Class Details:
NODEP-UA9982001/INDIV-UG9600001 Internship Seminar
Spring 2018
Tuesdays (+1 Thursday) 6:00-9:30pm  Room B101

Instructor:
Dave Gottesman
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Office hours available by appointment

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 sites 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
- 93-90 = A-
- 83-80 = B-
- 73-70 = C-
- Below 65 = F
- 89-87 = B+
- 79-77 = C+
- 69-67 = 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 under each class session.
Session 1 – Tuesday, June 19, 2018; Introduction to the Course; Professional Etiquette and the Transition from Student to Professional; Professional Networking and Informational Interviews

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.

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: Development of a “Learning Contract” for your internship site.

In class we will 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, and 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”

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.

Required Reading:
- University of Iowa’s Pomegranz Career Center. “Making the Most of Your Internship.” https://careers.uiowa.edu/students/during-internship
• Jagtiani, K. (December 12, 2016). “5 career-growth tips for millennials.”
  https://www.bizjournals.com/charlotte/news/2016/12/12/5-career-growth-tips-for-millennials.html
• Bolton pages 29-61; 77-88
• daSilva, J. (May 4, 2017). “Mentoring is just another way of helping.”
  http://www.smartbrief.com/original/2017/05/mentoring-just-another-way-helping
  http://leadingwithquestions.com/latest-news/15-questions-great-leaders-ask-other-leaders/

Assignment due Session 2: Summarize your organization’s mission, vision and values and your
observations on how they play out in the day to day work at your internship site.

(2) Session 2 – Tuesday, June 26, 2018; Organizational Mission, Vision, and
Values; Resume and LinkedIn Profile Workshop; Cover Letters; Elevator Pitches;
Wasserman Center Speaker: “From Applications to Interviews”
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?

Your resume and increasingly your LinkedIn profile are vital tools in your professional presentation, job
searches and career development, and warrant careful planning and consistent updating and revision.
We will offer one another feedback and constructive criticism on these important documents and
conduct an in-class social media “audit.” We will also discuss the value of informational interviews - their
purpose, who engages in them, and how to prepare for them. In class, we will create (or refine) your
resume and LinkedIn profile using the principles from the online articles assigned (see below)

We will be joined by Sarah Rosenthal, an Assistant Director with NYU’s Wasserman Center for Career
Development, who will share strategies and tips on the entire job search process, from career research
and building your professional network, to getting the most from social media and informational
interviews.

Required Reading:
• Mele, C. (June 1, 2017). “Had a Job Interview but No Callback? Here’s What to Do Next Time.”
• John. (January 4, 2017). “Warren Buffett looks for these 3 traits in people when he hires them.”
  http://www.scienceofpeople.com/2016/10/brag-without-obnoxious/
• 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
• Grant, A. (December 19, 2015). “The One Question You Should Ask About Every New Job.”
  http://www.nytimes.com/2015/12/20/opinion/sunday/the-one-question-you-should-ask-
  about-every-new-job.html?contentCollection=smarter-
  living&hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-
  column-region&region=top-news&WT.nav=top-news& r=0
• New York Times “How to Use Social Media in Your Career”
• Use any or all of the following links to glean tips on developing/improving your resume and
  LinkedIn profile:
  o https://www.entrepreneur.com/article/271919
  o https://www.themuse.com/advice/the-31-best-linkedin-profile-tips-for-job-seekers
  o http://www.inc.com/larry-kim/22-top-tips-to-effectively-raise-your-profile-on-linkedin.html
  o http://www.hongkiat.com/blog/professional-linkedin-profile/
  o https://blog.linkedin.com/2014/07/01/creating-a-killer-linkedin-profile-tips-from-link-
    humans

Assignments due Session 3: (1) Prepare a five-minute presentation to introduce the class to your
  internship site and responsibilities; (2) Your research proposal for the final paper/presentation: Describe
  a research question(s) that has arisen at your internship that requires outside, scholarly reading to
deepe, 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 these assignments further in class.

Assignment due Session 6: 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 1-2 pages 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?

③ Session 3 – Thursday, June 28, 2018; In-Class Presentations and Individual
  Meetings on Your Final Papers

Each student will deliver a five-minute presentation to the class, introducing classmates to their
internship site and responsibilities, and sharing their impressions and experiences to date.
Individual meetings with the instructor will be scheduled during this class session to discuss and finalize
research project and presentation strategies. See below under Session 6 for more about the research
projects.
Assignment due Session 4: MBTI Assessment
Session 4 – Tuesday, July 10, 2018; Your MBTI Assessment; Business Communication and Diversity in the Workplace

We will be joined remotely by Sarah Rosenthal, an Assistant Director with NYU’s Wasserman Center for Career Development, who will explain the different elements of the Myers Briggs Type Indicator (MBTI), and help us decode our own preference assessments and what they may tell us about our own predispositions for certain career paths and courses of study.

Business Communication: 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 then review 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.

Diversity in the Workplace: 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.

Required Reading:
- Bolton pages 115-138
- Your organization’s employee handbook and/or company website as it relates to a stance on diversity and related practices

Assignments due Session 5:
• Assess your current internship (responsibilities, setting, field/sector, etc.) in light of your MBTI results and what they communicate about your innate preferences; include your thoughts on what your next internship and/or first post-college job should ideally entail based on what you learned about yourself.
• 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.
• Prepare your research presentation for rehearsal.

[5] Session 5 – Tuesday, July 17, 2018; Work-Life Panel; Presentation Rehearsals; and How to Successfully Complete Your Internship

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.

In this class we will also 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.

[REMOVE?] A portion of session will be reserved for students to rehearse their research presentations and workshop effective presentation strategies with peers and the instructor.

Required Reading:
• Bolton pages 203-274
• Slaughter, A. (2012). Why Women Still Can’t Have it All. The Atlantic: http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/ or, if 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
Session 6 – Tuesday, July 24, 2018; Bringing It All Together and Final In-Class Presentations

We will hear from a guest speaker for a peek behind the Human Resources “curtain” and 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.

Each student will deliver a presentation on their final paper to the class.

Required Reading: Fisher & Ury, “Getting to Yes”

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 3), a research presentation (delivered in class during Session 6) and a research paper (due Session 6).

Research Paper Proposal (Due Session 3): Each student will submit a 1000-1500 word (3-5 page) proposal at the mid-point 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 course syllabus.

Final Paper (Due Session 6): Each student will submit a 3000-4000 word (10-12 page) paper that explores the critical issue identified in their proposal in depth and connects it to relevant scholarly research. A minimum of 10 peer-reviewed sources not included on course syllabus are required. The paper should include explanation and analysis of the 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 address 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.

Research Presentation: Each student is expected to give a 7-9 minute presentation of his/her final research paper in class, having incorporated feedback gathered during presentation rehearsal in Session 5. Presentations should include time for Q&A from the audience. The presentations will take place in Session 6.

Classroom Etiquette:
The success of this class depends on your active participation and discussion. Please listen to others with the 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.

**Your Instructor:**

Dave Gottesman is the CountyStat Manager within the Office of the Montgomery County Executive. CountyStat is Montgomery County, Maryland's performance measurement and management system designed to drive accountability, transparency, and the strategic use of data to monitor and improve the performance, effectiveness, and efficiency of County services. Prior to joining Montgomery County, Dave served from 2008 to 2012 as the Director of Budget and Performance Management for the Town of North Hempstead, New York.

He is currently a Local Government Fellow with Results for America and is a member of the Government Finance Officers Association of the U.S. and Canada and served six years on their Committee on Governmental Budgeting and Fiscal Policy; he is a frequent presenter at their national conferences and other forums on issues relating to public sector performance measurement and management. He also serves as a founding member and co-chair of Mid-Atlantic StatNet, a consortium of performance management practitioners from across the National Capital Region.

Dave is a native of the Washington, DC area and holds an MPA in Public and Nonprofit Management from NYU’s Robert F. Wagner Graduate School of Public Service and a BA in Journalism from the University of Maryland, College Park, and a Certified Public Manager designation from the Metropolitan Washington Council of Government’s Institute for Regional Excellence.