



School of Planning, Public Policy and Management



PPPM 412 Internship and Professional Development Winter 2024/CRN 24441

Wednesdays 2:00-3:20pm – Cascade 202 (primary class location; some Zoom required)

Instructor: Julie Voelker-Morris
Office: Hendricks 121A
E-mail: jvoelker@uoregon.edu
Office Hours: Tuesdays 1-4:30pm. [Book an appointment with me](#) during my office hours OR send me an email with alternate times that fit your schedule and I will work to match my schedule. Whether using my booking tool or sending an email, please let me know if you prefer to meet in-person or via video chat or phone.

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, 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.

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.

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:

- a) satisfactorily complete **all** assignments following each set of appropriate assignment guidelines and rubrics; and,
- b) follow the Attendance and Participation guidelines (see Attendance and Participation section below).

Note 1: A course peer is counting on you and your feedback on all Peer Review assignments. Your feedback helps them update and improve their own work for this course. Lack of submission of a peer review *by the deadline* is a “no pass” for that specific assignment.

Note 2: If a student makes a prior arrangement with Julie to submit late work, the work can be completed for successful course completion but will not receive the same level of feedback and credit per designated assignment rubrics.

All assignments in this course must be submitted to pass the class. Failure to complete all assignments will result in a “no pass” or an “incomplete” for the course. Course incompletes must be initiated by the student.

Religious Festivals and 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 arrange for missed work or late assignments.

Course Incompletes

If an unexpected situation happens toward the end of the term and a minor but essential requirement has not been completed, an “incomplete” may be appropriate. Review the [UO Incomplete Policy](#).

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 session activities and/or other remote engagement activities, weekly Canvas assignments, pre-quiz (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 2:00pm in our classroom (exception: 1 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 outbreaks and some students will need to use one or two of their absences to isolate and rest if they contract COVID. Our course absence policy keeps these issues in mind. Please use your absences with care so they are available for you if you need them. Students with COVID are encouraged to seek guidance and resources at [UO's COVID Safety Resources](#).

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.

Overview of Course Assignments

Pre-Quizzes/Pre-Tests

Pre-quizzes and pre-tests are available to help you learn throughout the course, especially about concepts, strategies, or skills of which you may be unaware already. That’s what this course is to help you do – learn things you don’t know and help you refine those things you do know. Don’t panic about your score on any pre-quiz/test. Truly, if you completed the quiz, you have “passed” it. This is a complete/incomplete assignment.

Résumé and Cover Letter – Midterm Draft and Final Revised

Midterm: 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 **Tuesday, February 20** (upload to Canvas). Students are required to use Microsoft Word when submitting these materials on Canvas.

Final: 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 **Tuesday, March 12** (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 (**Thursday, March 21, 2:45-4:45pm**) 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 March 21 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. A final thank-you e-mail is due on **Friday, March 22**).

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 Wednesday class meetings. Students are therefore expected to review and complete the weekly Canvas module no later than 11:59pm on Tuesday 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 Tuesdays 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 Tuesday, January 9)
Week 2	Intro to Professional Development (Canvas: “Getting to Know You” welcome discussion board post & “What do you Need?” Quiz due Tuesday, January 16)
Week 3	PPPM Student Intern Panel, E-mails of Inquiry (Canvas: E-mail of inquiry pre-test and draft due Tuesday, January 23)
Week 4	Intro to Résumé and Cover Letter Writing (Canvas: First draft of résumé due Tuesday, January 30)
Week 5	Creating a Professional Paper Presentation (Canvas: Résumé peer review, cover letter pre-test, and first draft of cover letter due Tuesday, February 6)
Week 6	Résumé and Cover Letter Wrap-Up, Intro to Networking (Canvas: Cover letter peer review due Tuesday, February 13)
Week 7	30-second Intro Speeches and Informational Interviewing (Bring: 30-second Intro Speech) (Canvas: Midterm draft résumé and cover letter due Tuesday, February 20)
Week 8	Intro to Interviewing and Preparing for Interviews (Canvas: Informational interview request email and pre-test and due Tuesday, February 27)
Week 9	Interviewing and Interview Questions (Week 9 class meets on Zoom) (Canvas: “Next Steps” quiz, question for PPPM alumni & internship or job posting due Tuesday, March 5)
Week 10	Thank You E-mail, Interviewing Wrap-Up, Bringing It All Together (Canvas: Internship/job posting peer review and final revised résumé & cover letter due Tuesday, March 12)
Final Exam	Interviewing Skills, Mock Interview Activity, Final Thank You E-mail (Final exam: Thursday, March 21, 2:45-4:45pm meet on Zoom) (Canvas: Final thank you e-mail due by 4:45pm on Friday, March 22)

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 2:00pm. 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, this course may be taught online during that time.

Academic Integrity

adapted from the Sentient Syllabus Project, Version 4 (02.23.2023), UO policy, IPRE guidance (09.13.2023), dialogue with Jessica Matthiesen, PPPM Undergraduate Director (09.13.2023) – and use of ChatGPT to condense the second paragraph of this section! 😊

The [University Student Conduct Code](#) defines academic misconduct as including unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO and is reported to the Office of Student Conduct & Community Standards—consequences can include failure of the course.

Academic integrity is the bedrock of our scholarly community, emphasizing truth, personal integrity, and adherence to shared values. When submitting work, you are asserting the accuracy of facts, proper attribution of sources, and compliance with assignment requirements. Violating these principles constitutes academic misconduct.

While unauthorized help and use of sources is prohibited, learning together and citing sources is crucial. Engaging with and learning from peers and faculty, books and journal articles, AI-generated text, or related materials and tools is not plagiarism, but it requires transparency. Attribution is crucial, as source materials should be appropriately cited. Evidence is showing that AI, just like humans, can invent sources. Fact-checking, evidence, and citation are essential to prevent academic misconduct, no matter the source material. Verification of facts and sources is your responsibility, regardless of whether the error originates from you, a scholarly publication, or AI.

In this class, many of the activities and assignments are highly personalized. Whether reflecting on your internship experience and professional goals, conducting an informational interview, or describing your STAR method story for an interview, this work is inherently personal. Generative artificial intelligence (AI) such as ChatGP or online or printed resources can’t tell you what you learned and how an idea or concept connects to you and your life. You may choose to use AI or related tools and resources for prompting your reflection (e.g. asking yourself questions or organizing your thoughts) but your work should be based in your own experiences, ideas, and connections. For example, using online, print, and computer-generated tools and resources to create workplace materials can potentially support how you think about presenting yourself to an employer. These same sources and tools are unlikely to speak about your skills, experience, and attributes in the clear, honest, and personal ways that you can.

Bottom line:

- You are the best expert on yourself. Can someone or something else better represent you than you?
- Don’t cheat.
- Attribute your sources -- whether with other students in this course or by using or applying information from another source (AI, a reporter, a book author, etc.)

When you ignore the above guidelines, you put yourself, the instructor, and potentially others in uncomfortable positions. Academic misconduct has serious consequences for your career as a student.

If you feel undue pressure from the workload in this class, please come talk to me. And if at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I welcome your questions about what academic integrity looks like in our class.

Accessible Education

The University of Oregon is working to create inclusive learning environments (<http://aec.uoregon.edu/>). Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541.346.1155 or 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)*

PPPM 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.

Support for All Students

I support all students regardless of their identity, immigration status, or country of origin. 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, 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. 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 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.

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>.