

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: WINE 213

Year: 2023-2024

Course Title: Wine Marketing Internship

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate Academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Through employment, mentorship and self-directed studies at a vineyard, tasting room, restaurant, distributor, or wine tourism establishment, wine marketing majors enhance their understanding of leadership, teamwork, communication, necessary industry skills, and diversity. Each student must complete this course during the summer between the first and second year of the program. A minimum of 150 hours of acceptable and appropriate employment at an approved organization is required. Prerequisites: ENGL 101, PSED 213; at least 12 college credits must be completed at TC3 (not including high school concurrent enrollment credit); minimum GPA of 2.0; prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing; and instructor permission. Additional requirements may apply, including preparation for the internship. 3 Cr. (9 Lab.) Summer semester.

Course Context/Audience

In this required course for the Wine Marketing A.A.S. degree program, the employer/industry mentor provides the instruction and learning environment, while a member of the TC3 faculty monitors and evaluates student learning. A student application must be submitted in the semester prior to enrollment. Other required materials include a cover letter, resume, interviewing, and company research material, mentor agreement and employer agreement.

Basic Skills/Entry Level Expectations

Writing:	WC:	College-level writing skills are required. See course prerequisites for details.
Math:	M1:	If required, the student must have successfully completed MATH 090. Basic mathematical skills are required.
Reading:	R3:	If required, the student must be concurrently enrolled in RDNG 116. The course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class.

Course Goals

1. The internship will provide a work experience in a wine marketing business during which students will explore corporate culture, mission, employee training, and philosophy of customer service.
2. Students will develop their knowledge of fundamental topics such as leadership, communication, management, and marketing through experiential learning.
3. Students will develop transferable skills such as personal responsibility, time management, problem solving, teamwork, communication, and professionalism.
4. Students will develop the skills necessary for transitioning from classroom to workforce.

Course Objectives/Topics

Due to the highly variable and individualized nature of this course, it is not possible to itemize specific topics or hours that will be common to all students' experiences. Topics that may be covered include, but are not limited to, are shown below.

Topic	% Course
Resume development and job search	NA
Interviewing for an internship position	NA
Researching organizational structure, company history, and position in the marketplace	NA
Orientation to position and learning job responsibilities	NA
Human Resources and communication with employer, co-workers	NA
Operational structure, daily routines, events, performing duties as assigned by faculty and employer	NA
Customer Service	NA
Use of tools, equipment and procedures of the position	NA
Following safety standards of the organization	NA
Demonstration of learning by journaling	NA
Career assessment	NA
Problem solving and complaint handling	NA
Evaluation of self, employment, and experience	NA
Behavior modification and transitioning	NA
Community Service	NA
Professional development/Association networking	NA

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>WINE 213 offers each student the ability to adopt skills used in the classroom and apply them to "real-world" situations. Practical application of writing and speaking will be introduced in the daily business environment. Students develop this ability within the industry environment, through journaling, daily operations, and communicating with the faculty mentor.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students develop this ability within the industry environment, through journaling, daily operations, and communicating with the faculty mentor.</p>

Instructional Methods

Required learning activities should include:

- 213
- A. Orientation to Internship/Introduction: TC3 faculty conducts meeting before students depart for their respective work experience. This meeting prepares them for their upcoming experience. This class provides in-depth information on the course assignments and expectations. (Approximately 1- 2 hours.)
 - B. Successful Performance in Work Role: The faculty mentor should contact the supervisor for performance evaluation.
 - The first contact, by phone or e-mail, should occur at the midpoint of the internship. The student's progress should be addressed and a midterm grade should be assigned.
 - The second contact is an evaluation form sent from the instructor to the supervisor/employer before the end of the internship.
 - C. Journal Entries (each 1-2 pages) should be required after the first two weeks and approximately once per week thereafter for the duration of the internship. The entries should address the student's learning from all aspects of the internship. Specific topics may be assigned by the faculty mentor.
 - D. Final Journal Entry/Summary Paper (2-4 pages) should be due two weeks after completion of the work experience. This paper should reflect on the student's overall personal and professional development. The following items should be covered:
 - Evaluation of the experience
 - Evaluation of the job title and responsibilities
 - Evaluation of the supervisor
 - Evaluation of the company and culture
 - E. Individual Learning Activities and writing assignments

One of the following options must be completed.

- 1. Professional Association Meeting of the Industry: To complete this option, the student must locate and attend a professional meeting of the industry. Examples include: Chamber of Commerce, NYS Grape Growers, Uncork NY, etc... The faculty mentor may assist in selection. Professional dress and conduct is required. Collect business cards and take notes of trends and topics discussed. Write a one page summary of the experience. Include names of contacts that were made.
- 2. Volunteer (Service Learning) Activity (minimum of 4 hours):TC3 encourages participants to become involved in community service. Learning about how the student may contribute to society as a whole is a valuable lesson. The activity may be helping any charitable, non-profit organization in the area. Examples include: Community service agencies, United Way events, Lions Club, Optimists, Cleaning for the Adopt a Highway, or assisting TC3 departments with community and Alumni/Foundation activities or events. A one page summary of the experience and the student's contribution should be required.
- 3. Professional Development Workshop (minimum of three hours): Courses are available on a variety of topics at no cost or reasonable price. Many online options exist through TC3 to take a workshop in professional development. TC3.Biz should be contacted for a listing of possible workshops. In addition, your internship site may sponsor courses in First Aid, CPR, ServSafe Alcohol, OSHA or Service Safety. Submission of a copy of the certificate of completion of the workshop or a one page summary of the experience, including the Course/workshop Name and Instructor Name and Title should be required.
- 4. Reading a professional book about the wine industry, or marketing-related topic, or reading five periodical articles about the wine sector. Prior approval of the book/articles by the faculty mentor should be required along with a 2-3 page summary of the reading.

Methods of Assessment/Evaluation

Method	% Course Grade
Successful completion of orientation, journal of individual learning and service learning activities, volunteering, project, learning reports and/or summary paper.	60%
Work performance as reflected by supervisor's evaluation	40%

Texts/Required Materials

Departmental-developed materials may be used. Other required textbooks or reading will vary. Student may be assigned at least one article or book to read.

Bibliography

Note: This bibliography includes many of the print resources located by Professor Mimi Ansbro for BUAD 261 Walt Disney College World Program.

Capodagli, Bill and Lynn Jackson. The Disney Way: Harnessing the Management Secrets of Disney in Your Company. New York: McGraw-Hill, 2007.

Connellan, Tom. Inside the Magic Kingdom: Seven Keys to Disney's Success. Atlanta: Bard Press, 1996.

Disney Institute. Be Our Guest: Perfecting the Art of Customer Service. Disney Enterprises, 2001.

Baird, Brian. Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions. 5th edition, ©2008, Prentice Hall.

Other Learning Resources**Audiovisual**

No resources specified

www.wdwcollegeprogram.com

<http://wdwcollegeinternationalpresentations.com/>

<http://career.berkeley.edu/InfolabRes/Resource.asp?ref=Intrn>

Suggested sources from the Berkeley Library for internships and coops

<http://career.berkeley.edu/Article/Archive.stm#intern>

Interviews and examples of past internships held by Berkeley Students

Also holds impressive links to most asked questions.

<http://career.berkeley.edu/Internships/IntHousing.stm#NYChousing>

Housing information for the United States compiled by Berkeley Career Services.

<http://career.berkeley.edu/Guide/Guide.stm>

Career Services Guide to preparing for placement. May be good tool for instructors/advisors.

Other

No resources specified