



CIEE Global Institute – Paris

Course name:	Academic Internship (in English)
Course number:	(GI) INSH 3801 PAFR (ENG)
Programs offering course:	Open Campus
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	136 hours (Seminar + Placement + Preparation)
Term:	Spring 2020

Course Description

This course seeks to immerse students in a French professional work environment. Students will have the opportunity to observe and interact with co-workers, and will learn how to recognize and respond to cultural differences. They will compare concepts of teamwork and interpersonal interactions in different cultures as experienced on the job. Seminar work will help students apply academic knowledge in a business setting and identify opportunities to create value within the company. Students will research a specific topic related to their work placement and present their findings in a final research report.

Learning Objectives

At the end of the seminar the student will be able to:

- Identify and analyze cultural dimensions in organizational behavior
- Analyze and develop intercultural skills
- Compare teamwork and interpersonal interactions in different cultures
- Integrate critical thinking in cross-cultural contexts
- Demonstrate understanding and awareness of ethical issues in cross-cultural settings
- Demonstrate expertise and creative thinking on a specific topic related to their internship
- Relate the internship experience to lifelong learning and career development

Course Prerequisites

None.

Methods of Instruction

The course will be run as a seminar where we will address intercultural adaptation issues through the readings and apply them to experiential situations. In each session students will examine an intercultural topic incorporating critical incidents from the workplace. Course discussions will be based upon both the insights and experiences of the students as well as the assigned and suggested readings.

Assessment and Final Grade



1. Class participation and homework	30%
2. One in-class writing assignment	10%
3. Research paper	25%
4. Elevator Speech	10%
5. Workplace supervisor evaluation	25%

Course Requirements

Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.

The seminar is combined with an onsite **work placement** where students must work a minimum of 100 hours (circa 20 hours per week) on site with an internship sponsor. The job responsibilities of the intern and the weekly work schedule will be negotiated between the student and the professional mentor. The mentor will evaluate the participation, professionalism, punctuality and completion of the academic learning objectives of the student.

Students will be given **one in-class writing assignment** that requires analysis and integration of cross-cultural experiences, as well as discussion of the activities performed during the work placement. The student will incorporate the assigned readings and offer his/her own observations and insights.

Students will also be required to write **an 8-10 page research paper** on a topic that is related to some aspect of the student's internship. Topics may address the economic sector to which the company belongs, specific company initiatives, or market research. The student's university may influence the topic of the written project. Students must present an outline of the project to the professor and receive prior approval.

The final seminar assignment is an **Elevator Speech** (45-90 seconds) in which the student will present their internship and study abroad accomplishments and how those accomplishments relate to the student's future goals and career path. After the speech, the rest of the class will ask questions and critique the speech.

Note on participation:

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion



boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and *all unexcused absences may result in a lower participation grade for any affected CIEE course.*

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. *Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement.* Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Minimum Penalty</i>
10 – 20% (1 class)	Written warning; reduction of final grade by 3%.
More than 20% (2 classes or more)	Automatic course failure, and possible expulsion.

Weekly Schedule

Week 1 / session 1

- Introductions and first impressions
- Course overview
- Making the most of your internship



Introduction to French business culture

In class:

- Jones, "Doing Business in France: 8 Cultural Cues that Make (or Break) a Deal." <http://www.ibtimes.com/doing-business-france-8-cultural-cues-make-or-break-deal-368258>
- Guide to analyzing intercultural interactions. Guide can be found in the Files folder of the Canvas course.

Week 2 / session 2

French business culture
French hierarchy and the *Grandes Ecoles*
Learning contracts due

Reading:

- Asselin, Gilles & Ruth Mastron. "With Work." *Au Contraire! Figuring out the French*. Intercultural Press, 2001. Excerpt can be found in the Files folder of the Canvas course.
- Molinsky, A. & Hahn M. (2015), Building Relationships in Cultures That Don't Do Small Talk. *Harvard Business Review* <https://hbr.org/2015/04/building-relationships-in-cultures-that-dont-do-small-talk>
- "The French Way of Work." *The Economist*. <http://www.economist.com/node/21538733>

In Class:

- Case Study: Disney in France. Article can be found in Files folder of Canvas course.

Week 3 / session 3

French work week and labor law
French workers and France/EU working conditions
French startup culture
In class Writing Assignment

Reading:

- "French Work Week: Do they really work less?" *BBC*. <http://www.bbc.com/news/34667552>
- "Salaries, Working Hours and Holidays." *Just Landed*. <https://www.justlanded.fr/english/France/France-Guide/Jobs/Working>
- Nataf, Emmanuel. "How French Startup Culture Compares to America and Britain." *Business Insider UK*. <http://uk.businessinsider.com/how-french-startup-culture-compares-to-america-and-britain-2017-2>



In Class:

- In class writing assignment

Week 4 / session 4

France in the global economy

Business ethics

Online discussion

French business site visit to startup incubator Le Comptoir de l'Innovation

Reading:

- Geoghegan, T. (2010), Were You Born on the Wrong Continent? How the European Model Can Help You Get a Life. The New Press (excerpts)
http://inthesetimes.com/article/6194/what_we_can_learn

In Class:

- Pose prepared questions to French business site visit guide

Week 5 / session 5

What's Next: Marketing your experience

Resumes, Cover Letters, Interviews, Networking

Reading:

- Matherly, C. (n.d.) Effective marketing of international experiences to employers. Article can be found in Files folder of Canvas course
- Shin, L. (2013), How To Use LinkedIn: 5 Smart Steps to Career Success, *Forbes*
<https://www.forbes.com/sites/laurashin/2014/06/26/how-to-use-linkedin-5-smart-steps-to-career-success/#13dc400a6fe5>

In Class:

- "Global Competency." *Binghamton University*. Article can be found in Files folder of Canvas course.
- "How to Ace the 50 Most Common Interview Questions." *Forbes*
<https://www.forbes.com/sites/jacquelynsmith/2013/01/11/how-to-ace-the-50-most-common-interview-questions/#2e7e17f04624>

Week 6 / session 6

Elevator Speeches

Research Papers due

Student Evaluation of Company due

Where do you stand? Course debrief

Debate on French and American business culture



Course Materials

News Articles

- BBC news desk. "French Work Week: Do they really work less?" *BBC*, 29 Oct. 2015.
- Geoghegan, Thomas. "Were You Born on the Wrong Continent? How Europe builds better products for better lives." *In These Times*, 26 July 2010.
- Jones, Melanie. "Doing Business in France: 8 Cultural Cues that Make (or Break) a Deal." *International Business Times*, 11 Oct. 2011.
- "Salaries, Working Hours and Holidays." *Just Landed*, not dated (2015 or later).
- Nataf, Emmanuel. "How French Startup Culture Compares to America and Britain." *Business Insider UK*, Febr. 2017.
- The Schumpeter Blog. "The French Way of Work." *The Economist*, 19 Nov. 2011.
- Shin, Laura. "How To Use LinkedIn: 5 Smart Steps to Career Success." *Forbes*, 26 June 2014.
- Smith, Jacquelyn. "How to Ace the 50 Most Common Interview Questions." *Forbes*, 11 Jan. 2013.

Academic Articles and Documents

- Career Development Center, Binghamton University. "Global Competency." August 2011.
- Asselin, Gilles and Mastron, Ruth. *Au Contraire! Figuring out the French*. 1st Ed. Ch. 10, "With Work" (Boston, Intercultural Press, 2001).
- Matherly, Cheryl. "Effective marketing of international experiences to employers." In *Impact of Education Abroad*, M. Tillman, ed. (Stamford, CT: American Institute for Foreign Study, 2005), p.9-10.
- Molinsky, Andy and Hahn, Melissa. (2015), "Building Relationships in Cultures That Don't Do Small Talk." *Harvard Business Review*, 8 Apr. 2015.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.



Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own.*

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the



Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.