



**Course name:** Global Internship Program Integrated Academic Seminar  
**Course number:** (GI) INSH 3801 STCH  
**Programs offering course:** Santiago de Chile Open Campus  
**Language of instruction:** English  
**U.S. Semester Credits:** 3  
**Classroom Hours:** 15 hours  
**Internship Hours:** 100-120 hours  
**Term:** Spring 2020

### **Course Description**

The CIEE-AIC Global Internship Program combines a full-time internship with an integrated academic seminar to provide professional exploration and specific skills development, to enhance intercultural understanding, and to contextualize real world work experience in a local or multinational company or organization. The six-week program includes 100-120 hours of onsite internship project work alongside a 15-hour integrated academic seminar. The Global Internship Program Integrated Academic Seminar focuses on local business culture, intercultural communication, professional development, and linkages between local observations and global trends.

### **Learning Objectives**

By completing this course, students will be able to:

- Describe the cultures to which they are exposed, including the culture of country and city and industry and workplace.
- Compare teamwork and interpersonal interactions in different cultures.
- Identify and analyze how culture influences organizational behavior.
- Compare and contrast their initial expectations with the actual experience within the context of professional, academic, and personal perspectives.
- Analyze a challenge and propose a solution to a challenge facing an organization.
- Articulate in writing how the internship experience abroad will shape their professional development, academic pathway, and personal interest in lifelong learning.

### **Course Prerequisites**

None

### **Methods of Instruction**

The course is taught through a combination of lecture, group discussions, guest speakers, site visits, networking activities, skills development workshops, small group collaboration, and student presentations.



### **Assessment and Final Grade**

Research Paper	:	20%
Reading Analysis and collaborative discussions:		20%
Individual or small group presentations:		25%
Elevator Speech		5%
Participation	:	20%
Feedback from internship supervisor:		10%
TOTAL:		100%

### **Course Requirements**

The seminar is combined with an on-site **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.

#### **Research Paper**

Students will also be required to write an **8- to 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.

#### **Reading Analysis and collaborative discussions**

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.

#### **Individual or small group presentations**

Students will prepare and deliver a presentation in class on selected topics, individually or in small groups.



## Elevator Speech

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.

## 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.

## Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

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, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

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>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>



Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

#### Week 1

Class 1:1 **Theme: Frameworks for observing and understanding cultures**

- Orientation & Introducing Cultural Frameworks
- Overview of frameworks to explore culture of country, city, industry, internship
- Workshop: Making the Most of your Internship, including case studies

#### **Readings:**

Selection from Hustad  
Selection from Storti

Due: Email summary from initial meeting with supervisor

Due: Email three goals for Global Internship Program

#### Week 2

Class 2:1 **Theme: Frameworks for observing and understanding cultures (cont.)**

- Exploring Local and Regional Culture
- History and culture of city, country, and region
- Major themes (such as innovation, immigration, and education)



**Reading:**

Selection from Sweitzer and King

**Assignment:** Research Paper Due - Cultural Frameworks

Due: Set up interview with partner from Global Internship Program

Due: Email notes from interview with partner from Global Internship Program

Class 2:2

**Site visit(s) with local economic development organization**

**Week 3**

Class 3:1

**Theme: Navigate multiple cultures (country, city, industry, workplace)**

- Analyzing Industry Sectors
- Defining industry sectors
- Determining research opportunities
- Understanding Workplace
- Scanning employer: place, people, process, products

**Assignment:** Reading Analysis

**Readings:**

Selection from Sweitzer and King

Selection from Pollak

Class 3:2

**Workshop: Networking and Informational Interviewing**

Paper Due- Industry Sector Overview

Due: Submit midpoint review

**Week 4**

Class 4:1

**Theme: Demonstrate proficiency in professional development skills**

- Navigating Working Styles
- Considering Personal Career Path
- Describe questions and considerations related to career plans
- Define goals for skills and knowledge to enhance career path
- Review approaches to work and the impact of culture



**Readings:**

Selection from Hustad  
Selection from Pollak  
Selection from Storti

Paper Due: Employer Profile

Class 4:2 Site Visit (TBC)

**Assignment:** Prepare Elevator Pitch

**Week 5**

Class 5:1 **Theme: Articulate correlations between local observations & global trends**

- Workshop: Translating your international internship to a global career
- Spotting Trends and Comparing Expectations to Experience
- Explore future trends and potential impacts
- Compare and contrast expectations and experience

**Reading:** Selection from Watson

Class 5:2 **Guest speaker(s) related to future trends**

**Assignment:** Student Presentations Begin

Paper Due: Personal Career Path

**Week 6.**

Class 6:1 **Theme: Articulate correlations between local observations & global trends (cont.)**

- Linking Local Observations to Global Trends
- Capture Local Observations
- Review Global Trends
- Link Local Observations to Global Trends
- Group Activity: Memo to my Younger Self
- Reading: Selection from Sweitzer and King

Due: Schedule debrief meeting with supervisor

Due: Submit Final Evaluations



Class 6:2 Course Wrap-up

**Assignment:** Student Presentations Conclude

### **Readings**

Hustad, Megan. *How to be Useful: A Beginner's Guide to Not Hating Work*. New York: Houghton Mifflin. 2008.

Pollak, Lindsey. *Getting from College to Career*. New York: Harper Collins. 2007.

Storti, Craig. *Americans at Work: A Guide to the Can-Do People*. Yarmouth, ME: Intercultural Press. 2004.

Sweitzer, H. Frederick and King, Mary A. *The Successful Internship: Transformation and Empowerment in Experiential Learning*. Belmont, CA: Thomson Learning. 2013.

Watson, Richard. *Future Files: A Brief History of the Next Fifty Years*. Boston: Nicholas Brealey Publishing. 2009.

\* Additional readings will be identified by location.

### **Online Resources**

Students will use a variety of online resources specific to the industry in which they are doing their internship. Examples include reviews of industry journals, relevant professional association websites, and local social media.

### **Media Resources**

Students will be responsible for monitoring local newspapers, magazines, and other regional publications. Of particular interest will be current events relevant to their workplace.