



## School of Planning, Public Policy and Management



### **PPPM 412 Internship and Professional Development Spring 2024/CRN 34112**

Tuesdays 4:00-5:20pm – Tykeson 240 (primary class location, some Zoom required as well)

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Office Hours: Schedule a time to meet <https://calendly.com/jessicam-pppm/office-hours>  
Or send me an email with your availability to schedule an appointment

#### **Overview**

Internships offer students an opportunity to gain hands-on experience in a workplace setting, network with professionals, and explore and clarify career interests. Internships are optional for PPPM students, but strongly encouraged as a way to prepare for professional jobs, fellowships, or further academic study. The PPPM Internship Program offers students the option of integrating theory and practice through academic (credit) or noncredit internships. This course focuses on strategies and tools for planning a successful internship and satisfies the prerequisite for PPPM 404 Internship and Internship Nonprofit.

#### **Course Goal and Learning Objectives**

The goal of the course is to equip students with the skills to secure a career-related internship. Student learning objectives for the course include:

- Write a professional résumé, cover letter, and thank you email.
- Demonstrate networking and interviewing skills by communicating orally in a clear and effective manner.
- Write clearly and concisely to communicate with a professional audience.
- Identify at least three strategies/next steps to gain career-related skills and knowledge, including at least two internship options.

Two key themes will be emphasized throughout the course: professionalism and effective communication. Internships require students to interact in intergenerational, multicultural, and professional environments. This course will cover many levels of professionalism, from the importance of an error-free résumé to understanding office norms.

The second theme involves written and verbal communication skills. Weekly class sessions will include a peer networking activity (small groups of 2-4 students) followed by debrief and discussion. Students will draft several documents, make multiple revisions, and give constructive feedback in the form of peer reviews. Learning how to communicate and critique effectively are skills that will serve students beyond the end of this course. Professionalism and effective communication are essential in creating successful internships and developing rewarding careers.

## **Career Competency Learning Objectives**

This course is focused on three career competency learning objectives as developed by the National Association of Colleges and Employers (NACE) and adopted by the University of Oregon. (You can review all [eight NACE Career Readiness Competencies](#) online.) Our class will focus on these:

- **Career and Self Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build workplace-oriented relationships.
- **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
- **Professionalism:** Knowing work environments differ greatly, understand, and demonstrate effective work habits, and act in the interest of the larger community and workplace.

## **Communicating with Me: How**

Our class will communicate through our Canvas site. Announcements and emails are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

If you contact me with a question, I will usually respond within 1-2 business days. I typically provide feedback on assignments within one week. Please make sure you have reviewed the Canvas site and the syllabus prior to sending a note about course logistics.

More information about how to communicate with me is on our Canvas site, "Contacting Jessica" in the "START HERE: Welcome" module on the home page.

## **Communicating with Me: Why**

*Why* should you reach out to me? Talking with my students about our course material is a true pleasure. Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Please also be in touch to tell me how you are doing in difficult times – are you having a tough week? Having trouble with some aspect of the course? I would like to strategize with you. I will do everything I can to help you succeed.

## **Required Readings**

Required readings are posted in weekly modules on the class Canvas site (<https://canvas.uoregon.edu>). Students are to complete the assigned readings prior to attending class each week. There are no required textbooks for this class.

## **Course Evaluation—Pass/No Pass**

Students will be evaluated on attendance and course engagement, the written assignments outlined below, and participation during the final exam. To receive a "pass" for the course, students must satisfactorily complete **all** assignments by the due dates. Failure to complete **all** assignments will result in a "no pass" or an "incomplete" for the course.

## **Religious Festivals & Holidays**

Students may contact me in advance to arrange an alternate due date if assignment deadlines overlap with religious festivals that are not also university holidays (e.g., Yom Kippur, Eid, Diwali) or if accommodations are needed in class on a festival day (e.g., if you are fasting). In the event of sudden illness, injury, or other emergency, students should contact me as soon as possible to make arrangements for catching up missed work or late assignments.

## Course Incompletes

If an unexpected situation happens toward the end of the term and a minor but essential requirement hasn't been completed, an "incomplete" may be appropriate. Incompletes must be initiated by the student. Review the [UO Incomplete Policy](#) for more information.

## Course Requirements & Assessment

This is a pass/no pass course. Your grade will be based on the following:

1. Course engagement: participation in weekly in-person class sessions and/or other remote engagement activities, weekly Canvas assignments (33%).
2. Résumé and Cover Letter: midterm draft (33%) and final revised (14%).
3. Final exam: interviewing skills, mock interview activity (20%)

## Attendance and Participation

Class will meet each Tuesday at 4:00pm in our Tykeson 240 classroom (exception: one class session and the final exam will be live/synchronous on Zoom, more info follows). Students may miss up to two (2) classes this term, regardless of the reason. This means we do not have "excused" or "unexcused" absences. Please stay home and use one of your two absences if you are sick.

We know our UO community will still be navigating COVID-19 and some students will need to use one or two of their absences to isolate and rest if they get COVID. I made my absence policy with this in mind, so please use your absences with care so they're there for you if you need them. Students with COVID are encouraged to seek guidance and resources at [UO's COVID-19 Safety Resources webpage](#).

In-person course work is central to meeting our learning objectives. Because of this, students who miss more than two classes will need to complete an additional assignment and students who miss more than three classes will fail the course. Part of what makes PPM 412 effective is in-person interaction, including Q&A, small groups, peer-to-peer networking, and open discussions. Participation also includes contributing to networking activities and group discussions (in-person or Zoom), having your camera on when we meet on Zoom, and completing weekly Canvas assignments, tasks, and other activities (see "Schedule of Topics" section for more information).

Your success is genuinely important to me. If challenges come up for you this term around attendance, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.

## Résumé and Cover Letter – Midterm Draft and Final Revised

Students will draft and submit a midterm résumé and cover letter after accessing Canvas resources and instruction and incorporating peer review feedback. The midterm résumé and cover letter are due on **Monday, May 13** (upload to Canvas). Students are required to use Microsoft Word when submitting these materials on Canvas.

Students will revise their résumé and cover letter using the instructor's midterm feedback and edits. The final revised résumé and cover letter are due no later than **Monday, June 3** (upload to Canvas). Students are required to use Microsoft Word when submitting these materials on Canvas. The midterm and final documents should reflect a professional tone and presentation.

## Final Exam – Interviewing Skills

All students must attend the assigned final exam time (**Monday, June 10, 12:30pm-2:30pm**) and participate in the mock interview activity. In a group setting, students will demonstrate interview skills by verbally responding to questions and providing feedback to their classmates. If a student is unable to join the assigned final exam time due to illness, an alternative time will be arranged with the instructor. Students must join a live session (the assigned final exam time on June 10 or an alternate schedule live session), arrive on time, and participate in the mock interview activity to receive a passing grade in the

course. Students who do not attend and participate in a final exam activity will receive an “incomplete” or “no pass” as their final grade.

### Schedule of Topics

Assignments and readings will be grouped in weekly modules and available on the Canvas site at least two weeks prior to each class. Weekly modules are designed to be preparation for Tuesday class meetings. Students are therefore expected to review and complete the weekly Canvas module no later than 11:59pm on Monday of each week. Weekly assignments within each module may be exchanged for peer-review, discussed during class, and/or reviewed by the instructor.

All assignments are designed as steppingstones for subsequent assignments and the final exam. Barring a specific need for adjustment, work is always due in this course Mondays at 11:59pm—I hope this regular deadline simplifies what you need to keep in mind about the routine of the course. Assignment instructions and submission guidelines are detailed on the Canvas site.

<u>Class</u>	<u>Topic and Assignment</u>
Week 1	Course Intro: Professionalism and Communication (Canvas: Pre-class survey due by Monday, April 1)
Week 2	Intro to Professional Development (Canvas: “Getting to Know You” welcome discussion board post & “What do you Need?” Quiz due Monday, April 8)
Week 3	PPPM Student Intern Panel, E-mails of Inquiry (Canvas: E-mail of inquiry pre-test and draft due Monday, April 15)
Week 4	Intro to Résumé and Cover Letter Writing (Canvas: First draft of résumé due Monday, April 22)
Week 5	Creating a Professional Paper Presentation (Canvas: Résumé peer review, cover letter pre-test, and first draft of cover letter due Monday, April 29)
Week 6	Résumé and Cover Letter Wrap-Up, Intro to Networking (Canvas: Cover letter peer review due Monday, May 6)
Week 7	30-second Intro Speeches and Informational Interviewing <b>(Canvas: Midterm draft résumé and cover letter due Monday, May 13)</b>
Week 8	Intro to Interviewing and Preparing for Interviews (Canvas: Informational interview request email and pre-test and due Monday, May 20)
Week 9	Interviewing and Interview Questions <b>(Week 9 class meets on Zoom)</b> (Canvas: “Next Steps” quiz & internship or job posting due Monday, May 27)
Week 10	Thank You E-mail, Interviewing Wrap-Up, Bringing It All Together (Canvas: Internship/job posting peer review and <b>final revised résumé &amp; cover letter due Monday, June 3</b> )
Final Exam	Interviewing Skills, Mock Interview Activity, Final Thank You E-mail <b>(Final exam: Monday, June 10, 12:30-2:30pm, meet on Zoom)</b> (Canvas: Final thank you e-mail due by 12:30pm on Tuesday, June 11)

## **Professional Practice & Classroom Community Expectations**

This course focuses on professional development and practices. As such, students are expected to treat each other and the instructor with the professional courtesy and respect expected in the workplace.

- Students should bring an open mind and welcoming attitude to create a classroom environment that respects the diversity of career interests. Since there will be significant peer review, it's important to keep feedback constructive and avoid comments that are personal in nature.
- **During our class time, students should use electronic devices for class-related activities only.** If you are expecting an urgent call or other communication, or if you need to care for your own physical or mental needs, please step outside the classroom.
- Class will begin promptly at 4:00pm. All students are asked to arrive on time and stay until the end of the class period.
- Review and follow "Guidelines for Participating in Our Class" in the "START HERE: Welcome" module on our Canvas site.
- All communications and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.

## **Academic Disruption due to Campus Emergency**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. If the instructor of this course is ill or must quarantine, the course may be taught online during that time.

## **Academic Integrity**

Students are expected to do their own work at all times. Copying content from other students or online resources (e.g., cover letter templates) and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at <https://studentlife.uoregon.edu/conduct>) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct.

## **Generative Artificial Intelligence Use**

In this class, the assignments are inherently personal. Generative artificial intelligence (GenAI) can't tell you what you learned or did in a prior experience and how all of it connects to you, your life, and your next steps personally and professionally. Some students may use GenAI or related tools and resources to prompt reflection (e.g., ask themselves questions or organize their thoughts) but all work submitted for this class should be based in your own experiences, ideas, and connections. Besides, cover letters, emails, and other related documents that use template, GenAI, or other vague, generalized language are ineffective, boring, and really easy to spot. It's always better to be you.

Be advised, in accordance with UO policy, if I believe you've handed in work created whole or in part by GenAI tools, I may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination or responsibility and, if warranted, assess a grade penalty. So, if you are in doubt or have questions about a particular GenAI tool and if its use is okay, check in with me and let's discuss!

## **Access and Accommodations**

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability (<https://aec.uoregon.edu/content/what-disability>) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or

support. Visit 360 Oregon Hall or [aec.uoregon.edu](http://aec.uoregon.edu) for more information. You can contact AEC at 541-346-1155 or via email at [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### **Mental Health and Wellness**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care, and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at <https://health.uoregon.edu/ducknest>.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at <https://counseling.uoregon.edu/> or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

### **Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support: 541-346-3216 or 164 Oregon Hall. Visit this UO webpage for resources related to food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>.

### **School of PPM Diversity Statement** *(provided by PPM Equity Initiative, used with permission)*

PPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are dedicated to fostering an inclusive, respectful, and supportive environment that ensures fair treatment, access, opportunity, and advancement for all students, faculty, and staff; as well as striving to identify and eliminate barriers that have prevented the full participation of historically underrepresented groups. If you feel excluded or threatened, please contact your instructor and/or school head.

The University of Oregon takes responding to acts of bias seriously and wants to ensure you have the resources available to you. If you believe you've been a victim of an act of bias, please [submit a report](#) to the Office of Investigations and Civil Rights Compliance. Students seeking additional support can contact the Assistant Dean of Students and Director of Multicultural and Identity-Based Support Services at 541-346-3216 or [uodos@uoregon.edu](mailto:uodos@uoregon.edu).

### **Support for All Students**

I support all students regardless of their identity, immigration status, or country of origin. As a trained UO Dreamer ally, I support Dreamer students and promote their sense of belonging and safety as they pursue their higher education goals. For more information and resources please visit our [UO Dreamers](#) page and the [Dreamers Working Group](#) blog. Remember, when interacting with faculty, staff, and offices around campus you are never required to reveal your status. Please note: Email cannot be considered a confidential method of communication.

## Center for Multicultural Academic Excellence

The CMAE is a place where students are empowered, engaged, and nurtured for success. Our vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. We develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email [cmae@uoregon.edu](mailto:cmae@uoregon.edu), or visit Suite 135 in Oregon Hall.

## Sexual Violence, Harassment and Survivor Support *(provided by UO Faculty Senate, used with permission)*

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

## Reporting Obligations

I am an Assisting Employee under the University's Prohibited Discrimination and Retaliation Policy. As an Assisting Employee, I will direct students who disclose prohibited discrimination and harassment, including sexual harassment or violence, to resources that can help and will only report the information shared to the university administration if the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor).

## Prohibited Discrimination and Harassment Reporting

Students who have experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, students may also call either the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office 24-hour hotline at 541-346-SAFE [7244].

Students experiencing all forms of prohibited discrimination or harassment may find information and resources at [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](http://investigations.uoregon.edu/employee-responsibilities).

## Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>.