Course Description & Learning Objectives
This course includes a part-time, normally unpaid experiential learning placement in government, voluntary organizations, political parties, unions, or other institutions involved in public affairs. Job placements are for 12 weeks at eight hours per week, in addition to regularly scheduled class meetings, as well as assignments.

Prerequisites: a minimum 60 credit hours, including at least 15 credit hours in Political Science courses with a minimum 70% average, and permission of the instructor. This course may only be added with the consent of the course instructor, who must sign a course change (a.k.a. “add/drop”) form.

Upon completing this course, students should have:
- Awareness of the mechanics of job searches that will be of use upon graduation.
- Real-world experience working with an employer related to political science.
- Development of skills related to government processes.
- Considerable personal, professional and academic growth.

Course Instructor
Alex Marland, Assistant Professor  Web: www.mun.ca/posc/people/Marland.php
Office: SN-2037
Office hours for students (Winter 2012): Tuesdays 12:00-1:15pm and Thursdays 2-3pm
Due to my heavy workload students are respectfully requested to only visit my office during these scheduled hours. If this conflicts with your own schedule please contact me to make an appointment.
Meetings

In addition to maintaining frequent contact with the course instructor, students are expected to attend the following meetings.

<table>
<thead>
<tr>
<th>Time and Date</th>
<th>Location</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-1:50pm</td>
<td>SN-2033, Political Science seminar room</td>
<td>Administration: introductions, students sharing their contact details, detailed discussion about course assignments. Submit completed learning agreement to course instructor.</td>
</tr>
<tr>
<td>2:00-4:00pm (approx)</td>
<td>UC-4006A, Centre for Career Development</td>
<td>Preparatory workshop: students share experiences, on-the-job professionalism, intern/employer expectations.</td>
</tr>
<tr>
<td>Early February during</td>
<td>SN-2036, course instructor’s office</td>
<td>Quality of placement: brief chat about the internship experience to date; review of the work log entries.</td>
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<tr>
<td>the instructor’s scheduled</td>
<td></td>
<td></td>
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<tr>
<td>office hours</td>
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<tr>
<td>1:00-2:30pm (approx)</td>
<td>UC-4006A, Centre for Career Development</td>
<td>Exit workshop: reflections, networking, using the internship for post-graduate opportunities, discussion about final assignment.</td>
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</table>

**Administration Meeting** (delivered by the course instructor)

In this meeting we will go over the syllabus in detail and discuss the course instructor’s expectations. Students will meet each other and provide the instructor with an update about their search for an internship position. Tips about the assignments will be provided. Students are encouraged to ask questions to provide clarity about the course evaluation components.

**Preparatory Workshop** (delivered by Career Development & Experiential Learning)*

This is a 2 hour session in which students discuss their expectations of the internship program, their employer, and their upcoming position. Delivery will be customized somewhat to students’ current situation: (1) interview not yet completed or (2) interview completed. They will learn about workplace etiquette and have a chance to consider the most appropriate ways to deal with a variety of possible scenarios. They will discuss the importance of networking and making contacts at their placement organization. Students will also have a chance to consider the résumé and cover letter critiques. There may be an opportunity to learn more about interview techniques and try a mock interview, with role-playing consideration given to whether or not the student has already secured an internship placement by the time of the workshop. This session is a must for anyone who is serious about preparing for the internship placement.

*Students participating in the full preparatory workshop will earn +1 mark on their first written assignment.

**Exit Workshop** (delivered by Career Development & Experiential Learning)*

This is a 1.5 hour session in which students reflect on their previous expectations and consider what they have gained from the internship. Students will discuss the skills that they have acquired or enhanced during the internship, how those skills can be highlighted on their résumés, how their network of contacts has grown, and how they can best utilize those skills and contacts to begin their job search through both the open and hidden job markets. This session is designed to get students thinking about their final reflective essay, to help them learn about their experience, and to help prepare them for the transition to the post-university job search and beginning of their career.

*Students participating in the full exit workshop will earn +1 mark on their final written assignment.
**Student Responsibilities**

Students need to check MUN e-mail regularly. Good communication with the course instructor is especially important when the internship placement is being set up.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Tasks Checklist (✔ check off tasks as they are completed)</th>
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</thead>
</table>
| Pre-registration | ❑ E-mail responses to “placement interests” questionnaire to course instructor.  
❑ Provide the course instructor with a transcript.  
❑ Have an in-person conversation about possible placements.  
❑ Obtain signatures on the “course change form” for the Registrar’s Office. |
| Once registered | ❑ Drop off a copy of your résumé and a draft cover letter at the front desk of the Centre for Career Development & Learning (Smallwood Centre, 4th Floor, UC 4002) for them to critique it. Pick up the critiqued version 48 hours later.  
❑ Book a mock interview at www.mun.ca/cdel/career_students/interview.php. The CDEL needs at least two business days notice for an interview preparation session.  
❑ Regularly check in with course instructor to inquire about status of job search.  
❑ In response to emailed instructions from the course instructor, review the Web site of potential employer, draft a cover letter, and email the cover letter and résumé (preferably as a .pdf) to the potential employer to secure an interview.  
❑ Meet with employer for interview. Bring your class schedule with you. Discuss “Learning, Confidentiality and Professional Conduct Agreement” and “Work Log” forms. Agree on work schedule with employer. |
| 1st Week (January 2-6) | ❑ Administrative meeting: 1:00pm Wednesday, January 4 in SN-2033  
❑ Preparatory workshop: 2:00pm Wednesday, January 4 in UC-4006A |
| 2nd Week (January 9-13) | ❑ Begin internship placement and begin work log entries. Students need to work a minimum of 8hrs/week for the next 12 weeks (total 96 hours).  
❑ Provide the signed Learning Agreement form to course instructor.  
❑ Locate some library books and scholarly journal articles for careers essay. |
❑ Request a briefing note topic from the course instructor.  
❑ Locate a handful of library books and scholarly journal articles for briefing note. |
| 6th Week (February 6-10) | ❑ Briefing Note due on Monday, February 6.  
❑ Meet the course instructor to discuss your placement. Bring your work log entries. |
| 8th Week (Feb 20-24) | ❑ Semester break: Some students may opt to work at their placement on February 20 and/or 21 in order to complete the 96-hour total commitment sooner.  
❑ Locate many library books and scholarly journal articles for cabinet paper. |
| 9th Week (Feb 27 - Mar 2) | ❑ Cabinet Paper due on Monday, February 27. |
| 13th Week (March 26-30) | ❑ Exit workshop: 1:00pm Wednesday, March 28 in UC-4006A.  
❑ Completion of the 96th hour of internship work placement. |
| 14th Week (April 2-6) | ❑ Reflective Essay due on Monday, April 2.  
❑ Students are to have completed all requirements for POSC 4600.  
❑ Request an exit interview with employer. |
| End of semester | ❑ Follow list of post-internship activities (e.g., give a thank-you card to employer). |
### Course Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Value</th>
<th>Due date</th>
<th>Grader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers in Political Science Essay</td>
<td>20%</td>
<td>Monday, Jan. 27</td>
<td>Course instructor</td>
</tr>
<tr>
<td>Briefing Note</td>
<td>10%</td>
<td>Monday, Feb. 6</td>
<td>Course instructor</td>
</tr>
<tr>
<td>Cabinet Paper</td>
<td>20%</td>
<td>Monday, Feb. 27</td>
<td>Course instructor</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>10%</td>
<td>Monday, April 2</td>
<td>Course instructor</td>
</tr>
<tr>
<td>Internship Work Placement</td>
<td>40%</td>
<td>96 hours by April 6</td>
<td>Workplace supervisor</td>
</tr>
</tbody>
</table>

A student may not receive credit for POSC 4600 without passing both of the internship placement (i.e., minimum of 20/40) and the written components (i.e., minimum of 30/60). Students who have not submitted one or more written components by the due date(s), without a documented valid reason, will risk having their internship employer informed of this non-completion of work and the placement will be automatically cancelled shortly afterwards. The course instructor will periodically check in with the work supervisor to ensure that the placement duties are being fulfilled. In the event of any serious concerns, without a documented valid reason, the work placement will be automatically cancelled.

### Careers in Political Science Essay 20%

**Method of submission:** e-mail a Word file from your MUN account to the course instructor only (c.c. yourself to ensure that the attachment went through)

**Learning objectives:**
- Recognition of the strengths and limitations of university education.
- Consideration of how knowledge and skills obtained in university will be used in the workplace.
- Opportunity to establish a foundation assessment of career awareness prior to the placement.

**Overview**
Internships typically require writing a reflective essay so that students can recognize their personal and professional growth. This course is designed so that students engage in a reflective process at the start of the semester and again at the end of the semester. Such exercises should be highly objective whereby the student balances the strengths and weaknesses of the program of study.

**Format**
The first such essay is to be 3,500 to 4,000 words, divided roughly equally into two parts, with about 1,900 words demonstrating research about careers in political science and public policy, and another 1,900 words involving personal reflection about your university studies and internship aspirations.

**Part 1: Careers in Political Science** (approximately 1,900 words)
The expectations for Part 1 are the same for a standard 4000-level essay including that students will demonstrate a command of scholarly literature (i.e., academic books, scholarly journal articles). The tone should be academic and formal. Research questions include: What are the advantages and disadvantages of a liberal arts university education? Of studying public policy? What kinds of careers can a political science graduate expect to pursue? What kinds of skills are in demand that political science students develop? What job prospects exist for political scientists? What are the current labour market trends and earning potential in Canada for political science students? Is supplementing a bachelor’s degree with further post-secondary education advisable or is it unnecessary?
Considerable research is required to provide information about career opportunities for political science graduates. Information from a range of theoretical and practical sources is to be integrated and the essay’s emphasis must be on using credible information. For instance you might explore theories of the educational value of a liberal arts program as compared to college training; consider academic studies (e.g., books, journal articles) of youth employment; look for trends in the industry where you are working this semester; and identify marketable skills especially those related to public policy. Some examples of books and articles are provided below; while you may use these, they are intended to supplement ones you identify yourself. As with any essay, research is not to rely excessively on online material and all information must be properly referenced (such as by following the CJPS Editorial Style Guidelines).


Part 2: Personal Reflection (approximately 1,900 words)
In this section, which is not to be longer than Part 1, you should answer the following overarching questions: (1) What do you feel that you have learned by attending university generally, (2) What have you learned by studying political science including public policy, and (3) What are you hoping to learn during your internship placement? In answering you will need to identify common standards across various Arts courses and consider the information that you learned in specific Political Science courses. Be sure to differentiate between topic knowledge and skills development.

For the personal reflection you are expected to review your transcript (to remind you of courses completed) and to consult the Department of Political Science website (for general purposes). You should also consult your employer’s Web site to establish your awareness of that organization’s role, its structure and its main daily functions so as to inform your internship placement expectations. While this should be an enjoyable exercise that reveals your aspirations and hesitations, it must be presented in a reasonably formal manner, and demonstrate deep thought.

**eTips for Political Science students – +3% bonus opportunity**
eTips ([http://www.arts.mun.ca/etips](http://www.arts.mun.ca/etips)) is a Website created by MUN Political Science students. The site offers text, audio and video tips such as hints from your peers for participating in class, succeeding in group work, interacting with your professors and how to take notes. Students in POSC 4600 who prepare additional quality text to accompany audio and/or video content about their internship experience that is suitable for posting on the eTips site can qualify for up to a +3% bonus on their final grade in this course. Please consult with the instructor for further information, to obtain permission to pursue this bonus opportunity and to obtain a video consent form. This optional work must be completed before the start of the official examination period.
**Briefing Note 10%**

Method of submission: e-mail a Word file from your MUN account to the course instructor only (c.c. yourself to ensure that the attachment went through)

Learning objectives:
- Improved awareness of the need to write concisely.
- Exposure to a regular component of public administration.
- Development of a skill that may be required during the student’s placement and/or career.

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**Overview**

A briefing note is what it seems: a tightly written summary that quickly but objectively informs the reader about key subject material. They are used within government organizations as a means of conveying complex information in a digestible manner to executives. To maximize efficiency and the approvals process all briefing note authors are required to strictly adhere to a standardized presentation format.

**Format**

Each student needs to prepare a briefing note on a topical Canadian political issue in the news that will be assigned by the course instructor. No two students will write about the same issue and the assignment of topics will be communicated using @mun.ca email addresses.

A briefing note is exactly 2 full pages in length with 1 inch margins, 12pt font, single spaced. It must present accurate information in a simple readable style using all of the headings below. A cover page is not needed because your name and the date appear at the end. Your audience would be your internship placement employer or it could be the course instructor. Basically, pretend that a supervisor—who doesn’t have time to read up about the issue but who needs to know the main points for an important meeting—requests a briefing note so that he/she can quickly become familiar with the major points and concepts on an issue that s/he may know very little about. Students are expected to closely follow the required format and to consult to the example provided (see “Internship Web Resources”).

- **Title** (1 line succinctly stating the issue that the briefing note will address)
- **Topic** (1 sentence identifying the issue using key words)
- **Background** (1 paragraph summarizing what led up to the situation)
- **Status** (1 paragraph describing what the latest situation is)
- **Key Considerations** (bullet points about important related facts)
- **Recommendations** (1 paragraph that identifies conclusions about the above facts and the general course of action that you would advise to the policy decision-maker)

**Research and Sourcing**

The only way to write a good briefing note is to become very well informed about the intricacies of the subject matter. The assigned policy issue needs to be researched using a variety of credible news sources. To improve the depth and overall quality this needs to be supplemented with information from relevant academic materials that will help inform interpretation of information in the news. Usually briefing notes only identify sources for obscure information or claims. These need to fit within the two pages maximum; therefore sourcing is rare. But it is a balance: information that is in the news is ordinarily considered public domain whereas the readers would often need to be able to locate the source of statistics or academic theory in the event that the author of the briefing note cannot be contacted. The instructor will request documentation if it is suspected that material was not presented in the author’s own words.
Further Guidance
The following tips for preparing briefing notes are also generally applicable for cabinet submissions.

Government of Canada Briefing Note “Do’s and Don’ts”

<table>
<thead>
<tr>
<th>Briefing Note Do’s</th>
<th>Briefing Note Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know your reader’s perspective and concerns.</td>
<td>Don’t assume that your reader has the same technical knowledge as you do.</td>
</tr>
<tr>
<td>Anticipate and answer your reader’s questions.</td>
<td>Don’t use too many acronyms or abbreviations.</td>
</tr>
<tr>
<td>Keep it short: 2 pages maximum.</td>
<td>Stay away from jargon and technical terms (define them if you have to use them).</td>
</tr>
<tr>
<td>Be clear and concise: write sentences averaging 15–20 words up to a maximum of 30 words; write paragraphs of no more than 5–6 sentences, or 7–9 lines.</td>
<td>Avoid strings of nouns.</td>
</tr>
<tr>
<td>Use the active voice and action verbs.</td>
<td>Avoid using too many adverbs and adjectives.</td>
</tr>
<tr>
<td>Get to the point quickly: present the most important information first (giving general information before specific).</td>
<td>Don’t include more than one idea for each paragraph.</td>
</tr>
<tr>
<td>Put the right information in the right section.</td>
<td>Don’t introduce new elements or repeat information in the conclusion and recommendations.</td>
</tr>
<tr>
<td>Present your rationale clearly and logically.</td>
<td>Don’t use ambiguous statements or vague timelines.</td>
</tr>
<tr>
<td>Present information in small and manageable chunks: use bullets and tables when needed.</td>
<td>Don’t hide or diminish the seriousness of a problem or situation.</td>
</tr>
<tr>
<td>Use appendices for details, but don’t overdo it.</td>
<td>Avoid presenting unsubstantiated arguments.</td>
</tr>
<tr>
<td>Be clear on the issue of the briefing note.</td>
<td>Refrain from giving your personal opinions: stick to concrete facts.</td>
</tr>
<tr>
<td>Summarize what you want the reader to grasp quickly.</td>
<td>Don’t overwhelm your reader with details.</td>
</tr>
<tr>
<td>Provide pertinent and complete information based on objective analysis and consultations.</td>
<td>Don’t write before you are clear on the objective of the request.</td>
</tr>
<tr>
<td>Make clear recommendations linked to facts.</td>
<td>Don’t start writing the summary before you finish writing the content of the briefing note.</td>
</tr>
<tr>
<td>State possible consequences when applicable.</td>
<td>Limit the number of changes made based on style and personal preferences.</td>
</tr>
<tr>
<td>Make a plan and focus on the core issue: aim for quality arguments, not quantity of information.</td>
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<tr>
<td>Check all the facts.</td>
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<tr>
<td>Be discerning when copying and pasting.</td>
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</tr>
<tr>
<td>Discuss the proposed changes with the editors.</td>
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<tr>
<td>Learn from previous briefing notes.</td>
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</table>

**Cabinet Submission 20%**
Method of submission: e-mail a Word file from your MUN account to the course instructor only (c.c. yourself to ensure that the attachment went through)

Learning objectives:
- Improved awareness of the need to write concisely.
- Exposure to a regular component of public administration.
- Development of a skill that may be required during the student’s career.

**Overview**
A cabinet submission is a succinct analysis of a policy issue that recommends a course of action to the executive branch of government. It provides advice to ministers who consider the document’s information during cabinet meetings or committees. This guidance is developed based on a review of information and consultations with stakeholders. Good research, strong writing and attention to presentation detail is essential, with information presented in an objective manner. To maximize efficiency and the approvals process authors of cabinet papers must strictly adhere to a standardized presentation format.

**Format**
Each student needs to prepare a cabinet submission to either the federal or provincial cabinet on the Canadian policy issue examined in the briefing note. It needs to be exactly 6 full and succinctly written single-spaced pages (approximately 2,800 words), plus a bibliography, and must use the following headings. Students are expected to consult the online examples provided for this course.

**Title** (1 sentence identifying the issue using key words)

**Proposal** (1-2 sentences stating what the cabinet is being asked to decide. Do not list the recommendations here)

**Executive Summary** (1 paragraph succinctly summarizing the main issues. Executive summary is synonymous with an abstract. It is a synthesis of the entire cabinet submission)

**Background** (2-3 paragraphs providing a brief explanation for what policy issue or external circumstance led to the need for a cabinet decision; the latest government position on the issue if it is publicly known; and a summary of recent developments)

**Comment** (1-2 pages providing detail for ministers to understand the situation. This should be an objective provision of information and succinct arguments. The recommended course of action must be identified as well as major alternatives, all of which identify reasons supporting and opposing the proposal. If necessary you can use customized subheadings and include data)

**Consultation** (1-2 paragraphs identifying which stakeholders should be consulted. This may include internal government departments; external governments or Crown agencies; interest groups and other non-governmental organizations)

**Financial Implications** (1-2 paragraphs remarking on the financial implications of the recommendations, including any opportunities for cost recovery)

**Gender Perspective** (1-2 sentences identifying any disproportionate effect of the recommendation on women. If there are no effects then say so.)

**Aboriginal Perspective** (1-2 sentences identifying any disproportionate effect of the recommendation on Aboriginals. If there are no effects then say so.)

**Disability Perspective** (1-2 sentences identifying any disproportionate effect of the recommendation on persons with disabilities. If there are no effects then say so.)
Rural Perspective (1-2 sentences identifying any disproportionate effect of the recommendation on residents in rural communities. If there are no effects then say so.)

Environmental Perspective (1-2 sentences identifying any disproportionate effect of the recommendation on the environment. If there are no effects then say so.)

Communication Strategy (1 paragraph describing possible communications and media activities to announce or promote cabinet’s decision. Note: Poor communication can derail good policy.)

Recommendation (1 page providing the Minister’s recommendation. This must be clear, direct and be understandable for anyone not intimately familiar with the subject matter. The recommendation should begin “The Minister of X recommends that Cabinet…”)

Alternatives (1 page providing two alternate recommendations based on information presented earlier in the paper and reasons why these are less desirable than the primary recommendation)

Data Appendices (optional; tables or charts do not count as part of the 6 page limit)

Research
Considerable research will be required to prepare a strong cabinet submission. Weak papers will consult only news sources and review a range of applicable information available on the sponsoring government department’s website. Strong papers will supplement such online material with ideas obtained from academic books and scholarly journal articles that will be used to inform the policy recommendation and alternatives. Policies proposed by opposition parties and by interest groups must also be considered. Some comparative analysis with jurisdictions elsewhere in Canada is strongly recommended.

Cabinet papers should “be concise, coherent and logical; be as short as possible, without excluding essential information; be written in plain language; not assume the reader has expert knowledge; be structured so that the key issues stand out; avoid detailed lists – summarize instead; use charts and diagrams where they can assist understanding; have clear recommendations where the decisions needed can be easily assessed; use appendices to include detailed information that is vital”.

Cabinet papers should “use headings and subheadings, short paragraphs, uncomplicated sentences, bullet points; have all pages numbered, including the appendices; use a clear font with a typesize of at least 11.5; ensure figures and dates are consistent and accurate; and follow the format requirements”.

To ensure that the paper is written at an appropriate level, “Ask someone who is familiar with the topic and someone who is not to peer review the draft. Remember, you are writing not only for your minister but also for other ministers who may have no detailed knowledge of the subject matter. Imagine you are a busy minister who has 20 papers to read and understand in a short time frame.”

To test whether recommendations are clearly presented, “imagine the reader has reference only to the recommendations, not the paper itself, and see if the recommendations would make sense to someone who knows nothing about the paper or its content…It may be useful to draft the recommendations first and then go back and write the rest of the paper in a way that supports the recommendations.”

Good recommendations “identify all of the decisions needed; are accurate in every detail; don’t leave any room for doubt about what is being decided; make sense independently of the paper; set out clear options for ministers to decide between, if necessary”.

Internship Work Placement 40%
Learning objectives:
• Apply and grow knowledge and practice skills learned in Political Science studies.
• Gain exposure to a career-related work environment.
• Benefit from a work supervisor’s guidance.

With assistance from the course instructor, students must secure an internship placement that involves eight hours of work per week for 12 weeks (96 hours total). This will involve providing a résumé and completing an initial interview. Students must keep the course instructor informed about the status of their placement search including when an internship position is accepted.

Interview Preparation
Research the organization that you are seeking to work with.
Identify the exact room location of the interview, directions and parking.
Prepare to arrive 5 minutes early (e.g., some buildings require that visitors show ID).
Know your résumé (e.g., review it before going to an interview, make sure it is revised).
Be prepared (e.g., bring copies of: class schedule, résumé, “Learning Agreement”, “Work Log” form).
Develop a list of potential questions and responses.
Communicate with references to ensure they are aware that they may be contacted.
Plan to dress appropriately.
Be prepared for behavioral/situational questions.
Common interview mistakes include: lack of preparation; inappropriate appearance; failure to ask questions; over- or under-answering questions; poor attitude; exaggerating or being deceitful; poor non-verbal communication.

During the Interview
Beware of non-verbal communication.
Limit distractions (e.g., turn off cell phone, throw out gum).
Provide accurate and appropriate information on your qualifications and interests.
Ask questions (e.g., what kind of work can I expect to be doing?).
Discuss the “Learning Agreement” and “Work Log” forms
1) Learning, Confidentiality and Professional Conduct Agreement: It is the responsibility of the student to review this document with the employer at an initial meeting. Once an internship position has been agreed upon this document must be signed by both the student and the employer. The student must provide the original to the course instructor.
2) Work Log form: Each day of work the student is to maintain a log of his/her work activities. This is to be reviewed at regular intervals by the workplace supervisor. At approximately the midpoint of the placement the student is expected to provide the course instructor with a copy of the work log entries to date.

Thank the interviewer(s) and shake hands.
Ask for a business card.
During the Work Placement
Use lunchtime to network (e.g., learn how to small talk and ask questions, get to know office staff).
Check in with your supervisor or other designate.
Be attentive (e.g., learn names, demonstrate that you are listening). Learn related jargon.
Don’t abuse technology (e.g., using the copier for personal use, incoming cell phone calls).
Be positive and enthusiastic (e.g., seek out opportunities).
Be flexible and adaptable (e.g., last minute tasks, be solution-oriented).
Avoid asking for special favours.
Remember: Use common sense. You are representing the course instructor, the Department of Political Science, future internship students and Memorial University. This is an opportunity to make connections for the future so be sure to leave a lasting impression.

At the End of the Work Placement
Upon completion of the internship and/or upon the conclusion of POSC 4600, students may wish to consider the following tasks to assist with their transition from university.
Create a job title that represents your internship experience;
Create a job description that corresponds with the job title;
Update your resume with the new job title and job description;
Send a thank you letter/card to internship employer;
Create a list of contacts from the internship;
Begin a career portfolio (e.g., letter of reference, evaluation, brochures, written work – obtain approvals from the employer as appropriate); and,
Visit the Centre for Career Development for further career development needs including mock interviews and individual consultations.

Grading of the Work Placement
At the end of the placement employers will be asked to complete an evaluation form. Students are encouraged to review this form at the outset of the placement so that they are aware of the general evaluation criteria, such as workplace aptitudes, policy analysis skills and overall professionalism.

The course instructor reserves the right to adjust the grade recommended by the employer. Generally speaking grades that are noticeably below or above departmental norms may result in the instructor discussing the assessment with employer and/or adjusting the grade appropriately.
Reflective Essay 10%
Method of submission: e-mail a Word file from your MUN account to the course instructor only (c.c. yourself to ensure that the attachment went through)

Learning objectives:
• Recognition of how the work placement experience knowledge will be used.
• Ability to identify the career-related strengths and weaknesses of the university experience.
• Comprehension of how the internship has or has not led to personal growth.

Overview
This is the second reflective component that is designed to help students recognize the extent of their personal and professional growth since the beginning of the placement. Whereas the first reflective essay was academic in nature, this essay can be folksier, though still prepared at a high standard.

Format
This 2,200 to 2,500 word essay is descriptive and reflective in nature. It should answer (1) how your academic background in political science has/has not applied to the work you have performed as an intern and (2) what you have learned about politics and public policy from your work as an intern. You need to apply information in your Careers in Political Science essay to your internship experience. You should draw upon your completed work log entries. While this should be an enjoyable exercise it must be presented in a professional manner that is written objectively. The following headings must appear.

1. Summary of Internship Activities
How did you become aware of the internship course? How did the search for an internship placement make you feel? To what extent were the Centre for Career Development & Learning preparation tasks useful? What happened in your interview(s)? What did you do on your first day and what were you thinking? As the semester progressed what duties and opportunities did your placement entail? To what extent were you involved with public policy? Who did you work with? Network with?

2. Interpreting the Internship Experience
What impact did your work have on the organization that you worked for? What was your main contribution? What skills did you enhance or learn? What were your strengths and your weaknesses? What is the best thing that happened during your placement? The worst thing? What would have made it a better experience? Was the position too challenging, just right, or not enough? What have you learned about yourself? About public policy? About the workplace? What surprised you? In what was would you consider yourself “professional”? What about ‘amateur’?

3. Relating the University Experience to the Internship Experience
What observations can you now make about yourself when you look back at your first reflective essay? How did the internship relate to your post-secondary studies? In what ways were your Political Science courses most relevant to your placement experience? How were they least relevant? Were the briefing note and cabinet paper assignments for POSC 4600 beneficial, or not? How were your other university courses applicable, or not? To what extent does a liberal arts education prepare students for the real world? What, if anything, did you learn from sharing experiences with other students in the course? Your friends/family?

4. Incorporating the Experience
How did the internship relate to your career goals? What have you learned by applying research about careers in political science to your own experience? What behaviours will you change as a result of this internship? How can you incorporate this into your future employment plans? Volunteer opportunities? What conclusions can be made? What advice would you have for future POSC 4600 students and/or students in the new Political Science co-op degree program? How do you plan on thanking your employer and/or supervisor(s) for the opportunity?
Late Policy

In the work world, employers expect tasks to be completed on time. Late assignments will be penalized by the course instructor at a rate of 10 percent per 24 hours (including weekends). For instance an essay that would have received 24/30 and is submitted one day late would receive 21/30 (10 percent of 30 = 3 marks). Submitting assignments by e-mail from a MUN account is preferred however it is the responsibility of the student to ensure that the file was received on time; students are advised to check by phone or in-person to ensure that the instructor has received your work. Email or other technological problems cannot constitute an excuse for submitting late work. Students providing valid medical documentation for the due dates in question may be exempted from the late penalty but are still required to complete assigned work. Other demands for a student’s time (such as other courses, extra-curricular activities, work commitments) cannot constitute a valid reason for exemption.

Web Resources

<table>
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<tr>
<th>Course Resource</th>
<th>Web Address</th>
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<tr>
<td>Career Development &amp; Experiential Learning</td>
<td><a href="http://www.mun.ca/ccd">www.mun.ca/ccd</a></td>
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<td>Examples of placement locations</td>
<td><a href="http://www.mun.ca/pose/internships/placement.php">www.mun.ca/pose/internships/placement.php</a></td>
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<td>Learning Agreement</td>
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<td>Work log form</td>
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<td>Example of a briefing note</td>
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<td><a href="http://www.mun.ca/pose/internships/Cabinet_paper.pdf">www.mun.ca/pose/internships/Cabinet_paper.pdf</a></td>
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<td>Cabinet submission example #2</td>
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<td>“Careers for political scientists”</td>
<td><a href="http://www.cpsa-acsp.ca/guides.shtml">www.cpsa-acsp.ca/guides.shtml</a></td>
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<td>Employment in the federal government</td>
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<td>Political jobs</td>
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<td><a href="http://www.cpsa-aesp.ca/pdfs/LegislativeAssistantsCareerGuide.pdf">www.cpsa-aesp.ca/pdfs/LegislativeAssistantsCareerGuide.pdf</a></td>
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