- **The student intern must work not fewer than 240 hours** in an approved (by the instructor) selling position (example: 20 hours/week for 12 weeks) Work hours should be regular, but scheduled with consideration for the host firm's needs as well as the student intern's other courses and commitments for the internship period.
- **The student intern must participate in a synchronous ("live) class orientation and goal setting Zoom meeting** at 11:30 a.m. Friday, May 15, 2020. Students will individually make a brief talk about how they obtained their summer internships, why they have chosen to

participate in MKTG485, what specific objectives they hope to obtain from the combined internship-class exercise, and how these things will help prepare them for post-graduation career roles.

• **The intern must maintain a reflective journal** summarizing, in **five** scheduled postings, their work-related lessons-learned and how these relate to their (selling and) marketing education received in the college classroom. More than simply enumerating and recounting on-the-job tasks performed, *the student intern must demonstrate through reflective writing his/her observations about the internship experience – what the student has learned “on the job” and how this learning reinforces classroom learning the student has received and plans to receive.* Folding those lessons into future planned coursework, concentration areas within the marketing major, and post-graduation job and career planning are journal requirements also. **This is to be a reflective, thoughtful, writing exercise.**

Additional guidelines for journal postings are stipulated at Blackboard’s **Assignments/Journal** icon. The journal submissions must be written in narrative, rather than outline, format. Errors in grammar, spelling, sentence structure and formatting can result in significant point deductions for the posting. Each of the four journal postings has a value of 100 points

Four journal submissions must be posted. Posting **deadlines** are **“Midnight Mondays”** (schedule below). Blackboard **icons for the journal postings will become available at 12:00 PM (noon) on the Friday immediately preceding each respective journal posting deadline.** As each journal posting will have the student reflect upon two to three weeks’ worth of internship activity, these postings must be thorough and reflective.

Post 1: **Monday** May 25 (opens **Friday** 5/22 @ 12:00 pm)

Post 2: **Monday** June 8 (opens **Friday** 6/5)

Post 3: **Monday** June 22 (opens **Friday** 6/19)

Post 4: **Monday** July 6 (opens **Friday** July 3)

Post 5: **Monday** July 20 (opens **Friday** July 17)

• **Supervisor Written Performance Evaluation** – With a deadline of **5:00 PM Friday July 24, 2020**, student interns are responsible for managing the process of having of having their internship supervisors complete a written performance evaluation of the student intern’s work and contribution to the organization for the internship period and posting that evaluation back to the appropriate icon at Blackboard. Dr. Slough will make available at Blackboard the MKTG485 performance evaluation form to be completed by the student’s internship supervisor. **Students will find the internship performance evaluation document available 12:00 PM (noon) Friday, July 17, 2020 at the Course Documents tab** at Blackboard.

• **Internship Presentation** - At the semester’s end, each student intern will formally present to the class, in executive overview format, to the class an overview of, lessons learned from, and recommendations for the future about the internship experience (the actual work experience and its coupling with the “internship class). In addition to student intern presenters and Dr. Slough, invited guests, including student interns’ supervisors and other School of Business faculty and staff, may attend this final session. This presentation, to take place in Snead Hall classroom B3186, will focus on everything the student intern learned on the job as well as providing a detailed description of how the experience contributed to intern’s understanding of marketing and general business concepts and practices. Knowledge from across the student’s completed coursework may be referenced or incorporated into the student’s remarks. The presentation will be approximately 8 minutes in length, including a portion of time for presenters

to respond to questions asked by fellow students, attending guests, or Dr. Slough. Presentations will be audio-visually recorded and posted back to Blackboard.

Course Text / Readings: Student learning from this course is primarily experiential and reflective. In this sense, it is a bit nontraditional, rooted primarily in the workplace. As such, there are no formal reading requirements.

Course Communication: Dr. Slough will use **Blackboard and VCU email exclusively** to communicate with the class. Updates about the class will appear fairly regularly, usually on Sunday evening or Monday morning during the course period. Dr. Slough will monitor the frequency with which students access Blackboard. Students should use VCU email in initiating communication with Dr. Slough. As a rule, it is only via VCU email and Blackboard he will communicate with you.

Grading: Assuming the minimum hours worked (240) requirement is met, students' final grade will be computed from the following:

- Journal Submissions 40% (5 entries valued @ 80 points each = 400 points)
- Employer's Evaluation 40% (valued at 400 points)
- Final in-class Presentation 20% (valued at 200 points, guidelines forthcoming)

Your final course grade will be assigned based on your total points earned for the semester against the following schedule:

"A" requires	90 – 100%	(900 – 1000 points)
"B" requires	80 – 89%	(800 – 899 points)
"C" requires	70 – 79%	(700 – 799 points)
"D" requires	60 – 69%	(600 – 699 points)
"F"	00 – 59%	(≤ 599 points)

From the Office of the Provost: Additional University Statements for Syllabi

This content was last updated May 2020.

VCU syllabus statement

Campus emergency information

Sign up to receive at alert.vcu.edu/signup/. It is essential to keep your information up-to-date within VCU Alert and to keep your permanent address and emergency contact information current in eServices.

VCU uses a variety of communication methods to alert the campus community about emergency situations and safety threats. Learn more about types of alerts

at alert.vcu.edu/know/typesofalerts.php

Know the emergency phone number for the VCU Police (828-1234), and report suspicious activities and objects.

Class registration required for attendance

Students may attend only those classes for which they have registered. Faculty may not add

students to class rosters or Blackboard. If students are attending a class for which they have not registered, they must stop attending.

Honor System: upholding academic integrity

The VCU Honor System policy describes the responsibilities of students, faculty and administration in upholding academic integrity. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty, ethics and integrity at all times." Students are expected to read the policy in full and learn about requirements here: <https://conduct.students.vcu.edu/vcu-honor-system/>

Computer and network use

All students are expected to know and comply with VCU's Computer and Network Use policy, which can be reviewed at policy.vcu.edu/universitywide-policies/policies/computer-and-network-resources-use.html.

Important dates

Important dates for the semester are listed in the VCU Academic

Calendar: <https://academiccalendars.vcu.edu/>

We care about your success!

Virginia Commonwealth University has launched an Early Alert initiative to support student success. As your professor, if I am concerned about your academic performance in the first few weeks of this class, you and your academic advisor may receive a Progress Report email with links to appropriate academic support resources. You are encouraged to reach out to me after class or during my office hours for additional support. Your academic advisor, the Writing Center, and the Campus Learning Center may also follow up to provide additional layers of support to you.

Attendance and consequences of poor attendance

The instructional programs at VCU are based upon a series of class meetings involving lectures, discussions, field experiences, special readings and reporting assignments. Therefore it is important for each student to be in attendance on a regular basis. A student who misses a class session is responsible for completing all material covered or assignments made during the absence.

Students having attendance problems should contact their instructor to explain the reasons for nonattendance and to discuss the feasibility of continuing in the course. If the student has fallen so far behind that the successful completion of the course is impossible, the student should withdraw from the course before the end of the first 10 weeks of classes.

If the student continues to miss class and does not officially withdraw from the course, the instructor may withdraw the student for nonattendance with a mark of W before the end of the first 10 weeks of classes or may assign an academic grade at the end. Withdrawals are not permitted after the end of the first 10 weeks of classes. For classes that do not conform to the semester calendar, the final withdrawal date occurs when half of the course has been completed. Withdrawal dates for summer session classes are provided on the [Summer Studies calendar](#).

Career Services

Looking for ways to tie what you are learning in your class to your future career or professional goals? VCU Career Services provides career planning services for all current VCU students and alumni. Career Services can help students with finding a work-study job on/off campus, resume writing, internship development, interviewing, preparing for graduate school, networking, or job searching,. Students are invited to attend career events and workshops, and schedule individualized career advising appointments. Career Services is located on the ground floor of University Commons, in room 143. For more information and to make a career advising appointment, [visit the VCU Career Services website](#).

Managing stress

Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, alcohol and/or other drug use, concern for a friend or family member, loss, sleep difficulties, feeling hopeless or relationship

problems. There are numerous campus resources available to students including University Counseling Services (804-828-6200 MPC Campus, 804-828-3964 MCV Campus) which provides brief therapy treatment, University Student Health Services (MPC 804 828-8828, MCV Campus 804 828-9220) and the Health Promotion and Well-Being Center [The Well] (804-828-9355). 24 hour emergency mental health support is available by calling 828-1234 and asking to speak to the on-call therapist or utilizing the National Suicide Prevention Lifeline (1-800-784-2433).

Mandatory responsibility of faculty members to report incidents of sexual misconduct

All employees, including faculty, department chairs and deans, are required to report any incidents of sexual assault, sexual exploitation and partner or relationship violence to the university's Title IX Coordinator.

Confidential offices which can provide support at VCU are: University Counseling Services (804) 828-6200

For more information about Title IX, please visit <https://equity.vcu.edu/>.

Military short-term training or deployment

If military students receive orders for short-term training or for deployment/mobilization, they should inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Student Services at 828-5993 or access the corresponding policies.

Student email standard

Email is considered an official method for communication at VCU. Students are expected to check their official VCU email on a frequent and consistent basis (the university recommends daily) in order to remain informed of university-related communications. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action.

Students must read this standard in its entirety at <https://ts.vcu.edu/media/technology-services/content-assets/university-resources/ts-groups/information-security/StudentEmailStandard.pdf>

Student financial responsibility

Students assume the responsibility of full payment of tuition and fees generated from their registration, all charges for housing and dining services and other applicable miscellaneous charges. Students are ultimately responsible for any unpaid balance on their account as a result of the University Financial Aid Office or their third party sponsor canceling or reducing their award(s).

Students representing the university – excused absences

Students who represent the university (athletes and others) do not choose their schedules. All student athletes should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

Students with disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, require that VCU provide "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must register with the Office of Student Accessibility and Educational Opportunity on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). Please also visit the Student

Accessibility and Educational Opportunity website via <https://saeo.vcu.edu/> and/or the Division for Academic Success website via <https://das.vcu.edu/> for additional information.

Once students have completed the registration process, they should schedule a meeting with their instructor (s) and provide their instructor (s) with an official accommodation letter. Students should follow this procedure for all courses in the academic semester.

Withdrawal from classes

Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student's financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the Student Services Center at 1015 Floyd Avenue (Harris Hall) and/or contact your financial aid counselor regarding the impact on your financial aid.

Faculty communication about students

VCU instructional faculty, administrators and staff maintain confidentiality of student records and disclose information in accordance with the Family Educational Rights and Privacy Act (FERPA). This means that VCU officials may disclose student record information without the consent of the student in certain situations. To support university operations, for example, VCU officials share information about students with other educational officials as necessary to perform their job duties. FERPA permits this disclosure to school officials who have a legitimate educational interest in the student information. In addition, VCU officials have obligations to report information shared by a student depending on the content of that information, for example, in compliance with VCU's policy on the duty to report. Unless FERPA permits a certain disclosure, VCU generally requires consent from a student to disclose information from their education record to another individual. You may find additional information on the VCU FERPA website: <http://rar.vcu.edu/records/family-educational-rights-and-privacy-act/>.

About your professor

Dr. Slough is Associate Professor and former Interim Chair of the Department of Marketing in the VCU School of Business. The recipient of the 2016 Faculty Council Term Faculty award and 2013 Professional Teacher of the Year award, he has taught at VCU since 2010. Dr. Slough brings to VCU an accomplished career in sales and marketing, with service in the financial, technology, and management consulting industries. He is the business school's lead faculty member for the professional selling discipline. Dr. Slough serves as the Director of the VCU Academy of Selling (<https://business.vcu.edu/business-community/academy-of-sales/>; <https://rampages.us/vcu-sales-academy/>) and is faculty advisor to VCU's chapter of Pi Sigma Epsilon, the national collegiate sales fraternity (pse.org).