Mentored Field Practicum
Fall 2017 Syllabus

Washington Mentorship Program
School of Professional and Extended Studies
American University

Class Hours: Wednesdays 9:45 a.m. – 11:00 a.m.  Professional Lecturer: Sandoval
Office Hours: Wednesdays 11 a.m. - 1 p.m. and by appointment  chsand@american.edu

Course Description
Mentored Field Practicum is a unique educational program that includes a professional component, a two-day per week work experience to give students hands-on, real world experience; and the academic component to help students reflect analytically on their work experience in relation to their professional and academic goals. Through written assignments, analysis of readings, lectures, class discussions, individual meetings with the instructor, and presentations, the academic component provides a framework for structuring the students’ experiential learning.

Course Objectives
This course will:
● Advance student professional development and intellectual growth within a real-world environment and internship experience.
● Connect students with educational partnerships to create an internship program to meet the specific needs of businesses, industries, organizations, and government agencies.
● Explore educational and professional opportunities at American University including: courses of study; student services; internships; and scholarly research by American University faculty.
● Enhance numerous skills, including writing; analysis; public speaking; teamwork and collaboration; and research.

Course Outcomes
Upon completion of this course, students should be able to:
● Demonstrate experiential learning and understanding of professional expectations and workplace dynamics within the local greater D.C. area.
● Learn and build on professional skills related to the field of internship, including written summaries and analysis, scheduling work/life balance, email and office etiquette, managing supervisor and intern expectations, and business presentations.
Course Format

Our class meets Wednesdays for 75 minutes. In addition to attending all classes, students will work in an internship program with a local business, organization, or government agency two days per week. Students are expected to come prepared to each class having read or viewed the assigned preparatory materials in advance.

Course Materials

Recognizing the breadth of materials available in academic research, we have chosen to include many resources available on-line for this course. Our intention is to enable students to experience the diversity of information available, to explore resources that will allow you to continue to learn over time, and to emphasize materials directly and concisely related to course concepts.

On-line readings, current event articles, videos, and other preparatory materials are listed in the course schedule below. However, additional readings will be added during the course and distributed digitally.

The following are highly recommended for reading and background materials:

- TED.com and TEDx.com
- BBC News
- CNN International
- The Economist
- Washington Post (for local coverage and perspectives on policy issues)
- American University Magazine and AU Today

Course Requirements and Grading System

All assignments will be completed in Word format and turned in class. Each assignment will be reviewed by the instructor once in the semester before the final submission due date. It is the student’s responsibility to organize their time, make the proper edits, and communicate effectively. Take advantage of office hours and emails to work through and outline papers.

Participation – Reading activities and class discussions: 15%

- There will be class activities which will be assessed based upon effort and demonstration of understanding of key course concepts and reading comprehension.
Three written projects: 75%

- PROFESSIONAL INTERNSHIP OVERVIEW ASSIGNMENT – 25 %
  Write a two-page summary introducing yourself and your internship. Explain the internship: name of the organization or business, industry, your division or department, and overall position and duties. Introduce yourself: your background (professional, volunteer, and academic), your skills, career interests, and why you chose this internship.

- ANALYTICAL ASSIGNMENT – 25%
  Write a five-page review of a real-world issue based on your professional internship division or industry. Choose a title and topic of interest based on your internship, such as sustainability, library education, healthcare for uninsured populations, etc. Explain the background of the issue, how it relates to current events or real-world issues/challenges. Give three examples of how businesses, organizations or agencies are working to combat and change this issue. This essay assignment is meant as a way for you to expand your experience in the internship into an analytical essay. You must use sources for the three examples, such as websites, articles, news stories, videos, etc.

- PROFESSIONAL INTERNSHIP REFLECTION ASSIGNMENT – 25%
  Write a two-page summary of your professional internship. Briefly summarize the internship, your duties, what you have learned and will take away, challenges and/or opportunities gained, and your review of the internship program.

ELF Report: 10%

- Turn-in your ELF report on time and proofread.
# MFP Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>August 30</td>
<td>Introduction and Syllabus Review</td>
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<tr>
<td>September 6</td>
<td>The Value and Benefits of Internships</td>
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<td>September 13</td>
<td>Business Etiquette</td>
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<td>September 20</td>
<td>Life – Work Balance</td>
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<td>September 27</td>
<td>Challenges and Opportunities in a Business Environment</td>
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<td>October 4</td>
<td>Applications of Classroom Knowledge in the Workplace</td>
<td>Professional Internship Overview – DRAFT DUE</td>
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<td>October 11</td>
<td>The Professional Interview</td>
<td>Analytical Assignment Outline – DRAFT DUE</td>
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<tr>
<td>October 18</td>
<td>Effective Communication in the Workplace</td>
<td>Professional Internship Overview – FINAL DUE</td>
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<td>October 25</td>
<td>Working in Teams</td>
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<td>November 1</td>
<td>Diversity and Inclusion at Work</td>
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<tr>
<td>November 8</td>
<td>Decision-Making and Accountability</td>
<td>Professional Internship Reflection – DRAFT DUE</td>
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<tr>
<td>November 15</td>
<td>Stress Management</td>
<td>Analytical Assignment – FINAL DUE</td>
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<td>November 22</td>
<td>Setting Career Goals</td>
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<td>November 29</td>
<td>Internships in the 21st Century</td>
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<tr>
<td>December 6</td>
<td>Conclusions and Reflections</td>
<td>Professional Internship Reflection – FINAL DUE</td>
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Additional Class Information and Resources

Classroom Guidelines and Expectations

● Plan to be on time to class as well, as late entries are disruptive to others.
● It is helpful to bring your notebooks, writing materials, readings (when requested), weekly schedules and syllabus to class daily.
● Only bring laptops to class for note taking. While they are useful in some settings, they are also distracting to other students, the instructor, and guests.
● Sleeping or texting/use of mobile phones in class or during guest speakers is a professional concern on many levels and will be addressed individually as well as significantly impact your participation grade.

Office Hours

● You can contact me to schedule an appointment. I am available regularly via email.
● You may stop by any of the office hours or sign-up for a different time than those scheduled for class office hours.

General Assignment Policies

● Papers should be proofread, in 12-point font, Times New Roman, with 1-inch margins and page numbers clearly marked.
● Students with questions should contact me early in the semester for assistance.
● Grading will follow AU’s policy – 90-100 A; 80-89 B; 70-79 C; 60-69 D; below 60 F.
● Please note AU’s academic integrity policies. If you have questions about how to cite materials, please see the Writing Center and/or the instructor. Remember, when in doubt, cite.

Academic Integrity Code

Standards of academic conduct are set forth in the University’s Academic Integrity Code which can be found at http://www.american.edu/academic/integrity/code01.htm. It is expected that all assignments will be completed according to the standards set forth in this code. By registering, students have acknowledged awareness of the Academic code and are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if there are any questions about the academic violations described in the Code in general, or as they relate to particular requirements for this or any other course or work at AU.
Disabilities Statement
If you experience difficulty in this course for any reason, please do not hesitate to consult with me. A wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus resources.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

AU – Emergency Preparedness
In the event of a declared pandemic (influenza or other communicable disease) or other emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. All faculty members will design alternative means of completing classes. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. We will communicate class-specific information to students via AU e-mail and/or Blackboard. Students are responsible for checking AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, you should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information. AND contact your faculty and/or respective dean’s office for course and school/college-specific information.