Class details

NODEP-UA9982001/INDIV-UG9600003 Internship Seminar - Tuesdays 6:15-7:45pm*
NODEP-UA9982002/INDIV-UG9600004 Internship Seminar - Tuesdays 8:00pm-9:30pm*
Fall 2016
Room location to be confirmed.
*Please follow the syllabus carefully as there are some days when the timing may change.

Instructor Details

Prerequisites

N/A

Course Goals and Description

Course Goals: 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.

Course 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 and their internship s 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

Student will be able to analyze and articulate the various facets of their internships site, including its
mission and vision, organizational structure, human resources and other policies and practices, and local, regional and international contexts in which it operates.

Student will gain an understanding of his/her place and role within the internship site, responsibilities and the value/impact of the work performed; and convey them on their resume and in interview and networking settings.

Student will gain self-understanding, self-confidence, and interpersonal skills to apply to their unique academic and career trajectories.

Assessment Components

Please refer to NYUClasses for specific due dates of assignments.

Class Participation: 10%
Weekly Assignments: 50%
Research Presentation: 10%
Final Research Paper: 30%

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:

| 100-94 | A |
| 86-84 | B |
| 76-74 | C |
| 65-66 | D |
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 use the online absence reporting form within 24 hours of their first missed class. Students may be required to produce a doctor's note with that day's date, especially if the student has missed any classes already that semester or if exams/presentations/papers occurred in the missed class.

Non-medical absences must be discussed with the Academic Program Coordinator at least 7 days before the missed date(s) in question. If faculty members do not receive notification of an excused absence, 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.

Final exams must be taken at their designated times. Final exams may not be taken early, and students should not plan to leave Washington, DC before the end of the finals week.

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**

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center 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](#).

---

**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


**Religious Observances**

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 Washington, DC Academics team in writing via email at least 7 days before being absent for this purpose.

**Required Texts**

Articles found online as assigned


Session 1 – Tuesday, August 30, 2016; Introduction to Course

This session will introduce the themes for the semester and contextualize the significance of your work in Washington DC, addressing the connections between your new responsibilities and your experiential learning at your internship site. We will introduce the course expectations, discuss strategies to start your internship off on the right foot and assess desired outcomes to help students identify their personal, professional and intellectual 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)


Assignment due Session 2: Articulate 3-5 personal learning objectives for the course (i.e., how do you see the course complementing your internship) and 3-5 objectives for your internship

Session 2 – Tuesday, September 6, 2016; Professional Etiquette and the Transition from Student to Professional
We will discuss how to be a professional in your specific work site (punctuality, business attire, business dos and don’ts), cultural norms regarding the level of formality in your workplace and communication at the internship site – and how the culture of your internship site impacts these behaviors. In-class exercise: Social media “audit”

Required Reading:
Bolton’s “People Skills,” specific sections TBD

Assignment due Session 3: Create a separate brief personal statement that answers the question “what do you want to be doing professionally and/or academically 3-5 years from now?” ***In addition to submitting this personal statement electronically, please bring a copy (written or electronic) to Session 3 for your own use***

Session 3 – Tuesday, September 13, 2016; Professional Networking and Informational Interviews ***JOINT CLASS SESSION 6:15pm – 7:45pm***

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 network through traditional methods as well as social media (creating your public image), 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

Assignment due Session 5: (a) Create (or refine) your LinkedIn profile using principles from class discussion, and (b) locate at least one positive and one negative example of how others have used social media to further their careers.

Session 4 – Tuesday, September 20, 2016; Wasserman Center Week ***COMBINED SESSION***

Guest Speaker: Following a career panel, we will hear from Trudy Steinfeld, Executive Director of NYU’s Wasserman Career Center, with tips and guidance on the topic of connections between academics, internships, and career paths, plus Q&A.

Session 5 – Tuesday, September 27, 2016; 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.

https://www.linkedin.com/pulse/why-stanford-students-turn-down-150000-entry-level-salaries-carlson

Assignments due Session 6: Determine the primary written deliverables at your site and the primary audience for written communications. Examples might include policy memos, research reports, email or other correspondence, or social media. Prepare a writing sample consistent with your workplace. Also, watch one interview related to your workplace (can be from various sources, e.g., CNN, YouTube, NPR StoryCorps, archives, etc.) and one speech or presentations of your choosing (e.g., Presidential candidates; activists; TedTalks, etc.). Write a 1-2 page memo analyzing strengths and weaknesses of the two presentations.

***Our class does not meet next week Tuesday, October 4th due to NYU’s Fall Break OR Tuesday, October 11th due to Yom Kippur; We will reconvene on Tuesday, October 18th with a combined session***

Session 6 – Tuesday, October 18, 2016; Communications Part 1 Business Writing and Interviewing Skills, and Part 2 Public Speaking and Effective Meetings

***COMBINED SESSION 6:15pm – 9:30pm FOR ALL STUDENTS***

Part 1: 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 communication skills can not only set you apart in a job interview setting, but will contribute to your on-the-job success. We will discuss the value of informational interviews - their purpose, who engages in them, and how to prepare for them.

Required Reading:

http://www.forbes.com/2010/05/03/better-business-writing-leadership-careers-tips.html

Part 2: We will discuss the skills that make for an engaging and effective presentation to an audience and examine the qualities that separate a productive work meeting from a drain on valuable time.
Required Readings:
http://www.inc.com/guides/how-to-improve-your-presentation-skills.html

Assignment due Session 7: Prepare a five-minute presentation (with 2-3 slides) to introduce the class to your internship site and responsibilities.

Assignment due Session 12: Schedule and conduct at least two (but ideally more) informational interview with someone in your organization or elsewhere who works in a field in which you are interested in pursuing. Write one page reflecting on how you facilitated and set up the meetings. 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?

Session 7 – Tuesday, October 25, 2016; In-Class Presentations

Students deliver their five-minute presentation to the class, introducing classmates to their internship site and responsibilities, and sharing their impressions and experiences to date.

Assignment due Session 8: MBTI Assessment

Session 8 – Tuesday, November 1, 2016; Career Building Session with the Wasserman Center

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 to examine your MBTI Assessments and offer guidance on resume writing.

Assignment due Session 9: Observe your workplace culture and submit brief summary of one element of your internship that is striking, surprising, unconventional, or unexpected (and be prepared to discuss and comment on peers’ observations). It could be 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?), etc.

Session 9 – Tuesday, November 8, 2016; Diversity in the Workplace and the Four Frames ***COMBINED SESSION 6:15pm – 7:45pm FOR ALL STUDENTS***
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.

We will also discuss the four frames of understanding the workplace: Structural, Human Resources, Political and Symbolic. These four lenses can help employees make sense of their organizations and how they operate.

Required Readings:

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


Assignment due Session 10: Research Question/Proposal. 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 and proposed sources will guide your final paper. We will discuss this assignment further in class.

Session 10 – Tuesday, November 15, 2016 ***Career Panel COMBINED SESSION 6:15 – 9:30pm FOR ALL STUDENTS***

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 professionals from multiple sectors to speak about their varied experiences in and out of the workplace and address how you can be competitive in your field of choice, moderated by Amy Mortimer, Principal, ICF International and NYUDC Adjunct Professor.

Required Readings:

you want an alternative to reading, consider Professor Slaughter’s TED Talk: 
http://www.ted.com/talks/anne_marie_slaughter_can_we_all_have_it_all?language=en

NYT: Why Some Teams Are Smarter Than Others: 
http://www.nytimes.com/2015/01/18/opinion/sunday/why-some-teams-are-smarter-than-others.html

NYT: What it is Really Like to Risk it All in Silicon Valley: 

Assignments due Session 11: Revisit your learning objectives that you outlined in the assignment due for Session 2 and discuss if you have achieved them and why or why not, and how your views and attitudes towards your internship, the specific field/industry/sector, and work in general has changed over the course of the semester (2 pages); Submit an updated draft of your current resume that includes your internship in Washington, DC.

Session 11 – Tuesday, November 22, 2016; Individual Meetings

No Regular Class; individual meetings with instructor will be scheduled to discuss and finalize research project and presentation strategies. See below for more about research projects.

Session 12 – Tuesday, November 29, 2016; Bringing It All Together ***COMBINED SESSION***

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.

REMINDER: Your Informational Interview(s) reflection paper (see Session 6) is due

Required Reading: “Getting to Yes” sections TBD

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

Session 13 – Tuesday, December 06, 2016; In-Class Presentations

Student presentations of research projects
Student presentations of research projects and Final research paper due

Research Project:

The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge. We will discuss options and ideas for projects in class.

The research project consists of a research proposal (due Session 11), a research presentation (delivered in class during Weeks 14 and 15) and a research paper (due Week 15).

The proposal (3-5 pages) should include questions, methodology, primary and secondary sources that will inform project and should address the connections between your topic and your internship site/experience. Due Session 11.

The final paper and presentation (8-10 pages, 10-15 minutes) 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, etc. It should ask how conclusions were shaped or hindered by availability of sources. 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 NYUDC. Due Week 15.

Classroom Etiquette

The success of this class depends on your active participation and discussion. Please listen to others with respect that you would want when speaking, and contribute your views and experiences. Please do not use cellphones in class.

Required and Suggested Co-Curricular Activities

Required: Students will fulfill course requirements through reflection and analysis on the learning opportunities presented by their community placements in Washington, DC.

Suggested: It is recommended that you schedule an individual career counseling session with a representative from NYU's Wasserman Center for Career Development, when he/she visits the NYU DC site and/or attend the information session/workshops. The specific dates he/she will be visiting our site will be announced. Virtual career counseling sessions with the Wasserman Center may also be an option.