

The Intern's Interdisciplinary Journey to a Legal Career

F.I.U. HONORS COLLEGE COURSE SYLLABUS

Course Credits - 3 credits

Course Instructor:

Professor Andrej Milic
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Course Description:

The course will teach students how to gain valuable experience in obtaining an internship, participating in pro bono legal events as volunteers and learning to network in the legal community. This interdisciplinary course is designed in a manner to assist students that may have a light resume to add valuable volunteering or internship experience that may grow to a position as an employee of the legal organization. The course will allow students to gain a global perspective and the interconnectedness of our international professional community in South Florida.

COURSE OBJECTIVES

After successful completion of the course, students will be able to:

- Create relationships and professional connections that help them pursue their career goals.
- Apply and develop skills such as public speaking, writing, research, financial literacy, leadership, and cultural competency.
- Evaluate and apply the knowledge gained in their coursework to agencies and organizations through experiential learning.
- Develop a sense of proper professional etiquette for in person and online interactions. Analyze the diverse and rich cultural opportunities that are available domestically and internationally.
- Explain the challenges and opportunities of various professional decisions.
- Think critically about their career and expand the possibilities for the future that they are creating for themselves by utilizing class discussions.
- Create an environment of interdisciplinary thinking involving legal, business, marketing, communications, international relations, public administration and the respective majors of the student to show the interconnectedness of all areas of study.

Instruction:

Instruction will happen entirely online through prerecorded videos that will be uploaded to modules, live individual sessions, and group sessions via Zoom. The professor will be available for office hours via Zoom by appointment.

Course Length:

The course will be offered in the Fall semester and the Spring semester to two separate groups of students. Students will only take this course for one semester.

Textbook:

No textbook is required for this course and the modules will contain weekly reading through current events and scholarly articles.

Expectations for the Course:

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the getting started page** located in the course modules;
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion;
- **Interact** online with instructor and peers;
- **Review** and follow the course calendar and weekly outlines;
- **Log in** to the course **4 times** per week;
- **Respond** to discussions by the due date specified. **No late work will be accepted;**
- **Respond to emails** within **48 hours**;
- **Submit** assignments by the corresponding deadline.

The instructor will:

- Log in to the course at least **4 times** per week;
- Respond to discussion postings within **7 days of the deadline**;
- Respond to **emails** within **48 hours**;
- Grade assignments within **7 days** of the assignment deadline.

Course Communication:

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

Zoom Video Tool:

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct **online office hours by appointment**.

[Zoom Test Meeting Room \(Links to an external site.\)](#)

Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session.

Reference the provided links to access Zoom student tutorials to learn about the tool, how to access your meeting room, and share your screen.

- o [Download Zoom \(Links to an external site.\)](#).
- o [Login to Zoom through Desktop Application \(Links to an external site.\)](#).
- o [Enable and Test Audio & Webcam \(Links to an external site.\)](#).
- o [Invite others to join meeting. \(Links to an external site.\)](#)
- o [Chat \(Professors\) - Students look at attendees section for instructions \(Links to an external site.\)](#).
- o [Getting Started with iOS. \(Links to an external site.\)](#)
- o [Getting Started with Android. \(Links to an external site.\)](#)

Prerequisites:

Student must have completed at least 36 credits towards their degree program, completed IDH 1931 with a passing grade and IDH 1001/1002 with a passing grade. Honors College students who have completed IDH 1931 with a passing grade and IDH 1001/1002 with a passing grade may register for IDH 3034/3035 in the next available semester. The student must be interested in doing a supervised field internship with legislative office, legal pro-bono organization, political campaign organization, lobbying organization, legal office, or international organization. The intent of the internship is to help the student gain further knowledge of the legal or political landscape beyond the academic setting. Students from all majors are encouraged to apply that have an interest in expanding their interdisciplinary knowledge. The purpose is to allow the student to apply academic knowledge to a work experience in enhancing their resume to be more competitive for their graduate studies and career. Students may create their own internship path if they have a particular organization that they would like to intern with and get approval from the professor for this course.

This class is an opportunity for students to learn through practical experience the knowledge that will be relevant to what it is like to work in the field. While the internship experience is invaluable as a means of professional networking and career advancement, our program is also designed to help students make connections between their regular classroom work and their possible profession. The professor will assist in placing students in a variety of organizations. Students may also consider internships in international legal organizations or non-government organizations (NGOs). The course will give students an international perspective and also help them realize the role that Miami has to play in the international community.

Global Learning at FIU:

All FIU undergraduates take at least two global learning courses prior to graduation — one interdisciplinary foundations course in the general education curriculum and one discipline-specific global learning course as part of the major.

Global Learning Foundations courses are part of the University Core Curriculum.

Interdisciplinary in content, they deal with essential questions and complex issues that are best understood and addressed through multiple disciplinary perspectives. These courses set the stage for students to make interdisciplinary connections throughout their university career, and incorporate a co-curricular activity as part of the syllabus.

Discipline-Specific Global Learning courses are embedded into nearly every undergraduate academic program. These courses provide students with a global view of their discipline of study and may be taken either as required courses or as electives.

Global Learning Outcomes

Upper Division classes have been designated as Global Learning courses. For questions regarding GL requirements, please contact Allen Varela at the Honors College.

GL Learning Outcomes for This Course

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Students Participating in Religious Holidays

“Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.”

Physical, Mental and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>

Please refer to the following documents for additional information: FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including

some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above.

<http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s [Panthers Care website](#).

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at <http://caps.fiu.edu/>. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

HOW MANY INTERNSHIP CREDITS CAN STUDENTS EARN?

The student must intern a minimum of 20 hours throughout the semester to receive three credits. Students will receive a letter grade for this course.

HOW DO STUDENTS FIND AN INTERNSHIP?

Generally, one of the key steps in finding an internship is to first meet with the professor to discuss placement opportunities via a Zoom session. This will occur during the first and second week of classes to ensure that the student obtains knowledge about the internships that are

available and begins the process of engaging with the opportunities. If a student would like to make a change, then a change will be possible by week 5 of the semester. The student will need to notify the professor prior to the completion of week 5 to gain assistance in being placed in another internship.

WHAT ARE THE EXPECTATIONS OF THE INTERNSHIP PROVIDER?

The intent of the internship is to provide interns with meaningful opportunities and projects. Regular supervision is to be provided to assure the tasks are being completed, and that the students are gaining professional skills from them. Before beginning the internship, the student will fill out a form to make sure that they set measurable outcomes for their time in the class. A final evaluation of the intern and the legal organization will be submitted to the professor. The goal is to have a return on investment for the student and the organization.. Student interns that perform well in these internships will often be in consideration to potentially be retained by the organization for ongoing employment. Internship providers and students are to remain in communication with the professor for this course if expectations for either side are not being met to ensure that we have a productive experience for all involved.

WHAT ARE THE EXPECTATIONS OF INTERNS?

The intern is to perform as if he or she were a regular employee of the office, which includes expectations of neatness, punctuality, productivity, and openness to supervision. Although the primary job responsibility is to work on projects assigned to them by the internship provider, the intern may also be expected to do routine job functions and clerical work. Because the internship is taken for academic credit, the intern must carefully observe, analyze, and reflect upon the organization's operation and context.

HOW IS THE STUDENT EVALUATED?

(1) *Learning Objectives:* Within three weeks of the commencement of the course, students will submit to the Internship Director a brief summary (no more than two pages, double spaced) of their learning objectives. Be sure to keep a copy of the objectives for reference at the end of the semester. Interns should focus on objectives in the following areas:

- A. *Professional:* How do you expect this internship to help you pursue your career goals?
- B. *Civic:* What legal knowledge or civic skills (e.g. public speaking, writing, financial literacy, cultural competency leadership) do you hope to obtain through this internship?
- C. *Scholarly:* Do you expect your internship to confirm/disconfirm what you have learned as a student at FIU?
- D. *Personal:* Do you expect the internship to give you a greater sense of personal civic responsibility?

(2) *By the end of the semester,* students will complete the following:

- A. *Supervisor Evaluation:* Two weeks prior to the end of the semester, the student and the internship Site Supervisor (as indicated on your Internship Agreement Form) will receive an email with the final evaluation. **It is the student's responsibility to make sure that the**

supervisor receives and completes this form. If for some reason you or your supervisor does not receive the evaluation, please contact the professor. The evaluation should indicate whether the student-intern has performed satisfactorily for the appropriate number of hours.

B. *Internship Portfolio*: Each intern is required to turn in an Internship Portfolio at the end of the semester. You will submit either one pdf file with all documents or individual files as pdfs. The Portfolio should be submitted to the professor via canvas. It will comprise the following:

1. **Resume**: Interns will integrate their internship experience into a resume that also includes their professional objective(s), educational information, and other relevant experience.
2. **Journal**: The journal is a weekly log that will include a summary of each day's activities as well as observations and brief reflections about the functioning of the office (e.g. work-supervisor relations, leadership and management practices, interactions with outside agencies, groups and constituents/clients). It is important that interns set aside regular time to record these journal entries. The journal total page count of written content double spaced is to be eight to ten pages.
3. **Images From the Internship**: Students may choose to share their experiences from their internships on the discussion board for the course. This is not a required part of the course.

COURSE ASSIGNMENT VALUES:

Course Requirements	Total Points Available	Weight
Resume	25	25%
Learning Objectives & Journal	50	50%
Class Discussion & Participation	25	25%
Total	100	100%

COURSE GRADING SCALE:

Letter Grade Distribution Table					
Letter	Range%	Letter	Range%	Letter	Range%
A	94 or above	B	83 - 86	C	70 - 76
A-	90 - 93	B-	80 - 82	D	61 - 69
B+	87 - 89	C+	77 - 79	F	61 or less

WEEKLY SCHEDULE OF ASSIGNMENTS:

WEEK 1:

Introduction of instructor and students.

Review syllabus.

Lecture: Legal History and the Progress of the Legal Profession

Lecture: How to draft a resumé.

Lecture: How to draft a cover letter.

Lecture: Appropriate professional attire.

Week 2:

Lecture: Share internship opportunities and plan for each student's internship.

Week 3:

Lecture: Professionalism in the Field in International Law

Etiquette for the professional environment

Week 4:

How to network and find out about networking events.

Extra credit will be given to students that attend a networking event and write a one-page response.

Week 5:

Interview: Professional in the non-profit field

Week 6:

Lecture: Internship feedback and discussion.

Week 7:

Lecture: Financial literacy, budgeting and managing credit.

Week 8:

Lecture: Maintaining contact with those that you meet.

Week 9:

Interview: Professional in the field

Week 10:

Lecture: Creating a habit of never-ending learning.

Week 11:

Lecture: How to deal with interpersonal challenges in the professional world.

Week 12:

Interview: Professional in the legal and political field

Week 13:

Lecture: Staying informed where to get reliable data.

Week 14:

Lecture: Professional Development in your field

Week 15:

Lecture: Maintaining a professional image online. How to avoid the pitfalls of social media.

Lecture: Leveraging international professional opportunities.

Week 16:

Lecture: Final discussion pertaining to the class

DEVIATION FROM SYLLABUS

- Occasionally deviation from the syllabus may occur. Students will be advised of any deviation(s) and collectively will make adjustments to the course requirements.