

SYLLABUS
PAD 3941/5946: PUBLIC SERVICE INTERNSHIP

Florida State University
Askew School of Public Administration and Policy
Spring Semester, 2016
Fridays, 5:30-8:15pm
BEL 003

CONTACT INFORMATION:

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COURSE PREREQUISITE:

PAD 3003 or equivalent

COURSE DESCRIPTION:

This course is based on participant observation of the administration of public policy in governmental and public organizations. As such, faculty supervision, on-campus seminars, and discussion papers are part and parcel of this undertaking.

COURSE OBJECTIVES:

- Develop administrative diagnostic skills, assuring that students are able to effect organizational analysis and present a planned strategy for improvement.
- Foster leadership skills through systematic observations of persons in leadership positions within the organization, and learn which behaviors to emulate and avoid in order to tap into the full collective resources of an organization.
- Sharpen diagnostic, writing, and oral presentation skills through the development and presentation of a report that comprehensively analyzes the intern's organization and presents a plan for its improvement.
- Comply with the "Statement of Objectives" contract.
- Learn ways to more effectively cope with the stresses of administrative life.
- Develop job search skills for subsequent professional employment and a strategy for life long professional development.
- Begin a strategy to professionally network and establish a professional identity.

"STATEMENT OF OBJECTIVES" CONTRACT:

Each student is to work collaboratively with his or her supervisor, as well as with the instructor, to develop an acceptable set of learning and performance objectives using the prescribed form for this purpose. This form, when signed by the intern and supervisor, is similar to a contract identifying what the intern is to accomplish and what the supervisor promises to assist the intern in accomplishing. **The internship is not fully approved by the Askew School until the**

instructor has received and approved the Statement of Objectives form. Therefore, it is essential that the “Statement of Objectives” contract be submitted to the instructor as soon as possible and no later than the second week of classes.

COURSE EVALUATION:

The internship is graded on an **Satisfactory/Unsatisfactory (S/U) basis**. The instructor alone is responsible for determining whether the intern has successfully completed an internship. The instructor's determination will be based upon satisfactory completion and/or submission of the following:

- **Statement of Objectives**. (Please refer to description beginning on previous page.)
- **The supervisor's evaluation (aka Intern Evaluation Form)**. At the end of the internship, the intern's work supervisor is to complete a written evaluation form, provided by the Askew School. In this form, the supervisor will evaluate how well the intern has accomplished the learning and performance objectives that have been identified in the “Statement of Objectives” form submitted at the beginning of the course.
- **Attendance and participation** in class is mandatory. If the intern is unable to attend the class sessions s/he is to submit appropriate additional written work as directed by the instructor and/or provide a written notice or documentation, such as from a physician or your internship supervisor/employer.
- **Weekly report** should be submitted every week (unless otherwise indicated) by the deadline noted (in the class schedule at the end of this syllabus) and should be based on key concepts in the field of public administration, which is outlined in this syllabus.
- **Resumé**. A copy of your resumé needs to be submitted at the beginning of the semester and at the end of the semester.
- **Representative samples of written products** produced by the student during the internship should be submitted before completion of the semester, if available.
- **An Oral Presentation** of the student's internship experience based on major concepts and themes outlined in this syllabus. Attendance to the oral presentation sessions scheduled towards the end of the semester are mandatory.
- **A Diagnostics Paper** of the student's internship experience based on major concepts and themes outlined in this syllabus.
- **Contact hours**. Students registered for the undergraduate level course (PAD3941) are required to complete 200+ contact hours at their internship. Students registered for the course at the graduate level (PAD5946) are required to complete approximately 400+ contact hours at their internship. *Please speak with the instructor should you have questions about this requirement.*

WRITTEN PRODUCTS TO BE SUBMITTED INCLUDE:

1. Statement of Objectives (available on BB; original hard copy submitted to instructor);
2. Weekly Reports (submitted online via BlackBoard's Turnitin.com link);
3. A copy of your resumé (hard copy submitted to instructor) at the beginning and end of the semester;
4. Copies of representative samples of written products produced by the intern for his or her organization, if available (hard copy submitted to instructor);
5. Diagnostics paper (hard copy submitted to instructor and electronic copy uploaded to Turnitin.com link on BB);
6. Copy of oral presentation (hard copy submitted to instructor); and
7. Intern evaluation form (available on BB; original hard copy submitted to instructor). A brief evaluation of the quality of the experience provided by the organization to the intern; this is to help us to evaluate the quality of the experiences provided to interns and to improve future intern placements.

*****Note (for International Students): Curricular Practical Training (CPT) Application Form should have already been submitted to the Center for Global Engagement.*****

WEEKLY REPORTS

Each week, you are required to submit a weekly report that does more than just detail or list what tasks you have accomplished for the week; your weekly report should be one that discusses your observations about the workplace environment and it should be reflective of some of the major themes, concepts, and theories that you have studied in the field of public administration, such as observations as to whether the organization or agency is carrying out its Mission and serves its Key Stakeholders; Environment and Emergent Threats and Opportunities; Leadership Style and Operant Theories of Organization and Motivation; Workforce Talents, Skills, Interpersonal Communications, and Motivation; and the organization's or agency's Overall Strategic Strengths and Weaknesses. ***These themes are discussed in more detail on p. 4 of this syllabus.*** *****The key characteristic of the weekly report is that it is the basis of your Diagnostics paper and Oral presentation which are due at the end of the semester.*****

To help guide you in your weekly reports, **guidance questions** on major themes in public administration will be posted each week via BlackBoard. I may also include video clips from YouTube or any other material that can be found online in order to help you think more deeply about your internship experiences. Also, I encourage you to be creative and innovative when you think about your internship experience. For instance, you can discuss something that you've read in the newspaper, watched on the local news, or seen in a recent TED Talks that relates to the main idea in your weekly report.

There may be some instances where you may find your work week to have been uneventful or not very exciting. Regardless, you are still required to submit a weekly report. **Not submitting a weekly report will result in a grade of F for the week that it is due!** *In the past, students have failed this course simply because they do not submit their weekly report.*

You will receive a letter grade for each weekly report that you submit so that you can monitor your progress. **Make sure to include your name and date on each weekly report.** Grades will be based on the criteria listed in the grading rubric at the end of this syllabus.

Submitting your weekly report...

Your weekly reports will be due every Monday at 10:00 am during the semester. The grade of your weekly report will drop by one letter grade for each day that it is late. Weekly reports should be uploaded via the Turnitin.com link posted in BlackBoard. Make sure that your weekly report correctly corresponds to the date noted on the link. Weekly reports should be maximum 1 page, single-spaced, 12 point Times New Roman font.

Remember that the weekly report is a necessary part of your grade. There have been students who have failed this course because they did not submit the weekly report.

THE ADMINISTRATIVE DIAGNOSTICS PAPER

- The primary purpose of the seminar sessions and paper is to enhance your ability to apply theory in practice through the development of the intern's diagnostic skills.
 1. A public administration intern should become adept at applying knowledge gained in the classroom to diagnose the conditions, purpose, and functioning of public organizations.
 2. The central focus of the Askew School internship is to develop diagnostic skills in an actual work setting.
 3. Administrative diagnostic skills enable a professional administrator to analyze an organization, including the behavior of the people in it, to understand the organization better, its setting, and its needs.
 4. The administrative intern must develop the ability to make well-reasoned suggestions for improving an organization.
 5. During the internship course's seminar sessions we will discuss the observations you are making about various aspects of the organization and its setting and share ideas about improving the organization and the effectiveness of your learning situation in the organization.
- **Use the following outline to prepare The Administrative Diagnostics Paper:**
 1. Title Page
 2. Executive Summary
 - The Executive Summary provides a quick synopsis of the main document by reviewing the main points included in the report or document. Most often, the executive summary offers a recommendation based on the analysis. It also acts as "stand alone" document that can be read independently of the reports they summarize. (Additional information can be found in the Course Library folder on BlackBoard.)
 3. Analysis of Organization's:
 - Mission and Key Stakeholders
 - Environment and Emergent Threats and Opportunities
 - Leadership Style and Operant Theories of Organization and Motivation
 - Workforce Talents, Skills, Interpersonal Communications, and Motivation
 - Use of Technology
 - Overall Strategic Strengths and Weaknesses

4. Recommendations to Improve the Organization
 - Change in enabling legislation, mission clarification
 - Adaptation to a changing environment
 - Interventions/training to improve skills and communication/coordination
 - Changes to make better use of technology
 - Other topics as appropriate

Your Diagnostics Paper should be a minimum of five pages, double-spaced, and 1" inch margins. Your paper should also be in APA style.

The following are some questions to guide your diagnostic assessment of the organization's...

Mission and Key Stakeholders:

Every public organization has a purpose, a reason for being. Unfortunately, it is often taken for granted and it fails to be a source of motivation. When the members of the organization have a shared sense of mission and purpose, they are likely to be better able to coordinate their actions, thereby making a fuller contribution to the effectiveness of the organization. Unlike private businesses that can define their own missions, public organizations cannot define their own missions. They cannot undertake actions that are not legally authorized. When public administrators want to change their organization's missions and direction, they must often seek changes in the underlying framework of the laws that establish the public organization's mission and scope of authority.

- What is the mission, the central purposes, of the organization?
- Does the authorizing legislation that governs the organization provide a clear sense of direction and purpose for the organization and its employees?
- Are there problems, which suggest that the authorizing legislation need to change?
- Who are the key stakeholders of the organization and does agreement exist among them regarding the agency and its policies, or do stakeholders differ in their opinions regarding the agency and its operations?
- Do members of the organization have a clear understanding of the organization's mission and does accomplishing that mission give them a sense of meaning and accomplishment in their own lives?

Environment and Emergent Threats and Opportunities:

An organization's environment encompasses everything from global technological change to local demographic and political change. This is especially true where population growth is substantial and electronic technologies are opening new ways to accomplish tasks. Failure to recognize these changes may cause an organization to fail to serve the public well; its public support might wane and resistance to it might increase. Failure to see changes in the environment, including the potential of new technologies, might cause an organization to miss opportunities.

- What are the most important changes, global to local, in the environment of the organization?

- Do these changes constitute threats, opportunities, or combinations thereof?
- Does the organization have ways to effectively learn about changes in its present and future environment?
- Does the organization link its learning about changes in its environment to the development of effective strategies for action? If not, what might be the consequences of this shortcoming?

Leadership Style and Operant Theories of Organization and Motivation:

Every organization exhibits theories of leadership and motivation in action. The adept administrative diagnostician looks for indicators about what these theories are. Formal policies may suggest one thing, but daily behaviors may reveal something else entirely. It is, therefore, necessary to look closely at the daily interactions between supervisors and their subordinates. The interactions between a manager and a secretary, for example, can be very revealing about how that manager views his or her own role as a leader. The classic 'Theory X' manager, identified by Douglas McGregor, might assume that the secretary is lazy and irresponsible and that the role of the leader, therefore, is one of command and control. Conversely, the manager might view the secretary as a valued member of the team, as someone who is a mature and responsible adult, and as someone who possesses important knowledge and talents that need to be tapped for the organization to succeed well. Such a manager would likely believe that the role of the leader is to be a facilitator of teamwork, of problem solving, and of employee development.

- From your observations of the behaviors of persons in authority at different levels of the organization, ranging from top executives to first line supervisors, what are the dominant underlying theories of leadership that guide their daily actions?
- From your observations of interactions between superiors and subordinates, what theories of human motivation guide the managers of the organization in their daily actions?
- Are these operant theories of leadership and motivation conducive to achieving the potential of the organization or are the operant theories of leadership impediments to achieving that potential?
- Are the members of the organization highly motivated to accomplish the organization's missions of service to the public?

Workforce Talents, Skills, and Interpersonal Communication:

It is axiomatic, but true, that an organization is only as good as its members. Every organization must be able to recruit persons with requisite talents and skills and develop these more fully on the job. The members of the organization must also communicate well with one another. Shortcomings in interpersonal communications among the members of an organization are often a cause of poor performance. The importance of organizational communications was tragically illustrated in the Challenger disaster when concerns about a contractor's engineers were not communicated to the officials who decided to launch the shuttle. In an era of privatization through outsourcing and contracting, the Challenger disaster also demonstrates that contractors and others must be well integrated into organizational communications. On a more routine basis, failures to communicate well prevent members from identifying problems and working effectively to improve the performance of the organization.

- Is sufficient attention given to training and developing the potential of the organization's members?
- Do members of the organization communicate well with one another to identify and solve problems?
- Where much reliance is placed on grants and contracts to accomplish the organization's mission, are members of the other staffs well integrated in communications to solve problems?
- What is the extent to which subordinates can openly communicate with their superiors, and influence the way things are done?
- Are superiors well aware of the problems faced by the people at the bottom of the hierarchy who actually deliver most of an organization's services?
- Do members of the organization feel they are members of a well functioning team?
- Do members of the organization at all levels strive and cooperate continuously to improve the work processes of the organization?

Utilization of Technology:

New electronic technology is likely to cause enormous changes in the workplace. With computing speed increasing rapidly, they will make tasks that once required much labor easier. Repetitive tasks, both physical and mental, are increasingly likely to be done using new technologies such as expert systems. This technology can greatly increase our productivity but it can also be destabilizing. Desktop computing, for example, has been common only since the mid-1980's yet, within a few years of its adoption, it has made downsizing of middle management possible. Organizations should study new technology to take advantages of the opportunities it presents, and to anticipate the problems it might cause.

- Does the organization learn effectively about new technology and implement it appropriately?
- Are there opportunities presented by new technology of which the organization is failing to take advantage?
- Is information captured electronically only once, or do members of the organization spend time preparing reports from information that should already be readily available?
- Do members throughout the organization have quick electronic access to the information they need to do their jobs better?

Overall Strategic Strengths and Weaknesses:

Organizations and their leaders act "strategically" when they habitually focus their attention upon those things that most need to be done in order for the organization to be effective now and in the future. The leaders of organizations that are managed strategically ensure that four overlapping circles of activities are done well and integrated well. These circles of activities include anticipation, direction, commitment, and control related activities.

Anticipation activities are those in which members of the organization seek information from and about their present environment in order to gain a better understanding of the future environment within which the organization might function. This step is vital to effective

adaptation to changing times and to taking advantage of emergent opportunities that, otherwise, might be lost.

Direction setting activities are those in which the leaders of the organization work with other members to assure that the organization has a strong sense of its underlying purpose and of the general direction in which it is seeking to move. A shared sense of meaning and purpose – one that provides guidance and a sense of direction for the members of an organization – is often called “vision”.

Commitment oriented activities are those things an organization does to encourage the active participation of all its members in working together to achieve a vision of continuous improvements in quality service to the public. Activities that are designed to enhance the talents of the workforce and to improve communications toward achieving better public service are essential commitment oriented activities.

Control oriented activities are those that are oriented toward obtaining effective feedback about the organizations activities and making appropriate changes in response to such feedback. Control oriented activities are numerous and include financial and other management information systems, personnel evaluations, measures of outputs and outcomes, and so on.

- What are the overall strategic strengths and weaknesses of the organization?
- What is needed to best integrate the four overlapping circles of activities?

ORAL PRESENTATION

At the end of the semester, you will give a presentation of no more than 10 minutes, which includes a PowerPoint presentation or a handout (outlining key points of your presentation), to your classmates about your internship and what you learned in your experience. The key components of your oral presentation should include the following:

1. Introduction
 - Introduce yourself and the agency/organization where you interned.
2. Provide an Analysis of Organization's...
 - Mission and Key Stakeholders
 - Environment and Emergent Threats and Opportunities
 - Leadership Style and Operant Theories of Organization and Motivation
 - Workforce Talents, Skills, Interpersonal Communications, and Motivation
 - Use of Technology
 - Overall Strategic Strengths and Weaknesses
3. Provide your Recommendations to Improve the Organization, such as...
 - Change in enabling legislation, mission clarification
 - Adaptation to a changing environment
 - Interventions/training to improve skills and communication/coordination
 - Changes to make better use of technology
 - Other topics as appropriate
4. Conclusion
 - Conclude your presentation by thanking your audience (for taking the time to listen) and to address any questions that the audience may have.

Your grade for the oral presentation will be based on:

1. The extent of your preparation;
2. The impact of your presentation aids (e.g. slides were effectively organized and/or handouts helped to provide an illustration);
3. Organization—your presentation had a clear introduction, content, and conclusion;
4. A brief discussion of the analysis of the organization;
5. A brief discussion on your recommendations to improve the organization;
6. Verbal articulation (proper grammar and language use);
7. Vibrancy/creativity in keeping your audience engaged; and
8. Time Management.

In addition, each student will provide his/her anonymous feedback and honest criticism for each presenter. Remember to provide words of encouragement and suggestions for improvement.

INTERN EVALUATION FORM

From now and throughout your career, you will go through some type of performance appraisal and evaluation. The performance appraisal and evaluation is a review and discussion of the employee's assigned duties and responsibilities and the extent and initiative to which the employee has carried out those duties and responsibilities. It is not based on your personality characteristics but on the results that you have obtained in your job. The main purpose of the performance appraisal and evaluation is to learn your strengths and weaknesses as an employee and to find ways to strengthen your weaknesses so that you can be a more valuable employee.

At the end of your internship and upon finishing this course, you will be required to submit the Intern Evaluation Form, which will be based on the Statement of Objectives that you will submit at the beginning of this course. Make sure that you keep a copy of your Statement of Objectives (the original will be submitted to the instructor) and periodically review the duties and responsibilities that you are to carry out during your internship. In addition, you should review the intern evaluation form so that you are aware of how your supervisor will evaluate your performance at the end of your internship.

NOTE: I will be contacting your internship supervisor sometime throughout this semester to check in and see how things are going in your internship and to address any concerns or questions that you or your employer/supervisor may have.

GRADING/EVALUATION:

Assignments/Deliverables

- **Internship Documents** **50%**
 **Statement of Objectives* 25%
 **Intern Evaluation Form* 25%
- **Attendance/Participation.....** **10%**
- **Assignments** **40%**
 **Weekly Reports #1-13*..... 10%
 **Oral Presentation*..... 10%
 **Diagnostics Paper* 10%
 **Resumé* 10%

TOTAL: 100%

Grading Scale

A	= 93-100%	C+	= 77-79 %
A-	= 90-92 %	C	= 73-76 %
B+	= 87-89 %	C-	= 70-72 %
B	= 83-86 %	D+, D-, or F=	<70%
B-	= 80-82 %		

In the computation of grades, decimals of 0.5 or higher are rounded up, while decimals below 0.5 are rounded down.

Late Assignments and Submissions

Late assignments, including the Statement of Objectives, Intern Evaluation form, Diagnostics paper, etc., will be accepted but will drop by one letter grade for each day that it is late.

"Incomplete" Grade Policy

Incomplete ("I") grades should be recorded only in exceptional cases when a student, who has completed a substantial portion of the course and who is otherwise passing, is unable to complete a well-defined portion of a course for reasons beyond the student's control. Students in these circumstances must petition the instructor and should be prepared to present documentation that substantiates their case. Incomplete grades are not granted in order to allow students to do extra coursework in an effort to increase their grade.

An "I" will be changed to a final grade at the time the student completes the required work. **Students may not re-register for courses in which an incomplete grade ("I") or no grade ("NG") is pending.** If they do so, the original "I" or "NG" will automatically be changed to "F." This "F" grade is not repeatable and is so indicated on the student's permanent record.

Effective Fall 2010, any "I" grades awarded will also be accompanied by the default grade. If the student fails to complete the coursework by the determined semester, the default grade will replace the "I" and become the final grade. Students may not complete the work at a late date and expect to replace the final grade.

Therefore, for students who are assigned an “Incomplete” (“I”) in the course, it is the student’s responsibility to contact and communicate with the instructor as to the status of his/her internship and to receive further instruction on completing course requirements.

Even under these circumstances, the authority for determining whether to grant an incomplete rests solely with the instructor.

Additional information on the “Incomplete” Policy can be found in the Undergraduate Bulletin at http://registrar.fsu.edu/bulletin/undergrad/info/acad_regs.htm and in the Graduate Bulletin at http://registrar.fsu.edu/bulletin/grad/info/acad_regs.htm

Graduate School grade standards

It is important to know that the standard for grading at the graduate level is different from that at the undergraduate level. At FSU, a grade of C is frequently given in undergraduate courses, and is considered enough to pass the course. At the graduate level, a grade of C is a failing grade, and only grades of B- and above are passing. You must maintain a GPA of 3.0 (B) or better to continue as a graduate student.

COURSE ASSISTANCE:

We are here to help you with the course. Do not hesitate to call upon us if you have questions. It is our hope that you will have a pleasant internship experience and learn from and appreciate the dynamic environment encompassing the profession of public administration.

UNIVERSITY ATTENDANCE POLICY:

“Excused absences include documented illnesses, deaths in the immediate family and other documented crises, call to active military or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.”

ACADEMIC HONOR CODE:

Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. A complete explanation of the Academic Honor Code can be found at the following link: <http://www.fsu.edu/Books/Student-Handbook/codes/honor.html>

***If I discover plagiarism in your work, you will receive an F on the assignment.
I reserve the right to assign a failing grade in the course solely because of plagiarism.***

ACADEMIC CONDUCT:

To be acceptable, the written work you submit must reflect your own ideas and be written in your own words. A pundit once said, “If you use fifty sources, you are a scholar; if you use one, you are a plagiarist.” Academic dishonesty includes, but is not limited to:

- **Plagiarism:** Quoting or paraphrasing the ideas or opinions of others without appropriate attribution in text citations and a reference list. This includes books, journal articles, conference presentations, published or unpublished papers and web-based materials.
- **Fraud:** Submitting work that was not prepared by you, or which you have previously submitted for another class.
- **Cheating:** Giving help to other students, or asking them for it, on the final examination.

The consequence of academic dishonesty is a grade of F on the assignment in question, and being reported to the University Academic Honor Committee.

AMERICANS WITH DISABILITIES ACT:**

Americans with Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center at 644-9566, SDRC@admin.fsu.edu, or visit the web site at:

<http://www.fsu.edu/~staffair/dean/StudentDisability/>

*****This should be done during the first week of class. *****

SYLLABUS CHANGE POLICY:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

PAD3941/5946 Public Service Internship: Weekly Report
Rubric for Writing Assignments/Weekly Report (maximum 75 points)

	Exemplary	Satisfactory	Unsatisfactory
APA Style (15 pts)	Assignment follows all APA style formatting	Assignment has citations, but are not correct	No citations at all
Format (15 pts) <ul style="list-style-type: none"> • Written essay style • Name is included • Date of the submission is listed on first page 	Assignment includes proper identification of author/student, submission date of assignment, and is written in an essay format	Assignment includes some, but not all, of the proper identification of author/student, submission date of assignment, and is written in an essay format	Assignment does not follow any of the format guidelines listed in the syllabus
Content (15 pts) <ul style="list-style-type: none"> • Main Idea • Key facts supporting main idea • Original thought and/or commentary 	Assignment follows guidelines provided in syllabus. Includes succinct statement of problems and/or key facts that support main idea. Has added original thought and/or commentary to assignment. Does more than provide list of weekly tasks.	Assignment follows some, but not all, of the guidelines provided in syllabus. Presentation vaguely responds to assignment presented; content is regurgitated and/or lacks insight.	Assignment does not follow guidelines provided in syllabus. Weekly report only provides a list of tasks accomplished during the week. Provides no original thought or commentary.
Writing Mechanics (20 pts) <ul style="list-style-type: none"> • Page length • Grammar & syntax • Organized • Cohesive & succinct 	Assignment follows length guidelines in syllabus. Paper has been edited for grammar and syntax. Writing is cohesive and succinct.	Assignment falls short of length guidelines in syllabus. Paper needs more editing for grammar and syntax. Writing needs to be more cohesive and succinct.	Needs editing. Weekly assignment is only a few sentences with no original thought or commentary. Paper has not been edited for grammar and syntax. Writing lacks cohesiveness.
Professor's Reaction (15 pts) <ul style="list-style-type: none"> • Interesting and educational • Writing style (scholarly/academic tone) • Arguments are well supported 	Assignment is interesting and educational. Written in a scholarly manner that is easy to understand. Main idea is well-presented and supported by details/facts and based on theoretical considerations of public administration.	Assignment is interesting and educational. It may take some effort to understand, or may not be relevant to issue. The main idea presented is not well supported by details/facts.	Assignment is banal and difficult to follow. Writing is convoluted; main idea presented is not supported by research.

PAD3941/5946 Public Service Internship: Diagnostics Paper
Rubric for Writing Assignments/Diagnostics Paper (maximum 100 points)

	Exemplary	Satisfactory	Unsatisfactory
APA Style (10 pts) • Title Page • Executive Summary • Analysis of the Organization • Recommendations • Conclusions/Summary	Assignment follows all APA style formatting	Assignment has citations, but are not correct	No citations at all
Format/Organization (25 pts) • Problem statement • Key facts support argument • Substance of policy • Original thought and/or commentary	Assignment follows proper format and organization provided in syllabus. Includes the title page, executive summary, analysis of the organization, recommendations, and ends with conclusion/summary.	Assignment follows some, but not all, of the proper formatting and organization provided in syllabus. Includes the title page, executive summary, analysis of the organization, recommendations, and ends with conclusion/summary.	Assignment does not follow proper formatting and organization provided in syllabus.
Content (20 pts) • Types of sources • Number of sources	Assignment follows guidelines provided in syllabus. Includes succinct statement of problems and key facts that support argument. Has added original thought and/or commentary to assignment.	Assignment follows some, but not all, of the guidelines provided in syllabus. Presentation vaguely responds to assignment presented; content regurgitated and/or lack of insight.	Assignment does not follow guidelines provided in syllabus. Presentation does not respond to assignment; presentation is a book report.
Quality of Research (10 pts) • Page length • Grammar & syntax • Organized • Cohesive & succinct	Sources used for research include juried journals, recognized web sources, and/or government reports. At least 3 or more quality sources are present.	Sources used for research include juried journals, recognized web sources, and/or government reports. Less than 3 quality sources are present.	Sources used for research do not include juried journals, recognized web sources, and/or government reports. Wikipedia or other self-modified web sites are used.
Writing Mechanics (20 pts) • Interesting and educational • Writing style (scholarly/academic tone) • Arguments are well supported	Assignment follows length guidelines in syllabus. Paper has been edited for grammar and syntax. Writing is cohesive and succinct.	Assignment falls short of length guidelines in syllabus. Paper needs more editing for grammar and syntax. Writing needs to be more cohesive and succinct.	Needs editing. Presentation grossly ignores length guidelines. Paper has not been edited for grammar and syntax. Writing lacks cohesiveness.
Professor's Reaction (15 pts)	Assignment is interesting and educational. Research was presented in a persuasive, lucid, and scholarly manner that is easy to understand. Arguments presented are well supported by research.	Assignment is interesting and educational. Research may take some effort to understand, or may not be relevant to issue. Arguments presented are not well supported by research.	Assignment is banal and difficult to follow. Research is convoluted; arguments presented are not supported by research.

Scoring Rubric for Oral Presentations (maximum 100 points)

Name of Presenter: _____ Date: _____

	Poor						Excellent
	0	1	2	3	4	5	
Preparation and Impact of Presentation Aids							
• Evidence of preparation for the presentation (e.g. a handout, .ppt, notes, etc.)	,	,	,	,	,	,	,
• Visual aids (e.g. slides, handouts) were effective, organized and helpful.....	,	,	,	,	,	,	,
Organized	0	1	2	3	4	5	
• A clear introduction	,	,	,	,	,	,	,
• A solid Body/content	,	,	,	,	,	,	,
• A clear conclusion and end	,	,	,	,	,	,	,
Content: Analysis of the Organization	0	1	2	3	4	5	
• Mission and Key Stakeholders	,	,	,	,	,	,	,
• Environment and Emergent Threats and Opportunities.....	,	,	,	,	,	,	,
• Leadership Style and Operant Theories of Organization and Motivation.....	,	,	,	,	,	,	,
• Workforce Talents, Skills, Interpersonal Communications, and Motivation	,	,	,	,	,	,	,
• Use of Technology	,	,	,	,	,	,	,
• Overall Strategic Strengths and Weaknesses.....	,	,	,	,	,	,	,
Content: Recommendations to Improve Organization	0	1	2	3	4	5	
• Change in enabling legislation, mission clarification	,	,	,	,	,	,	,
• Adaptation to a changing environment.....	,	,	,	,	,	,	,
• Interventions/training to improve skills and communication/coordination	,	,	,	,	,	,	,
• Changes to make better use of technology.....	,	,	,	,	,	,	,
Verbal articulation; Proper grammar and language use (Ideas were clearly expressed; Full sentences, slang-free)	0	1	2	3	4	5	
Vibrancy/Creativity (Engaged the audience; kept others interested; Ideas were expressed in an innovative way).....	0	1	2	3	4	5	
Time management (10 minutes or less)	0	1	2	3	4	5	
Overall Impression							/ 10
Comments:							

TOTAL SCORE _____ / 100

COURSE OUTLINE/SCHEDULE:

*This schedule is subject to change at the instructor's discretion.

Class meetings are scheduled at the beginning and end of the term **and** when announced by the instructor. **Per University policy, all students are required to attend the first day of class for all courses in which they are registered. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course. It is the student's responsibility to verify course drops and check that fees are adjusted.**

When class meetings are not held, students are to submit a weekly status report via email due on the Monday of each week by 10:00 am, *unless otherwise noted*. This report should give a brief overview of activities at the internship as well as discuss how the internship relates to public administration using the course syllabus as a guideline.

Class Meeting Dates and Assignment Schedule:**Week 1**

Monday, January 11, 2016 Last day of Drop/Add

Friday, January 8, 2016 First class meeting (mandatory): Introductions, Overview of syllabus, including class expectations & requirements, review of major themes in course

Week 2

Monday, January 11, 2016 Weekly report #1 due by 11:59 pm

Friday, January 15, 2016 STATEMENT OF OBJECTIVES DUE

Week 3

Monday, January 18, 2016 Martin Luther King, Jr Day; University Administration offices closed

Tuesday, January 19, 2016 Weekly report #2 due by 11:59 pm

Week 4

Monday, January 25, 2016 Weekly report #3 due by 11:59 pm

Friday, January 29, 2016 Mandatory Class Meeting: Business Etiquette

Week 5

Monday, February 1, 2016 Weekly report #4 due by 11:59 pm

Week 6

Monday, February 8, 2016 Weekly report #5 due by 11:59 pm

Week 7

Monday, February 15, 2016 Weekly report #6 due by 11:59 pm

Week 8

Monday, February 22, 2016 Weekly report #7 due by 11:59 pm

Friday, February 26, 2016..... Mandatory Class Meeting: Topic TBA

Week 9

Monday, February 29, 2016 Weekly report #8 due by 11:59 pm

*******SPRING BREAK: Monday, March 7 – 11, 2016*******

Week 10

Monday, March 14, 2016 Weekly report #9 due by 11:59 pm

Week 11

Monday, March 21, 2016 Weekly report #10 due by 11:59 pm

Week 12

Monday, March 28, 2016 Weekly report #11 due by 11:59 pm

Week 13

Monday, April 4, 2016 Weekly report #12 due by 11:59 pm

Friday, April 8, 2016..... **Mandatory Class Meeting: Information on oral presentation assignment**

Week 14

Monday, April 11, 2016 Weekly (final) report #13 due by 11:59 pm

Week 15

Monday, April 18, 2016 No weekly report due

Friday, April 22, 2016..... **Mandatory Class Meeting: Oral Presentations**

Week 16

FINAL EXAM WEEK..... No Class Meeting

Monday, April 25, 2016..... **DIAGNOSTICS PAPER DUE ...and... INTERNSHIP EVALUATION FORM DUE**