

Internship Writing Assignments Description and Rubric

I. Daily notes will be turned in on assigned days either in person or (if the student is absent on the due date) through Microsoft Teams:

○ **Submission Details:**

- **Submit daily notes in person by placing carbon copies of the notes into the appropriate bin in Ms. Moyerman's office.**
- **If absent for any reason on the day daily notes are due, follow this procedure: turn in your daily notes through Microsoft Teams by 3:00 on the due date. Then, turn in the hard copy the day you return to the school building. If you do not follow both of these steps, you will only be eligible for late credit. This is the same process used for submitting time sheets.**
- **Daily notes will only be accepted as carbon copies from a lab notebook. No other notebook can be used. Typed notes will not be accepted.**

○ **Content Details:**

- **Must total a minimum of 100 words or 6 sentences (the length of a short paragraph) per day. However, notes can be written informally and do not need to follow traditional paragraph format.**
- **Must review your activities of the day with details. Should include notes for yourself such as things to look up, questions you have, etc.**
- **Must have an entry for each day at the internship site and/or days you work on your internship virtually.**
- **Must have an entry even if you do not attend that day. However, instead of writing a paragraph, just state the reason you did not attend. Examples: "I was sick," "the site cancelled today," "spring break," etc.**
- **There should be an entry for every Tuesday and Thursday of the internship period (including days school is cancelled or you do not attend) or you will lose points.**
- **Daily notes should have a rich content that reflects a rich understanding of student daily experience.**

○ **Example Notes:**

2/2/21

*Spent the morning volunteering at the nurse's station. Mostly I took calls, but I also got to go into the rooms of 3 patients. One patient had the flu. I helped turn someone over.
I need to look up sphenopalatine ganglioneuralgia.
I wonder why the nurses do that thing when they are checking on a patient. Make sure to ask supervisor about the last step in the protocol.
After lunch I shadowed a cardiologist. She told me about (insert medical stuff here). I saw (insert medical stuff here).*

II. Reflection Journals are typed and submitted through Turnitin.com on the assigned days.

- Reflection must be a minimum of 500 words.
- Must use complete sentences, proper grammar, etc.
- Do NOT simply copy or reformat your daily notes.
- This should be more reflective than daily lab notes and should answer questions such as:
 - What did I learn?
 - What did I like?
 - What didn't I like?
 - How can I apply this to my future career?
 - What were my challenges?
- Example Reflection Journal:

This week, I met Kayla, one of the keepers I'll be seeing on Thursday. She was so nice! Mike left to go find some supplies, and then she showed me around. She showed me the beetles, and I learned that they are mostly harmless. My favorite was the Jade Beetle. It had extremely vibrant colors and of course it reminded me of my name. It was so cool to see Kayla pick them up so easily. She talked about how to tell the men from women, and I learned that the males have horns, as the females don't. Aside from that, they look pretty similar. Some of the beetles were more vibrant than others, and this was because of their age.

After this, I saw the walking sticks. For the most part, walking sticks are also harmless, but they can spray a harmful liquid. I didn't know they did this! The bigger ones also have thorn-like pricks lining their legs. I didn't know walking sticks were so diverse— some looked like brown crinkly leaves, while others were just skinny and green . . .

. . . The next day when I came in to do the bee organization, next to me, there was a habitat box holding a lot of walking sticks ranging from different sizes and colors. The biggest ones were brown and looked the scariest. They were piled up mostly in groups in the far right corner of the box. I asked one of the keepers why this was, and he said that in the wild, pairs or groups are safer than individuals— which evolutionally makes sense . . .

. . . After this I finally got to do something else! I got to organize butterfly cocoons into their families and then I got to pin them up so that they could later emerge from their cocoons safely. At first when I was organizing them, I thought that they were dead, but I realized they weren't! They were wiggling so much and it was so funny to watch. I had to use pins at the tips of the pupas to get them to stay. Some of them that didn't have enough silk had to be glued to paper and then pinned, but either way, I successfully pinned them . . .

... My favorite part of this week was when I got to feed Praying Mantis'. It was ironic to see such a vicious seeming insect be vulnerable, they often got scared when they saw my hands or the tweezers I was using to feed them. My least favorite part of the week was the bee organization because even though I know it is very useful for the research, it is more tedious than .

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Reflection Journal Rubric

Criteria	ADVANCE 4	PROFICIENT 3	BASIC 2	BELOW BASIC 1
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of the theories, concepts, and/or strategies learned through investigation and/or gain of practical knowledge at the internship site. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies learned about internship site and/or research capstone materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies learned about internship site and/or research capstone materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions including length. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components listed above and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents are missing.	Response excludes essential components listed above and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. Attachments and additional documents are missing.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Adapted from web.uri.edu/assessment/files/reflection_rubric.doc