

**Political Science Practicum**  
Political Science 589 Call # 16842-5  
Winter Quarter, 2006

Instructor: Mr. Charles Smith  
Office: 2140B Derby Hall  
Office Hours: 10 – 11 A.M. Mon./Wed./Fri. & by appointment  
Phone: (614) 292-1484 (office & voice mail); 292-2880 (appt.)  
Email: smith.3280@osu.edu (**subject: 589 WI 06**)

“Tell me and I will forget. Show me and I will remember. Involve me and I will understand.”  
-- Benjamin Franklin

**PURPOSE OF THE COURSE**

Internships can serve a variety of purposes. From the idea of apprenticeships to experiential learning and career development, internships are conceived conventionally in instrumental terms. They might serve as stepping stones to a vocation, a chance to “try out” employment in a particular sector of the economy, as well as an opportunity to gain the kind of experience that will lead to advancement in a particular company or field of employment.

This course is designed to give students an opportunity to gain practical experience by working for a public official, governmental agency, candidate, political party or interest group while at the same time permitting them to apply concepts learned in the classroom to an organizational environment and at the same time gain some professional work experience.

The following is a list of some objectives which the internship might fulfill for you and the organization (agency, candidate, interest group, etc.) with which you work:

1. provide students the opportunity to relate theory to practice
2. give students in-service orientation to a career area they may wish to pursue
3. allow students the opportunity to work in their area of intended specialization
4. enhance student’s understanding of organizational and group processes
5. enhance student’s awareness of public service obligations
6. develop an ongoing relationship between the academic and practitioner community
7. provide “apprentice” expertise and a new perspective for organizational operations

Although the foundation of this course is a work experience, it is still a course for which you will receive academic credit. It is also a course designed to help you learn from your experiences. Therefore, the requirements for this course and the evaluation of your performance in it are based upon a combination of work experience and more traditional academic activities.

## COURSE REQUIREMENTS:

### 1. Work Requirement:

The major requirement is that you must work on meaningful tasks for a public official, public agency, candidate, political party, interest group, law office, or criminal justice agency while enrolled in the internship.

#### **Presentation of Internship**

During our first class meeting on January 3, each student will take five minutes to describe to the class the nature of his/her internship. Information to include: What is your job? How did you become aware of the position? How did you apply for the position? Did you have to do a face-to-face interview? If so, how did you prepare? What are your day-to-day duties? Who do you report to? How are you evaluated? What are the conditions like where you work (up to date equipment, etc.)? Have you completed internships at other locations? If so, where? How does your current work compare?

### 2. Letter of Agreement (see pages 7 - 9 below for guidelines):

Students are expected to draw up a 1-2 page letter of agreement with their internship “organization” within the first week of the quarter. This should be done after consultation with the person in the “organization” who will be their direct supervisor. This letter of agreement should discuss the educational objectives of the student and the major activities he/she will be expected to perform. Under the educational objectives the student should describe **how the internship relates to his/her career goals and how it will enhance their understanding of the behavior of this type of organization** (agency, candidate, interest group, etc.). The major activities will describe the type of work, number of hours per week, and the duties agreed to by the intern and his/her field supervisor and, if appropriate, the times and days that the intern will be in the office. See below for information on the letter of agreement.

This letter of agreement should be typed and signed by both the intern and field supervisor. You will give one copy to your 589 instructor and one copy to your field supervisor by **Friday, January 6, 2006**. Along with the letter of agreement, the intern must provide the instructor a complete mailing address for the field supervisor including the supervisor’s name, title, company name, street, city, state, and zip code (plus building and room if necessary), telephone, and e-mail address. Please turn in both the letter of agreement and supervisor’s address promptly or, if a delay is necessary, inform your instructor of when they will be ready. **Failure to complete this assignment on time is a serious matter. No written assignments will be accepted until the letter of agreement is completed**

### 3. Seminar Meeting:

Every student in a Columbus-area internship must meet ten times throughout the quarter in an informal seminar with other internship students and the 589 instructor. Students unable to make a meeting are required to notify the instructor before the meeting. The purpose of these meetings is to report progress on your internship, share as a group your work and educational experiences—the positive as well as the negative aspects, and discuss general readings relevant to internships.

#### Class Attendance

- Class begins AT 5:30. Students should make every effort to be prompt.
- Class attendance is mandatory as part of the criteria for evaluation in this course. If you must miss a class, leave a voice message on my machine at 292-1484. Only absences *documented to my satisfaction* will be accepted. **Students that miss 3 or more class meetings will fail the course automatically.**

#### Presentation of Assigned Readings

During most of the weeks of the quarter we will spend time in class discussing a journal article or book chapter that illuminates some aspect of internships that should be of interest to all student interns. Students will be asked to volunteer to lead discussion on one of these readings. The discussant will introduce the topic, provide an overview of the author's main point(s), and suggest interesting and/or provocative interpretations, ramifications, applications, and so forth. One half of the credit for this evaluation will be based on a useful exposition of the reading and the discussant's insights and demonstrated ability to provoke discussion and create relevance. [Note: Assume that we have all read the article prior to discussion; therefore, do not read the article back to us.]

For the remaining five points, the discussant will submit a one-page write up of the discussion that will include an outline highlighting the key points of his or her discussion of the article plus a brief list of ramifications/applications (these can be done in bullet points).

#### Reaction to an Assigned Reading

You must select **two** of the assigned readings and submit a one-page write up of your reaction to the reading. This should include your interpretation of the author's main point(s) and whether you feel the reading is particularly relevant to you or your internship. Be prepared to discuss your reaction in class when the reading is presented. NOTE: Article reactions papers are due the day we discuss the article in class. Post hoc reactions will not be accepted.

[Note: Except for the Journal, all assignments submitted for credit MUST be typed. Assignments are due *in class*; no late assignments will be accepted. Individual exceptions are granted ONLY in cases of medical or family emergency *documented to my satisfaction*. Unexcused late assignments or papers will result in a score of zero.]

**4. Career Development (see pages 10 & 11 below for guidelines):**

All students will be expected to complete a career development requirement assigned by your instructor. This assignment is designed to assist you in using your internship to further your career goals. **Due in class on Tuesday, February 21, 2006.**

**5. Journal and Project Folder (see pages 12 & 13 below for guidelines):**

Students taking an internship will be required to keep a journal of their internship activities. The journal should be a record of the student's experiences, perspectives on those experiences, and new information gained during the internship. This is not a log of what you have done but a commentary on your thoughts and impressions during the internship. A well-kept journal has proven to be a major asset in writing the final paper. You will be required to interview three leaders.

Students are also required to submit a project folder of work material they have prepared as a part of their internship. These should be copies of forms used, information prepared for your supervisor, and anything else that reflects the activities of your internship. The journal and project folder are due with the final paper on **Tuesday, March 7, 2006.** **The journal CAN be hand written.**

**6. Final Report (see pages 14 – 17 below for instructions):**

All students are required to write a final report dealing with their work. This report should be approximately five (5) pages in length (typed, double spaced). It must be primarily analytical, rather than descriptive. It should emphasize what the student has learned from this experience, how well his/her time was used in performing the tasks which were assigned, suggestions for improving work performance, etc. Descriptions of experiences should be geared to providing examples of how the internship has been an educational experience.

These papers are due IN CLASS on **Tuesday, March 7, 2006.** *Late papers will NOT be accepted. Papers submitted electronically or on a computer disk will NOT be accepted.* As many as 5 points will be deducted from papers that significantly deviate from length specifications. **Papers must be typed and double-spaced, with one-inch top, bottom, and side margins, have numbered pages, and display a reasonable font size.** A cover sheet with the paper's title, the student's name, and the date is required. Papers should be stapled—NO binders. Excessive grammatical and/or spelling errors will affect the student's grade.

**7. Evaluation of Your Internship.**

Each student is required to complete a formal evaluation of his/her internship by the end of the quarter in addition to the final paper.

**8. Evaluation of Your Internship Performance by your Internship Supervisor.**

Each student is required to secure a formal evaluation from his/her internship supervisor by the end of the quarter.

### Method of Course Evaluation

➤ Presentation of Internship	5 points
➤ Presentation of assigned readings	10 points (5 pts for talk; 5 pts for write-up)
➤ Reactions to assigned readings	10 points (2 @ 5 pts. each)
➤ Career Development Plan	20 points
➤ Journal and Project Folder	20 points (10 pts each)
➤ Final Report	40 points
➤ Supervisor's Evaluation	35 points
➤ Attendance	10 points (zero absences; 5 points 1 absence; 0 points 2 absences)

150 points

### Grading Scale

A 141 and above	B- 120 - 125	D+ 97 - 104
A- 135 - 140	C+ 115 - 119	D 90 - 96
B+ 131 - 134	C 111 - 114	E 89 and below
B 126 - 130	C- 105 - 110	

### Additional Items Required by the University:

#### Academic Integrity

All of the work you do in this course is expected to be your own. *Cheating or plagiarism will not be tolerated.* Cases of academic misconduct will be reported to the university committee on academic misconduct (COAM) and handled according to university policy. Penalties can include failing this class and/or expulsion from the university. For further information, please visit <http://www.osu.edu/offices/oaa/procedures/1.0.html>

- For additional information regarding plagiarism, please visit <http://oaa.osu.edu/coam/prevention.html>
- For tips on avoiding plagiarism in academic writing, visit <http://www.utoronto.ca/writing/plagsep.html>

#### Students with Disabilities

If you have any condition, such as a physical, psychiatric/emotional, medical or learning disability, that will make it difficult for you to carry out the work as outlined in this syllabus, please notify the instructor as soon as possible so that appropriate arrangements can be made. **You must also contact the university's Office of Disability Services (292-3307) to receive appropriate documentation. All information and documentation of disability are confidential.** For further information, consult the ODS website at <http://www.ods.ohio-state.edu/ods/students/handbook/>

## Course Schedule

Established due dates are changeable only by the instructor.

- Jan. 3 – **Letter of Agreement due Jan. 6**
- Jan. 10 –
- Jan. 17 –
- Jan. 24 –
- Jan. 31 –
- Feb. 7 – Dr. Stephanie Ford, ASC Career Services –BRING A RESUME!!!
- Feb. 14 –
- Feb. 21 – **Career Development Assignment Due**
- Feb. 28 –
- Mar. 7 – **Journal and Final Paper Due**

## Course Readings

Readings for classroom discussion will be drawn from the following sources, among others, and will be distributed weekly in class.

- J.L. Badaracco, Jr. *Defining Moments: When Managers Must Choose Between Right and Right*. Boston: Harvard Business School Press, 1997.
- F.G. Bailey. *Treasons, Strategems, and Spoils: How Leaders Make Practical Use of Values and Beliefs*. Boulder, CO: Westview Press, 2001.
- J. Best. *Damned Lies and Statistics*. Berkeley: University of California Press, 2001.
- J.M. Bryson and B.C. Crosby. *Leadership for the Common Good: Tackling Public Problems in a Shared-Power World*. San Francisco: Jossey-Bass, 1992.
- J.B. Ciulla (ed.). *Ethics, The Heart of Leadership*. Westport, CT: Quorum Books.
- L. Edwards. *Mediapolitik*. Washington, D.C.: The Catholic University of American Press, 2001.
- H. Elcock. *Political Leadership*. Northampton, MA: Edward Elgar, 2001.
- J.R. Fisher, Jr. *Six Silent Killers: Management's Greatest Challenge*. Boca Raton, FL: St. Lucie Press, 1998.
- S.B. Griffith, trans. *Sun Tzu: The Art of War*. London: Oxford University Press, 1971.
- R.A. Lovrod. *Leadership for the Public Service: Power and Policy in Action*. Upper Saddle River, NJ: Prentice hall, 1997.
- N. Machiavelli. *The Prince*, chapters 15 – 23. First printed in 1532. Downloadable from the Internet at <http://www.constitution.org/mac/prince00.htm>.
- J. Madison. *Federalist #10*. Originally published November 22, 1787. Downloadable from the Internet at <http://www.constitution.org/fed/federa00.htm>.
- P.S. Myers (ed.). *Knowledge Management and Organizational Design*. Boston: Butterworth-Heinemann, 1996.
- B. Nooteboom. *Learning and Innovation in Organizations and Economies*. New York: Oxford University Press, 2000.
- T. O'Neill. *All Politics is Local*. Holbrook, MA: Bob Adams, Inc. 1994.
- A. R. Pell. *The Complete Idiot's Guide to Managing People*, 3<sup>rd</sup> ed. New York: Alpha Books, 2003.
- G. Reeher and M. Mariani. *The Insider's Guide to Political Internships*. Boulder, CO: Westview Press, 2002.
- W. Roberts. *Leadership Secrets of Attila the Hun*. New York: Warner Books, 1987.
- J. Sparrow. *Knowledge in Organizations: Access to Thinking at Work*. London: SAGE Publications, 1998.

Please note that I have not indicated which particular articles will be taken up during our class sessions. I have purposefully omitted this information for two reasons: 1) it allows flexibility as to what topics we take up and in what order; and 2) I am lazy.

## **PREPARING THE LETTER OF AGREEMENT**

### **TYPES OF PERSONAL AND EDUCATIONAL GOALS**

#### **Examples of Educational Goals:**

To gain an insight into . . . *office functions, power relationships, representative government, party organizations, lobbying, interest group coalitions, and political campaigns*

To gain an understanding of . . . *processes, policy areas, policymaking process, issue development, administrative decision-making, etc.*

To define the importance and influence of . . . *{agency or political organization}*

To understand the relationship of interest groups with party organizations . . . *{be sure to specify what relationship you are testing}*

Examples: *two competing theories—sub government vs. issue networks*

To compare policy making in practice with policy making in theory . . . *{be specific which theory you are testing}*

Examples: *competing models—incrementalism, good government, constituent, etc.*

To compare modern party or campaign organizations with political science theory . . . *{be specific which theory you are testing}*

Examples: *candidate oriented politics vs. stronger party organizations*  
*party as PAC model*  
*FECA and campaign finance regulations weaken parties*  
*technological innovations in modern campaigns*  
*media campaigning—broadcasting vs. narrow casting*

To understand the contemporary role of local party organizations in the new nationalized party system . . . *{be sure to refer to old system}*

Examples: *stratified vs. hierarchical party organization*  
*Circulation of elites in the new party system*

To gain an understanding of the relationship between the executive and legislative branches and the respective powers of each

To understand bureaucracy and its problems, limitations, and learn how to work within bureaucracies and between different agencies

#### **Examples of Long-term Career Goals and Personal Development:**

To explore my interests in . . .

*Running for office, a political career, how government works, etc.*

To explore the career options available in . . .

*My agency, campaigns, parties, interest groups, etc.*

To become an articulate spokesperson for my agency/political organization through my knowledge of . . .

*Its programs, policies, party philosophy, traditions, etc.*

To learn the dynamics of working in an office . . .

*Office procedure, telephone etiquette, taking messages, when to ask for help and when to make a decision*

**Examples of Skill Acquisition and Competencies:**

To improve my research skills . . .

*To write position papers, how to research bills in committee in Congress or the Ohio state legislature, to locate historical information or facts, to use Census information*

To improve my campaign management skills . . .

*To target in campaigns, to do opposition research, to calculate persuadable voters, to organize volunteers, to manage a GOTV drive, to set up a press conference or write a press release, etc.*

To learn new computer programs . . .

*To access bills in Congress, word processing systems (WordPerfect), or database management (D-Base), etc.*

## GENERAL FORMAT FOR THE LETTER OF AGREEMENT

**DATE: Fill in Current Date**  
**TO: Internship Coordinator**  
**FROM: Your Name**  
**RE: Letter of Agreement Regarding Internship Duties**

*NOTE: The letter of agreement is designed to be both a learning contract and a basis for evaluation of the attainment of the stated goals, as well as an agreement with the supervisor of the sponsoring organization about the work to be performed in exchange for the learning experience.*

### **I. Educational and Personal Objectives of Internship**

- A. Briefly describe your educational objectives for the internship.
- B. Briefly discuss how you hope to relate classroom theory with actual practice.
- C. Briefly describe your long-term career goals and how the internship relates to them.
- D. Identify at least one new skill or competency that you hope to acquire.
- E. Discuss the professional nature of your internship and any time points by which you expect to obtain specific educational and personal goals.

### **II. Description of Major Activities / Duties**

- A. Describe the major scope and focus of your internship [e.g., the department you work in; your position title; any travel required].
- B. Describe the activities and duties you will be expected to perform, and any product you are expected to produce.
- C. Describe your responsibilities in terms of confidentiality to your organization.
- D. Describe the hours of work and, if applicable, deadlines.
- E. Briefly discuss the assistance or supervision expected from your sponsoring agency or organization.

**NOTE:** In addition to the required signature by both yourself and your supervisor, you must also provide your local address and telephone numbers as well as the complete mailing address and telephone number of your supervisor.

---

Your Signature

Your Name  
Your Address  
Your telephone number

---

Supervisor's Signature

Your Supervisor's Name  
Your Supervisor's Address  
Your Supervisor's telephone number

## Career Development Assignment

The purpose of this assignment is to help you formulate and achieve your career goals. We have talked about being conscious of what you hope to attain from your internship experience and formulating your hopes into an action plan via the Letter of Agreement, your journal, and your final report.

In this assignment I would like you to develop an outline of a plan of attack for choosing and securing a professional position either upon graduation or at some point in your future. The outline should read as follows:

### Section I – Where am I going?

In this section, identify a career position in which you are interested. Not necessarily the specific position but more so the kinds of tasks you would like to perform, the environment in which you would like to work, responsibility level, your lifestyle, etc.

This is the time to share what you have been learning about yourself in relation to these questions during your internship.

### Section II – Skills

As you observe the people around you in your internship, what are the necessary and valuable skills that help ensure success? Skills can be as specific as computer word-processing or as general as being able to work as part of a team. This section has two parts: skills you need to possess and skills you need to develop. As you think about this section, if you are not sure, you may want to pursue information interviews with people currently holding positions in the field in which you are interested (see your academic advisor about this).

- A. Identify skills you possess (or are discovering that you possess) which will help you market yourself in the field of your choice in the future. What activities have you been involved with either in your internship or elsewhere that demonstrate these skills?
- B. Identify skill areas in which you are weak and in which you need to develop or grow.

### Section III – Contacts

In this section, identify contacts you have made in your current internship which you can utilize in helping you achieve your career goal. Be specific on how you intend to cultivate these people to assist you in pursuing your career goals.

Are there contacts you **need** to make with people in certain types of positions who could help you in achieving your career goal? Identify these people or positions.

#### **Section IV – Plan of Action**

In this final section, create a plan of action and timetable, diagramming your efforts toward pursuing your professional goals. The easiest way to accomplish this is to take your ideas and suggestions from the above sections, develop a sequence for accomplishing them, and place them into a timetable.

This assignment is not intended to be a 10-page paper. You could accomplish all that is required in two to three pages. However, you do need to be thoughtful in exploring each section. Feel free to be creative in brainstorming possible ways to achieve your goals. It is not acceptable to say that you do not have any ideas related to the sections because your internship experiences have been limited. Remember you get out of your internship what you put into it – you may have to be more proactive in ensuring you get out of your internship what you need to help ensure your professional success.

## **Journal Guidelines**

The academic journal provides a method of evaluation that is very appropriate for a fieldwork setting, since it allows for data collection and recording, as well as testing and developing generalizations about behavior.

### **Rationale for the Journal**

1. It provides a method for monitoring changes in skill development and learning.
2. It provides an opportunity for broadening the learning experience by requiring closer attention to one's environment and experiences within it.
3. It provides a rationale for "assertive information pursuit" – an excuse to probe and question, to collect information, to interview decision makers, and to set action goals.
4. It provides a mechanism for student documentation and faculty monitoring of potential fieldwork problems. When evaluated in a timely manner, journals can serve to provide an outlet for frustrations and a record of problems from a student's perspective.
5. Above all, a journal provides written documentation of experiential learning. By demonstrating the efficient use of discretionary time through recording and analyzing observations, the instructor assigning the grade can receive a better picture of how a student has progressed and tried to make the most of the experience.

### **The Critical Incident Journal**

Some of you may be keeping personal journals or diaries already. If so, you are probably recording notes on the people and activities around you, the general atmosphere surrounding your work, and your very personal feelings and reactions to it all. Your journal most probably (consciously or unconsciously) reflects your own values, interests, and perceptual sets.

You are asked to write an entirely different kind of journal for the purpose of the internship: **a critical incident journal**.

The critical incident journal differs from more informal diaries in several important ways:

1. The author uses pre-set learning objectives and academic theories as the criteria for determining what incidents from his/her field experience to select for recording and analysis.
2. The author chooses incidents from his/her field experience according to the change they produce in him or her.
3. The critical incident journal contains reflections on incidents that are not necessarily treated in normal time sequence.

4. The author uses the recording and analysis of selected incidents to measure his/her individual progress toward reaching his/her identified learning objectives and progress as a student.

### **The Assignment:**

Entries in the journal should be made at least once a week. The entries need not be long or arduous. The importance of this exercise is to learn to sift through your own experiences for what is important in terms of specific objectives you have set for yourself, and to be able to evaluate your progress in meeting these objectives. Grading will not be determined by whether you choose a successful, controversial, or problem-ridden incident. Rather, I will be interested in seeing what you have learned from these experiences. In order to write your journal, try following these steps:

- **Identify** the critical incident – the event, problem to be solved, issues involved – with as much specificity as possible. This may include a mention of new language or terms, a quote of the day, generalizations of political behavior, a personal interview, or some event.
- **Interview:** I will expect you to interview at least three leaders in your internship field and discuss these interviews in your journal.
- **Categorize** your own role in the situation. If applicable – what you did and how you acted. Were you a by-stander, or were you involved? Remember, you need to be sensitive to the social setting in which you are participating. What are the rules and standards that govern acceptable behavior?
- **Analyze** the incident. What theoretical concepts discussed in class or in course readings can be related to your understanding of the incident?
- **Reflect** on your own self-identified goals. How does this incident relate to your own learning objectives? Has it stimulated you to change your objectives or to identify new ones? What have you learned from the experience in both theoretical and specific terms? How has your perspective on yourself been changed and/or reinforced? Where do you go from here?

## Final Report Guidelines

The final paper assignment for the internship program is an analysis of the internship experience and how that experience affected you and your career goals. You need to think seriously about the internship experience and analyze it in terms of how the experience changed your perceptions, beliefs, or goals. It is a thought paper—not a research paper. While that means that you do not need to consult any texts, if you do, proper source citations are required.

The paper is an analysis of what you learned, how you learned it, and is not a report on “what I did this summer” or the organization of the agency. Below are some questions that you might want to address in the final internship paper. These questions are provided to guide you as to how to write this paper and what type of things should be in it. Obviously, you need not answer each question literally, and you may need to tailor the questions to suit your individual internship experience. There are many different issues not brought up here that you may want to discuss in your final paper. These questions are merely to serve as a guideline to help you understand the assignment.

In writing the paper, please remember that you may have worked in an agency that is concerned about the confidentiality of their clients. If you are uncomfortable writing about specific people or using names, you can use initials, create names, or write the paper in such a way as to avoid using any names. Remember that no one will see these papers other than your instructor.<sup>1</sup> They will not be given to your internship supervisor. However, you need to write the paper in such a way that protects you from issues surrounding confidentiality concerns.

### **Questions to think about:**

1. How did this internship affect your career goals? Have your career goals changed as a result of this experience? [Example: Many students have the goal of attending law school, but once they spend time in a law firm they realize that the job is not as glamorous as they thought. They sometimes decide that they no longer want to attend law school, but may now consider another job option.]
2. Provide a personal evaluation in light of the internship. What did this experience teach you about your work habits? Are you a procrastinator? Do you need to be more assertive? Outgoing? Quite?
3. Is the system what you thought it would be? Is it what you learned in your classes? How did the experience affect your perception of the system? [Example: Everyone has perceptions of the electoral/criminal justice system that are a result of classes you took, or things you say in movies or on television. Were those expectations fulfilled? Or did you find something else is going on rather than what you thought?]
4. Did the classes you took at Oho State prepare you for the job? What classes might have helped you? What classes do you wish you would have taken to better prepare you for this job?

---

<sup>1</sup> Unless the instructor suspects that a violation of the Code of Student Conduct has been committed.

5. Were there any politics within the agency? If you could change one thing about this agency to help it perform better, what would that be, and why? How could the agency be run better?
6. What was the role of minorities in the agency? Did you notice that racial/ethnic/gender/age minorities were treated differently? Were minority clients treated differently? Did you notice any racism/sexism/ageism in the agency?
7. What was the relationship between your agency and others that you worked with? Did the different agencies cooperate, or did they not? Did this lead to frustration? Was there a relationship between state and/or federal agencies? How did your agency fit into the “big picture”?
8. Did you learn any new skills as a result of this internship? Could these new skills help you find a job? Did you join any professional organizations?
9. What were the differences between class work and the work that you performed in the “real world”?
10. How will this experience help you get a job?
11. Was the internship what you expected?
12. Were there any strange experiences you had as part of the internship?
13. What could the internship supervisors, both in the workplace or in the academic setting, have done to improve your experience? Do you have any suggestions for the supervisors? Do you have any suggestions for future interns? Would you suggest that we place interns in your agency in the future?

## Policy on Plagiarism

Much of your college education will involve learning what others have written and then integrating those ideas into your own thinking. However, in academic writing any ideas or words not credited to another are assumed to be those of the author. The problem of plagiarism comes in when you fail to give credit for those ideas that are not original to you. The word *plagiarism* (from the Latin for “kidnapping”) refers to the unacknowledged use of another’s words, ideas, or information. Your instructor will introduce you to strategies to avoid plagiarism, the conventions for using and acknowledging sources, and good procedures. Your instructor will also help you to gain confidence in your own writing so that you do not feel a need to borrow the ideas and/or words of others without acknowledging that “borrowing.”

The following is a guide to help you avoid plagiarism.

### **What need *not* be acknowledged?**

- Common knowledge. If most readers would likely know something, you need not cite it.
- Facts available from a wide variety of sources. If a number of textbooks, encyclopedias, or Almanacs include the information, you need not cite it.
- Your own ideas and discoveries.

### **What *must* be acknowledged?**

- Any direct quotation. The **exact** words quoted must be placed in quotation marks.
- Paraphrases and summaries of others’ ideas and/or words that provide background information, Present facts not commonly known, and explain various positions on your topic.
- Arguable assertions. If an author presents an assertion that may or may not be true, cite the source.
- Statistics, charts, tables, and graphs from **any** source. Credit all graphic material even if you Create the graph.

The Ohio State University considers the purchase of research papers or the employment of a person or agency to prepare such papers to be academic misconduct. In addition, though you may get help in writing your paper, there are limits to the amount of help you can honestly receive. For instance, others may read over your paper and point out weaknesses, but they must not rewrite the paper for you.

A problem can also occur if you want to submit a paper for one class that you have already submitted to another instructor for another class. To avoid this problem, discuss the paper with your current instructor before handing it in.

The penalties for plagiarism range from a reduced grade for the assignment to failure in the course to suspension from the university. Please consult the Office of Academic Affairs, Committee on Academic Misconduct online at <http://oaa.osu.edu/coam/prevention.html> for further information.

Here are some of MY tips on writing a good paper:

1. Do not split infinitives: **Correct:** To go happily. **Incorrect:** To happily go.
2. Capitalize political party names, Congress, Senate, and House.
3. Avoid ending verbs with “ing.” Avoid the verb “to be.” Never use “being.”
4. Do not use “a lot.” Use “much” or “many.”
5. Avoid run on sentences.
6. Avoid one-sentence paragraphs.
7. Do not use the phrase “kind of.”
8. Do not use the word “basically.”
9. Learn how to use the apostrophe to indicate possession, especially in regard to plural possessive (put apostrophe *after* the “s”).
10. “It’s” is a contraction for “it is” or “it has”; “its” is possessive.
11. Do not end sentences with prepositions.
12. Never use contractions in formal writing.
13. Avoid redundancy. Examples: “baby kittens,” “incumbent running for re-election.”
14. Do not use the word “feel” when you mean “think” or “believe.”
15. Do not write “people that.” It is “people who.”
16. For the numbers zero to nine, write out their name. For 10 or more, write the number.
17. Never begin a sentence with a number. Always write out the name.
18. Italicize the names of publications, television programs, movies and CDs.
19. Learn to differentiate among: there, their, and they’re; then and than; further and farther; principle and principal; capital and capitol; who and whom.
20. Avoid using et cetera (“etc.”). If you run out of things to list, then STOP!
21. Please put page numbers on all pages *except* the first one.
22. The paper should have one-inch margins on the top, bottom and sides and appear in 12-point size font.
23. Cite sources by putting the last name of the author of the work and the year it was published in parentheses in the actual text of the paper [add page number(s) if using a direct quote], then put a list of the sources alphabetically (by last name of the author) at the end of your paper.  
Examples: (Jackson 2002)  
(Jackson 2002, 23) [for a direct quote taken from page 23 of the original]

**Except for the Journal, all assignments submitted for credit MUST be typed. Handwritten work WILL ONLY be accepted for the Journal assignment.**