INTERNSHIP SYLLABUS
CONF 370 (FALL 2019)

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Course Description

Internships provide a structured learning experience for students outside of the classroom setting. Students have the opportunity to take on leadership roles, gain new knowledge and skills, develop workplace competencies, network within professional communities, and connect theories from courses to the practical world outside of the classroom. As a student of conflict analysis and resolution, the combined internship and academic credit provide the opportunity and space for you to reflect as you practice.

Learning Outcomes

CONF 370 is an experiential learning course, and the grade is given for the reflection and learning portion of the course in addition to the field experience. Throughout the course students will be expected to:

• Analyze and evaluate intern responsibilities, experiences, observations, skills learned or gained, and potential issues or conflicts that may arise during the internship experience.
• Reflect on internship experience including the lessons learned and challenges of acquiring new skills, insights about internship duties, location, and working on new projects individually or with others.
• Demonstrate connections between the internship experience and studies in conflict analysis and resolution.

Course Requirements and Grading

The assignments are a critical piece of the internship process because they provide an opportunity for students to reflect and evaluate about their experiences while providing a means to assign a grade for academic credit. Assignments will be submitted via Blackboard.

1. Journal blog entries

Blog One: Due October 11, 2019
Analyze the way in which diversity and inclusion is valued by your organization, and the ways in which it contributes to and/or enriches the workplace. Consider the traditional and non-traditional definitions and explanations of diversity as part of your discussion and consider how they relate to your internship setting. Reflect on and review your internship learning objectives, activities or duties, what is going well and what is challenging about your internship. Consider
and explain the conflict resolution theoretical and/or practical connections between your major course work.

Blog Two: Due November 8, 2019
Select a problem faced by your organization and use critical thinking skills and your conflict resolution major knowledge to analyze the problem and propose a solution. The problem can be centered on interpersonal issues within the internship setting or based on a larger context within the work of your internship. Identify and analyze the problem you are considering through a conflict framework. Propose a solution to the problem using the conflict analysis and resolution theories and skills you have learned in your courses. Discuss your Intern Site Supervisor mid-term feedback. Reflect and review your internship learning objectives, activities or duties, what is going well and what is challenging about your internship, and consider the conflict resolution theoretical and/or practical connections between your major course work and internship.

Journal blog entries should be submitted on the due dates listed above. Each entry should be a minimum of two pages in length and include hours worked (3 credits require 135 hours, 6 credits require 270 hours, etc.) Blog entries should be posted by 11:59 p.m. on due date.

Types of reflection:

As you write, consider the various types of reflective writing, and choose one that best suites your response to the prompt. You should choose a different type for each of your journal responses.

Reflection in/on action considers contemplating better ways of implementing what you have already done or observed, or analyzing why it was done and why it was successful or unsuccessful. Writing about your experience helps to clarify challenges and issues, and provide possibilities for improvement.

Deliberative reflection weighs your opinions, along those of others, in order to determine the best solution in a specific situation and to articulate the reasoning used during the decision-making process. This will hone critical thinking and decision making skills.

Personal reflection encourages you to examine motives related to your worldview, ethical behaviors, and basic beliefs about who you are and what you want to become. This is a valuable tool in self-evaluation and goal setting.

Critical reflection is the highest form of reflection because it does not just stimulate personal understanding but also has the potential to instigate change. It allows you to question current rules and procedures, challenge the status quo, and suggest possible solutions.

2. **Video essay** (Due December 1, 2019 by 11:59 p.m.)

You will have one video reflection essay assignment for the semester. Video reflection essays should be a *minimum of two minutes and no longer than five minutes in length*. Video essays and links should be submitted on Blackboard.

This may take a little research, patience and a bit of practice for those of you who have never recorded a video or are unfamiliar with YouTube. Take the time to do some research on Google, and YouTube before posting your video, and consider whether you will be filming on your computer or your phone. Information on posting your video to Blackboard can be found below:

How To Post Video Assignments To Blackboard
lynda.gmu.edu - Resource for Videos and Posting

Video essays will be evaluated on scholarly content and inclusion of components listed below, clarity of presentation, eye contact, use (or overuse) of notes during presentation, timing, and ability to connect content of articles to theory and skills learned in S-CAR coursework.

**Video Essay Reflection Topic:**

Find a field related publication (scholarly journal, newsletter, industry related web blog or magazine) that is related to or supports the type of work that you are doing in your internship, or informs the context of the internship including the work the agency/organization does (human rights, community organizing, research, etc.) Newspaper articles, Wikipedia entries and descriptive websites don't qualify as an industry related publication. After reading the publication, consider and discuss the following in your video reflection essay:

- Give a brief summary of the publication, where you found it, who is the author, and where was it published. Who is the intended audience for the publication and why?
- Does the publication accurately reflect what you are currently experiencing in your internship? Why or why not?
- Did you learn anything about your internship or the industry after reading the publication? Why or why not?
- How does the publication reflect your choice of internship and the tasks/projects your are engaged in at your internship?
- How does the publication reflect your interest in the field of conflict analysis and resolution? The following links provide information about types of articles and websites to examine, as well as guidance regarding appropriate an non-appropriate material for this assignment. You are also advised to ask your supervisors and co-workers/interns what publications they feel is relevant to your internship assignments. *Please note, if you are working or contributing to an publication (online and hard copy), you should find a different publication to discuss, however you can reflect on the similarities or differences between the material.*
  - [http://infoguides.gmu.edu/content.php?pid=319315&sid=2613659](http://infoguides.gmu.edu/content.php?pid=319315&sid=2613659)
3. **The once-a-month check-in** will give you and the field experience supervisor an opportunity to discuss how things are going at your internship, and the progress you are making on your final reflection papers and/or portfolio project (meeting dates TBD).

4. **Internship portfolio (Due December 10, 2019 by 11:59 p.m.)**

   The final product for the internship course will be an internship portfolio. The portfolio will enable you to demonstrate what you have accomplished during the internship, and can serve as a portable 'resume' for future employment or graduate/professional school. Consider this a professional portfolio; you're audience will be the intern faculty advisor and potential employers. Keep these audience members in mind as you compile the components of your portfolio - this may not be the appropriate place for that New Year's Eve party picture! If you choose, you may keep this portfolio private between the instructor and student, or make it available on the web.

   An e-portfolio is a purposeful collection of work and information that:

   Represents an individual’s efforts, progress and achievements over time, is goal-driven, performance-based and indicates evidence of the attainment of knowledge, skills and attitudes, includes self reflection, is a tool for facilitating life-long learning and career development. (Definition by Jackie Miers, South Australia: [http://www.teachers.ash.org.au/jmresources/ePortfolio.htm](http://www.teachers.ash.org.au/jmresources/ePortfolio.htm))

   The contents of the E-Portfolio will be delivered electronically in the form of a web page or other similar electronic medium. E-Portfolio can be designed using the following:

   Google Sites - easiest to use! ([Google Tutorial](http://www.google.com), [Radford University Tutorial](http://www.radford.edu/))

   Wix - also easy to use ([http://www.wix.com/](http://www.wix.com/))

   Word Press ([Word Press Tutorial](http://www.wordpress.com/))

   Weebly ([Weebly.com](http://www.weebly.com/))

   Electronic medium of your choice

   Examples of e-portfolios:

   [http://is.gd/gkG5r](http://is.gd/gkG5r)

   [https://sites.google.com/site/daniellewallaceeportfolio/](https://sites.google.com/site/daniellewallaceeportfolio/)
http://is.gd/gkFOp (Concept Map)

Your portfolio must include the following five components:

1. **Introduction page about yourself** (who are you, what curricular, co-curricular, and other activities have you been involved in, professional self-portrait)

2. **Resume**

3. **Networking Experience**
   - Collect between five and ten business cards from members of your internship organization and/or events you attend related to your internship and create a concept map that provides a summary of how each person could be important in your academic and career goals. Please be sure to include the following as part of your map:
     - picture of the card, or name and position of individual
     - explanation of how the person could be important in your academic or career goals
     - indication of how individuals are linked to you or each other
   - The following link has some great information about how to think about and create a concept map, (http://www.studygs.net/mapping/) or a reflective practitioner model (http://is.gd/fceg0)
   - You can utilize free software from Cacoo (cacoo.com), IHMC CMap (http://cmap.ihmc.us/download/), Gliffy (http://www.gliffy.com/) and Bubble (http://bubbl.us/edit.php) to create your concept map. Powerpoint and Microsoft Word also have drawing/mapping tools as well.

4. **Internship Reflection**
   - Using analysis from your blogs, discuss what highlights, suggestions and recommendations you would make to your internship supervisor to maintain or improve the internship.
   - Consider your internship objectives, and discuss what changes your would make to your objectives taking into consideration your overall internship experience over the semester.
   - Briefly discuss the connections you made between the internship experience and your studies in conflict analysis and resolution.

5. **Two additional components of your choosing (Students completing 4 to 6 credits will add four to five additional components including one interview with one individual in your organization)**
   - Additional components can include the following: interviews with individuals at your internship site, examples of projects you worked on, or any other components that you feel would be an asset to your portfolio, and demonstrates the work that you completed during the internship.

**GRADING SCALE**

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<td>Video Reflection Essay</td>
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**Course Policies and Information**

**Diversity Statement:** George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected. Please see [http://ctfe.gmu.edu/professional-development/mason-diversity-statement/](http://ctfe.gmu.edu/professional-development/mason-diversity-statement/) for the full GMU diversity statement.

**Academic Accommodations:** If you are a student with a documented disability and need academic accommodations or assistance, please see me at the beginning of the semester. Even if the disability is not documented, speak with me right away so I can get you the assistance you need.

**Important Dates:** [http://masonkorea.gmu.edu/academic-calendar/](http://masonkorea.gmu.edu/academic-calendar/)

**Honor Code:** You are expected to abide by George Mason University’s Honor Code while preparing all work for this class. The principle of academic integrity is taken very seriously and violations are treated gravely. All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at [http://oai.gmu.edu/the-mason-honor-code-2/](http://oai.gmu.edu/the-mason-honor-code-2/). All violations of the Honor Code will be reported to the University and Honor Committee for review. Plagiarism means using the exact words (even with a few word changes), opinions, or factual information from another person without giving the person credit. Plagiarism includes copying paragraphs of information from other
sources and putting them in your paper as if they are your own words (even if the source is cited). Writers MUST give full credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. All material used from other authors must be cited, using in-paragraph Chicago format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me before submitting something. No more than 25-30% of your paper should be materials used directly and indirectly from another source (direct and indirect quotes). With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. DO NOT copy and paste from the internet or submit papers from other classes. No grade is important enough to justify academic misconduct. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with me before submitting any work. Copies of common style manuals are available at the GMU library reference desk or online at https://library.gmu.edu/ask/citing/.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form.

**Email Policy:** In compliance with a University-wide initiative, our correspondence will be only through GMU assigned email accounts. Please check your email account regularly for updates and important announcements. This also means that you must use blackboard. Please check the syllabus before emailing me regarding course matters, and contact a classmate or a group member for notes if you miss class. I will not respond to email inquiries that arise from a lack of attention to the syllabus (i.e. office location, office hour times, due date for assignments, etc.) or class absences. I am happy to respond to clarification requests on assignments, though I strongly prefer to address these matters during class time.

**Notice: Mandatory Reporting**
As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence and stalking to Mason's Title IX Coordinator per George Mason University Policy 1412. If you wish to speak with someone confidentially, for GMU Fairfax’s main campus, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (CAPS) (703-993-2380). You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing cde@gmu.edu. For GMUK Psychological Services, you may call 032 626-6142 or visit the multi-complex building, room 3052. For GMUK’s Title IX Coordinator, you may contact Professor Zimmerman by calling 032 626-5110 or emailing dzimmer2@gmu.edu.