

**University of Wisconsin-Milwaukee**  
**Department of Educational Policy and Community Studies**  
**EDPOL208, sec 293: Experiential Learning Professional and Civic Development**  
**Fall 2022 – 1 credit**

**Instructor Contact Information:**

Laurie Marks  
Vogel Hall, room 170A (3253 N. Downer Ave)  
By text at 414-759-5500 or by email at [lmarks@uwm.edu](mailto:lmarks@uwm.edu)  
Office hours by appointment in-person or by Teams

**Format:** Online, asynchronous

**Prerequisite:**

Students in this course must currently be interning through the Student Success and Talent Pipeline Initiative (SSTPI) facilitated by the Office of Student Experience and Talent (SET).

**Course description:**

This course is designed to help students conceptualize, understand, and apply the experiences of their internship. In this class, students will consider the questions:

- “What is an internship?”
- “What is my internship to me?”
- “How does my internship connect to my career and to my community?”
- “How will I become proficient at describing in writing and through discussion the skills I have learned that make me career-ready and community-minded as a future leader?”

Students will interrogate their internship in the context of the Milwaukee metropolitan area, from both a contemporary and historic perspectives, and students will learn to articulate the skills they are building through the SSTPI program. A series of reflective assignments and a culminating project regarding their internship work will be a cornerstone of this class.

**Course objectives:**

- 1.** Identify two organizational characteristics of the company where you are interning, and find similarities and differences to other organizations. **Transfer – Critical Thinking.**
- 2.** Describe at least three skills or strengths recognized or developed through the internship position that relate to one’s area of study. **Connections to Experience – Effective Communication.**
- 3.** Articulate a strategy which allows one to work with people from different cultural, racial, ethnic, generational, or class / educational backgrounds. **Diversity of Communities and Culture – Intercultural Knowledge and Competence.**
- 4.** Recognize a role one can bring to a team as demonstrated by reflective writings and group work. **Civic Action and Reflection – Individual, Social, and Environmental Responsibility.**

**Texts/ Readings:** All readings will be provided by instructor on Canvas.

**Additional requirements:**

Students should have access to a high-speed internet and the ability to effectively navigate UWM's course management system, Canvas. All assignments and materials will be available on Canvas and assignments will be turned into Canvas.

**Attendance policy:**

This course is an asynchronous, online course, so your grade will be determined by your ability to independently get both individual and a series of three group assignments done on time.

**Late assignments:**

It is the expectation that students' complete assignments on time. All assignments are due according to the deadlines posted. If you miss a deadline, you may turn in an assignment for 50% of the points up to one week (7 days) after it is due unless assignment requires peer engagement / group activity, in which case students will be unable to earn points. Further, some of the assignments are tied to others, so if one is late, it may mean others will be late too, therefore it is best to stay on top of the work.

**Course Requirements:****1. Reflection Journal Responses****(3 Submissions for 7 points each = 21 total points)**

Students must respond by writing in two cases, and by video in one, to a series of reflection questions for three different weeks of class. Responses should be thoughtful and address all the questions posed in the prompts. Written posts should be no less than 400 words and the video journal should be approximately five minutes.

**2. Organizational and Professional Branding Assignments****(3 Submissions for 7 points each = 21 total points)**

There will three assignments in this category. First, students must prepare an organization description through a concept map of their SSTPI site. Second, students must submit both a Handshake and LinkedIn Profile. The Handshake and LinkedIn profiles should include the internship role and will be tools to help students later update their resume. Third, students must also complete and submit the results of the Strengths Inventory and along with the "Name It, Aim It, Claim It" Worksheet. Each of these three assignments are outlined in Canvas.

**3. Triad Group Assignments****(3 Submissions for 7 points each = 21 total points)**

There will be three assignments you will do with a peer group in class. The first will be a triad interview assignment, where three students as a group discusses their internships and themselves. The second will be a presentation and discussion about your SSTPI site through the concept map assignment, including the similarities and differences of other sites noticed when you discuss your maps. The third will be a presentation and discussion of your final poster project.

**4. Big Interview Recording**  
**(1 Submissions for 10 points)**

Big Interview is a platform that allows students to engage in a recorded, mock interview, and then receive feedback on how they may improve these skills when applying for jobs as they launch their careers.

**5. Final Reflection Poster Presentation**  
**(1 Submissions for 27 points)**

Students will submit a Poster Presentation that can be utilized in the Spring at the Internship Demonstration of Learning for all SSTPI students. Students must submit a poster presentation. The format / template will be provided by the instructor in Canvas and will be used as the basis for the SSTPI intern demonstration of learning event at the end of the SSTPI program in Spring 2023.

Note: There is no final exam in this course.

<b>Assignments</b>	<b>Point Value / Percentage</b>
Reflective Journal Assignments (3 submissions, 7 pts each)	21
Organizational and Professional Branding Assignments (3 submissions, 7 pts each)	21
Triad Group Assignments (3 submissions, 7 pts each)	21
Big Interview Assignment (1 submission worth 10 points)	10
Poster Presentation Assignment (1 submission worth 27 points)	27
<b>TOTAL</b>	<b>100</b>

<b>Grade</b>	<b>Percentage</b>
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	<60%

# Class Schedule

Week #1	Course Overview and Building Cohesion Class Culture
9/12-9/18	<ul style="list-style-type: none"> <li>• Watch Instructor Video Week #1 which reviews the syllabus, provides a course overview, and explains the class culture of self-directed / democratic education.</li> <li>• Journal Entry #1 (Video submission) – Introduce yourself with favorite song playing in background. The prompts are provided on the Reflective Journal Entry Assignment and Prompts document.</li> </ul> <p><i>Complete these items by Sunday, Sept 18<sup>th</sup> at 11:59pm.</i></p>

Week #2	What is an Internship and What is it to you?
9/19-9/25	<ul style="list-style-type: none"> <li>• Watch instructor video Week #2 – Benefits of an Internship.</li> <li>• Read excerpt from: Article by Grose, A. (2017). <i>Internships, Integrative Learning, and the Degree Qualifications Profile (DQP)</i>. (Read pages 3-9).</li> <li>• Read: Chapter 8 from “<i>Making the Most of Your Internship</i>” by Gower &amp; Mulvaney.</li> <li>• Complete Journal Entry #2 (Written) – What do you expect / hope to get out of SSTPI? The prompts are provided on the Journal Entry Assignment and Prompts document.</li> <li>• Complete Triad Assignment #1 – How have you experienced your internship so far? The prompts are provided on the “Instructions for Triad Group Assignments” document. Each student should submit the video of the group discussion.</li> </ul> <p><i>Complete these items by Sunday, Sept 25<sup>th</sup> at 11:59pm.</i></p>

Week #3	Connecting Your Experience and Understanding Your Internship Organization
9/26-10/2	<ul style="list-style-type: none"> <li>• Watch instructor video – Understanding the organization</li> <li>• Read excerpt from Chapter 4 “Being Informed, Staying Engaged, &amp; Becoming Professional” in <i>The Successful Internship</i> by Sweitzer &amp; King (only through page 108).</li> <li>• Research the organization you work at and complete a concept map.</li> <li>• Attend the All-Majors Career Fair and talk to at least one company about their organization and your internship. (You can stop by anytime between 10:00am-2:00pm on Thursday Sept 29<sup>th</sup> in the Union Ballroom). You will need to complete this so that you can discuss the experience as part of the Triad Assignment.</li> <li>• Complete Triad Assignment #2 -- Meet with your triad group (arrange a meeting time after the All-Majors Career Fair occurs on Sept 29<sup>th</sup>). You will present your concept map and talk about the experience at the career fair. The prompts are provided on the “Instructions for Triad Group Assignments” document. Each student should submit the video of the group discussion.</li> </ul> <p><i>Complete these items by Sunday, October 2<sup>nd</sup> at 11:59pm.</i></p>

Week #4	Developing a Sense of Place in Milwaukee
10/3-10/9	<ul style="list-style-type: none"> <li>• Watch the instructor video – Your work and the Milwaukee Metro Area</li> <li>• Watch the Vel Philip’s documentary, <i>Dream Big Dreams</i>.</li> <li>• Watch assigned 88.9 Radio MKE neighborhood shorts. There are 7 of them, which are about 5 minutes each.</li> <li>• Journal Entry #3 (written) – Reflection on Milwaukee neighborhood videos. The prompts are provided on the Journal Entry Assignment and Prompts document.</li> </ul> <p><i>Complete these items by Sunday, October 9<sup>th</sup> at 11:59pm.</i></p>

Week #5	Professional Branding and Telling Your Story
10/10-10/16	<ul style="list-style-type: none"> <li>• Watch the Instructor video – Professional Branding and Telling Your Story</li> <li>• Watch the Ted Talk Video <a href="#">“The Danger of a Single Story” by Chimamanda Ngozi Adichie</a></li> <li>• Read Ben Wildasky (2021). “How to Close the Networking Gap”, from the <i>Wall Street Journal</i>.</li> <li>• Read the article about building a strong LinkedIn Profile.</li> <li>• Create and submit a LinkedIn Profile and a Handshake Profile and submit links to Canvas.</li> <li>• Submit video of Big Interview Assignment.</li> </ul> <p><i>Complete these items by Sunday, October 16<sup>th</sup> at 11:59pm.</i></p>

Week #6	Interrogating and Integrating your Perspective and Class Wrap Up
10/17-10/23	<ul style="list-style-type: none"> <li>• Watch the instructor video.</li> <li>• Read Chapter 10 “The Competence Stage: Soaring Upward” in <i>The Successful Internship</i> by Sweitzer &amp; King.</li> <li>• Complete the StrengthsFinder Inventory, read through your results, and the browse the document with the 34 potential strengths. Submit your profile PDF in Canvas along with the StrengthsFinder worksheet provided.</li> <li>• Complete and submit your poster assignment.</li> <li>• Complete Triad Assignment #3. The prompts are provided on the “Instructions for Triad Group Assignments” document. This should be submitted in Canvas by each group member.</li> </ul> <p><i>Complete these items by Sunday, October 23<sup>rd</sup> at 11:59pm.</i></p>

## **Journal Entry Assignment Prompts**

Each journal entry is worth 7 points. The first entry will be a video submission, and the second and third will be written submissions. Below are the instructions / prompts for each submission. Video submission should be approximately five minutes and the written submissions should be 400 words or more.

- **Journal Entry 1 Prompt – In a five minute or less video, introduce yourself with one of your favorite songs softly playing in the background, and answer the following questions.**
  - ⇒ What is your year in school, major, where do you currently live, how do you spend time outside of class / internship, and where did you grow up?
  - ⇒ Where is your internship site and what is your specific position?
  - ⇒ What song is playing in the background and why? What does it mean to you?
  - ⇒ Talk about a time when you have experienced democratic education as described in the instructor welcome video. In what ways was it an important learning experience?
  - ⇒ This journal entry is due on Sunday Sept 18<sup>th</sup> by 11:59pm.
  
- **Journal Entry 2 Prompt – Write about your SSTPI internship**
  - ⇒ Write about why you applied to the SSTPI program, and a bit about your internship site and role.
  - ⇒ What do you hope to learn at your internship site, and how will you use this opportunity to build a professional network? What are your goals and how will you know if you have accomplished them?
  - ⇒ As you read the Grose excerpt about what an internship can mean from the intern perspective, which of the three “pathways” that resonated with you and why?
  - ⇒ What are two pieces advice that you got from the Gower and Mulvaney chapter?
  - ⇒ This journal entry is due by Sunday, Sept 25<sup>th</sup> at 11:59pm.
  
- **Journal entry 3 prompts – Write about your Sense of Place**
  - ⇒ What did you learn about Milwaukee by watching the John Gurda / 88.9 Radio Milwaukee video shorts?
  - ⇒ Milwaukee is known as a “city of neighborhoods”. Which neighborhoods profiled in the shorts were new to you and which have you engaged with by living in the city?
  - ⇒ Describe at least two assets in our city that were profiled in some of the videos, as well as a some of the challenges a few neighborhoods face.
  - ⇒ What sort of community do you want to live in / be a part of when you graduate? What characteristics of a community or neighborhood will you seek out?
  - ⇒ Based on what you learned by watching the Vel Phillips documentary, how have past injustices and activism shaped Milwaukee and its neighborhoods?
  - ⇒ Based on the research you did of your organization how does the organizational history interact with the greater Milwaukee history that you learned about this week, or how does the company’s current philanthropic activity support community need in Milwaukee?
  - ⇒ This journal entry is due by Sunday, October 9<sup>th</sup>, at 11:59pm.

## **Instructions for Triad Group Assignments**

For class you will complete three Triad Group Assignments, worth 7 points each. For these assignments you will be put in groups of three. Your group will need to make contact, set up a time to meet by Teams, and then hold a recorded discussion using the prompts below. Canvas will assign a group leader who should make contact with the other two group members by Tuesday at noon to establish a time to record your Triad Group assignment. You will have different group members for each of the three Triad assignments. Here are a couple of important points to help you succeed:

- ☒ Make contact early, so video submissions can be done on time, and check your email daily so your group doesn't make plans without you. This means you should respond to emails from your group members within 24 hours. If not, they may move on without you if you are not responsive.
- ☒ Hold the Triad Group Meeting in Teams, invite the instructor, and RECORD the session. The instructor will not attend the Teams meeting but by inviting me I will know that you have made contact, set a time, and invite your group members.
- ☒ After your session is recorded each person can download the recording and submit it to Canvas.

### • **Triad group assignment 1**

- ⇒ In your triad group discuss how you have experienced your internship so far in terms of the orientation and your first few weeks in the position.
- ⇒ What has the onboarding process been like? Or what was it like when you began?
- ⇒ What did you expect your job to be like before you started? How do your expectations compare to what your role is like in practice?
- ⇒ Is there anything that has surprised you about your experience thus far?
- ⇒ Due on Sunday, September 25<sup>th</sup> at 11:59pm.

### • **Triad group assignment 2**

- ⇒ Take turns presenting your concept map.
- ⇒ Discuss the mission of each of your organizations and who they serve.
- ⇒ Discuss how your role supports that mission?
- ⇒ Describe the organizational culture of your site and how is it similar or different than others within your triad group? Is it a collaborative or competitive environment? Who sets and leads meetings? What do people wear to work?
- ⇒ Talk about how it felt to attend the career fair and describe one discussion you had with a company that you interacted with at the event.
- ⇒ Due on Sunday, October 2<sup>nd</sup>, at 11:59pm.

### • **Triad group assignment 3**

- ⇒ Present your poster to members of your group, in an "elevator pitch" (7 minutes or less).
- ⇒ Give each other feedback and accolades, ask questions, so each person is prepared for a more public presentation in Spring 2023 as the program ends.
- ⇒ Due on Sunday, October 23<sup>rd</sup>, at 11:59pm.

### **Credit hour policy:**

UWM requires a minimum of 48 hours total per credit of expected student work. The hours spent on this course will consist of time spent working in an internship and experience and time engaged in the course and course related activities. A total of 35 hours is estimated of student engagement in class and related activities. These hours include approximately 10.5 hours will be spent in class, 9 hours will be spent doing prep work and readings, 7.5 hours will be spent writing reflection responses, 3 hours will be spent on writing assignments, and 5 hours will be spent on the final résumé and final essay.

Students enrolled for 1 credit should expect to spend at minimum 70 hours on this course. Of this, at least 35 hours will be on work at their internship and 35 hours will be spent in class and related activities.

### **Other information related to student support for this course and others:**

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>
2. Religious observances. Accommodations for absences due to religious observance should be noted. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf>
3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. <https://uwm.edu/onestop/students-called-to-active-duty/>
4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf>
5. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>
6. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>.
7. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <https://uwm.edu/deanofstudents/academic-misconduct-2/>
8. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>
9. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf>
10. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>
11. Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property.

<https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf>

12. Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf>

**Panther Community Health and Safety Standards:**

UWM has implemented health and safety protocols, taking into account recommendations by local, state, and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther [Interim COVID-Related Health & Safety Policy](#), which was developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- UWM recommends that all individuals visiting UWM facilities wear face coverings while indoors.
- UWM recommends getting vaccinated and getting the most recent booster shot available to you.
- UWM requires that you check daily for COVID-19 symptoms and not come to campus if you are feeling sick. If you are feeling sick, get tested for COVID-19 and quarantine until symptoms subside. Use the [CDC Quarantine and Isolation Calculator](#) to determine next steps.
- If you test positive for COVID-19, UWM requires that you self-report at the [Dean of Students Reporting Form](#). Use the [CDC Quarantine and Isolation Calculator](#) to determine next steps.

Additional details about student and employee expectations can be found on the [UWM COVID- 19 webpage](#).