

Internship & Seminar ITRN-1003 (3 credits)

Internship: Peru Environmental Studies and Indigenous Peoples

This syllabus represents a sample Experiment summer internship program. The description, outcomes, organization, and assessments for the program have been written to be generic allowing each location to formulate any content that may take advantage of unique learning opportunities in that location.

Course Description

This course consists of a four-week group internship with a local community organization, cultural institution, research organization, business, or international NGO. Group internship here means small groups of students who are placed together in an organization and given a project/assignment to be tackled as a team under the mentorship of the organization (for instance, putting together a study or marketing campaign for the organization; developing a social media strategy etc.). The organization may also ask individual students to do job-shadowing or specific duties during their internship. The aim of this group internship is to enable students to have the opportunity to sample a prospective career, gain experience for their resumé, gain valuable learning experience in a professional environment, as well as enhancing their critical thinking, time management, and intercultural communication intelligence in an international professional environment through teamwork, peer, and solution-oriented learning. The group internship concept allows the high schooler student to pursue career interests, but in the less complex environment of an individual project. An internship is part of the student's experiential learning on the program and is in no way a paid-for activity.

SIT will use its extensive network to facilitate placement with an organization. Students complete an internship and submit a paper, a multimedia product such as 5-10 minutes long video, or a podcast in which they process their learning experience, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. The paper/video/podcast should also document a comprehensive schedule and the specific skills and knowledge acquired through the experience. A focus will be on linking internship learning with the program's Critical Global Issue focus.

Group Internship Hours

The student spends time engaging with an NGO, community organization or institution. They welcome the student's presence and willingness to learn while working with them through both synchronous and asynchronous activities. These activities include meeting with an internship supervisor and internship coordinator and working on assigned group projects/tasks for internship organization. The student will spend approximately 24 hours a week on these

activities. Two to three hours per week will be devoted to the internship seminar and six hours per week related assignments and activities. The student submits a signed learning agreement which outlines the learning objectives, activities, and deliverables of their internship experience. Regular reflection and assessment meetings are held with the academic director or internship coordinator to review the progress of the internship and learning associated with the internship experience. The host organization mentor will provide an update to the academic director/internship coordinator on the student's progress at the midway point and at the end. The feedback will be shared with the student as appropriate.

Credit hours breakdown

| Internship & Seminar | 3 credits |
|------------------------------------------------------|------------------|
| Seat time at group internships | 90 |
| Seminar discussion/reflection | 10 |
| Final Paper writing time/Video or Podcast production | 15 |
| Personal statement/CV Preparation | 5 |
| Presentation (creative presentation) | 5 |
| Internship Journal and Progress Reports | 10 |
| Total | 135 |
| <i>Hours needed to credit hour rule:</i> | <i>135</i> |

Learning Outcomes

Upon completion of the course, students will be able to:

- Demonstrate awareness of the ethics of internship in the local context;
- Describe, analyze, and synthesize learning experience in the internship in the form of an internship paper/video/podcast or college admission essay;
- Demonstrate oral communication skills by developing “an elevator pitch” oral presentation summarizing the output of the internship experience to a college admission recruiter;
- Demonstrate ability for effective time management, teamwork, problem solving, and good intercultural communication skills;
- Gain meaningful and practical work experience in that can be applied to your resume.

Language of Instruction

This course is taught in English.

A Word on Ethics

The internship experience must reflect The Experiment's ethics policy and commitment to the values of reciprocity. The student intern should also abide by the policy and regulations of the host institution including dress, punctuality, and employee behavior. Violations of The Experiment's code of conduct or employee conduct at the host institution will result in an

immediate termination of the internship and can lead to further disciplinary sanctions by The Experiment.

Evaluation and Grading Criteria

At the end of the internship period, students are expected to present their work to the group. Assessment of both written work and the oral presentation is based on the quality of internship work and academic scholarship and adherence to the highest ethical standards.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Progress Reports and Field Journal (15%)

The progress report and field journal should document the student's progress toward achieving their learning objectives during the internship. Students also document the challenges they face and how they try to deal with those challenges. Students will review their journal with the faculty as part of a progress check at the mid-point; this will be worth 5 of the 15%.

2) Internship Performance (30%)

This evaluation by the internship supervisor and the internship coordinator assesses the student's internship experience, overall professional achievements, and self-growth. Evaluation/feedback occurs at the mid and final points of the internship.

3) Oral Presentation (10%)

In the presentation, you should first provide an "elevator pitch" statement of the internship experience as if you were speaking to a recruiter. The presentation should also provide succinct and clear description of the internship experience, a brief history of the organization where you interned, the activities undertaken, and key insights gained that are related to the core program themes. You should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery.

4) Final Paper/Video/Podcast (20%)

Students are expected to submit a 5-page double-line final paper/5-10 minutes video or podcast at the end of their internship experience. The final paper should include a title, list of acknowledgments, and an abstract. The paper should also have an introduction which describes the work and history of the organization and incorporates several references, detailed description of the activities accomplished, and strong and innovative aspects of the organization. The final paper must include thoughtfully articulated analytical writing that addresses positionality and ethics and connects learning at the internship to the broader theme of the program and/or the investigation of one or more specific questions. The paper should be well written, well organized, and aesthetically pleasing. A summary of the assessment rubric for this assignment will be shared with students in advance.

5) University Admission Essay, Personal Statement and Resumé Building (15%)

Through this assignment students will learn how they can use a wealth of knowledge, growth, and experiences as inspiration for their college admission essay, personal statement and building resumé. Considering the internship as a point to examine specific aspects of student experience, such as a unique moment, a lesson learned, a problem solved, or a point of view that changed. Students are expected to describe the impact this experience had on them. Students are expected to look at the internship experience not as a series of day-to-day tasks but to demonstrate how they responded to various challenges including group dynamics, tackled problems, and found solutions that worked in the real world, the reflections students generate will be great content for their college admission essay or personal statement.

6) Participation (10%)

This includes active involvement in lectures, readings, discussions and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.
- Active Engagement at the Internship – key to personal, academic, and professional development during the internship.

Assessment

Progress Reports and Field Journal – 15%

Internship Performance – 30%

Oral Presentation – 10%

Final Paper/Video/Podcast – 20%

University Admission Essay, Personal Statement and Resumé Building – 15%

Participation – 10%

Attendance and Participation

Due to the nature of The Experiment programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the program director or other designated staff person.

Late Assignments

The Experiment programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Grading Scale

| | |
|-----------|----|
| 94-100% | A |
| 90-93% | A- |
| 87-89% | B+ |
| 84-86% | B |
| 80-83% | B- |
| 77-79% | C+ |
| 74-76% | C |
| 70-73% | C- |
| 67-69% | D+ |
| 64-66% | D |
| below 64% | F |

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

The Experiment Policies and Resources

Please refer to The Experiment handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Course Schedule

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: Making the Most of Your Internship

During this module, students prepare for the group internship and the writing of the internship paper, have regular meetings with the internship coordinator/academic director, reflect on the internship experience, and learn how to use their experience for future professional growth.

Session 1: Setting the Stage

This session reviews objectives for the group internship. Students meet with the internship coordinator/academic director to discuss expectations, timeframes and other logistics, structural components of the final internship paper, content, layout, and general guidelines. The ethics of interning in the local context are discussed.

Sessions 2 & 3: The Internship Experience: Review and Reflection

These sessions focus on the review and reflection process of the internship experience. Students set weekly group learning objectives, keep an internship journal, and write one progress report at the mid-point on their learning experience.

Required Reading:

Switzer, F and King, M. (2013). *The Successful Internship: Personal, Professional and Civic development in Experiential Learning* (4th Edition). Belmont, CA: Brooks/Cole (chapter 12).

Session 4: How to Include Your Internship on Your College Admission Application/CV Preparation

During this session, students learn appropriate ways of including their internship experiences and gained skills on their college admission application essay and CV preparation.

Session 5: Next Steps

This final session occurs in the final week of the program, as part of re-entry discussions. Students discuss expectations and strategies for successful re-entry into their home setting, opportunities for their academic interest and growth, and how to make optimal use of the internship experience. They will discuss ways to describe the experience gained and skills learned in their internship in college admission essays and how to use this experience for future academic and professional growth.

Module 2: Internship Final Paper/Video/Podcast Design and Content

This module focuses on the design and mechanics of the internship final paper/video/podcast. The module covers the structural design, organization, and guidelines for effective self-reflection on the internship experience and appraisal of acquired work experience.

Session 1: Description of the Host Institution

This session focuses on the general guidelines for the description of the host institution. The session walks the student through samples of a brief description (one page) of the host institution for the internship, the nature of the services offered and a profile of the stake holders who use them. The session also highlights the importance of including brochures or material that further describes the institution.

Session 2: Description of Tasks Performed on the Internship Experience

This session provides guidelines for effective ways of describing tasks performed on the internship. The session covers the importance of third-person narration (as if the student, acting as a manager, were writing it for a new employee/associate), outline form (except for the internship summary section), and headings for each of the sessions. A suggested outline for this description includes:

- Title and place of employment at the internship
- Narrative summary of the activities performed at the internship
- Internship conditions—uniform requirements, physical surroundings, internship days, hours, etc.
- Relationships—who is the mentor and to whom reported
- Specific duties and responsibilities—a list should be provided to indicate all duties performed by the student on the internship

Session 3: Output of the Internship Experience

This session focuses on output of the group internship experience, and which may include a proposal for a strategic response to an existing problem, a creation of a sustainable plan, a grant proposal, or research that responds to the need of an organization that links back to the program Critical Global Issue.

Session 4: Personal Assessment of the Internship Performance

This session provides guidelines for an assessment of the key learning milestones acquired on the internship experience, the challenges faced, and the possible impact of the experience on the student's academic and professional career. The session also covers a reflection on the internship experience, including the output of the internship (addressed in session 3), as it relates to the Critical Global Issue central to the program theme. The ethics of interning in the local context will be reviewed again and considered as part of the final personal assessment.

Module 3: Talking about the Group Internship Experience

This module focuses on ways of processing and articulating the group internship experience. The internship may be an overwhelming experience and may also change the student's perspective of their life projects or professional goals. The module also addresses sample rituals and processes of completion of tasks, redefining relationships with colleagues on the internship, and setting realistic goals for the future.

Sessions in this module include:

- Processing feelings at the end of the internship experience
- Closure with group members, colleagues, and supervisors
- Articulating the experience to a college admission counselor or in a college admission essay and
- Setting plans for the future
- Reflecting now with the group on the ethical dimension of the internship

Module 4: Oral Presentation of Group Internship Outcome

This module focuses on the mechanics and guidelines for the presentation of the internship final paper/product. The group presentation should take 30 minutes and students are encouraged to use audiovisual aid/handouts to facilitate their presentations.

Sessions in this module include:

- Presenting a brief overview of the internship experience
- Communicating assigned responsibilities and tasks performed
- Articulating major output of the experience
- Providing individual assessment of the internship performance (major personal, academic, and professional learning outcomes).
- Providing a summative reflection on the ethics of 'service' and engagement in the local context

Required Readings:

Anderson, C. (2013, June 1). How to give a killer presentation. Harvard Business Review. <https://hbr.org/2013/06/how-to-give-a-killer-presentation>

Turaga, R. (2021). 4Ps of Effective Presentations. IUP Journal of Soft Skills, 15(2).

Switzer, F and King, M. (2013). The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4th Edition). Belmont, CA: Brooks/Cole.