UNIVERSITY OF MARYLAND

Experiential Learning: GVPT Internship Program
GVPT 376/377 | Fall 2023

Professor: Victoria Worley
Pronouns: she/her/hers
Email: vtworley@umd.edu
Office Location: 1121 Cumberland Hall
Office Hours: Wednesdays from 1pm-2pm; By appointment in person or on Zoom

Class Meetings – Location: TYD 1118

Meeting 1: Wednesday, September 27th: 6:30pm-9:15pm
Meeting 2: Wednesday, November 1st: 6:30pm-9:15pm
Meeting 3: Wednesday, December 6th: 6:30pm-9:15pm

Course Information

This course has been developed to supplement political internship experiences. In addition to the requirements you must meet for your internship position (hours per week, professional duties, projects, etc.), we will progress though the activities and assignments in this course together. Each of these activities are intended to further develop each student into a knowledgeable, respectable, and successful member of their internship office. Additionally, this course aims to provide students with a window into other related or interesting fields of employment in the nation's capital in order to provide a wide-ranging experience of career paths beyond the student's own internship.

This course relies on each student's personal internship experience. Firstly, it is targeted toward helping students achieve their personal and professional goals as interns. To this end, the course provides some readings to be discussed in our first session which will provide guidance on how to excel in an undergraduate internship. Students will also be asked to complete periodic journals with thoughtful reflection given to the tasks and duties they have been assigned or have accomplished, along with future goals to be tackled in the internship. Additionally, this course is also targeted at facilitating clear and consistent communication *between* students. To accomplish this, each student should be prepared to share their experiences in class where applicable and listen respectfully as other students share theirs.

You should come into this class eager to hear about your peers' experiences, not only to share your own. While it is understood that some internship placements carry less interest to some people than other placements do, each student should also understand the value in learning that he or she DOES NOT want to pursue a certain career path. Moreover, facilitating these conversations in class allows those students who are not entirely satisfied with their own placement to have the opportunity to explore other possibilities by proxy of their classmates' experiences.

Finally, each student will also be responsible for an organizational profile and final career report to explore and thoroughly evaluate potential future career options. The former pushes

each student to look beyond their immediate surroundings to find other interesting opportunities and career goals, and the latter provides the student's formal evaluation of their own internship office and experience over the semester.

Primary Learning Objectives

- *Professional Interaction and Effective Communication: Students will demonstrate clear and professional communication skills in large and small groups, as well as one-on-one. This learning objective is aimed at improving both spoken and written communications in formal settings.*
- *Active Citizenship and Civic Engagement: Students will demonstrate a knowledge and awareness of contemporary issues, political institutions, and problems in the community in their historical context. Additionally, students are expected to display a thorough understanding of the importance of community and civic involvement and leadership.*

Course Expectations

This class is 100% asynchronous with the exception of three in person meetings. As such, this class requires high levels of personal responsibility as you manage your time and your assignments. You will need to log in to ELMS-Canvas several times a week to view announcements, modules, assignments, and more.

Communicating Online

As all of our communication will be online, it will be more important than ever to follow good practices of electronic communication.

Course Page
All class materials will be posted to ELMS-Canvas throughout the semester, so check the site frequently. Make sure you check your UMD email daily or have it forward to an email that you do check regularly. **As of this semester, ELMS inbox notifications will only be sent to your UMD email account.** I will occasionally send you messages through ELMS, and you are expected to read them.

Communication with Professor
For this class, all correspondence should be sent via email to Victoria, NOT through ELMS-Canvas. I will respond between 9am-5pm weekdays and typically within 24 hours. When sending me an email:

▪ Use an informative subject line, "GVPT 376/377 – [insert appropriate issue]"
▪ Send only necessary messages – before sending an email first check to make sure the answer is not contained in the syllabus or Course Webpage
▪ Make your message succinct, read your message carefully before you send it to ensure the intent is clear
▪ Sign off with your name and relevant contact information

Problems
If at any point you feel unsuccessful, uncomfortable, etc. in your internship or office, please let me know asap. In many cases, it is normal for interns to feel unchallenged or sometimes "bored" at work (we will talk about how to avoid these feelings), but even so, letting me or someone else know that something doesn't feel right might help.

University Resources

Accessibility and Accommodations in Online Courses
The University of Maryland is committed to creating and maintaining an accessible and inclusive educational learning environment. Accessibility and Disability Service (ADS) provides accommodations to undergraduate students to ensure equal access to services, programs and activities sponsored by the University of Maryland. Students should visit https://ugst.umd.edu/keeplearning/ada.html for information on accessibility and accommodations in online courses.

Tips for Online Success
Please visit https://ugst.umd.edu/keeplearning/tips.html for tips for online success.
Remember to:
- Keep Connected
- Ask for (and offer) help
- Take care of yourself
- Manage your time
- Establish good online practices

Know Your Rights & Responsibilities
Please visit https://www.ugst.umd.edu/courserelatedpolicies.html to learn about policies and resources that apply to all UMD courses and to students' well-being.

Course Related Policies

Submitting Assignments
All assignments should be submitted on ELMS-Canvas unless otherwise specified. Absent extenuating circumstances, late assignments will **NOT** be awarded full credit unless arrangements have been made via email prior to the due date. Late assignments will be accepted, however, 10% per day will be subtracted for tardiness. ELMS-Canvas keeps track of when assignments have been submitted. Any assignment submitted after 11:59 pm on its due date will automatically receive 10% off per day. No assignments will be accepted after the last day of classes.

24/7 Rule
After receiving a grade you may not contact me for 24 hours concerning that grade. This gives you time to review my comments, the assignment guidelines, and your own work. After that, you may send me an email adhering to the guidelines above (see "communication with professor"). You only have 7 days to contact me after the assignment due date. After that, it is too late to discuss that grade. Remember that if you ask me to review your assignment, you may receive a lower grade than originally given should I find additional errors. I encourage you to reflect on your work carefully. I am always willing to discuss how you can improve and connect you with resources to support your growth. If there has been a simple mathematical error, you may contact me and let me know within 7 days of the assignment due date.

Course Evaluations
As a member of UMD's academic community, you have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please watch for the dates the system will open for evaluation of the semester and make a note of the link at which to access the submission system: www.courseevalum.umd.edu.

Supporting Students

Library Resources
The university library is an excellent resource. You can contact subject specialist librarians to help you find scholarly sources, borrow media equipment, request interlibrary loans, and view course reserves, and reference resources. See more here: https://www.lib.umd.edu

Tutoring and Academic Success Resources
Please visit https://tutoring.umd.edu/ for a guide to tutoring and academic success resources and services. You are encouraged to seek out assistance early in the semester. In addition to utilizing the tutoring and academic success resources listed, you should consult with your academic department for more resources in your major courses.

Teaching and Learning Transformation Center
The Teaching and Learning Transformation Center (TLTC) provides programs, resources, and training to help students apply strategies to achieve their academic and professional goals. Check out handouts and slides from previous TLTC workshops and other resources at https://tltc.umd.edu/learn/.

Basic Needs Security
Any student that encounters difficulty affording groceries or accessing sufficient food to eat every day or lack a safe and stable place to live and believes this may affect their performance in this course, should visit http://go.umd.edu/basic-needs for information about resources the campus offers. In addition, let me know if I can help in any way.

Academic Accommodations for Students Who May Experience Sexual Misconduct
The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence (as defined by the University's Sexual Misconduct Policy). To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. Disclosures made to faculty are not confidential and must be reported to the Office of Civil Rights and Sexual Misconduct. For more information, visit www.umd.edu/Sexual_Misconduct/.

Writing Center
If you are having trouble with your written assignments in this course, I encourage you to seek help with the University Writing Center

Course Assignments
Please note that the assignments and schedule below is subject to change.
Any changes to the syllabus will be posted on ELMS-Canvas.

In-Person Meetings 600 points, 200 points each)
We will meet three during the semester in person to reconnect, workshop, and share our experiences over dinner. See ELMS for specific details for each meeting. These meetings are mandatory.
- *Meeting 1 - Wednesday, September 27th, from 6:30pm-9:15pm in TYD 1118*
- *Meeting 2 - Wednesday, November 1st, from 6:30pm-9:15pm in TYD 1118*
- *Meeting 3 – Wednesday, December 6th, from 6:30pm-9:15pm in TYD 1118*

Weekly Journal Entries & Time Sheets (100 points, 25 points each)
- *Journal Entry & Time Sheet #1 Due Sunday, Sept. 10th, at 11:59pm*
- *Journal Entry & Time Sheet #2 Due Sunday, Oct. 1st, at 11:59pm*
- *Journal Entry & Time Sheet #3 Due Sunday, Oct. 22nd, at 11:59pm*
- *Journal Entry & Time Sheet #4 Due Sunday, Nov. 19th, at 11:59pm*

Each journal entry will be based on preassigned prompts in the assignment description on ELMs.

Site Evaluations (150 points)
- *Introductory site information Due Sunday, Sept. 3rd, at 11:59pm*, 25 points
- *Midterm site evaluation Due Sunday, Oct. 22nd, at 11:59pm, 50 points*
- *Final site evaluation Due Sunday, Dec. 17th, at 11:59pm, 75 points*

Internship Portfolio (150 points)
Throughout the course, you'll complete steps to research about your internship and actionable best practices for your field.
1. Current resume, due Sunday, Sept. 17th, at 11:59pm, 15 points
2. Cover letter, due Sunday, Sept. 24th, at 11:59pm, 15 points
3. Research topic proposal, due Sunday, Oct. 8th, at 11:59pm, 10 points
4. Research question and review, due Sunday, Oct. 15th, at 11:59pm, 10 points
5. Annotated bibliography, due Sunday, Nov. 5th, at 11:59pm, 10 points
6. Research design, due Sunday, Dec. 3rd, at 11:59pm, 30 points
7. Internship reflection, due Sunday, Dec. 12th, at 11:59pm, 50 points
8. Final portfolio (cohesive document of all previous submissions), due Sunday, Dec. 12th, at 11:59pm, 10 points

Help Sessions
Taking personal responsibility for your learning means acknowledging when your performance does not match your goals and doing something about it. It is important for you to check in with me if you are struggling with time management, assignments, understanding content, or anything else. If you encounter a situation that limits your ability to complete assignments (or if you foresee a future problem), it is your responsibility to contact me in a timely manner so that I can help you find the right approach to success in this course. Don't hesitate to ask for help. I am here to support you. Help sessions will be available via Zoom (video not required) or in person.

Grading Structure

Academic Integrity
The University's **Code of Academic Integrity** is designed to ensure that the principles of academic honesty and integrity are upheld. Please ensure that you fully understand this code

and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path.

Please visit the **Office of Undergraduate Studies' full list of campus-wide policies** and follow up with me if you have questions. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. If there is evidence of plagiarism, you will be reported directly and receive an XF for the course. This includes the use of AI technology to generate assignments.

Also, *if you are ever unclear* about acceptable levels of collaboration, *please ask*!

Grades
All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I must establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut **(89.99 ≠ 90.00).** It would be unethical to make exceptions for some and not others. Find more about grades here.

A and A+: 94 and above (4.0 GPA) - *I do not award an A+ for this course*
A-: 90-93
B+: 87-89
B: 84-86 (3.0 GPA)
B-: 80-83
C+: 77-79
C: 74-76 (2.0 GPA)
C -: 70-73
D+: 67-69
D: 64-66 (1.0 GPA)
D -: 60-63

This syllabus is subject to change as needed and due to unforeseen circumstances.