Internship and Fieldwork Seminar

Class code

NODEP-UA 9982 – 005 or INDIV-UG 9501 – 001

Instructor Details

Dr Andrew West
andy.west@nyu.edu
Consultations by appointment.
Please allow at least 24 hours for your instructor to respond to your emails.

Class Details

Spring 2017

Internship and Fieldwork Seminar

Classes will be held in weeks 1, 3, 5, 8, 10, 12, 15 with the final presentation in week 15.
Class times are from 6:30 – 9:00pm.
Classes commence on Tuesday 31 January (Week 1) to Tuesday 9 May (Week 15).
Room 202
NYU Sydney Academic Centre

Prerequisites

None

Class Description

As the academic component of the internship experience, this seminar helps students reflect critically on their internships as a way to further their individual academic and professional goals. This includes evaluating various aspects of the internship site, such as its mission, approach, policies, and the local, regional and international contexts in which it operates. Students will be challenged to think analytically about their internships and host organizations and to connect their internship experiences to past and present academic work. The first part of the course focuses on workplace skills such as professional etiquette, communication, and networking. The second part focuses on the research and writing of an academic research paper and presentation related to the internship. Students will be graded on the academic work produced in this course. [i.e. students will not be graded for their work performance at their internship site]

Desired Outcomes

This course, which is required for all students undertaking an internship for credit at NYU’s study away sites, has two goals. First, it provides an opportunity for students to integrate their internship experience with relevant academic research and debates. Second, the course helps students learn and enhance professional skills—including writing,
communication, and presentation skills—needed for future work experiences and academic study.

By the end of the course students will:

1. Be able to articulate, apply, and analyse their internship site, including its mission, structure, policies, and context in which it operates.
2. Be equipped to draw on the shared knowledge of the seminar to compare and contrast workplace contexts including identifying Australian workplace culture.
3. Gain work competencies for a specific profession or occupation.
4. Explore career options and gain general work experience.
5. Be able to use theoretical constructs to frame organizations to better understand the complex nature of the workplace.
6. Gain self-understanding, self-confidence, and interpersonal skills.
7. Complete assignments that encourage depth of reflection of their internship experience and make connections to their personal and professional goals

<table>
<thead>
<tr>
<th>Assessment Components</th>
<th>Details</th>
<th>Week Due</th>
<th>%</th>
<th>Learning Outcome Assessed</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Throughout during class.</td>
<td>10</td>
<td>1, 3, 4, 5, 6</td>
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<tr>
<td>Forum Posting</td>
<td>6 posts throughout semester in NYU Classes (Weeks 1, 3, 5, 8, 10 and 12) (5 marks each).</td>
<td>30</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Reflection Papers</td>
<td>Initial reflection due by 6:30pm, Tuesday 7 March (Week 6) via Turnitin (10 marks) 2nd reflection and research proposal due 6:30pm Tuesday 4 April (Week 10) via Turnitin (10 marks)</td>
<td>20</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Presentation</td>
<td>Week 15</td>
<td>10</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Final Paper</td>
<td>Week 15</td>
<td>30</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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**Class Participation (10%)**

As this course is taught as a seminar, your active, informed, and thoughtful class discussion is expected. All assigned readings must be completed before the date for which it is assigned; please come to class ready to participate in the discussion. The success of this course is dependent upon students’ preparedness to engage with the course material, ability to connect course material to their internship experiences and their own personal and professional goals. In other words, the success of this course depends on you.

You will benefit the most from this class if you and your classmates participate fully. The seminar is designed to enhance learning by encouraging all students to share their experiences and insights. You make no contribution with silence. The skills you acquire
from participating in class and with your group will serve you well in your future positions. Class participation means contributing to class discussion in a way that benefits your classmates and helps them learn. You don’t have to speak frequently or in every class to earn the highest possible class participation grade. Further Details and Marking Criteria are available in the Course Assessment Outline.

**Forum Posting: 30%**

*Your postings are due 3pm Monday, the day before the class in weeks 1, 3, 5, 8, 10, 12.*

Students are to post a 250-350 word summary related to the readings for each topic and their internship experience. These postings are designed to assist students in drawing together the threads of their experiences from this course and relating them back to other thoughts and theories developed through the readings. The posting should consider the reading in relation to:

- Its cultural, theoretical or historical context.
- Your internship experience
- Your previous experience in work or other organisational role
- A thought or idea you have conceived during the week

The posts should be guided by and be a response to the questions listed in the topics below.

**Reflection Papers: 20%**

The first reflection papers submitted will be 1,000 words in length. The first paper is due by 6:30pm on Tuesday 7 March in Week 6 and will focus on the material covered in weeks 1, 3 and 5. These are your organisation’s mission, purpose, culture, environment and how you have interacted and experienced your organisation.

The second reflection paper is due by 6:30pm on Tuesday 4 April in Week 10. It will be 1,000 words in length and focus on research questions related to your internship. These questions will guide the research and writing of your final paper. This paper acts as the proposal for the final paper due at the end of the semester. The proposal should include questions, methodology, primary and secondary sources that will inform the project. Students should be engaging in ample background and primary source reading/research. The research proposal should address the connections between your chosen topic research question and your internship site/experience. Further Details and Marking Criteria are available in the Course Assessment Outline.

**Final Research Paper (30%) and Research Presentation (10%):**

The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge. Sample research project questions/topics include:

1. Conduct a market scan and analysis in which your NGO or IGO etc. is situated
2. Conduct a strategic analysis of your organization’s lobbying and advocacy strategy
3. Conduct an audience satisfaction survey or observation (if museum, gallery, library or archive)
4. Conduct a labour analysis of your workplace, including how employees are recruited and hired, and an analysis of gender, racial, ethnic and class diversity.

5. If working for an elected official, write a strategy memo for next re-election campaign: what are your candidate’s strengths and weaknesses, who are potential opponents. Include demographic analysis of constituencies.

Time will be made in class to discuss an appropriate research topic, based on the nature of the student’s internship. The final research project consists a research presentation (delivered in class during Week 15) and a research paper (due Week 15).

Final paper and presentation (12-15 pages, 10-15 minutes)—the final projects should include explanation and analysis of sources informing conclusions—field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did researcher obtain informants), surveys (in how many languages was it drafted and where was it handed out). It should ask how conclusions were shaped or hindered by availability of sources or informants. In as many ways as relevant or salient, students should be connecting what they have learned at the internship with components of their academic experiences at NYU. Due Week 15.

*Failure to submit or fulfil any required course component will result in failure of the class.*

*For this course your total numerical score, calculated from the components listed above, is converted to a letter grade without rounding.*

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**Required Co-curricular Activities**

Students will fulfil course requirements through reflection and analysis on the learning opportunities presented by their community placements in Sydney.

**Assessment Expectations**

**Grade A:** Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning.

**Grade B:** Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research.

**Grade C:** Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.

**Grade D:** Passable performance showing a general and superficial understanding of the course’s topics; work lacks satisfactory insight, analysis or reasoned explanations.
Grade F: Unsatisfactory performance in all assessed criteria. Work is weak, unfinished or unsubmitted

The complete range of grade conversions is as follows:

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<tr>
<th>Grade</th>
<th>Conversion</th>
<th>Range</th>
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<tr>
<td>A</td>
<td></td>
<td>94 to 100</td>
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<tr>
<td>A-</td>
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<td>90 to &lt; 94</td>
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<td>B+</td>
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<td>87 to &lt; 90</td>
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<td>C+</td>
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<td>C</td>
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<td>74 to &lt; 77</td>
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<td>C-</td>
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<td>F</td>
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Should work be submitted as a hard copy, or electronically?
Unless otherwise specified, all written work must be submitted as a hard copy. The majority of written assignments must also be submitted electronically via NYU Classes. All in-class presentations must be completed during class time.

Who may submit a student’s work?
Each student’s assigned work must be handed in personally by that student. The student may not nominate another person to act on his/her behalf.

When and where should the work be submitted?
The hard copy of any written work must be submitted to the instructor at the beginning of class on the date the work is due. If the assignment due date falls outside of class time, work must be submitted to the Staff Member on duty in Room 2.04 during prescribed Office Hours (11:30am-12:30pm and 2:30-3:30pm Mon-Thu), or by appointment with the Academic Programs Coordinator. Each submitted item of work received in Room 2.04 will be date and time stamped in the presence of the student. Work submitted in Room 2.04 will not be considered “received” unless formally stamped.

What is the Process for Late Submission of Work?
After the due date, work may only be submitted under the following conditions:

- Late work, even if an extension has been granted, must be submitted in person by appointment with the Academic Programs Coordinator. Each submitted item of work must be date and time stamped in order to be considered “received”.
- Work submitted after the submission time without an agreed extension receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the
work is late. Written work submitted beyond five weekdays after the submission date without an agreed extension receives a mark of zero, and the student is not entitled to feedback for that piece of work.

- Because failure to submit or fulfil any required course component will result in failure of the course, it is crucial for students to submit every assignment even when it will receive a mark of zero. Early departure from the program therefore places the student at risk of failing the course.

Plagiarism Policy

The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University’s plagiarism policy. The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

It is a serious academic offense to use the work of others (written, printed or in any other form) without acknowledgement. Cases of plagiarism are not dealt with by your instructor. They are referred to the Director, who will determine the appropriate penalty (up to and including failure in the course as a whole) taking into account the codes of conduct and academic standards for NYU’s various schools and colleges.

Attendance Policy

Study abroad at Global Academic Centre is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centres is mandatory, and unexcused absences will affect students' semester grades. The class roster will be marked at the beginning of class and anyone who arrives after this time will be considered absent. Students are responsible for making up any work missed due to absence.

For courses that meet once a week, one unexcused absence will be penalised by a two percent deduction from the student’s final course grade. For courses that meet two or more times a week, the same penalty will apply to two unexcused absences. Repeated absences in a course may result in failure.

Faculty cannot excuse an absence. Requests for absences to be excused must be directed to the Academic Programs Coordinator. Students must provide appropriate documentation for their absence. In the case of illness, students must contact the Academic Programs Coordinator on the day of absence. They must provide medical documentation to Academic Programs Coordinator within three days of the absence in order to be medically excused. The note must include a medical judgement indicating that the student was unfit to attend class/work on the specific day or dates of the absence. Faculty will be informed of excused absences by the Academic Programs staff.
**Classroom Expectations**

This is a seminar subject and requires the active participation of all students. It also requires engaged discussion, including listening to and respecting other points of view. Your behaviour in class should respect your classmates’ desire to learn. It is important for you to focus your full attention on the class, for the entire class period.

- Arrive to class on time.
- Once you are in class, you are expected to stay until class ends. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not acceptable behaviour.
- Phones, digital music players, and any other communications or sound devices are not to be used during class. That means no phone calls, no texting, no social media, no email, and no internet browsing at any time during class.
- Laptop computers and tablets are not to be used during class except in rare instances for specific class-related activity expressly approved by your instructor.
- The only material you should be reading in class is material assigned for that class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
- Class may not be recorded in any fashion – audio, video, or otherwise – without permission in writing from the instructor.

**Diversity, Inclusion and Equity**

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Sydney we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

**Religious Observance**

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Academic Programs Coordinator in writing via email one week in advance before being absent for this purpose.

**Provisions to students with Disabilities**

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Centre for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.
Required Texts

Following are the required text books for this course.


There will be additional required readings available from NYU classes. It is a course expectation that you have done the required reading and have prepared sufficiently to discuss them in class.

Class Schedule

Internship seminar classes will meet seven times this semester. The times scheduled to meet in class are weeks 1,3,5,8,10,12,15. Week 15 is set aside for the individual presentations. Each class will be three hours. This will be split into two topics per week. The schedule below sets out weeks with the relevant topics to be covered in that week.

**Week 1: Topic 1, Internship orientation with CAPA (Starts 6.30pm)**

**Tuesday 31 January**

The first session will be an internship orientation led by CAPA Sydney, the organisation co-ordinating the NYU placements for internships in Sydney. This will be held at NYU Sydney Gloucester Street campus.

**Week 1: Topic 2, Introduction to the Course and the Australian Workplace**

**Tuesday 31 January**

This session will give an introduction to the course and how it relates to your internship. The connections between experiential learning and how this internship fits in your learning and career development journey will be covered. We will discuss the reflections, blogs and other assignments and how these are supported by the readings. We will talk about how to get the most out of an internship and what are the characteristics of a successful internship posting.

During this topic, students will be introduced to the Australian workplace including culture, history of labour relations and workers’ rights in Australia. Current issues in the Australian workplace will also be covered including role of unions, maternity/paternity leave, minimum wage, immigration workforce, diversity and discrimination. The topic will conclude comparing and contrasting workplace conditions in the US and Australia.
Required Reading (Please download additional readings from NYU Classes):


**Blog Post Topic:** What do you expect from your internship and what do you want to get out of it? Do you think reflection will assist in your internship experience? Refer to at least one of the readings in your blog post.

**In Class Activities:**
Articulate 3-5 personal learning objectives for the course (i.e., how do you see the course complementing your internship).

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**Week 3: Topic 3, Professional Etiquette and the Transition from Student to Professional**

**Tuesday 14 February**

How to be a professional in the internship from punctuality to business attire (dos and don’ts in the workplace); cultural norms regarding level of formality in workplace and communication at the internship site and in the host location. During class we will compare what your expectations were of the Australian workplace and what are your actual experiences. We will discuss how you were introduced to work colleagues, was there an induction and other initial training, was this formal or delivered informally. Observe the Australian workplace culture and submit brief summary of one element of internship that is striking, surprising, unconventional, or unexpected, and be prepared to discuss and comment on peers’ observations. These include communication style (e.g., among the staff, between staff and supervisor etc.; are jokes and humor encouraged or discouraged?), dress, workday habits (e.g., is there a strict 9-5 culture or do people come in early or stay late?), what is the level of socialising with colleagues during and after hours?

Required Reading (Please download additional readings from NYU Classes):


**Blog Post Topic:** What are the major and subtle culturally differences between Australia and your home country? Refer to at least one of the readings in your blog post.

**In Class Activities:** What were your expectations of the Australian workplace, were they met and how does it differ from your previous workplace experience?
Week 3: Topic 4, Communications Module A: Writing in the Workplace

Tuesday 14 February

Written communication has a major prominence in the modern workplace. Whether that be internal communication from the organisation in the form of vision and mission statements, corporate, business unit or marketing strategic plans, policies and procedures or internal reports to name a few. External communication to a range of stakeholders from shareholders, constituents, consumers, suppliers, lobbyists, advocates or the general public. Alternatively, between employees in the form of formalised memos, agendas and minutes or informal emails and messaging via social media. The ability to communicate effectively, efficiently and appropriately across a range of written communication platforms and to a range of audiences is a vital skill in the workplace. This topic examines the importance of the various forms of written communication.

Required Reading (Please download additional readings from NYU Classes):

Blog Post Topic: What is the written mission and vision of your organization? Does this align with the written style and tone of the internal communications? Is there a difference between the formal email communication and the social media communication for internal communications?

In Class Activities: Determine the primary written deliverables at your site and the primary audience for written communications. Examples might include policy memos, year-end reports, email, or social media. Prepare a brief writing sample consistent with your workplace.

Week 5: Topic 5, Communications Module B: Meetings in the Workplace

Tuesday 28 February

Meetings, formal, informal and in the corridors or around the water cooler are all an integral part of organisations. Informal meetings are more frequent and can often influence more than the formal minuted meeting. Mastering the meeting is vital in the workplace.

Required Reading:
- Blog Post Topic: What are the formal and informal meetings in your workplace? Do they match the level of formality in your organisation.
In Class Activities: In class we will discuss the various forms of meetings, the influence of workplace culture, effective meetings and the impact of technology on virtual meetings.

**Week 5: Topic 6, Communications Module C: Public Speaking**

**Tuesday 28 February**

Whether it be the art of the three minute pitch, presenting to management, influencing your co-workers or a major speech in the political forum, public speaking is still one of the major influences in modern society. We will review public speaking technique, appropriate tone for the given forum, use of ice-breakers and humor, tips on building and presenting confidently.

**Required Reading (Please download additional readings from NYU Classes):**
- **Blog Post Topic:** Watch two presentations of your choosing (e.g., Presidential candidates; activists; TedTalks, etc.). Write a blog analyzing strengths and weaknesses of the two presentations.

In Class Activities: Prepare a five-minute presentation (with slides) to introduce class to your internship site and responsibilities (2 slides maximum).

**Assignment: Initial reflection paper (10%) due by 6:30pm, Tuesday 7 March (Week 6) via Turn it in.**

**SPRING BREAK: 13 – 17 March (Week 7)**

**Week 8: Topic 7, Career Building Session with Wasserman**

**Tuesday 21 March**

This topic is based on the Wasserman webinar on building your personal story. Your time in Australia is part of your life long journey in personal, professional and career experiences and development. Prospective employers are interested in your story and the narrative of you. We will discuss how you can leverage your global internship experience.

**Required Reading (Please download additional readings from NYU Classes):**
- Review the Wasserman Center for Career Services’ pages on networking:
  - [http://www.nyu.edu/life/resources---and---services/career---development/prepare---for---the---job---search/interviewing---and---networking.html](http://www.nyu.edu/life/resources---and---services/career---development/prepare---for---the---job---search/interviewing---and---networking.html)

**Blog Post Topic:** How has your time in Australia added to your story?
In Class Activities: Begin crafting and articulating a quick description of your internship, including accomplishments and skills gained, including a two-minute “elevator pitch” that tells this story to a potential employer. This should be part of your journey narrative. This journey commenced before the internship and will continue after. How does this internship and Sydney study fit in the puzzle?

Week 8: Topic 8, Research Proposal Discussion
Tuesday 21 March

The second part of this week’s seminar will be spent on the research proposal due in Week 10. There will be a general class discussion, with time given for individual review of the research question and proposal guidance.

Week 10: Topic 9, The Art of Negotiation
Tuesday 4 April

Part of human interaction is dealing with those who we disagree with, who have a different point of view or we have to deliver news that we know will impact on the listener. This is particularly the case in the workplace, whether it be delivering information about poor business performance, future directions of the business that impact negatively on the audience or dealing with complaints and grievance. Conflict may also arise as we set personal and professional boundaries in the workplace with others. Having negotiation skills enables us to deal with conflict and to achieve mutually beneficial outcomes.

Required Reading:

Blog Post Topic: Think of a difficult interaction you have had and how this played out? Could it have been handled differently for a better outcome using the readings recommendations?

In Class Activities: In-class negotiation exercise

Week 10: Topic 10, Professional Networking
Tuesday 4 April

Networking is about making contacts and building relationships that can lead to future opportunities, whether that be work related, community related, academic or even personal relationships. Networking can help you get leads, referrals, advice, information and support. Networking is an essential component of any successful job search and development of long-term professional relationships.
This topic will allow students to consider all forms of networking for a future career. From informational interviews to leveraging social media as a professional. First and continuing steps for creating your public image and fostering a contact network, will be addressed.

**Required Reading (Please download additional readings from NYU Classes):**


**Blog Post Topic:** What are your networks, both professional and personal? Locate at least one positive and one negative example of how others have used social media to further their careers.

**In Class Activities:** Social media “audit.” In pairs, students show, discuss and analyze their presence on all social media accessible to potential employers and colleagues, including Facebook, Twitter, Instagram, Snapchat, and LinkedIn. Conclude with larger class discussion and brainstorming about what works and what doesn’t.

**Assignment: Second Reflection due (10%)**

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**Week 12: Topic 11, Future of Work**

**Tuesday 18 April**

Most of our waking lives are spent at work, so it is no wonder it forms a major part our identity. Workers starting in the workforce will go through at least five total career changes in their life with 40% of jobs in ten years do not even exist yet. How does this impact on self-identity? The future of work is also changing rapidly with major technological and social forces in play. How do we define work? When does work start and end in today’s world? What will work be like in the future?

**Required Reading (Please download additional readings from NYU Classes):**


**Blog Post Topic:** What are your thoughts on the future of work and where do you fit in it? What are the best personal and professional strategies to prepare for future work?

**In Class Activities:** Guest speaker/s and panel discussion on the future of work. General discussion on the future of work.

**Week 12: Topic 12 Final Report Review**
Tuesday 18 April

The second part of this week’s seminar will be spent on the final research report due in Week 15. There will be a general class discussion, with time given for individual review of the research question and final report guidance. Time will also be spent on your presentation of the final research report.

Week 15  Final Research Paper and Presentation due
Tuesday 9 May

During this class all students will deliver a presentation of their final research. This will be a 12-15 minute presentation setting out the context of the internship, the research question, research method and the findings. More details of the presentation and final report will be uploaded to the ‘Assignment’ section of NYU Classes.

Your Instructor

Dr Andy West is a Marketing Lecturer at University of Technology Sydney and NYU Sydney in areas of Marketing Strategy, Consumer Behaviour and Brand Management. His research and consultancy interests are innovation ecology of organizations, consumer behaviour, higher education quality frameworks and standards. His current research projects are Workplace Integrated Learning in higher education and organizations innovation ecology. Industries Andy has consulted to include finance (Commonwealth Bank of Australia, Zurich Insurance, American Express), consumer goods (Reckitt Benckiser) and not-for-profit organizations including Amnesty International and Special Olympics.