Location: NYU London

Class code: [Blank]

Instructor Details: Dr Jamie Woodcock

Class Details: Internship Course

Prerequisites:

Class Description: 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.

As the academic component of the internship experience, this course 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. Students will be graded on the academic work produced in this course.

Desired Outcomes:

1. Students will be able to articulate, study, and analyze their internship site, including its mission, structure, policies, and local, regional and international contexts in which it operates.
2. Students will explore career options and reflect upon their academic and professional aspirations.
3. Students 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.
4. Students will gain self-understanding, self-confidence, and interpersonal skills regarding academic and career trajectories.
5. 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 (10%)
As this course involves seminars, you are expected to attend and contribute. All assigned readings must be completed before the date for which it is assigned – please come to class ready to participate in the discussions.

Weekly Assignments (50%)
Students are expected to complete assignments for each class. Details are available on the syllabus.

Research Presentation (10%)
Each student is expected to give a five-minute presentation related to their final research paper. Presentations should include time for Q&A from the audience. The presentations will take place in session 7.

Research Proposal: Each student will submit a 1000-1500 word (3-5) page proposal at the midpoint of the semester. In this proposal, students will discuss a critical issue they have identified at their internship and how it integrates with current, peer-reviewed literature on the topic; the proposal will include a brief outline of the methods to be employed in researching this issue, and an annotated bibliography of at least 5 peer-reviewed sources not included on the course syllabus. **Proposal Due: Session 4**

Final Research Paper (30%)  
At the end of the semester, students are expected to write a ten to twelve page (3000 – 4,000 word) paper through the lens of the issues presented in this course and complemented by your research questions. The questions will be developed throughout the course and related to the internship. These will be discussed throughout the course. The research paper is due in week 15. The full details are available towards the end of the syllabus.  
**GLOBAL PUBLIC HEALTH STUDENTS:** See the end of the syllabus for your specific research paper guidelines.

Both the research proposal and the final research paper must be uploaded to NYU Classes.

All written work will be submitted in 12 point Times New Roman font, double-spaced, with 1-inch margins.

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

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### Assessment Expectations

**Grade A:** Outstanding – work of exceptionally high quality. An ‘A’ is difficult to earn and requires substantial achievement above the norm. Even to be considered for an ‘A’, work must be polished, well presented, complete, on topic, and submitted on time. More importantly, beyond these base requirements, an ‘A’ signifies a degree of mastery of the topic or field being discussed, sophisticated analysis of materials, outstanding writing or presentation abilities, and a strong element of original thinking. Where applicable, sources will be used and documented with complete accuracy.

**Grade B:** Good – solid, substantial work, more than acceptable. A ‘B’ signifies good, solid work, above the norm. The work will show solid understanding of the assignment, good critical thinking, a sound grasp of the topic, and the promise of originality. The work must be polished, complete, and well presented and structured. Where applicable, sources will be well used and documented.

**Grade C:** Acceptable – adequate work, sufficient in meeting minimum standard. Work earning a ‘C’ may show a superficial response to the assignment, have a weak structure, omit important ideas or sources, be unclear in places, or lack a central idea to guide the work. It will show occasional insight and some understanding of the field or topic, and will meet minimum standards for the assignment.

**Grade D:** Inadequate – insufficient in meeting minimum standards, or incomplete. A ‘D’ will be awarded to work that does not demonstrate understanding of the assignment or of course materials, shows little evidence that the student has done the reading or necessary research, or struggles to communicate ideas effectively and clearly. The work is poorly presented and organized and lacks coherence.

**Grade F:** Failing – an ‘F’ indicates that a student’s work does not demonstrate understanding of course materials, shows no evidence of having done the reading, and is extremely poorly written. The work is incomplete and/or incoherent, lacking any discernable plan or argument. Where applicable, source will
be used and documented with no awareness at all of proper procedure. Plagiarized work will automatically receive an ‘F’ grade.

Required Text(s)


Supplemental Text(s) (not required to purchase as copies are in NYU-L Library)


Internet Research Guidelines

In addition to the standard NYU policy on referencing and plagiarism, Wikipedia is not an acceptable source. You may use it to find links to reliable sources.

Additional Required Equipment

Pen and paper are required for notes or exercises in class. A small notebook to make discreet notes at your workplace may be useful.

Session 1

Introduction to Course 29th January.
This session will contextualize the meaning of work in the UK and provide an introduction to the course expectations. How are social policies around work determined in the UK? How does this affect the mindset of a 21st century worker today? How do national policies compare to US? How do citizens view their national work policies vs. US work policies?

Reading:

Assignment due session 2: Articulate 3-5 personal learning objectives for the course (i.e., how do you see the course complementing your internship). Submitted online or in print to the class.

Session 2

Professional etiquette and the transition from student to professional
How to be a professional in this location 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 UK.

Activity 1: Using an ethnographic approach to understanding cultural differences and norms in the UK.
Activity 2: What does it mean to be a professional?

Reading:
Assignment due session 3: Prepare a five-minute presentation (with slides) to introduce class to your internship site and responsibilities (2 slides maximum)

**Session 3**

Communications Module A: Writing and meeting in the workplace: policy memos, political cables, year-end reports, email efficiency, 21st February

Activity 1: Students deliver presentation (assigned last week) introducing the class to their internship site and responsibilities and share initial impressions.
Activity 2: Group and one-to-one discussion of research proposals
Activity 3: How to run an effective meeting

Reading:

Further reading:

Assignment due session 4: Research Paper Proposal—Must be uploaded to NYU Classes
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.

**Session 4**

Communications Module B: How to conduct an effective interview, 28th February

Activity 1: Evaluate peer writing samples assigned last week. Discuss transferability of writing skills to different audiences.
Activity 2: View and analyze examples of interviews with individuals from a range of fields in local language. Discuss techniques for eliciting information from colleagues or superiors. Discuss informational interviews—what is the purpose? Who engages in them? How does one prepare for/formulate an informational interview? Identify person at workplace with whom you can conduct an informational interview.
Activity 3: Practice Interview (with another member of class). What did and did not work well?

Reading:

Further reading:

Assignment due session 5: Observe 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. 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?). Students should choose an aspect they can monitor and discuss throughout the semester. This may be submitted online or printed copy in class.
Research proposals are due in session 5.
Session 5

Communications Module C: Public Speaking, 14th March

Activity: Students give 5-minute presentations on topic of their choice.

Reading:
- Parker, Lynne. 2015. ‘Seven top tips for mastering the art of public speaking.’ The Guardian. 30th April 2015. Online. Available at: https://www.theguardian.com/women-in-leadership/2015/apr/30/seven-top-tips-for-mastering-the-art-of-public-speaking

Assignment due session 6: Watch two speeches or presentations of your choosing (e.g., Presidential candidates; activists; TedTalks, etc.). Write memo analyzing strengths and weaknesses of the two presentations.

Prepare research presentation for rehearsal during session 6.

Session 6

Professional networking: From informational interviews to leveraging social media as a professional, 11th April

First and continuing steps for creating your public image and career/Student Presentation Run-Through

Activity: 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. This concludes with larger class discussion and brainstorming about what works and what doesn’t.

Reading:

Further Reading:

Assignment due session 7: Create (or refine) your LinkedIn profile using principles from class discussion. Locate at least one positive and one negative example of how others have used social media to further their careers.

Incorporate instructor and peer feedback on presentation run-through for research presentation during session 7.

Session 7

Research Presentations, 25th April

Students will deliver their research presentations in this session.

Week 15

Final research paper due is due 16th May. Submission online via NYU Classes and Turnitin

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 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, e.g.)

4. Conduct a labor analysis of your workplace, including how employees are recruited and hired, and an analysis of gender, racial, ethnic and class diversity

The research project consists of a research proposal (due session 4), a research presentation (delivered in session 7) and a research paper (due Week 15).

1. Proposal (3-5 pages)—the proposal should include questions, methodology, and an annotated bibliography of at least 5 peer-reviewed sources not included on the course syllabus. The research proposal should address the connections between your topic and your internship site/experience. Due session 4.

2. Final paper (ten to twelve page, 3,000 - 4,000 word) and presentation (5 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. A minimum of 10 peer-reviewed sources not included on the course syllabus are required. 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.

Public Health Students Final Paper Guidelines:

The research paper should focus on a public health related question that ties into the internship experience. The research question may be related to a public health issue observed during the EL fieldwork experience or an issue that pertains to the organization’s mission, vision or relevant public health topic that is a focus for the organization. For example, students may want to construct a critical question that relates to a statement of need within the organization in the area of:

A. Policy Issue
B. Area of Unmet Needs
C. Barriers of access to care
D. Sustainability of Services
E. Services to a target population not currently offered

The goal of the final paper is to deepen the student’s knowledge and understanding of the public health topic or issue by using real-world experience, interviews and observations from the placement, and an investigation of the current scholarship.

Specific Tasks: Based on the agency and activities of the student’s placement:

1. Students will identify an issue and develop a critical research question to guide their work.
2. Students will compile a reading list of 10 sources from the peer reviewed literature that will allow the student to explore this issue in greater depth and develop an Annotated Biography.
3. Students will construct a semi structured interview guide (set of questions that will help answer your overall research question) and interview 2-3 key public health personnel pertinent to their topic.
4. Students will make observational notes relevant to their topic (as possible and appropriate) while engaged in their internship.

Review the literature—Annotated Biography
Choose 10 articles/documents that relate to your approved question. They should be within the last 5 years, except for seminal works core to the research question posed. The literature chosen must provide various perspectives on the research question. For each, provide an AMA formatted citation, a brief description and evaluation of the article as it pertains to your topic. For each citation, this description should be 1- no more than 2 succinct, substantive paragraphs (approximately 100 words)

**Interviews (primary data collection)**

Keep in mind the individuals to be interviewed should provide you with different insights and perspectives on the critical question you are exploring. Often it is best to choose one person within the organization and a person outside the organization with knowledge of the area of public health you’re your critical question is exploring.

Identify and describe the roles of the two or three people you are interviewing, title, responsibilities, your observations and interactions with them. Construct a semi structured interview tool, consisting of 5-6 questions that address your critical question.

**Observations**

Based on your critical research question, make note of elements in the organization that can help in answering your question. Make note of the organizational structure of the agency; formal and informal communications between departments, programs, components; operationalization of agency mission, goals and objectives; population or groups served by the agency; work environment/climate; relationship of the agency to the larger public health system.

**Points for writing the paper**

1. **Statement of Need and Critical Question**: What was observed initially in your fieldwork that led you to the development and exploration of your research question?
2. **Methods**: What research methods (data collection strategies) did you use to address and answer the critical question posed?
3. **What was observed during your fieldwork that are relevant to addressing the critical question?**
4. **What information did you obtain from the interviews that is relevant to addressing the critical question?**
5. How did the scholarly research (lit review) contribute to your findings?
6. **Results**: Summary or description of findings as it relates to critical question and statement of need integrated with fieldwork experience, observation, research and interviews
7. **Recommendations**: How might the agency utilize your findings or how might the findings lead to improvement relevant to the public health issue or critical question?

**Optional**

8. **Strategies**: Develop 2 feasible strategies that can be put into place that respond directly to the critical question.
9. Identify 2 objectives for each strategy that will address the issues.
Classroom Etiquette

Face-to-face conversation is the mode of communication in this class. Therefore, electronic devices must be put away in bags during class, except for if you are specifically asked to use them for class purposes.

Required Co-curricular Activities

Estimated Travel Costs

Suggested Co-curricular Activities

Your Instructor

Dr Jamie Woodcock is a fellow at the LSE and author of Working The Phones. His current research focus on the digital economy, the transformation of work, and critical theory. His previous post-doc research has been with the Digital Creativity Labs and as part of the VOLCROWE project investigating the management of citizen science and the motivation of users on the Zooniverse platform. Jamie completed his PhD in sociology at Goldsmiths, University of London and has held positions at Goldsmiths, University of Leeds, University of Manchester, Queen Mary, and Cass Business School.

NYU GLOBAL ACADEMIC POLICIES

Policies and procedures for Global Academic Centres, including policies on academic integrity and the Study Away Standard, can be found here:

https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html

Absences: Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found here: http://www.nyu.edu/london/academics/attendance-policy.html

NYU London work submission policies can be found here: http://www.nyu.edu/london/academics/academic-policies.html