

ESTIMATED TIME

This lesson should require at least two weeks and at least four class periods.

PREREQUISITES

- If possible, information about the student's internship site (i.e. brochures, website, hand-outs, reports, etc.) should be available.
- The Internet research portion of this lesson should be taught *before* students begin any internship so that students can go to their internships prepared with information. This will also help the student to have a better grasp on how to gather information from the site mentor. This part of the lesson will conclude with Assignment 1 Print Source/Internet Research. This class should be taught in a computer lab.
- The second class should be taught after students have started their internships and concludes with Assignment 2.
- The last sections of this lesson require a copy of the exemplars to be projected for all to see.
- Students will need computer time.
- It might be helpful to work through email with your students so that they can send you electronic versions to be edited with the "track changes" and "insert comment" functions on Microsoft Word.

RESOURCES AVAILABLE

- **Organizational Structures Rubric**
- **Cited Works Style Sheet**
- **Interview Questions**
- **Research Paper Criteria**
- **Student Reflections**
- **Interview Preparation**
- **Organizational Structure Paper Outline**
- **First Draft Exemplar**
- **Final Paper Exemplar**

ACROSS THE CURRICULUM

The skills related to this project are ones that will be applicable in any subject area. Students are being asked to develop an interview to conduct with an adult, compose a paper that analyzes their internship site, and to pour through information relevant to their site. Due to the complexity of this lesson, students will be using a number of higher order skills that will carry over into other classes.

LESSON GOAL

Understand the people, goals and mission of an organization to better evaluate how to contribute to the mission of the site.

Essential Question

What mission/purpose is served by the organization at my site? How are roles and responsibilities distributed across the organization?

STUDENT EXPECTATIONS

1. Research and gather information online and/or in print about site mentors, other employees, and the organization to build background knowledge.
2. Interview site mentors and other employees to determine the overall mission of the organization.
3. Compose a well-researched paper that explains the internship site and the student's role within the organization.
4. Reflect on the interview process and the benefits of a deeper understanding of an organization.

LESSON OBJECTIVES

1. Develop strategies and procedures for researching organizations to better understand the structure of an organization.
2. Explain how an organizational structure influences the work of all participants.
3. Demonstrate how a deeper understanding of an organization benefits the employees, interns, and the organization as a whole.
4. Develop research skills and cite resources appropriately.

RATIONALE

When students are placed in internship sites, they often have difficulty understanding how they contribute to the overall mission of the site. This causes them to feel lost and meaningless, and can generate bitterness toward their work, the site, and/or the site mentor. This lesson helps them understand more about the site and a student's role within the organization. This has helped generate better student involvement and cooperation because students understand their meaning and importance.

In addition, it is good practice for any employee (or student) to research the organization in which they work (or learn). This leads to more informed employees or students who are aware of the mission of the organization and can make decisions accordingly. Secondly, it is very important that students become comfortable and proficient with asking questions, as well as to be advocates for their own learning. The simple act of asking a question builds relationship/connection, confidence, and knowledge. Lastly, knowing the history of a place or group of people is another important aspect to joining a community. This lesson provides skill-building opportunities in all of these areas.



Organizational Structures Rubric



Cited Works Style Sheet

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Organizational Structures Rubric* to provide an overview of the lesson and explain how students will be evaluated. Then review the following.
 - a. Begin this assignment with a class discussion about student internship sites and what they will do there.
 - b. Explain that the students can find out more about their sites before they go for the first time via the Internet or other print resources like books, articles, and pamphlets. Explain that it is professional to know something about the place one works before the first day, and that most people take the time to know the mission statement, a basic history of the site, and any other pertinent information.
 - c. Explain that in class today, students will be researching their sites online and recording facts to type up and hand in. These facts will be used later in their Organizational Structures paper, as well as to better prepare them for their internship.
 - d. In addition to the facts, the students will also add a resource citation in MLA (Modern Language Association) format. Explain that you are introducing this at the beginning of the process because it is most efficient to record resource citations as you collect information. Many students waste inordinate amounts of time after researching trying to track down sources they used. Keeping a notebook or file of sources becomes an incredibly valuable resource when writing a research paper.
 - i. Hand out *Cited Works Style Sheet* and explain how they are to use this as a guide to format their online/print source citation.
 - ii. Read through the page and explain the website example with a real Internet source. Pay special attention to showing students how to find the information, as it can be tricky to find.
 - iii. Explain what plagiarism is and let the students know that anything they copy word for word can be added into their paper **as long as they submit it as a quote** with a citation.
 - iv. Explain quotation marks and how to add the MLA format citation on the end of quotes. (for example: Human beings have been described as “symbol-using animals” (Burke 3)).
 - v. Point out the quotation marks, parenthesis, author’s last name, and page number (if appropriate), followed by the period. These things will take time and practice for the student to master.
2. **Individual** Have students complete the *Cited Works Style Sheet* print/web resource section and gather facts. Once the students have a rough draft of their citation and notes, have them type the notes and citation onto a new document to turn in. Have students use *Sakai Assignments* tool to submit their work for evaluation.



ASSIGNMENT 1

Interview Questions

Interview Preparation Form

Research Paper Criteria

ASSESSMENT

Print Source/Internet Research Create background information notes and a works cited entry for at least one online or print resource.

3. WHOLE GROUP Review the *Organizational Structures Rubric* to **ASSIGNMENT 2**

remind how students will be evaluated. Then discuss the following.

- Now that you have started working at your site, it is time to prepare to gather information from your site mentor or knowledgeable co-worker through an interview.
- This information will again benefit your work at site, as well as help you write a quality Organizational Structures Paper.

Hand out *Interview Questions* and have students star the questions they would like to ask (at least one from each section: History, Personal Background, and Work Responsibilities).

- Read the questions aloud and encourage students to ask questions about the questions.

4. PAIRS Direct the students to find a partner and practice asking each other the starred questions with special focus on writing down the answers. This can be the most difficult part of the interview process for students so let them know that it is okay to ask for things to be repeated.

5. INDIVIDUAL Explain to students that they will need to ask for an interview(s) with a site mentor or co-worker at the internship site. Have them follow these steps.

- To prepare for the interview, have students read and complete the *Interview Preparation* worksheet. This document should be used by the student at the interview as well.
- Students should work with their advisor and site supervisor to establish the necessary interview with the correct people and at times appropriate to their work schedules. Students will need a week to set-up and conduct their interviews.
- When the interview is complete, have students type up the questions and answers and add the proper MLA citation to the document and use the *Sakai* Assignments tool to submit it.

ASSESSMENT

Interview Research Create background information notes and a works cited entry for at least one interview resource.

6. WHOLE GROUP Once the interviews are **ASSIGNMENT 3**

complete, have students follow these steps to compose a rough draft of their Organizational Structures Research Papers.

- Distribute the *Research Paper Criteria* to review the elements of the paper.
- Have students use the *Organizational Structure Paper Outline* to structure and draft their papers. Review the outline with students and answer any questions.



Organizational Structure Paper Outline



Student Reflections



First Draft Exemplar

c. Have students use the *Student Reflections* to draft the personal reflections section of the paper. Review the guidelines with students and answer any questions.

7. **INDIVIDUAL** Complete the *Student Reflections* and save it for incorporation in the paper.
8. **WHOLE GROUP** Project the *First Draft Exemplar* and discuss it with students. Point out how it reflects the *Research Paper Criteria* and the *Organizational Structure Paper Outline*, and incorporates the *Student Reflections* and the *Interview Questions*. Encourage students to read it with a critical eye.
9. **INDIVIDUAL** Have students use the *Research Paper Criteria* and the *Organizational Structure Paper Outline* to write a first draft, incorporating their interview notes and reflections. As in the *First Draft Exemplar*, students can use the Comments feature of their word processing program to insert comments. Have them use the *Sakai Assignments Tool* to submit it for evaluation.

ASSESSMENT

Rough Draft Complete a rough draft.

10. **WHOLE GROUP** Project the *Final Paper Exemplar* and discuss as a group. Note how it reflects the *Research Paper Criteria* and the *Organizational Structure Paper Outline*, and incorporates the *Student Reflections* and the *Interview Questions*. Have students consider it as a model for their final drafts.

11. **INDIVIDUAL** Have students write and use the *Sakai Assignments Tool*



ASSIGNMENT 4

to submit a final draft based on their rough drafts and the advisor's edits. This draft must be typed and include a works cited page as pointed out in *Organizational Structure Paper Explanation*.

ASSESSMENT

Organizational Structures Paper Complete a final draft.

REFLECTION



ASSIGNMENT 5

Once students have completed their final draft, have them reflect in writing on the following.

- Describe what you noticed and thought before, during, and after the interview process.
- What benefits came from asking questions of your site mentor/co-worker about your site?
- Describe the characteristics of an MLA formatted paper.
- What did you learn about yourself and your site in researching and writing the Organizational Structures Paper?

Have them use the *Sakai Assignments Tool* to submit their reflections.



Final Paper Exemplar



Student Pages

ASSESSMENT

Reflection Reflect on the Organizational Structures interview and writing process.

ASSESSMENT

Use the *Organizational Structure Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule.

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

Ohio Academic Content Standards

Grade 10 Language Arts

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs may need considerable support to complete this lesson. Advisors should discuss possible strategies with the student's IEP coordinator or the school's IEP specialist before committing to a course of action.

GIFTED AND TALENTED

Gifted students should be challenged every step of the way for this assignment as they are being asked to perform some higher-order tasks. If students need further challenging, they may be asked to interview more people, ask more questions during their interview, submit another draft of their research paper, or help their peers edit their papers or prepare for their interviews.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- For MLA format: <http://owl.english.purdue.edu/owl/resource/557/01/>
- For citations: <http://easybib.com/>