

CET Syllabus of Record



Program: CET Taiwan

Course Code/ Title: (TP/INTS 352) Professional Internship Seminar

Total Hours: 7.5 contact hours + 75 hours placement site

Recommended Credits: 1

Suggested Cross Listings: N/A

Language of Instruction: English

Prerequisites/Requirements: None

Description

Through participation in a professional internship experience at a local organization, business, or institution, students connect their engagement in the workplace to in-class learning and reflection. Students will complete projects and tasks that contribute to the placement entity's goals by working in collaboration with their intern supervisor. As an intern, students will gain a cross-cultural perspective on professional settings in the host country while critically examining their own worldview. Exploration of topics and reflection will deepen students' insights about themselves, professional expectations in the local context, and enable articulation of career skills outcomes to be successful in a global workplace.

Objectives

From their participation in this course, students will:

- Gain a nuanced and sophisticated understanding of the local, regional, and global contexts in which they are studying and working.
- Analyze and understand their organization's cultural workplace dynamics.
- Build and articulate professional and personal skills utilizing the National Association of Colleges and Employers (NACE) career readiness competencies framework, learning to navigate cultural and other differences towards career development.
- Effectively convey the skills and experience gained from the study abroad experience to future employers through job search materials.
- Reflect on their goals and understanding of their internship experience and chosen career.

Course Requirements

Attendance: Internship course hours abide by the CET Attendance Policy, and work placement hours are tracked through student work logs. Students must complete all required internship placement site hours in order to earn credit for this course.

Withdrawal: Students may not withdraw from the internship placement or course unless there is a compelling medical, academic, or personal reason for them to do so. Permission to withdraw or transfer is subject to the approval of the Academic or Program Director.

Policy on Remote Internships: In-person work is the expectation. In the case of an extenuating circumstance (approved by the Academic or Program Director) and if the host organization allows, up to 20% of the internship hours can be completed remotely/virtually.

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Graded assignments include:

- Preparation and participation in class. Students are expected to attend each class and to have read and be prepared to participate thoughtfully in class discussions. In-class contact hours include discussion, readings, and student experience sharing.
- Performance at internship placement. Students are expected to:
 - Work regular weekly hours to achieve required placement site hours (weekly work schedule is negotiated between the student and the site supervisor)
 - Have their work log signed by their internship placement supervisor and submitted by the end of the course. (Note: Students' commute to and from the internship site does not count towards work hours.)
 - Receive site supervisor feedback, to include professionalism, performance, and quality of work
 - Conduct themselves in an ethical, professional manner, to dress appropriately for the work environment, and to act respectfully and collegially towards co-workers and supervisors
- Written reflection assignments. (350 words, approximately 1.5 pages, double-spaced). Drawing upon the student internship experience through analysis of ideas from the course readings and themes, cite at least two relevant course readings per written reflection. The content and topic details may vary, but include:
 - Goal-setting: Students reflect on what they hope to achieve from the internship experience, both professionally as well as personally. Incorporate learning goals that cultivate professional development and cultural competencies, drawing upon the relevant NACE career readiness competencies. Explain what steps they plan to take toward achieving their goals.
 - Cultural assessment: What kinds of cultural issues (differences, similarities) have students observed at their internship site? How are diversity and gender issues addressed where they work? What power dynamics have they observed? How many women are in top management positions? What is the mission statement of the organization? Consider an issue they have observed or are aware of in their organization – how would they propose to solve it? How is the “culture” at their internship different than anticipated?
 - Future trends: What are future trends in the student's field? Read 2-3 articles from journals, trade publications, and internet sources that pertain to the internship. How does this information on the future trends in their field compare with their experience at the internship? (At least 2 sources must be cited.)

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- Professional resume and profile
 - Utilizing the resources from the course and through independent research, students will create and peer review an updated resume and online profile to effectively incorporate the professional internship experience.

Grading

The final grade is determined as follows:

- Preparation and participation in class 25%
 - See grading guidelines below
- Performance at internship placement 25%
 - Site supervisor feedback (15%)
 - Placement site hours completed (10%)
- Written reflection assignments (3 @ 15% each) 45%
- Resume and profile peer review 5%

Class Preparation and Participation Guidelines

Grade	Discussion	Reading
A	Excellent: consistent contributor; offers original analysis and comments; always has ideas on class topics, workplace experiences, and readings and easily connects theory with practice. Takes care not to dominate discussion.	Demonstrates fluency with nearly all readings; thoughtfully and critically uses resultant understanding to formulate ideas, offers insights, and advance learning in class.
B	Good: frequent contributions to discussion; offers thoughtful comments and makes connections between class themes, experiences within the workplace, readings, and local practices.	Demonstrates knowledge with most readings; provides somewhat competent analysis of the readings and applies insights to appropriately promote class discussion.
C	Can Improve: sporadic contributor; comments and questions often show lack of understanding of key concepts; digresses or contributes in ways that are unhelpful or unsupportive of discussion.	Displays familiarity with few readings; rarely demonstrates analytical thought.

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D	Subpar: rarely speaks in class, or merely quotes text and repeats own comments or those of others. Classroom comments are disconnected from topics and do not advance class learning.	Little apparent familiarity with assigned material. Limited application to relevant experience or practice.
F	Failing: did not participate in the class that day. Online or using phone during class.	No familiarity with readings or application to relevant experience or practice.

Readings

Readings may vary according to term and instructor, but the below is representative.

British Council, Booz Allen Hamilton & Ipsos. Culture at Work: The value of intercultural skills in the workplace, 2013.

Cover Letter Samples. Retrieved from <https://www.indeed.com/career-advice/cover-letter-samples>

DasBender, G. "Critical Thinking in College Writing: From the Personal to the Academic" *Writing Spaces: Readings on Writing*, Volume 2, 2011.

De Bruin, L. Hofstede's Cultural Dimensions, June 17, 2017. Retrieved from <https://www.business-to-you.com/hofstedes-cultural-dimensions/>

Dua, A., Ellingrud, K. Lazar, M., Luby, R. and Pemberton. S. *How does Gen Z see its place in the working world? With trepidation*. McKinsey & Company, October 2022.

Farrugia, C. and Sanger, J. Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States, 2013-2016. *Skill Development & Career Impact*, pp. 12-19, 2017.

Hioe, Brian. "Representing Taiwan's White Terror in Pop Culture." *Routledge Handbook of Trauma in East Asia*. Routledge, 2023. 291-300.

Hofstede, G. *Cultures and Organizations: Software of the Mind*, 2005.

How to Create a Compelling LinkedIn Student Profile. Retrieved from <https://www.reinhardt.edu/wp-content/uploads/2022/04/How-To-Create-A-Compelling-LinkedIn-Student-Profile.pdf>

Institute for Experiential Learning. *What is Experiential Learning?* Retrieved from <https://experientiallearninginstitute.org/what-is-experiential-learning/>

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Kolb A. *Experiential Learning: Experience as the Source of Learning and Development*. 2nd ed. Pearson Education, Inc., 2015.

Lan, Pei-Chia. "White privilege, language capital and cultural ghettoisation: Western high-skilled migrants in Taiwan." *Journal of ethnic and migration studies* 37.10 (2011): 1669-1693.

Li, Shu Jung. "Working poor in Taiwan: Profile and policy response." *Journal of Asian Public Policy* 15.1 (2022): 43-59.

Martela, A., Parkkonen, P. and Vataja, T. A Toolkit for Recognizing International Competencies for Students in Higher Education. *Finnish National Agency for Education*, 2019.

Matherly, C. "Effective Marketing of International Experiences to Employers." In *Impact of Education Abroad on Career Development*. Vol. I. 9-10. Stamford, CT: AIFS, 2015.

National Association of Colleges and Employers. Career Readiness: Competencies for a Career-Ready Workforce. March 2021. Retrieved from <https://www.naceweb.org/uploadedFiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf>

National Association of Colleges and Employers. Development and Validation of the NACE Career Readiness Competencies. 2022. Retrieved from <https://www.naceweb.org/uploadedFiles/files/2022/resources/2022-nace-career-readiness-development-and-validation.pdf>

Parilla, P. and Hesser, G. *Internships and the Sociological Perspective: Applying Principles of Experiential Learning*, 1998.

Patterson, R. The Ultimate Guide to LinkedIn for Students. *College Info Geek*, 2020. Retrieved from <https://collegeinfo geek.com/linkedin-summary-examples-for-students/>

Personal Branding. Retrieved from <https://brandyourself.com/definitive-guide-to-personal-branding>

Pinola, M. The ROI of Studying Abroad Infographic. In *Why Studying Abroad is Worth the Expense*. Lifehacker, December 15, 2011. Retrieved from <https://www.coursehero.com/college-life/infographic-the-roi-of-studying-abroad/>

Resume Samples. Retrieved from <https://www.indeed.com/career-advice/resume-samples>

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

The Culture Factor Group. Comparing Countries. Retrieved from <https://www.hofstede-insights.com/country-comparison-tool>

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Wang, Y. H. (2020). Does board gender diversity bring better financial and governance performances? An empirical investigation of cases in Taiwan. *Sustainability*, 12(8), 3205.

Outline of Course Content

Topic 1 – Internship Orientation

- Placements overview
- Required forms (agreement, work log, evaluation)
- Preparing for first meeting at placement
- Student responsibilities
- Discussion of student expectations

Topic 2 – Internship and Career-integrated Learning

- Definitions
- Relation to the international internship experience
- Introduction to the NACE Career Readiness Competencies
 1. Career & Self-development
 2. Communication
 3. Critical Thinking
 4. Equity & Inclusion
 5. Leadership
 6. Professionalism
 7. Teamwork
 8. Technology

Topic 3 – Introduction to the Professional Internship

- Introduction to the workplace in the local context
- Examining overlapping contexts: the local, the regional, the global
- Appropriate use of technology/social media and sharing information about the internship site and local community
- Cultivating awareness of self and other: journaling and reflection as part of the experiential learning process
- Setting professional and personal goals

Topic 4 – Culture and Communication in the Workplace

- Overview of etiquette, hierarchies, and other social structures that define the workplace culture in the host country.
- Examine how students' host culture communicates based on its value system
- Business culture in the host country