



POLITICAL SCIENCE - 4191

Student Internship

Autumn 2019 – Online

COURSE OVERVIEW

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Course description

**“Tell me and I will forget. Show me and I will remember.
Involve me and I will understand.” -- Benjamin Franklin**

Experiential learning opportunities can serve a variety of purposes. They might serve as stepping stones to a vocation, a chance to “try out” employment in a particular field, as well as an opportunity to gain the kind of experience that will help in your future career. This course is designed to give students an opportunity to gain practical experience by working for a public official, governmental agency, candidate, political party or interest group while at the same time permitting them to apply concepts learned in the classroom to an organizational environment and gain professional experience.

Course learning outcomes

1. Provide students the opportunity to relate theory to practice
2. Give students orientation to a career area they may wish to pursue
3. Allow students the opportunity to work in their area of intended specialization
4. Enhance student’s understanding of organizational and group processes
5. Enhance student’s awareness of public service obligations
6. Develop an ongoing relationship between the academic and practitioner community
7. Provide “apprentice” expertise and a new perspective for organizational operations

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is fully online and assignments are all visible and available from the beginning of the term. Assignments are due by 11:59pm on Sundays, Wednesdays and Fridays, although rarely will you have assignments due on all of these days in the same week. Students are expected to engage and respond to each other in a variety of ways. Students are expected to keep pace with assigned deadlines but have autonomy within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

COURSE MATERIALS AND TECHNOLOGIES

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

REQUIRED TECHNOLOGY SKILLS

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

GRADING AND ASSIGNMENT POLICIES

How your grade is calculated

Initial Resume Review	2 points
Learning Goals and Reading List/Discussion 1	10 points
Informational Interview plan and draft questions (3)	6 points
Informational Interviews (3)	15 points
Discussions 2-4 and responses (5 points each)	15 points
Final Paper	15 points
Final Advertisement	15 points
Final Resume Review	2 points
Skill Survey Assessment	5 points
Supervisor's Evaluation	15 points

TOTAL **100 points**

While I do not anticipate the need to make changes to this course, assignments and due dates must be regarded as a flexible because life and technology can surprise.

Students will be notified of changes on Carmen and/or by e-mail from the instructor.

Late assignments

Late submissions to the discussion boards or drop boxes will lose 20% of the total available points for every day they are late. The discussion boards close and lock 5 days after your initial responses are due and no additional comments will be possible. Please remember, you are responsible for your own technology. Computers do break and power lines go down, so it is in your best interest to plan to turn assignments in early.

The Gradebook has been set to keep your cumulative score constantly updated. You will also always be able to view your grade.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will make every effort to reply to e-mails within 3 days during the work week.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A professional, conversational tone is fine for non-academic topics.
- **Tone and civility:** We should all strive to maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm often DOES NOT come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

PO L I C I E S F O R T H I S O N L I N E C O U R S E

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA or APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In all university courses, you are prohibited from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss this situation with me in advance of an assignment's deadline.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal and informal collaboration with your classmates but all work submitted is expected to be your own. If you're unsure about a particular situation, please feel free to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the Committee on Academic Misconduct (COAM) and Section A of OSU's Code of Student Conduct in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A

of OSU's Code of Student Conduct as appropriate Please note that submitted final papers become part of the OSU database."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Section A of OSU's Code of Student Conduct defines plagiarism as "...the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (<https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>)
- *Ten Suggestions for Preserving Academic Integrity* (<https://www.physics.ohio-state.edu/~wilkins.5/energy/acedinteg.html>)
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to

offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

WORK REQUIREMENT

The first requirement is that you must work on meaningful tasks for a public official, public agency, candidate, political party, interest group, law office, or criminal justice agency while enrolled in the internship course. Students are expected to work a MINIMUM 90 hours at their internship. This course is an upper division course that can be counted toward a major in

Political Science or World Politics and may count as an upper division course on most of the minors offered by the Department of Political Science.

CLASS REQUIREMENTS

Evaluations and Skill Survey

Each student is required to secure a formal evaluation from his/her internship supervisor by the end of the semester. In addition, each student is required to complete a formal evaluation of their internship. The evaluation forms are located under "Files" in CARMEN. **All evaluations forms are to be turned in EITHER to the instructor before noon on FRIDAY, December 6 OR submitted as a PDF on Carmen no later than 11:59pm on the same day.**

In addition, in October you and your supervisor must complete an on-line skill survey. This is a midterm check in for you and is designed to help you better understand your strengths and weakness and allow you to continue to improve your performance throughout your internship. You will earn 5 points when this assignment is completed, regardless of how you are rated. You will be asked to reflect on this assessment in the final discussion. You will get an email starting the Skill Survey process on Wednesday, October 2 and you will have to enter your supervisor's name and contact information. Your supervisor should complete the online survey (it should take less than 10 minutes) before **Friday, October 25**, and then you will be able to review your results. You can learn more about this useful tool here:

<https://presentations.yesware.com/908bfd9faeddb53e3fe56c21ad71ebf4>

Informational Interviews

During the course of your internship, you are to select three individuals that you work with and conduct a semiformal interview with them. It would be best if these individuals work at different tasks at the internship so that you get the advantage of a diversity of experiences. Use this assignment to help you reach out to people in your workplace who you do not work with as closely (and thus expand your professional network) such as members of the senior staff at your organization. DO NOT interview a peer, such as another intern or page. If you work at a small organization and/or are having difficulty find someone to interview, I encourage you to utilize AlumniFire, OSU's professional networking and mentoring tool, to look for another Buckeye in a field or organization that you are interested in. You can learn more here:

<https://osu.alumnifire.com/>

What you ask each of the interviewees is up to you; however, there should be an underlying/guiding theme to the interviews so think about what it is you want to learn from this person. For example, you might choose to question them as to their individual responsibilities and how they see themselves within the larger organization. You can then follow up on how they see your particular function as it relates to the office as a whole. You might choose to use "career" as your theme and question them as to how they went about preparing for their particular jobs and where they see themselves in five or ten years, then inquire as to steps that you should be taking or advice that s/he could give regarding your own progression. Some students have asked about how the change from the Obama to Trump administration has impacted Ohio politics. You may wish to engage them in a conversation about the differences between the scholarly perspective and practitioner perspective on lawmaking,

intergovernmental relations or another topic identified in your readings. There are also sample questions available for you to review under the “Files” tab in Carmen.

Prior to each interview, please identify your interviewee, the reason you want to interview them and submit a draft of the questions you plan to ask. Think about what you want to learn from the interviewee and let that theme help you determine your questions. Each interview prep assignment will be worth up to 2 points.

It is up to you and your interviewee to determine if the interview will be recorded. You do not need to transcribe your interview verbatim. Instead, in 2-3 pages, summarize what you hoped to learn, what you asked and what the interviewee shared with you. It is very likely that you will learn something you did not expect, outside or beyond your goal or theme. Please share these surprises as well. Please reflect on what you learned during your interview and how this knowledge has affected your experience as an intern and larger career goals. Lastly, please discuss, in hindsight, what you wish you had asked during your interview and how you will better prepare for future interviews. Each interview assignment will be worth up to 5 points.

1st interview prep must be submitted on Carmen no later than 11:59pm on Friday, September 27.

1st interview must be submitted on Carmen no later than 11:59pm on Friday, October 11

2nd interview prep must be submitted on Carmen no later than 11:59pm on Friday, October 25.

2nd interview must be submitted on Carmen no later than 11:59pm on Friday, November 8.

3rd interview prep must be submitted on Carmen no later than 11:59pm on Friday, November 22.

3rd interview must be submitted on Carmen no later than 11:59pm on Friday, December 6.

Personalized Learning Goals and Reading List/Discussion 1

Your internship is an opportunity for you to compare academic theory to the real world. Each student in this course will have a unique experience as you are working in a variety of environments. At the same time, this course has been designed to encourage a “community of inquiry” where participants can learn with and from each other. Therefore, each student needs to spend some time at the start of the course thinking about what you want to learn during this internship experience. Please identify your academic learning goals (what you want to learn about during your internship) and use them to guide you as you select at least 7 academic readings (articles from scholarly journals and/or chapters from books) that will help you achieve your goals.

This is an important assignment as it will shape your experience in this course. It will also prove critical as you complete your final paper, in which I expect a minimum of 5 unique scholarly citations. This reading list is a guide, not a contract, but will be useful for your final report. Use your learning goals to help focus your search. For example, if one of your learning goals is to better understand the working of the Ohio Supreme Court, you could search the OSU library (I especially encourage you to utilize jstor) using search terms such as “Ohio

Supreme Court” or “State Supreme Courts.” OSU’s Political Science and International Studies Librarian has created a helpful research launch pad for this course. It can be accessed from the Carmen site or at

<http://guides.osu.edu/c.php?g=672958&p=4739060&preview=0dd91abdf9fa2601cbc18510b598fe6a>

This assignment, worth up to 5 points, is due no later than 11:59pm on Friday, September 20.

You may wish to review the following books, as they have been helpful to students in the past.

Rosenthal, A. (2004). *Heavy lifting: The job of the American legislature*. Washington, DC: CQ Press.

Sracoc, P. & Binning, W. (2016). *Ohio government and politics*. Los Angeles: Sage/CQ Press.

Wayne, S. J. (2014). *Is this any way to run a democratic election?* Washington, DC: CQ Press.

Please read each other’s goals and review reading lists. Is there someone else doing similar work? Do their goals inspire or challenge you? Have they found useful resources that could help you achieve your goals? Do you have any ideas/resources/contacts that could help them achieve their goals? You are required to respond at least twice to other students in a helpful, considerate manor by 11:59pm on Wednesday, September 25. This is worth 2 points.

After reviewing the goals of other interns and getting feedback, please reflect on your goals and revise them (and your reading list) appropriately. Your finalized reading list and learning goals should be submitted no later than 11:59pm on Sunday, September 29 and is worth up to 3 points. You will need to keep your goals in mind throughout your internship and it is in your best interest to think about your final paper topic and continue to identify sources as you progress in your internship.

Discussion Board Postings

The assignments in this course are designed to help you develop your career path. This course also provides opportunities develop your professional contacts and this network should include other OSU students who are also interning this semester. To facilitate this networking opportunity and give you the opportunity to reflect on your work experiences you must thoughtfully reply to each the question I post. Then you should respond **at least twice** to another student’s post with comments, questions or suggestions by the date outlined in the course syllabus. Please engage with your peers. Your answers to each posted question will be worth up to 3 points each and each of your follow ups will be worth up to 1 point for a total of 5 points per question. Please note: comments like “I agree” or “Of course” do not help the discussion move forward and will not earn any points.

Response to Discussion 2 due by 11:59pm on Friday, October 11.

Discussion 2: As you observe the people around you in your internship, what are the necessary and valuable skills that help ensure success?

Please read the following three, short articles:

<https://www.forbes.com/sites/karstenstrauss/2016/05/17/these-are-the-skills-bosses-say-new-college-grads-do-not-have/#11126c054916> and <http://deloitte.wsj.com/cio/2015/05/21/college-grads-face-skills-gap-in-workplace/> and <https://www.insidehighered.com/news/2015/01/20/study-finds-big-gaps-between-student-and-employer-perceptions>

In your response, please identify skills you possess (or are discovering that you possess) which will help you in the field of your choice in the future. What activities have you been involved with either in your internship or elsewhere that demonstrate these skills? Also, have you identified any skill areas in which you are weak and in which you need to develop or grow? Propose a plan for how might you improve. Please be sure to correctly cite any reading(s) or resources that helped shape your answers.

You must also ask a question or post a comment or suggestion to another student's response at least twice by **11:59pm on Wednesday, October 16.**

Response to Discussion #3 due by 11:59pm on Friday, November 1.

Discussion 3: What is the biggest challenge facing your employer? How might it be overcome? What was the biggest challenge for you, personally, at this internship? How did you address it? What have you learned about yourself and your workplace during this internship experience? Please be sure to correctly cite any reading(s) or resources that helped shape your answers.

You must also ask a question or post a comment or suggestion to another student's response to question 3 due by **11:59pm on Wednesday, November 6.**

Discussion 4: What did you learn from your Skill Survey assessment? Did the results surprise you? Did you change or modify your behavior in any way? Was this a useful tool?

Response to Discussion #4 due by 11:59pm on Friday, November 22.

You must also ask a question or post a comment or suggestion to another student's response to question 4 at least twice by **11:59pm on Wednesday, November 27.**

Final Paper

All students are required to write a final paper discussing their work experience. This paper (typed, double-spaced) should be between 7-10 pages in length and should include a minimum of 5 unique scholarly citations.

The paper is an analysis of what you learned through your academic reading and real world experience. Please review and reflect on your learning goals and focus your paper on your experiences. How did your real world experience compare to what you learned from your readings? Focus on and research (you may need to go beyond your earlier reading list) and go

into detail and depth comparing your experience with scholarly literature. Did you learn anything from your readings that helped you understand your workplace better? Are there gaps in the scholarly literature (problems, constraints, resources or players) that you experienced but did not read about? Why do you think the topic has not been investigated? Engage with the scholarly literature, and relate it to your first-hand experience. Generally, the best papers go into depth and detail on a narrow, specific topic.

In writing the paper, please remember that you have worked in an institution that is concerned about confidentiality. If you are uncomfortable writing about specific people or using names, you can use initials, create names, or write the paper in such a way as to avoid using any names. Remember that no one will see your paper other than your instructor. It will not be given to your internship supervisor but you should write the paper in such a way that protects you from issues surrounding confidentiality concerns.

Papers must be typed and double-spaced, with one-inch top, bottom, and side margins, have numbered pages, and display a reasonable font size. A cover sheet is NOT required. Excessive grammatical and/or spelling errors will affect the student's grade. Up to 15 points will be awarded for this assignment. **The Final Report must be submitted to Carmen no later than 11:59pm on Wednesday, December 4.**

Internship Advertisement

Please create an advertisement that highlights what you did and learned during your internship. I encourage you to embrace the possibilities for this assignment, while keeping in mind that you WILL BE SHARING it with your supervisor as part of your final evaluation. Please create a video, audio or full page newspaper advertisement about your internship experience and submit it to Carmen no later than 11:59pm on Wednesday, November 27. Audio and video ads are required to be at least 90 seconds in duration and the newspaper ad should be no smaller than 11 by 17 inches. Up to 15 points will be awarded based on how well you represented the range of your duties, the importance of public service and your personal growth, in addition to creativity and style. Basic talking head videos and voice recording do not require much thoughtfulness or creativity and will be graded accordingly. The Digital Union in the basement of Denny Hall has a wide range of tools available to students for free! You can learn more here: <https://odee.osu.edu/news/2017/02/16/denney-hall-digital-union-video-studio>

Resume Reviews

Twice during this course you will need to submit a copy of your resume and offer your classmates constructive comments. Your first resume review should be in the resume discussion no later than 11:59pm on Friday, September 13. This resume is not required to have your current internship listed, it can simply be the resume you used to get your position. Please offer concrete suggestions to two of your peers about how they might improve their resume no later than 11:59pm on Wednesday, September 18. Please endeavor to be both helpful and kind!

During the term, you should update your resume to reflect the skills and experiences you have gained through your internship. Please submit your new, updated and improved resume by

11:59pm on Friday, November 22. Please offer concrete suggestions to two of your peers about how they might improve their resume no later than 11:59pm on Wednesday, November 27. Again, please be both helpful and kind! You will earn one point each time you submit your resume and $\frac{1}{2}$ point for each comment for up to 2 points per resume assignment.