Internship in Urban Ecology & Professional Planning Internship
CMP 4954 & 6954

Spring 2020
Monday, 6:00-7:20 pm
Arch 228

Instructor:

Dr. Reid Ewing – Professor, City & Metropolitan Planning
Email: ewing@arch.utah.edu

Sadegh Sabouri – Teaching Assistant and Doctoral Student
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Office Hours: by appointment

Course Objectives and Overview:

One objective of this course is to increase your employability by getting you into a meaningful internship in urban ecology, urban planning, or related fields, and also to prepare you for successful careers by exposing you to influential readings on the subject and to influential practitioners in our region. Another objective is to get you excited about your chosen career. You could have chosen accounting or dentistry. Planning is much more interesting.

Teaching will be a combination of lecture and discussions, guest speakers, and presentations by class members. The typical class will devote 20 minutes to a lecture and discussion by Ewing or surrogates, 30 minutes by an outside speaker/potential employer, and another 30 minutes by another outside speaker. Lectures will be posted on Canvas. The course will only meet seven to nine times. The number depends on our success in getting you into internships.

Unlike the course as previously taught, we will help you find internships. The instructors and speakers will inform you of opportunities and useful practices. Each week for the first several weeks of class, practitioners will cover great projects their firm or agency are doing, the tasks that interns have performed or will perform for them, and the personal qualities that will make students successful in an internship and full-time job after that. They will bring business cards or flyers so you can apply for jobs or network with them in the future.

What we hope will happen is that the outside speakers will pitch internship opportunities for the spring, and if you are interested, you will send a resume to them with a nice cover letter that summarizes your qualifications and aspirations.
for the job. Hopefully you will get a job interview and be able to pitch yourself (as in an elevator pitch or conversation). Some of the internships may be paid, but some will not. All will give you invaluable work experience and three credit hours toward your degree.

You, of course, can find your own internship if you want. By contacting potential employers, you may land a paid internship. It is up to you. Just let us know if that is your plan.

For three credit hours, you will need to spend 108 hours on the job. For two credit hours, 72 hours. For four credits, 144 hours. As many of our guest speakers will come to class later in the semester, you may get your hours late in the semester, or even run into the summer. That is okay.

Also, unlike the course previously, you will not need to write a weekly journal on your work experience. We would rather have you spend the time doing the work assigned by your supervisor, and taking the initiative to create useful work on the job if you are not assigned work. You will have two opportunities to reflect on your internship toward the end of the semester. Please contact me if you expect your internship to extend beyond Spring 2020.

If there are extenuating circumstances that may prevent you from completing hours of internship, let the instructors know as soon as possible so that accommodations can be made.

**Grading Policy:**

**Class Participation** – 33%: Students are expected to attend class and participate in class discussion. We will take attendance at each class meeting. Tentatively, the class meets for nine weeks (plus final presentations). We may cut the class short if everyone already has an internship and so there is no need to bring in more speakers/potential employers. The remainder of your class participation grade will be based on your elevator pitches, your resumes, and your cover letters.

**Final Presentation and Final Paper** – 33%: You will be asked to prepare a final presentation and final paper to briefly discuss your experience with the internship process.

**Professional Review** – 33%: A significant portion of your grade will be determined by the supervisor of your internship who will rate your performance as an intern. We will need contact information for your supervisor.

**Here are some tips for your final presentations:**

Stay within your allotted 10 minutes
Always stand when you are presenting to a group
Don’t talk too fast
Mostly look at your audience rather than the screen or monitor (just glance at the screen to see which slide you are speaking to—almost every new speaker makes this mistake)
Be animated in tone and use hand gestures as in normal speaking
Try not to say “ah,” “um,” “you know,” and “like” too much
Focus on what you did in your job and what you learned (though you can cover other topics below)
Don’t put too many words on a slide or use small letter fonts
Don’t put small tables or graphics on a slide that the audience cannot read
Emphasize graphics over text slides

The paper will be about 5 pages double-spaced (no more than 7 pages and no less than 5). **It should cover many or all the topics listed below.**

- what the agency is and does
- who your supervisor is and how he/she operates
- how you got the job
- what you did in the job
- what you learned in the job
- how the job changed you (if it did)
- what skills you still need to work on
- how this internship could be improved
- whether we should place someone there again
- how the internship course could be improved
- how lessons from lecture and discussions in class may apply

We will give you more guidance closer to the time.

**Some of the things that make final papers exceptional:**

- stick to 5 pages (as requested)
- use subheadings
- carefully spell check
- carefully check grammar
- use story telling
- use humor
- use graphics
- avoid repetition
- be open and honest
- relate content to our lecture and discussions in class
- think big picture
- think critically (not just descriptively)
The University uses the following grades. The letter grades A through E and EU are used in computing the GPA.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 (3.7) points</td>
<td>Excellent performance, superior achievement</td>
</tr>
<tr>
<td>A-</td>
<td>3.3 (3.0) points</td>
<td>Good performance, substantial achievement</td>
</tr>
<tr>
<td>B+</td>
<td>2.3 (2.0) points</td>
<td>Standard performance and achievement</td>
</tr>
<tr>
<td>C+</td>
<td>1.3 (1.0) points</td>
<td>Substandard performance, marginal achievement</td>
</tr>
<tr>
<td>E</td>
<td>0.0 (0.7) points</td>
<td>Unsatisfactory performance and achievement</td>
</tr>
</tbody>
</table>

**Readings:**

Required readings are taken from this book, which you may want to purchase. It is up to you.

*There Is Life After College*, Jeffrey Selingo’s recent (2016) empirical treatment of career success – I just checked on Amazon and it only costs $14

We will also lecture and discussion on the following books that have helped me in my career:

*7 Habits of Highly Effective People*, Stephen Covey classic (1988)


If you find the lecture and discussions useful, you may want to buy and read these books yourself.

**Weekly Schedule:**

Week 1 – January 6
Questions on syllabus

Megan Randall of Career Services – Writing a Resume – 6:10
Hal Johnson – UTA – 6:30
Blake Unguren, PE – Avenue Consultants – 6:55

Week 2 – January 13

Megan Randall of Career Services – Writing a Cover Letter – 6:00
Kordel Braley – AECOM – 6:30
Ryan Hales – Hales Engineering – 6:55

Week 3 – January 20 - holiday

Week 4 – January 27

Send us resume and meet with Career Services
Megan Randall of Career Services – Giving an Elevator Pitch – 6:00
Paul Allred – Holladay – 6:30
Preston Stinger – Fehr & Peers – 6:55

Week 5 – February 3

Send us cover letter and meet with Career Services
Elevator Pitches – 6:00
Ned Hacker – WFRC – 6:30
Sharen Hauri – South Salt Lake – 6:55

Week 6 – February 10

Tim Sullivan – Township + Range – 6:00
Christine Richman – GSBS – 6:30
Andrea Olson – UDOT – 6:55

Week 7 – February 17 - holiday

Week 8 – February 24

There Is Life After College, Introduction and Chapter 1 – 6:00
Kelly Gillman – CRSA – 6:30
Michael Maloy – Herriman – 6:55

Week 9 – March 2

Student presentations on internship – 6:00
Week 10 – March 16 (may cancel if everyone has an internship)

Student presentations on internships – 6:00
There Is Life After College, Chapter 5 and Emotional Intelligence – 6:30
There is Life After College, Chapters 9 and 10 and Seven Habits of Highly Effective People – 6:55

Week 11 – April 20 (last day of class)

Student presentations on internships

No final exam but 10-minute ppt presentations

Useful Resources:

University Writing Center
Room 2701, Marriott Library
(801) 587-9122

Career Services
Room 350, Student Services Building
(801)-581-6186

Official University Policies:

The Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX of the federal Education Amendments of 1972 states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are
encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Academic misconduct: Students are required to submit their own work in order to be graded. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one’s work, and inappropriately collaborating. Definitions of these and other terms can be found in the Student Code at http://www.regulations.utah.edu/academics/6-400.html. All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarizing, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. With respect to plagiarism, the instructor has choice of a variety of remedies (depending on the level of ethical misconduct) including: grade deductions, reworking assignments, assignment failure, course failure; being caught a second time plagiarizing could lead to dismissal from the University. All incidents of student academic misconduct will be reported to the Department and a note filed in the student’s record.

ESL Resources: If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Wellness: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Student Travel: Do not make travel plans during course times or during scheduled exams – no makeup or early exams will be given. If you are going to miss a class because of travel, please tell the course instructor or the course TA up front, rather than after the fact. Travel for sanctioned conferences is acceptable with prior approval and agreed coverage of missed course material.
Use of Cell Phones and Laptops: The use of cell phones in class is disallowed during course times. Please make sure that cell phones are silenced and stored away when coming into class. Do not bring your cell phone to class on scheduled exam days. The instructor allows laptops in the class only for the purpose of note-taking.

A student discovered to be chatting, surfing, or accessing internet sites unassociated with course content during class time will lose laptop privilege for the rest of the semester. Internet use inhibits course participation for the student and negatively impacts the course experience for others. The instructor will call you out for this, and has been known to "finger-shut" and/or confiscate computers during the class period.

Hi Hal –

How about 6:30 on January 6 for 25 minutes? It is important that each speaker have an internship to offer sometime during the semester or summer. Otherwise, the students feel it is a waste of time. Your time may be spent talking about your background and career path, your cool projects, your opinions on what makes for a successful intern/employee, general advice for young people, and/or the internship (duties etc.) itself. It doesn’t have to be a paid internship but there has to be a position to apply for sometime.

Thanks, my friend.