

Concordia Academy Humanities Scholar

**2019-2020
Student Handbook**

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Humanities Scholar Curriculum Overview

Why support the Humanities Scholar?

We believe in an absolute, God-breathed truth, and the Humanities Department offers a place to study what it means to be human, what it means to think thoughtfully about who we are and why we are here. This curriculum presents ideas, concepts, and stories from some of the most recognized scholars of history. This curriculum encourages students to wrestle with these ideas in a way to encourage not just the promotion of critical thought, but of implementing that thought to the betterment of society. This curriculum acknowledges and affirms the notion that students headed for a career in the humanities need a special program designed with them in mind.

In short, we are preparing Christians to make their intellectual mark in their communities.

Features of the program:

1. Rigorous core curriculum. Curriculum path includes the equivalent of all humanities graduation requirements, plus four elective courses from theology, social studies or English with at least one at the advanced or college level. Students must maintain a GPA of 3.0 or higher in humanities curriculum courses.
2. Leadership in at least one approved related extra-curricular.
3. Internship or service of 40-hours, compiled in a portfolio for faculty review.
4. Independent research project, guided by a faculty mentor, and including field visits to appropriate places such as nonprofits, libraries, museums, etc.
5. Book study with Humanities cohort: *The Abolition of Man* by C.S. Lewis
6. Capstone Project of student research, presented in a formal proposal or talk as a capstone project, to be showcased in a public exhibition or performance.

*Successful Humanities Scholar candidates will, upon completion, receive commendation on diplomas and on transcripts, as well as recognition at Concordia Academy's Honors Convocation.

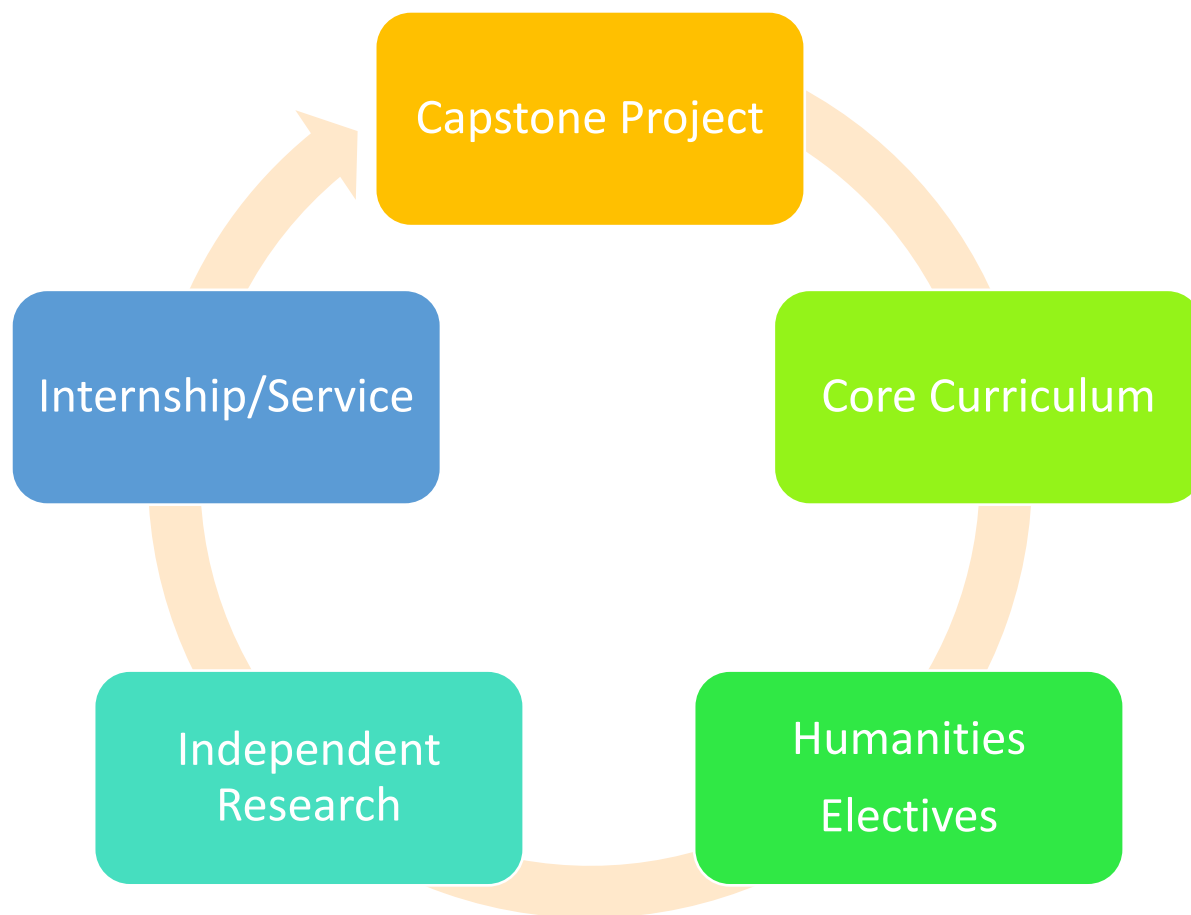
Examples of Internship/Service Experience:

- Volunteer for a nonprofit focusing on human need: Lutheran Social Services, Jeremiah Program, People Serving People, Teen Challenge, Northwest Youth and Family Services, Breaking Free

- Internship to focus on research: law firm, government position, college professor, museum, library, department of education, etc.
- Internship to focus on communications: public relations, market researcher, print/publishing company

Examples of Capstone Projects:

- Project proposal: project proposal for event or context for cultural change in the school; host forums and conduct surveys to develop and implement something to make the school a better place.
- Community presentation: make a presentation to a municipality /city council meeting
- Create awareness: create a strategic awareness campaign within the school or community; highlight and celebrate a key historical figure
- Mock Court: organize, run, and participate in a mock supreme court at Concordia Academy
- TED Talk: present a big idea of bettering community or examining societal norms and practices



Key Faculty Members

Humanities Scholar Coordinator.....Kelly Mack

Faculty Mentors* Gary Fritz
 Andrew Hulke
 Sarah Tramm
 Colleen Inwards
 Denise Lau
 Dean Dunavan
 Marc Paul

Additional Resources.....Concordia University,
 St. Paul Adjuncts

Key Milestones

Freshman year

- Enroll in full year of humanities coursework, take honors courses if eligible
- Participate in extra-curriculars; read literature related to key interests
- Start creating a service learning habit

Sophomore year

- Enroll in full year of humanities, take honors courses if eligible
- Identify faculty mentor
- Identify topic for independent research project; complete project by graduation
- Identify timing of involvement with extra-curriculars
- Continue service learning; expand areas of interests/participation

Junior year

- Enroll in full year, plus one semester, of humanities
- Secure Internship for summer
- Propose senior year Capstone; begin working on Capstone pieces
- Check in on progress in independent research project
- Begin writing personal statement
- Continue service learning and community involvement

Senior year

- Ensure completion of Independent Research Project
- Turn in completed Internship Portfolio
- Read book; participate in cohort discussion
- Enroll in full year, plus at least one semester, of humanities coursework
- Complete Capstone Project pieces
- Public performance or display of Capstone Project
- Honors Convocation

*The faculty mentor is a resource for students to ask advice and seek feedback on ideas, and also an experienced professional voice to offer encouragement,

Academic Requirements

- 3.0 GPA or higher (3.25 needed for college courses)
- Humanities courses all semesters fulfilling all graduation requirements, plus four elective courses from theology, social studies, or English with at least one at the advanced or college level.
- Electives must come from at least two disciplines.
- Two years of a foreign language are required.

Humanities Scholar Graduation Path:

Freshmen (7 credits of required courses)

Seminar I	Geography	Math (Pre-alg/Alg/Geom)	
English/Honors		Scrip/Life I	
Physical Science		Fine Arts	
Foreign Language, or Study Hall		Basic PE/Intro to Dance	

Sophomores (7 credits of required courses)

Western Civilization	Math (Alg/Geom/Adv Alg)		
English/Honors	Scrip/Life II		
Biology/Honors	Fine Arts		
Foreign Language, or Study Hall	Health	RTPF, Sport, or Study Hall	

Juniors: (5 credits of required courses)

American History	Math (Geom/Adv Alg/Pre-calc)		
American Literature	Scrip/Life III		
Chemistry/Honors	Fine Arts		
Foreign Language, or Study Hall	Elective	Humanities Elective	

Seniors: (2.5 credits required courses, leaving 5 elective credits required for graduation by the end of senior year)

Rhet/Public Speaking	English or Com	Scrip/Life IV	
Government	Elective	Humanities Elective	Humanities Elective
Elective	Elective	Humanities Elective	Elective
Elective	Elective	Elective	Elective

*26.5 credits required for graduation beginning with class of 2019. Returning students need 26 credits for graduation.

Curriculum Offerings Electives

English/Com: Modern Literature, College Intro to Literature, College Writing, College Intro to Communications, and College Public speaking

Theology: Advanced Readings in Theology

World Languages: Spanish I, Spanish II, Spanish III, College Spanish, American Sign Language I, American Sign Language II.

Social Studies: Psychology, College US History I, College US History II, College US Government, and College Intro to Psychology

Co-curricular Offerings or other opportunities

Co-curricular opportunities: Berean Order, Close Up trip to Washington D.C., chapel speaking, CA Student Activities Board, Student Ambassadors, National Honors Society Girls' State, National Day of History, Participation in essays, participation in Bethel's Living the Questions Youth Theology Institute, participation in Worldview Academy Leadership Camp

Research Project Guidelines

Rationale:

- Researching a particular philosopher/influential scholar, thematic topic, social issue, or policy, complements regular coursework, and deepens understanding of prior knowledge.
- Connecting to a larger body of work with a narrow focus will foster lifelong curiosity about, and respect for, those whose work has influenced the world of the humanities.

Objectives: *The student will...*

1. Research and summarize relevant information from a variety of sources
2. Reflect upon the significance of information to the field of the humanities
3. Articulate a personal connection to information in a written reflection
4. Evaluate the usefulness and quality of sources in an annotated bibliography
5. Demonstrate depth of knowledge through meeting with faculty

Steps:

1. Select a focus area of the humanities (policy change, philosophy, apologetics, communications, narratives, etc.)
2. Name your specific topic.
3. What is the question your research will answer? _____
4. Search for **at least 8 sources** and begin reading, viewing, and listening. The sources should meet the following criteria:

___ At least 1 primary source

___ At least 2 sources via museum, nonprofit, or special-focus library

___ At least one source should be a book-length print publication

5. Read and take notes, read and take notes, read and take notes.
6. Meet with your Faculty Mentor for a Q and A about what you are learning.
7. Write your annotated bibliography in MLA format: Citation, paragraph of summary, and paragraph of evaluation of the quality of the author and the content of the source.
8. Write a one-page reflection on the significance of the information you learned and your own personal connection to it.
9. Meet with Faculty Mentor and Humanities Coordinator to demonstrate your mastery of the subject chosen for this project

How to Organize *Each* Entry in an Annotated Bibliography

1. Bibliographic citations. Alphabetize by author. Sometimes it is helpful to divide sections by primary/secondary, or by print/online, and then alphabetizing by author within each section.
2. Paragraph or two summarizing the highlights and key parts of the information. This summary should be in the writer's own words. Do not plagiarize.
3. Paragraph of source evaluation, stating how the document could be used for research, defend or criticize the credibility of the information

Tips:

- Make sure your annotations effectively communicate your thorough knowledge and understanding of the source information.
- Use the Purdue OWL for format examples and guidelines.

Internship/Service Guidelines

The Internship Experience

Concordia Academy believes that when students are connected to authentic experiences, they will be especially prepared to reach their potential in their select fields of study. Through community networking, students will secure a job-related internship in the humanities that will expose them to myriad possibilities for their own career development. The internship/service experience will be guided and supported by the HS Coordinator and the HS Team to help students enjoy and appreciate the work they will do in a humanities organization.

Junior Year Timeline

January-February

- HS Coordinator facilitates meeting with HS Team and students to explain internship and internship binder requirements
- Students brainstorm and research possible internships
- Students brainstorm capstone projects
- Students meet with HS Coordinator and faculty mentor

March-April

- Internship proposal is turned in to the HS Coordinator
- Students begin making inquiries to potential sites
- [Capstone project proposal for end of senior year is also turned in to the HS coordinator at this time.]

May

- HS Advisory Team reviews both the internship and capstone project proposals
- Student receives approval and schedules internship dates

Examples of Mentorship/Internship Experiences:

Service Learning focused on human need: Jeremiah Program, Northwest Youth and Family Services, Lutheran Social Services, People Serving People, Teen Challenge, Breaking Free

Internship: law firm, government institution/campaign, university professor, museum, library, charitable organization, church, social services, etc.

Internship Proposal for HS Coordinator

1. Provide the name and address of the site and supervisor.
2. Write a brief paragraph explaining your connection to this organization and why it would be a good fit for you.
3. Construct 5 skills and learning experience objectives. List them in bullet points and present to the HS Coordinator.

Examples:

- Learn how to conduct grant writing to secure funding for programming in nonprofits.
- Learn how to allocate limited resources to the highest need population.
- Understand how service to communities of need are influenced by cultural norms.
- Evaluate obstacles and roadblocks facing people in need/services to propose change or method of efficiency.
- Articulate the process of creating policies within a government program.
- Understand how the presentation of fact and the use of language plays into campaigning.
- Evaluate how curriculum is chosen for a particular course in its selection of material and the impact of inclusion or exclusion of material on its learners.

Introductory Meeting with Internship Supervisor

Helpful tips for a successful meeting

1. Dress professionally—no jeans, no t-shirts. Nice slacks and collared shirt. Dress shoes.
2. Present them with your resume and with your Letter of Introduction.
3. Take notes on your meeting—record details. You will be writing a reflection on this meeting!
4. Thank Supervisor for opportunity. Shake their hand and thank them up front for the opportunity.
5. Be flexible—remind them you need to complete 40 hours, but that you are flexible to their schedule and will work around what works best for their business.
6. Let them know you are willing to explore any area they feel worthy.
7. Ask questions:
 - What can I contribute to your organization?
 - What are your expectations of me?
 - Are there any special projects you'd like me to complete?
8. Tell them preferred date you'd like to start and finish.

Sample Internship Letter of Introduction

Thank you for considering this proposal for internship/volunteer opportunity with your organization. I am a student pursuing an advanced fine arts curriculum called the Humanities Scholar at Concordia Academy in Roseville, Minnesota. Your willingness to help me learn more about this field in a work environment is truly invaluable.

The internship is to comprise at least 40 hours on site, to be fulfilled in a way agreeable to all parties. I have listed below the objectives for my learning during this internship and I would be happy to discuss or amend these after you've had a chance to consider them.

Learning objectives:

1.
2.
3.
4.
5.

Attached you will find a resume and any other information you may find useful in approving this internship. I look forward to discussing the particulars of this opportunity. Again, thank you for your consideration.

Kind regards,

Student's typed name.

Student's typed contact information (telephone number and then email typed below the phone number)

Suggested Resume Template (Use Naviance!)

Name

Address

Phone number and email address

Objective: What you hope to learn from the experience

Relevant Classes Completed

List classes that will pertain or relate to the internship experience

Relevant Skills, Experiences, and Interests

Once again, list only things that pertain to the internship experience

Future Plans

Humanities Scholar Internship Agreement Forms

Intern Name: _____

Preferred phone: _____

Email: _____

Internship Mentor/Supervisor _____

Mentor/Supervisor Job Title: _____

Work Phone: _____

Work Email: _____

Company Name: _____

Address: _____

I, (*mentor name/title*) _____ agree to supervise, guide, and direct the above student during his/her entire internship with the intent of exposing the student to learning opportunities in the following areas:

Dates and total hours of the Internship:

I, (*intern name*) _____, agree to complete the Internship experience as outlined above with the intent of achieving the following learning objective(s) as presented in the attached letter of introduction.

The student, internship supervisor, and parent understand and agree that Concordia Academy does not provide on-site supervision of students during the internship, any meetings with a supervisor, or other work-based learning experiences. Parents/guardians must arrange for the transportation of their student to and from the internship location and maintain such insurance coverage that they deem

appropriate to protect their student. Under no circumstances will Concordia Academy, its employees, agents or insurers be held responsible to either the student, the parent/guardian or the supervisor for any injuries or damages to persons or property arising out of the internship, supervisor, or work-based learning experience.

Signatures:

Student name (printed)	Student Signature	Date
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Supervisor name (printed)	Supervisor Signature	Date
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Parent name (printed)	Parent Signature	Date
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Internship Binder Contents

1. Cover page
2. Table of Contents
3. Signed forms
4. Reflection on your first meeting/interview for the internship
5. Reflection #2, following the half-way mark
6. Daily logs
7. Brochures, site map if applicable, business cards, any and all documents that help to tell the story of what you did, with whom, and where.
8. Photographs of you on-site.
9. Final reflection on the whole internship.
10. The evaluation your supervisor filled out.
11. Copy of the thank you letter you sent.
12. A copy of the daily log rubric that will be used to score your portfolio.

Student Reflections on Meetings with Internship Supervisor

Reflection Guidelines

For each reflection, type about one page, double-spaced. As you think back on your meetings, address the questions as described below. NOTE: Do not include these questions as headings or in the body of your writing. Simply use them as prompts.

Reflection #1: Following introductory meeting

- How would you characterize the meeting? Describe how you feel it went.
- What did your mentor seem to be most interested in?
- What expectations were described for you as an intern?
- What are you most looking forward to and what are you most nervous about?

Reflection #2: Following the half-way-through check-in

- How did you prepare for this meeting? Share some of the questions you asked your mentor about your performance.
- Describe how your mentor gave your feedback about your performance.
- What have you learned so far about working with others in this field?
- What are some of the skills you were surprised to learn are so clearly important for this type of work?

Reflection #3: Following your exit interview

- Describe what you learned about this field.
- Describe what you learned about this company.
- Describe what you learned about yourself.
- What feedback did your mentor give you about your contribution during the internship?
- What advice was offered to you during the internship regarding education, interpersonal skills, technology skills, finding purpose in work, etc.
- What do you see as the role of your faith in this kind of work?

Daily Log Template

Date: Day of week, date **Time started today:** **Total hours today:**

Log Entry: Write for a ½ page's worth. Here are some *examples of appropriate topics to reflect on in these logs.*

- Include specific details about what you did today, what you learned today, and how you feel about how you did today.
- What questions arise for you now?
- What feedback did you get from your supervisor?
- What were you able to contribute?
- What felt new and uncomfortable? What pushed you out of your comfort zone? How
- What was interesting and challenging?
- Did you take any notes today? You may consider adding them here.
- Maybe a sketch or drawing could capture your experience today? Add it to your notes!

Exit Interview Tips

Be sure to thank the company or organization. Share with your supervisor what you have learned and what was valuable for you in this experience.

Ask Supervisor...

- What is my potential in this field?
- What advice do you have for me if I continue in this field?
- What do you see as essential skills to succeed in this field?
- Can I use you as a reference?

Give Supervisor evaluation sheet and self-addressed stamped envelope.

Double-check that you have taken a photo with the Supervisor (preferably in front of the business log) for your portfolio.

CA Humanities Scholar Internship Evaluation

To Whom It May Concern:

Thank you for mentoring this student as part of the Humanities Scholar program at Concordia Academy. The purpose of the internship component is to expose the student to an organization in an arts field and to have them contribute in a meaningful way to your work environment.

Please answer the following questions about your student intern. Your assessment will play a role in the student's final program evaluation.

Circle a number from 1 (Low) to 5 (High), rating your agreement with the statements. Throughout this internship, the student was...

- | | | | | | |
|---------------------------------------|---|---|---|---|---|
| 1. Punctual and prepared | 1 | 2 | 3 | 4 | 5 |
| 2. Eager to learn | 1 | 2 | 3 | 4 | 5 |
| 3. Helpful and made contribution | 1 | 2 | 3 | 4 | 5 |
| 4. Approachable and communicative | 1 | 2 | 3 | 4 | 5 |
| 5. Appropriately dressed | 1 | 2 | 3 | 4 | 5 |
| 6. Shows high potential in this field | 1 | 2 | 3 | 4 | 5 |

What are this student's strengths? _____

What additional learning experiences should this student seek? _____

Additional comments:

Please feel free to contact me with additional comments or questions. Once again, thank you!

Kelly Mack, HS Coordinator
kelly.mack@concordiaacademy.com

Internship Binder Assessment Rubric

All components will be scored on the following scale:

- + Far exceeds expectations
- ✓+ Exceeds expectations
- ✓- Does not meet expectations
- Far below expectations

Items	Quality Target	Score
<u>Format</u> <ul style="list-style-type: none"> • Cover page • Table of contents • This rubric 	<ul style="list-style-type: none"> • Cover page and Table of Contents in MLA format as described on the Purdue OWL. • Table of Contents accurately organizes all components included in binder. 	□
<u>Personal reflections</u> <ul style="list-style-type: none"> • Following first meeting • Following half-way progress check • Final reflection after evaluation meeting 	<ul style="list-style-type: none"> • Dated and titled • References are made to specific details brought up in the meetings with supervisors. • Shows evidence of critical thinking and posing questions that have come from that thinking. 	
<u>Forms</u> <ul style="list-style-type: none"> • Signed agreements • Learning objectives form • Evaluation • Copy of thank you letter that was sent to supervisor(s) 	<ul style="list-style-type: none"> • Appropriate pre-internship forms are signed by supervisor, parent, student, and EAC Coordinator • Final evaluation is included, either having been given back to student or mailed to EAC Coordinator 	
<u>Company/Org Documents and Photos</u> <ul style="list-style-type: none"> • Brochures and other organizational literature • Maps • Required photos with supervisor 	<ul style="list-style-type: none"> • Documents that help clarify the nature of the company, and of the work, is included. • Appropriate floor plans, grounds map, etc., is included • Required photographs of student on site with supervisor is included 	
<u>Daily Logs</u> <ul style="list-style-type: none"> • Entries are written at the end of every day spent interning. 	<u>Daily Headings</u> <ul style="list-style-type: none"> • Include date, location, times, and number of hours <u>Entry Content</u> <ul style="list-style-type: none"> • Clear and specific, with detailed information • Sketches/notes are included in most or all entries 	

Capstone Project Guidelines

The HS program culminates in sharing the result of the student's research and experience. The format and content of this project will have been proposed, approved, and supported by the student's faculty mentor, as well as by the HS Coordinator and the HS Team.

Included in typed proposal:

- Scope of work explicitly detailed (What, how many, how long, etc.)
- Unifying theme of body of work
- Materials needed/used, including technology
- Personal Philosophy Statement
- Vision for how the works will be presented to the public
- Dates for progress checks agreed upon by student and faculty mentor

Examples of Capstone Projects:

- Project proposal for event or context for cultural change at CA.
- Host forums/conduct surveys to implement a change at CA and the sharing of the result in a presentation.
- Conduct an awareness campaign
- Mock Supreme Court
- TED Talk-Style presentation to examine a big idea of bettering a community or examining societal norms and practices

Personal Philosophy Statement Instructions:

1. Read *The Abolition of Man* to prepare for group discussion on what it means to be a citizen of truth and change in this world.
2. Write your own personal philosophy. See the following link/scroll down to instructions. Feel free to listen to samples on NPR's podcast "This I Believe."
https://thisibelieve.org/documents/TIB_Brochure.pdf