Class details

NODEP-UA9982 / INDIV-UG9600 Internship Seminar & Fieldwork, Fall 2015
NODEP-UA9982008/INDIV-UG9600001 Tuesdays, 6:15pm-7:45pm*
NODEP-UA9982007/INDIV-UG9600002 Tuesdays, 8:00pm-9:30pm*

***Please follow the syllabus carefully as there are some days when the timing may change.***

Instructor Details

Prerequisites

N/A

Class Description

This course will be the academic component of your internship experience. You will use the seminar to reflect critically and analytically on your internship as a way to further your academic goals. You will be asked to evaluate various aspects of your internship site, including but not limited to its mission, approach, policies, and the local, regional and international contexts in which it operates. You will also be asked to reflect critically on the state of the contemporary workplace (in the U.S. and abroad) and on ourselves as workers. You will be graded on the academic work produced in this course.

 Desired Outcomes

- Student will be able to articulate, apply, and analyze their internship site, including its mission, structure, policies, and local, regional and international contexts in which it operates.
- Student will explore career options and reflect upon their academic and professional aspirations.
- Student will be able to use theoretical constructs to view organizations and better understand and evaluate the complex nature of the workplace in the U.S. and abroad.
- Students will gain self-understanding, self-confidence, and interpersonal skills regarding academic and career trajectories.
- Students will complete academic assignments that encourage critical evaluation of the internship experience to better understand their intellectual and professional goals.
Assessment Components

Attendance and Participation (20%): 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.**

NYUClasses Postings (20%): Students are expected to post a 150 - 250 word memo/response to the week’s readings and their internship experience. Discussion board postings are due by 3:00 p.m. the day **before** class. Prompts are provided each week in the syllabus.

Final Memo “Audit” (Due December 1, 2015)

- This is a final reflection of your memo posts and assignments throughout the semester and is to help you reflect on what you have learned, thus far, in the internship course. In 500-750 words, write a final memo post by analyzing your written work this semester.
- Begin by reading all of your posts and comments. As you review them, take notes and critically consider your entries.
- Compose a short analysis and reflection of your posts. This reflective memo post is open-ended and the exact content is up to you, although it should be thoughtful. Feel free to quote briefly from your own posts and/or to refer to specific ideas from the readings we’ve studied.
- Some questions to consider might include:
  - What do you usually write about in your memos?
  - Are there broad themes or specific concerns that reoccur in your writing?
  - Has the nature of your memos changed over the semester? What changes do you notice, and how might you account for those changes?
  - What surprised you as you reread your work?
  - What ideas or threads in your posts do you see as worth revisiting?
  - What else do you notice?
  - What aspects of the weekly reflecting do you value most, and how does it show up in your posts?\(^1\)

Reflection Papers (20%): There will be two, three-page (750 words) reflection papers throughout the semester. The first paper (**Due September 29, 2015**) will focus on your organization’s mission, purpose, culture, and environment. The second paper (**Due November 3, 2015**) will focus on research questions related to your internship and personal career objectives. These questions will guide the research and writing of your final paper and related presentation for the end of the semester.

\(^1\) Memo Assignments and Rubric as adapted from Dr. Mark Sample and can be found at: [http://www.samplereality.com/2009/08/14/pedagogy-and-the-class-blog/](http://www.samplereality.com/2009/08/14/pedagogy-and-the-class-blog/)
Final Paper and Presentation (40%): At the conclusion of the semester, students are expected to write a six to eight (6-8) page (1500-2000 word) paper through the lens of the issues presented in this course and complimented by your research questions. Students will develop a research question related to their internship site and using the tools/lenses of the semester with outside resources, will analyze and study one specific aspect of their internship site and how it relates to your ideal career trajectory and field that interests you. We will discuss this assignment thoroughly in class.

Each student will be expected to give a related presentation at the end of the semester. The final paper and presentation count for a combined 30% of the seminar grade.

Fieldwork Evaluation and Grading: Fieldwork is graded pass/fail. Students need to complete their internship hours, submit learning outcomes and goals, as well as sign and uphold internship honor code.

Electronic Devices Policy: This class requires communication, reflection, and thoughtful conversation and discussion. Therefore, electronic devices that impede such conversation are not permitted. This includes but is not limited to laptops, iPads, iPhones, Blackberrys, etc.

Failure to submit or fulfill any required course component results in failure of the class.

Assessment Expectations

Grade A: The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

Grade C: The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

Grade D: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.
### Grade Conversion

NYU Washington, DC uses the following scale of numerical equivalents to letter grades:

<table>
<thead>
<tr>
<th>100-94</th>
<th>A</th>
<th>86-84</th>
<th>B</th>
<th>76-74</th>
<th>C</th>
<th>65-66</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-90</td>
<td>A-</td>
<td>83-80</td>
<td>B-</td>
<td>73-70</td>
<td>C-</td>
<td>below 65</td>
<td>F</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>79-77</td>
<td>C+</td>
<td>69-67</td>
<td>D+</td>
<td></td>
<td></td>
</tr>
</tbody>
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### Attendance Policy

Study abroad at Global Academic Centers 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 centers is mandatory, and unexcused absences will affect students' semester grades.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student’s final course grade.

To seek an excused absence for medical reasons, students must email or discuss with the Academic Program Coordinator in advance of their missed class. For an excused absence, students must produce a doctor’s note dated with the exact dates of the missed class and/or exam.

Non-medical absences must be discussed with the Academic Program Coordinator prior to the date(s) in question, who will communicate the absence to all relevant faculty members. If faculty members do receive notification, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each instructor to apply the rule for unexcused absences, which may include a two percent deduction from the student’s final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.
### Late Submission of Work

1) Written work due in class must be submitted during the class time to the professor.

2) Late work should be emailed to the faculty as soon as it is completed. (If the assignment must be submitted in person, the Academic Program Coordinator can collect on behalf of the faculty between the hours of 9–5, M–F.)

3) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.

4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.

5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.

6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.

7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

### Students with Disabilities

Accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at +1-212-998-4980 or see their website [here](http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.

### Plagiarism Policy

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

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.
NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

http://gls.nyu.edu/page/gls.academicintegrity

http://cas.nyu.edu/page/academicintegrity


**Required Text(s)**


**Additional Required Equipment**

N/A
UNIT 1: Introduction to the Course, and Successfully Starting Your Internship

Session 1 – 9/1/15: Introduction and Overview of the Seminar

This session will introduce the themes for the semester and include a discussion about the connections between your responsibilities and experiential learning at your internship site and our reflection, analysis, and readings during the seminar. Also, today’s class will include a discussion about starting your internship on the right foot and an activity on learning outcomes to help students identify their personal, professional, and intellectual learning goals for the semester.

Required Readings:

- University of Iowa’s Pomegranz Career Center. “Making the Most of Your Internship Experience.” [http://www.careers.uiowa.edu/Making%20the%20Most%20of%20Your%20Internship.pdf](http://www.careers.uiowa.edu/Making%20the%20Most%20of%20Your%20Internship.pdf)

Memo Prompt: What are your goals for your internship this semester? What skills, knowledge, or experiences do you want to gain during your time in Washington, DC?

Session 2 – 9/8/15: Networking and Informational Interviews ***JOINT CLASS SESSION 6:15pm-9:15pm***

You may have heard the saying “it’s not who you are but who you know.” Networking is one of the most important skills you can develop as you begin your career. We will discuss “the strength of weak ties” and how to document and grow your own network through traditional methods as well as social media, and the value of conducting Informational Interviews with professionals in the fields that interest you while you are a student.

Guest Speaker: Jing Burgi-Tian, Program Administrator of the Certified Public Manager Programs and Global Initiatives at The George Washington University, Center for Excellence in Public Leadership

Required Reading:

Memo Prompt: To succeed in your career, is “who you are” or “who you know” more important? If it’s the former, what qualities are vital to demonstrate and display in the workplace? If it’s the latter, what do you think are the most effective ways to grow your network?

Memo Assignment (Due October 6th): Schedule and conduct an informational interview with someone in your organization or elsewhere who works in a field in which you are interested in pursuing. How did you facilitate and set up the meeting? What did you learn about the individual and the field that you did not know before? Did the interview have any impact, positive or negative, on your feelings towards the particular field and your potential place in it?

UNIT 2: Understanding Your Organization

Session 3 – 9/15/15: Organizational Mission, Vision, and Values

What is the mission of your organization? What philosophy, ideals, or values are expressed (implicitly or explicitly) on its website, promotional materials, and internal documents? How is the company or agency’s ethos expressed and communicated within the physical spaces and daily practices of the workplace? What is the culture of your organization?

Required Readings:

- Your company or organization’s website, promotional materials, official literature, strategic plans etc.
- Bolman & Deal, Chapter 1: Introduction

Memo Prompt: What types of writing are you required to produce in your internship? (reports, memos, analyses, etc.) Will you be giving any presentations to your supervisor or co-workers this semester? If so, what is the purpose of the presentation and what will be the format and setting?

ASSIGNMENT DUE SEPTEMBER 29: Agency Mission, Philosophy, and Culture (750-1000 words)

Your first paper explores key questions of mission, philosophy, and culture. Write an analysis of your fieldwork placement that address the following three areas:

Mission, Philosophy, and Goals: Analyze a copy of the official organizational mission statement. If none exists, interview colleagues – do not create one by yourself. Compare the mission statement to other sources. How do the organizations’ espoused values compare to the website,
promotional materials, your own observations, etc.?

Organizational Activity: What does your organization do? What department are you a part of? What does it do and how does it fit into the larger organization? Who are your stakeholders (whom does your agency serve)? Focus on internal stakeholders – clients, constituents, public, members, interns, professionals, board.

Culture: How would you describe the culture within your organization? How do the mission, vision, and values of your organization play out in and affect the organizational culture?

***THERE IS NO CLASS SESSION on 9/22/15 (YOM KIPPUR)***

Session 4 – 9/29/15: Business Writing and Presentation Skills/Public Speaking

This week we will discuss two important workplace skills. Employers often lament that today’s job applicants lack strong writing skills. Business writing is different from academic and other types of writing, often characterized as concise and to the point. Similarly, effective presentation skills can not only set you apart in a job interview setting, but will contribute to your on-the-job success.

Required Readings:

  [http://www.inc.com/guides/how-to-improve-your-presentation-skills.html](http://www.inc.com/guides/how-to-improve-your-presentation-skills.html)

There is no memo due for this class, but your Assignment on your organization’s Mission, Philosophy, and Culture (described under the 9/15/15 session above) must be turned in via NYUClasses before the start of class.

Session 5 – 10/6/15: The Structural Frame: Understanding the Workplace

This week we will discuss organizations through the structures they employ, how structures shape organizations and the importance of teams and collaboration in the workplace.

Required Readings:

- Bolman & Deal, *Reframing Organizations*, Chapters 3-5

Memo Prompt: Your Informational Interview Memo (described under the 9/8/15 session above) is due and must be turned in via NYUClasses before the start of class.

***THERE IS NO CLASS SESSION on 10/13/15 (Fall Break)***
Session 6 – 10/20/15: The Human Resources Frame: Understanding the Workplace

This week we will discuss organizations through the lens of human resources with a focus on human nature and abilities. These frames help define the role of relationships in the workplace.

Required Readings:

- Bolman & Deal, *Reframing Organizations*, Chapters 6-7

Memo Prompt (CHOOSE ONE):

A) Please describe how you see your organization’s structure at work. (How do you see structure at your placement? Does the structure work well from your perspective? If you could recommend a change to structure, what do you think would benefit your organization?)

B) Please describe how you see the human resources frame at your placement. (What strategies does your organization use to capitalize on the talents of staff and promote development? What could be done to enhance the supports for workers from your perspective?)

Session 7 – 10/27/15: Diversity in the Workplace; Labor Policies and Worker Protections, Equal Opportunity, and Anti-Discrimination ***JOINT CLASS SESSION 6:15pm – 9:15pm***

Diversity is a critical component of today’s organizations with respect to human resources and strategic planning. Organizations that are mindful of the changing makeup of their workforce and other stakeholders are able to turn their diversity into an asset, being inclusive and drawing on a wide range of experiences and perspectives in a rapidly changing world.

On a related note, Federal and state laws are designed to protect workers, provide equal opportunity for all and to create safe environments. Many laws and protections are afforded American workers – we will discuss why these protections are important and how you can make sure your rights are being protected. There will be a special emphasis on the emerging social media landscape.

Required Readings:

- Your company or organization’s employee handbook and/or company website as it relates to a stance on diversity and related practices
Guest Speakers:

Adrienne Alberts, Program Manager, College and Diversity Programs, American Red Cross

Edward Loughlin, Senior Trial Attorney, EEOC

Memo Prompt: What are the policies and practices in your organization related to diversity, discrimination, harassment, and worker’s rights? Why are these important? What about social media? How can you ensure your rights and the rights of others are protected?

Session 8 – 11/3/15: The Political Frame: Understanding the Workplace

This week we will discuss organizations through the lens of the political frame, or organizations as arenas and places of power. This frame influences decision-making and relates to leadership.

Required Readings:

- Bolman & Deal, *Reframing Organizations*, Chapters 9 and 11

**ASSIGNMENT DUE: Internship Research Questions (750-1000 words)**

Describe a research question(s) that has arisen at your internship that requires outside, scholarly reading to deepen, contextualize, and help you better understand your internship experience and relate it to your own career objectives and interests. These research questions will guide your final paper. We will discuss this assignment further in class.

There is no memo due this week.
Session 9 – 11/10/15: The Symbolic Frame: Understanding the Workplace

This week we will discuss organizations through the lens of symbolism – the myths, metaphors, stories, and rituals of organizations. The symbolic frame helps us to better understand organizational culture.

Required Readings:

- Bolman & Deal, *Reframing Organizations*, Chapters 12 and 14

Memo Prompt (CHOOSE ONE):

A) Please describe how you see the political frame and politics at work within your placement. (Who has power? Why? What kind of power do they have? What does it mean to be political?)

B) Please describe how you experience and witness rituals, customs, or symbols at your organization (What do the symbols mean? Where do they come from? Why are they important? How might you describe these symbols to people outside your organization?)

UNIT 3: Internships, Careers, and You

Session 10 – 11/17/15: The New Economy and the Changing Workforce *JOINT CLASS SESSION 6:15pm – 9:15pm*

The contemporary workplace can be complex and challenging, with changing attitudes and workforce dynamics that require organizations to pay attention to and address issues including diversity and work-life balance. This class will feature a guest panel of professional women to speak about their varied experiences in and out of the workplace, moderated by Amy Mortimer, Principal, ICF International.

Required Readings:


Memo Prompt: How do you see the world of work changing? What are the ways that you (and your generation) define work-life balance? Is it a different set of values than your parents’ and/or grandparents’ generations?
Session 11 – 11/24/15: Internships to Employment: Exploring Jobs and Future Opportunities

In this class we will discuss how to begin successfully wrapping up your internship experience and ways to leverage this experience and future internships for the next professional opportunity, as well as how internship experiences fit into and relate to your long-term personal and professional goals. We will be joined remotely by a representative from NYU’s Wasserman Center for Career Development.

Memo Prompt: Are you able to chart a pathway from this internship and where you are academically to your ideal job or career? What steps do you need to plan for and ensure you take?

Session 12 – 12/1/15: The Ethics of Internships

What are some of the legal, sociological, and ethical issues surrounding the unpaid intern in the workplace? Given all of these issues, why are internships worthwhile?

Required Readings:


***FINAL MEMO “AUDIT” DUE TODAY (see page 2 of the syllabus for a description)***

Session 13 – 12/8/15 Bringing It All Together ***JOINT CLASS SESSION 7:45pm – 9:15pm***

We will discuss how to incorporate what you have learned and experienced this semester in a cohesive manner that can be used in an elevator pitch, networking opportunity, and/or job interview or negotiation setting. You will also have the opportunity to ask any questions and get feedback about the content and format of your final presentation next week.

Guest Speaker: Linda Tarplin, Co-Founder Tarplin, Downs, and Young, LLC

Session 14 – 12/15/15 FINAL PRESENTATIONS IN CLASS

FINAL PAPERS DUE TODAY by 5:00pm, submitted via NYU Classes
Recommended Co-curricular Activities

It is recommended that you schedule an individual career counseling session with Allison Pirpich of NYU’s Wasserman Center for Career Development, when she visits the NYU DC site and/or attend her information session/workshops. The specific dates she will be visiting our site will be announced. Virtual career counseling sessions with Ms. Pirpich may also be an option.

Your Instructor