

CET Syllabus of Record



Program: Virtual Internship

Course Code / Course Title: (VI/INTS 250) Internship: Bridging Theory and Practice

Total Hours: Minimum of 150

Recommended Credits: 3

Suggested Cross Listings: May be determined according to student's academic focus

Language of Instruction: English

Prerequisites/Requirements: None

Description

Internships offer the potential to bring together the best of academic and experiential learning. Even virtually, students 'learn by doing' through exposure to a professional context abroad and hands-on engagement with the work of that organization. Through their work, students are able to test out the theories they have learned in the classroom, and gain a more nuanced, sophisticated understanding of how the work of their organization plays out in local, regional, and global contexts.

This course engages students with their organization on three levels:

- *Academic:* students bring an academic focus to their internship, and are expected to approach their work with an academic lens.
- *Professional:* through their work at the internship, students gain new skills and develop professionally.
- *Experiential:* students are encouraged to be self-aware and reflective as they participate in their internship—identifying cultural and interpersonal dynamics within the work culture, and tracking how the experience develops them on a personal as well as professional and intellectual level. The experiential aspect of the course is enhanced by interactive sessions specific to the culture of their internship placement.

From this multi-layered experience, students are to emerge with a deeper, more complex understanding of their organization's place within the world, and themselves as thinkers, actors, and future professionals.

Objectives

More specifically, from their participation in this course, students are expected to:

- Establish a solid understanding of the external social, political, and economic influences that frame and drive their organization's work.
- Develop insight into the inner workings of their organization and the dynamics that shape it.
- Learn to bridge theory and practice by bringing an academic focus to hands-on work.
- Hone professional and personal skills by learning to skillfully navigate cultural, linguistic, and other differences in a virtual work environment.

CET Syllabus of Record

Students are evaluated on the basis of how effectively they are able to navigate the academic, professional, and personal dimensions of their internship, the self-awareness and perceptive abilities they demonstrate, and the quality of their academic work.

Course Requirements

Weekly synchronous meetings of internship course

- Students are expected to attend each class meeting, and to be prepared to discuss assigned readings.
- Attendance, preparation, and quality of participation are factored into the final grade.

Interactive cultural sessions

- At multiple points throughout the semester, students are expected to participate in interactive sessions specifically oriented to the cultural context of their internship placement (i.e. Czech Republic, China, Jordan, Taiwan)
- Attendance and quality of participation are factored into the final grade.

Ongoing engagement in asynchronous course discussions

- Students are expected to actively and thoughtfully participate in asynchronous course discussions.
- The frequency and quality of their participation is factored into the final grade.

Minimum of 10 hours weekly at internship placement

- Hours are logged, signed by internship supervisor, and submitted weekly.

Periodic 1:1 check-ins with internship instructor

- Scheduled at the outset, middle, and conclusion of the term, these meetings serve to focus the student's academic interests related to the internships, to assist the student in navigating challenges, and to provide guidance on written assignments, presentations, and the final paper.
- Students may also be connected with a subject area expert who can help them develop the academic dimensions of their work.

Weekly writing assignments

- These may include initial goal-setting, a mid-term progress report, and interim reflection pieces.

Readings, general and topic-specific

- Readings from the bibliography below and other sources are assigned for each class meeting.
- In addition, students are expected to collect sources that support their specific area of academic focus related to the internship, and to read roughly one article or chapter a week of topic-specific material.

CET Syllabus of Record

Case study presentation

- Scheduled throughout the term, roughly 10-15 minutes in length.
- Students present their internship placement as a case study, discussing their academic interests related to the internship, their professional tasks and responsibilities, and personal insights, challenges, and lessons learned.

Final paper

- 12-15 pages in length
- Including topic-specific bibliography
- An academic essay that brings together scholarly work relating to the subject area, the placement itself as a case study, and a self-reflective dimension that incorporates the student's vantage point and experience in the process.

Performance at internship

- Students are expected to conduct themselves in an ethical, professional manner, to complete their tasks punctually and to the very best of their abilities, and to interact respectfully and collegially with co-workers and supervisors.
- Internship supervisors evaluate students according to their professionalism, responsiveness, attention to deadlines, attitude, and quality of work.

Methods of Evaluation

The final grade is determined as follows:

20%	Performance at internship placement
20%	Preparation for and participation in weekly class meetings (including interactive cultural sessions)
15%	Participation in asynchronous discussions
15%	Weekly written assignments
10%	Case study presentation
20%	Final paper

Attendance

Attendance and participation in synchronous and asynchronous elements of the course are factored into the final grade, according to the above percentages.

Readings

Adams, Maurianne, Lee Anne Bell, and Diane J. Goodman. 2016. *Teaching for Diversity and Social Justice*. New York: Routledge, Taylor & Francis Group.

Bennett, Milton J. 2004. "Becoming Interculturally Competent." In Wurzel, J., ed., *Toward Multiculturalism: A Reader in Multicultural Education*, 2nd ed., pp. 62-77.

Boud, David and John Garrick, eds. 1999. *Understanding Learning at Work*.

CET Syllabus of Record

- Bell, Judith. 2010. *Doing Your Research Project*.
- British Council. 2013. *Culture at Work: The value of intercultural skills in the workplace*. Booz Allen Hamilton, McLean, VA.
- Costley, Carol, Geoffrey Elliot, and Paul Gibbs. 2010. *Doing Work-Based Research: Approaches to Enquiry for Insider-Researchers*.
- DasBender, Gita. 2011. "Critical Thinking in College Writing: From the Personal to the Academic." *Writing Spaces: Readings on Writing, Volume 2*.
- Earley, P. Christopher and E. Mosakowski. "Cultural Intelligence." *Harvard Business Review*, Oct. 2004: 1-17.
- Farrugia, Christine and Jodi Sanger. 2017. *Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States, 2013-2016*.
- DeWalt, Kathleen and Billie DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers*. AltaMira Press.
- Giridharadas, Anand. "The Win-Win Fallacy." *The Atlantic*, September 9, 2018.
<https://www.theatlantic.com/ideas/archive/2018/09/the-win-win-fallacy/569434/>.
- Green, Alison and Jerry Hauser .2012. *Managing to Change the World: The Nonprofit Manager's Guide to Getting Results*. Hoboken: Wiley.
- Hauge Sturle Simonsen. 2007. *Turning Strain into Strength: Developing Intercultural Resilience in times of Cultural Adversity*.
- Hofstede, Geert. 2005. *Cultures and Organizations: Software of the Mind*.
- Hofstede, Geert. *Cultural Dimensions*: <https://www.business-to-you.com/hofstedes-cultural-dimensions/>.
- Hofstede, Geert. *Comparing Countries*: <https://www.hofstede-insights.com/product/compare-countries/>.
- Kee, Roxine. "How to Ace Your Next Job Interview: 35 Proven Tips." College Info Geek, May 20, 2019. <https://collegeinfo geek.com/job-interview-tips/>.
- Lustig, M. W. and J. Koester. 2006. "Cultural patterns and communication: Taxonomies." In M. W. Lustig & J. Koester (Eds.), *Intercultural competence: Interpersonal communication across cultures* (5th ed, pp. 109–135). Boston, MA: Pearson (Allyn & Bacon).
- Meyer, Erin. 2014. *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. Public Affairs.
- Saviki, Victor. 2008. *Developing Intercultural Competence and Transformation: Theory, Research, and Application in International Education*.

CET Syllabus of Record

Sweitzer, H. Frederick and Mary A. King. 2013. *The Successful Internship: Personal, Professional, and Civic Development*.

Tropiano, Stephen. 1997. *The Internship Experience: A Practical Guide*.

Tyson, Lois. 2015. *Critical Theory Today: a User-Friendly Guide*. London: Routledge.

Additional Resources

Students are assigned readings that give them context and background on their internship location.

Students are also expected to develop a bibliography relevant to their specific internship placement and area of academic interest.

Outline of Course Content

Topic 1 – The Crafting of an Academic Internship: Framework, Goals, Methodology

- How to identify the levels of analysis: academic, organizational/professional, personal.
- How to handle overlapping contexts: the local, the regional, the global.
- Setting academic goals, and refining research interests.
- Developing your bibliography.
- How to learn through your work.
- Cultivating awareness of self and other: journaling, notes, reflection pieces

Topic 2 – Understanding the context

- Economic, political, and social context of your internship location.
- Overview of etiquette, hierarchies, gender, and other social structures that define the workplace culture in your internship location.

Topic 3 – Deep Dives and Case Studies

- Students take turns presenting and discussing each of their internships
- In addition, students address the following questions:
 - 'What challenges am I facing in my placements, and how am I navigating those challenges?'
 - 'What insights into my academic area of interest am I gleaning from my work and my topic-specific readings?'

Topic 4 – Preparing for the Final Paper

- What changed in your academic focus, assumptions, and anticipated outcomes since you began?
- In what ways has engagement with the internship placement changed what you thought you knew about the subject area?
- What have you learned about the local context for your internship?
- How to write a paper that brings it all together.