

**Syllabus for POLS 3910  
Internship in Public Service  
Spring 2017**

**Professor:** Dr. Daniel J. Mallinson

Office: K-125  
Office Hours: TTh 12:30 pm - 2:00 pm and by appointment  
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Course Webpage [Link](#)

**Course Description:** Internships afford students the opportunity to learn through practical experience and gain important skills for the job market. Students have formative experiences that shape their career trajectory and even help them land a first job in their field. Sometimes, students want to learn whether and how their program expertise could be used in a public sector career. This internship experience in Atlantic City, New Jersey, is meant to provide both POLS and non-POLS majors with an inside perspective on public management and public administration. Given the interdisciplinary nature of this program, students will reflect on how their background can benefit government service.

## **Learning Goals and Objectives:**

- Goal 1: Students will gain practical experience in a public service career
  - Objective 1a: Students will engage in meaningful activities at the internship that will provide them insight into the day-to-day realities of that career
  - Objective 1b: Students will gain skills in written and oral communication through these activities
- Goal 2: Students will gain skills in preparing for job seeking and working effectively within their chosen profession
  - Objective 2a: Students will have a polished resume
  - Objective 2b: Students will undergo a formal application process for the purpose of obtaining an internship
  - Objective 2c: Students will identify and communicate skills that they have developed or expanded during the internship

- Goal 3: Students will integrate what they learn in their classroom-based courses with their internship experience
  - Objective 3: Students will identify how their internship experience relates to what they have learned in the classroom

**Methods for Learning and Teaching:** The goals of this course will primarily be met through the student's regular participation in an internship in Atlantic City government. In addition, students will reflect on their experience and the application of their studies to their internship. Finally, students will be required to participate in career development through carefully chosen readings and a meeting with a career advisor.

## Reaching Our Goals

### The Application Process:

Students will apply directly to the City. A cover letter and resume should be addressed and sent to Chief of Staff Chris Filiciello ([cfiliciello@cityofatlanticcity.org](mailto:cfiliciello@cityofatlanticcity.org)) with a copy sent to Professor Mallinson ([daniel.mallinson@stockton.edu](mailto:daniel.mallinson@stockton.edu)). Applications for the Spring 2017 program are due by 5 p.m. December 7. The City will schedule interviews and will select its own interns.

Students from any program are encouraged to apply. Internships are available with the following offices:

- Mayors Office (under direction of the Chief of Staff)
- Planning and Development
- Licensing/Inspection and Health
- Public Works
- Revenue & Finance

Please indicate in your cover letter your top two choices for the internship experience.

**Credit:** You will be enrolled for four credits in POLS 3910: Internship Public Service. This requires completion of the [Stockton University Internship Form](#).

**Expectations of the Internship Supervisor:** The City will select its interns and promises to place them with division heads that will provide mentorship throughout the internship. The supervisor should be in regular direct contact with the intern and provide them with direction. Finally, the supervisor will be asked to complete a mid-experience evaluation of the intern and share this with the intern as a formative experience. A copy should also be returned to [Professor Mallinson](#).

**Expectations of the Intern:** You are to treat this like a job. If you miss a day due to sickness or some other university-approved reason, you must inform your internship supervisor. Please remember that you are not only a potential future employee, but also a representative of Stockton University. You will be expected to behave in a professional manner at all times. Be aware that ethical problems can arise in the workplace. Please report any incidents of sexual harassment or unethical behavior immediately to your supervisor.

**Professional Development:** You will be assigned a set of professional development readings related to preparing for the job search and successfully applying for jobs in political science. In addition to these readings, you are required to schedule an appointment with a career advisor in the [Stockton University Career Center](#) to discuss your career trajectory, review your resume, and conduct a Meyer-Briggs Type Indicator (MBTI) test. **Instructions for doing this are found on Blackboard. Please do not just show up at the Career Center without completing these instructions first.** The fourth essay includes reflection on that meeting and readings about conflict in the workplace and your MBTI.

**Reflection Essays:** You will write four essays (2-4 pages, double spaced) throughout the course of the semester. In the first essay, you will explain your expectations for the internship experience and how it fits into your broader career goals. In the second essay, you will reflect on how the internship experience relates to your formal coursework. The third essay will be due after you receive mid-semester feedback from your internship supervisor. In this essay, you will reflect on that feedback and the progress of your internship. By the fourth essay, the student should have met with someone in the [Stockton University Career Center](#) and completed the MBTI assessment. In the fourth essay, you will respond to readings about conflict in the workplace, your MBTI type, and your meeting with a career counselor. See [Appendix A](#) for further descriptions of each essay.

**Supervisor Evaluations:** Your supervisor will be asked to complete a feedback form in the middle of the semester. See [Appendix B](#) for an example of this form. I will send this directly to them at the appropriate time. They should return the form to me and also review it with you.

**Final Portfolio:** As a final project, I would like to see a portfolio of the work that you did during the internship. This can be submitted in print or via electronic file. I simply ask that

it come organized into a single packet with a short description of each project/product. I would also like to see an extended description of the work that you did during the semester. I realize the due to the sensitivity of the work of some interns, materials from the internship cannot be provided. This is why a detailed description of your work is important. I would like you to reflect on the whole internship experience, paying particular attention to whether or not your expectations were met. See Appendix A for a writing prompt. Your internship description and reflection should be approximately 8-10 pages (double-space).

**Periodic Meeting:** We will need to schedule a one hour meeting once per month (end of February, March, and April). This will provide a forum for providing me feedback on your internship experience and so I can support your in your work. I will send more on this within the first week or so.

**E-mail Policy:** I do not guarantee responses to e-mails in the evenings or on weekends. I will, however, work to respond to e-mails on the next business day (M-F).

## Assessing Your Progress Towards Our Goals

The following types of assessment will be used to track your progress towards meeting our course goals: reflection essays, supervisor evaluations, final portfolio, and professional development. Each component represents the following percentage of your final grade:

Assignment	Due Date	Grade Percentage
Reflection Essay 1	January 27	10%
Reflection Essay 2	February 17	10%
Reflection Essay 3	March 31	10%
Reflection Essay 4	April 14	10%
Supervisor Evaluation	March 17	20%
Final Portfolio	May 5	40%

We will use the following grade scale:

Letter	Percent
A	94 to 100
A-	90 to 93
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	77 to 79
C	73 to 76
C-	70 to 72
D	60 to 69
F	59 and below

## Academic Honesty

Stockton University takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless I clearly state that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students uncertain about proper citation should speak with me and review the following [website](#) about conducting research and properly citing sources. Furthermore, please choose a [single citation style](#) and stick with it.

In an examination setting, unless I give explicit prior instructions to the contrary, whether the examination is in class or take home, violations of academic integrity shall consist but are not limited to any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Lying to me also constitutes a violation of academic integrity.

In cases of any violation of academic integrity it is my policy to follow procedures established by the University. My first approach is to view this as a learning opportunity. The student will have an opportunity to make up the assignment for half credit (within four days of my discovering the violation). If the student does not make up the work or continues to use plagiarized material, the student will receive a zero on the assignment and the violation will be reported to the Provost's office. More information on academic integrity and procedures followed for violation can be found at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>.

## Accessibility

In accordance with the Americans with Disabilities Act of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability and need accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are meant to help students devise strategies for meeting the University's educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program can be found on campus in room J-204 or online at [www.stockton.edu/LAP](http://www.stockton.edu/LAP). Please call 609-652-4988 or send an email to [LAP@stockton.edu](mailto:LAP@stockton.edu) for more information. Once you have received an accommodation letter from LAP, please contact me to privately discuss your needs as soon as practical to ensure that reasonable accommodations are implemented.

## Course Schedule

- January 27: First Essay Due
- February 17: Second Essay Due
- March 31: Third Essay due
- April 14: Fourth Essay Due
- May 5: Final Portfolio and hours Excel spreadsheet due

# Appendices

## A Essay Prompts

Essays should be approximately 2-4 pages in length. They should be uploaded to the appropriate dropbox in the course site on Blackboard.

### **Essay 1 (Due January 27)**

In this essay, I would like you to discuss your expectations for your internship. Why are you doing this particular internship? How does it relate to your career goals? What skills do you hope to gain? What type of work do you think you will do during the internship?

### **Essay 2 (Due February 17)**

Think about the coursework you have completed in your major. Which courses best relate to your internship? Describe two specific concepts that you learned in those courses that apply to your internship. How are you using skills you have developed within your major in this government position? Are there skills that you have that you are not using, but could be useful to Atlantic City government? What are they and how could they be useful?

### **Essay 3 (Due March 31)**

By now, you should have received a mid-semester evaluation from your internship supervisor. Please discuss this feedback. In what areas have you been most successful? In what areas is there room for improvement? What steps can you take to improve your performance before the end of the semester?

### **Essay 4 (Due April 14)**

By now you should have met with someone in Career Services, completed the MBTI assessment, and read the material on communication and conflict in the workplace. Think about the inter-personal interactions that you have experienced during your internship. What “type conflicts” have you observed and/or experienced? What types of stressors have you experienced on the job and how do they relate with your MBTI? What lessons have you learned to deal with conflict and stressors?

## **Portfolio Essay (Due May 5)**

For this final essay, I would like you to reflect on your entire internship experience. Re-read your first essay. How did the experience meet your expectations? Are there ways in which it exceeded them and/or ways in which it fell short? What skills did you gain through this experience that you can use in future internships/employment. Please also provide a detailed overview of the work you did this semester and what you learned from it. Your internship description and reflection should be approximately 8-10 pages (double-space).



## B Supervisor Evaluation Form

I will send a copy of this letter and the attached evaluation form to your supervisor at the beginning of March. The supervisor should return a copy of the evaluation form to me and also discuss a copy with you.

Dear Internship Supervisor,

Thank you again for agreeing to provide an internship experience for a Stockton University student. We deeply value your role in their education and career development. As the supervisor, I am asking you to complete the following feedback form, send it to me ([Daniel.Mallinson@stockton.edu](mailto:Daniel.Mallinson@stockton.edu)) within a week of receipt and to also discuss your evaluation with the student. This will help me evaluate the student's performance and help the student grow as an employee.

Sincerely,

Daniel J. Mallinson  
Assistant Professor of Political Science  
Stockton University

Supervisor Name:

Supervisor Position:

Student Name:

Date of Evaluation:

Please estimate the average percentage of work time the student spends on the following:

<b>Task</b>	<b>Percent Time</b>
Research	
Writing	
Organizing Meetings or related activities	
Clerical	
Other (please describe)	

Please describe the student's responsibilities:

Please evaluate the quality of the student's writing:

Please evaluate the quality of the student's verbal communications:

Please evaluate the student's interpersonal skills, initiative, willingness to accept responsibility, and dependability

Have there been any problems with the student's performance? Have they been resolved and, if so, how?

In what ways is the student excelling?

In what ways can the student improve?

Any additional comments: