

Civic Leaders Internship Class Syllabus

3028H Winter 2007 Semester

Civic Leaders Internship Program Staff: Located at the Office of Service-Learning, 207 Lowry Hall

Dr. Anne-Marie Foley, Director
Email: foleya@missouri.edu
Phone: 882-0227

Daisy Olivo, Internship Coordinator
Email: olivod@missouri.edu
Phone: 884-5744

Office hours: Call Cara Gallup to make an appointment

Cara Gallup, Administrative Assistant
Email: gallupc@missouri.edu
Phone: 882-0227

Carlea Duke, Graduate Assistant
Email: cldq3b@missouri.edu
Phone: 573-882-1165

Office hours: Monday through Friday 8:00-12:00 and 1:00-5:00

Class description:

One of the purposes of giving academic credit for students who wish to intern in a government office is to provide an academic basis for internship work. That is, the goal is for you to regard your internship as more than simply a job to go to and then forget about when the day is over; instead, this class will enable you to reflect upon what you are learning from your internship in many ways, including:

- intellectual development and academic learning;
- leadership and social development; and
- personal growth and development.

Your writing assignments will allow you to reflect and put into words what you are learning and how you are growing from the internship experience.

<u>Grading:</u>	<u>Item</u>	<u>Max. Points</u>
	Contract	5
	Journals/Papers	65
	Public Policy Paper	30
	Evaluations	12
	Class Attendance	<u>18</u>
		130

One grade will be subtracted for each day an assignment is handed in after the due date. If it is found that you falsify any evaluations or papers, you will receive a grade of 0 for that portion of your grade and we will pursue a charge of academic dishonesty.

Rewrite policy: Students rewrite the first journal assignment. The original and the rewrite scores will be averaged for a final score.

Grading scale: This class is graded on a +/- basis, as follows:

- A 92.0% and above
- A- 90.0% to 91.9%
- B+ 88.0% to 89.9%
- B 82.0% to 87.9%
- B- 80.0% to 81.9% and so on.

Attendance:

The class meets Thursdays at 4:00 p.m. in Memorial Union North rooms 222/223 or Fridays at 8:00 a.m. in Memorial Union South 203 six times throughout the semester. **Meetings are mandatory.** Full-time interns are also required to attend, and should make arrangements to arrive at their sites later that morning. Only medical absences will be accepted. We will consider individual cases only in writing.

Required Intern Meetings:

- | | |
|---|--|
| 1. Thursday, January 18 or Friday, January 19 | Contract due, class expectations and discussion of leadership essay |
| 2. Thursday, February 8 or Friday, February 9 | Journal #1 and Leadership Essay due |
| 3. Thursday, March 1 or Friday, March 2 | Journal #2 and Currents Events Prompt due |
| 4. Thursday, March 22 or Friday, March 23 | Mid-term evals, Journal #3, and Challenges to Leadership essay due |
| 5. Thursday, April 12 or Friday, April 13 | <u>Public Policy Paper due</u>
Journal #4 and Current Events Prompt due |
| 6. Thursday, May 3 or Friday, May 4 | Journal #5, final essay, and final evals due |

Guidelines and Suggestions for CLIP Journals

The purpose of the journal is to keep a record of your experiences in CLIP. Thus, it should not only reflect your progress at your site, but should also include what you are learning and what the program means to you. The journal is also an excellent way to assess what you are doing, to articulate the methods and goals you have developed, and to "think out loud." ***You should include a journal entry for each week you work at your internship site. Journals should follow one prescribed format, with headings, or points will be deducted. NO EXCEPTIONS.***

I. WEEKLY JOURNAL ENTRIES: Each weekly entry should be a minimum of two pages in order to thoroughly discuss what you have been doing and what you have learned. The week of

February 8 and 9 will be your first journal. The week of May 3 and 4 will be your last journal entry.

A. DESCRIPTION:

1. A complete *and detailed* record of your activities. What are your responsibilities in the office? What are you accomplishing?

B. REACTION:

1. What are your *feelings and perceptions* about what happened during the week--about your behavior and the behavior of others? What are you learning? Have your preconceptions been challenged? Have your attitudes about government been reinforced? What have you learned about government, public policy, the State of Missouri, and how things get done?

2. What progress are you making? Try to use anecdotal evidence.

C. CURRENT EVENTS PROMPT:

1. Daisy or Carlea will email you a topic for journals #2 and #4 for you to reflect on. Think about the prompt and respond with your thoughts, opinions, challenges, outrage, and general feelings about the topic. Some prompts will require you to do a bit of research while others may ask you to wrap your brain around a topic and give us your thoughts.

II. ESSAY ASSIGNMENTS (TURNED IN WITH JOURNALS)

Essays should be approximately 3 pages in length. Use specific detail from the articles to support your statements. Write specifically about what you have witnessed and experienced in your internship. Remember, anecdotes that convey pertinent, but not confidential, information can work to enhance the quality of your paper. **Note: Your papers should never include details that would be considered a breach of confidence.**

For Essay #1 (Leadership):

Read the assigned article on leadership. Questions will be handed out in class.

For Essay #2

Current events prompt.

For Essay #3 (Challenges to Traditional Leadership):

Review “Why Civic Leaders Cannot Cope,” pp. 19-26, and “The Failure of Traditional Politics,” pp. 26-31, by David Chrislip and Carl Larson. The authors cite eight challenges to contemporary leaders. Choose two of the challenges the authors discuss, define the challenge in detail, and then relate how these challenges are relevant to your internship and how the leaders you are working with cope with them. If you disagree with Chrislip and Larson (either all or in part, or have some more relevant issue

you would like to discuss), or would like to propose additional challenges that you have witnessed, define them thoroughly and write about your experiences in that context.

For Essay #4

Current events prompt.

For Final Essay: (This paper should be 4 to 5 pages long.)

- I. Taking into account your original site description, create a final summary of your professional duties. Where did you begin, how did your responsibilities change and expand, and how did you end?
- II. Summarize what you learned in terms of personal skills (choose one or two items within each parentheses):
 - a. Personal growth and development (sense of personal worth and competence, independence and assertiveness, exploration of new identities and unfamiliar roles)
 - b. Intellectual development and academic learning (writing and communication skills, insight and judgment, and curiosity about one's world)
 - c. Leadership and social development (heightened sense of civic and social responsibility, ability to work cooperatively with others, realistic ideas about the world of work in politics or public policy)
- III. Evaluate the ways in which you feel this internship will contribute to your future. Have you developed new goals for your future career? Has the experience reinforced or changed your ideas about your academic choices?
- IV. Assess your experience in terms of your understanding of state government, or at least the branch of government that your internship was in. Has your internship helped to improved your knowledge of state government? If so, in what way? If not, why do you think it did not?

Internship/Experiential Learning Outcomes Points of Reflection for Your Writing and Thinking

I. Personal Growth and Development

Self-esteem, sense of personal worth and competence
Self-understanding, insight into self
Self-direction, internal motivation
Independence, autonomy, assertiveness
Sense of usefulness, of satisfaction in doing something worthwhile
Personal power, belief in ability to make a difference
Conscious set of personal values and beliefs reinforced in action
Openness to new experiences, to take risks and accept challenge

Ability to take responsibility, acknowledge consequences of actions
Capacity to be productive, to persevere in difficult tasks
Exploration of new identities, unfamiliar roles

II. Intellectual Development and Academic Learning

Basic academic skills (writing, reading, calculating, etc.)
Subject matter knowledge and skills gained and enhanced through a broader range of experiences and associations
Higher level thinking skills (critical thinking, problem solving)
Application of academic knowledge and skills to real problems
Skills in learning from experience (to observe, ask questions, synthesize)
Curiosity about one's world, ability to find something interesting to do, look for, ask about
More positive, attitude toward education, learning
Communication skills (listening, articulating ideas, etc.)
Insight, judgment, understanding--the nuances that can't be fully explained in a book or lecture but are often the most important things of all to know
Exploration of an academic major

III. Leadership and Social Development

Concern for the welfare of others, a broader circle of people about whom one feels concern and responsibility
Understanding and appreciation of people with diverse backgrounds and life situations
Skills in caring for others
Ability to work cooperatively with others
Increased likelihood of continuing involvement in civic affairs
Knowledge of and exploration into service-related careers
Realistic ideas about the world of work
Contacts for future job possibilities
Heightened sense of the power of group and individual action in a democratic society
Ethical and moral development
Occupational contacts and skill enhancement

PUBLIC POLICY PAPER

General Instructions:

Your public policy paper should be approximately 5-6 pages in length.

This paper should cover an issue with which you have been engaged during your internship. Other ideas may be acceptable as well; schedule an appointment with Daisy or Dr. Foley to discuss them if you would like to present one.

Format:

Public policy papers should be written in a formal style. They will be graded according to how well you answer the questions and how well they are written. Please do check grammar and spelling before handing in papers. If you would like help with your writing style, Dr. Foley and Daisy are happy to do so.

Please use footnotes or endnotes as required; these papers should involve some research and that research should be documented.

Each paper should use the roman numerals and prescribed headers that follow. The headings will help you organize your thoughts and produce a convincing argument and policy statement. Strict observation of the format is required.

Title

I. Summary (one or two paragraphs)

A short summary of the issue definition and policy recommendations within the rest of your paper.

II. Issue Definition (approximately 1½ to 2 pages)

1. Set the stage for understanding the issue. What is its history? How did the situation develop?
2. Facts and figures that explain the issue. What makes this an issue that is of interest, that legislators may want to know more about? Is there a cost associated with this issue? Is something already being done or planned to address this issue?
3. What effect has occurred, or potentially could occur, from the issue you have just defined?

III. Policy Recommendation (approximately 2 to 3 pages)

What should be done? Suggest realistic, affordable remedies to the problem. Explain your recommendation's advantages and possible disadvantages. How have other states or localities dealt with this issue? What would need to be in place to carry out your recommendation, in terms of policy, law, or politics? How much might this recommendation cost the state or federal government to implement?

IV. Outcomes (one or two paragraphs)

A short summary of intended outcomes if the recommended policy is implemented.