



## **WII Internship Seminar:**

### **Reflections on Personal and Professional Development**

**Fall 2014 – Washington, DC**

**Meeting Time and Location: September 2 – December 9**

**Tuesdays, 11:00 am – 1:00 pm -- WII Offices**

#### **Course Description:**

This seminar is designed to assist students as they experience the stages of their internships by helping them to examine their roles in complex organizations and explore the professional skills needed to transition from undergraduate coursework into career-intensive learning. In the seminar we will examine how the values of a liberal education—active engagement, critical thinking, respect, problem solving, openness to new experience and different viewpoints—connect to professionalism, citizenship and personal growth.

Through small group interaction, reflection, and peer critique, students will work on honing personal and professional skills: engaging in practical skill-building in public speaking, understanding office politesse and protocol, and developing career planning and business writing techniques.

Discussion and writing in the seminar will emanate from student experiences at their internships and in the culturally rich and diverse city of Washington, assigned readings and career-based projects, and the reflections of outside speakers.

#### **Learning Outcomes:**

After completing this seminar, students will be able to:

- \* Employ practices to reflect analytically on their professional experiences
- \* Communicate with diverse audiences the value of their experience and personal attributes, using a variety of media
- \* Refine techniques for representation in business writing, social media outlets and a specifically curated professional web portfolio
- \* Explain and practice techniques to foster communication with and understanding among diverse individuals and groups
- \* Connect their previous and future academic work with their work outside of the classroom
- \* Plan future steps for achieving their personal and career goals

**Required Text:**

*The Intern Files*, Jamie Fedorko

Other readings and videos listed on the syllabus are all online; general reading about current affairs and DC-related issues includes the following five publications/journals. Students will be asked to critique these on a regular basis:

*The Washington Post*, *Politico*, *Huffington Post DC*, *FoxNews.com*, *BuzzFeed Politics*, Twitter

**Course Format:** Each class will be split into two one-hour segments, with a five-minute break in between.

**Course Policies:** Students may bring a laptop or pad to class but will only be able to use them during class exercises. No phones are permitted whatsoever.

**Academic Dishonesty:** Cheating – using someone else’s ideas or words and claiming it as one’s own – is unacceptable and is obvious in seminars like this – make sure to keep the focus on improving yourself, not taking from others.

**Attendance:** Two absences are permitted; more than two absences will result in the drop of one letter grade per absence. Excused absences for illness or work-related events will be under the discretion of the instructor.

**Participation:** Points are earned through in-class participation, blogging posts, attendance and peer review.

**Grading:** Each assignment will be graded on a 100 percent point scale.

**Assignments/percentage of grade:**

Twitter	5%
Linked In	5%
Google+ Discussion Forum	10%
Strategic Plan/Next Steps Outline/Personal Statement	10%
Informational Interview	5%
Reaction Papers (2)	10%
Cover Letter	10%
Resume	10%
Press Release	5%
E-Portfolio Project	10%
Short Video	10%
Class Participation and Attendance	10%

## **Assignments/Details:**

### **Twitter and LinkedIn**

Each student will create an account on these platforms for professional purposes only. These accounts are meant to reflect your interests and engagement with the world around you and the relevant issues and discourse of your desired field or fields.

### **Google+ Discussion Forum**

Each student will participate in an ongoing discussion about his or her experiences throughout the seminar.

### **Strategic Plan/Next Steps Outline/Personal Statement**

What is your first impression of your desired career and what is the necessary path for you to get there? What are the next steps you need to take to achieve your career and professional goals? Who are you and what do you plan to do after graduating from college? Write 2 full, double-spaced pages responding to these questions.

### **Informational Interview**

This is designed to challenge students to find and contact a professional they admire and could learn from in their field. After the interview, write up a one-page assessment using bullet points; each student will present this orally to the class on the due date.

### **Reaction Papers**

Attend two events in DC and write a 2-page double-spaced reaction paper reflecting on each event and your experience at it. Explain the event briefly and then detail what you learned and how this event might have benefited you.

### **Cover Letter**

Write a 1-page, single-spaced cover letter for your next internship or job opportunity. Format them correctly and attend to spelling, creativity in your opening paragraph, and the presence of an active voice in the letter.

### **Resume**

Write a 1-page, single-spaced resume that showcases pertinent experiences in a creative and clear manner. Use active voice and avoid repetition in bullet points. Style and presentation are crucial parts of the resume as well.

### **Press Release**

Write a 1-page, double-spaced press release about some aspect of your internship experience.

### **E-Portfolio Project**

Each student will create an e-portfolio, as well as written version arranged in a binder of all documents. The finished portfolio should include and display the final versions of your resume, cover letter and personal statement. The portfolio should also include an introduction with biographical information, a multimedia tab with relevant videos and pictures, examples of work accomplished at your internship, and articles posted on the site that showcase your interests in DC and issues that relate to your internship.

### **Short Video**

Each student will make a short video (using Wii equipment or other) about a professional experience, documenting important information about the field relating to the internship, and/or your experience overall this semester.

## SCHEDULE

- September 2**
- Introduction and review of syllabus;
  - Discuss assumptions about internship experiences
  - Fill out questionnaire; students introduce themselves and speak about their academic experiences and career goals
- September 9**
- Twitter and Linked In accounts due; Discuss media sources;
- “What It’s Really Like to be a Google Intern” – BusinessInsider.com
- “Facebook faux pas? Tweet gone sour? Hashtag #Blametheintern” – Al Kamen and Colby Itkowitz, *The Washington Post* (online)
- September 16**
- Set up Google+ Forum;
- BBC Documentary: “Unpaid Internships” – YouTube
- Read Introduction and Part 1, *The Intern Files*
- September 23**
- Discuss media sources;
- Networking exercise;
- Read Part 2, *The Intern Files*
- September 30**
- Due: Strategic Plan/Next Steps Outline/Personal Statement;**
- “17 Tips To Survive Your Next Networking Event” – Darrah Brustein, *Forbes.com*
- Read Part 3, *The Intern Files*
- October 7**
- Due: Informational Interview assignment**
- “Democracy is for Amateurs: Why We Need More Citizen Citizens” – *The Atlantic* (online)
- October 14**
- Due: 1<sup>st</sup> Reaction Paper**
- “Millennials at Work” – *The New York Times* (online)
- “You’re All Wrong About Millennials and Internships - *The DailyDot.com*
- “Colleges Haven’t Prepared Millennials for the Work Force” –Newsday (online)

<b>October 21</b>	<b>Due: Cover Letter</b> Read Part 4, <i>The Intern Files</i> Guest Speaker: TBA
<b>October 28</b>	Read <i>Citizen You</i> : “Revitalizing our Democracy” – Jonathan Tisch (handout)
<b>November 4</b>	<b>Due: Resume</b> Read Part 5 and Conclusion, <i>The Intern Files</i>
<b>November 11</b>	<b>Due: Press Release</b> “The Outsiders: How Can Millennials Change Washington”– <i>The Atlantic</i> (online)
<b>November 18</b>	<b>Due: 2<sup>nd</sup> Reaction Paper;</b> Guest Speaker: TBA
<b>November 25</b>	Networking exercise; discuss media sources
<b>December 2</b>	<b>Due: Short Video</b> (to be shown in class)
<b>December 9</b>	<b>Due: Completed E-Portfolio;</b> revisit questionnaire