



## Internship & Seminar

ITRN 3000 (4 credits / 120 hours)

SIT Study Abroad Program:

Tunisia and Italy: Politics and Religious Integration in the Mediterranean

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

### Description

This seminar consists of a four-week internship with a local community organization, research organization, business, or international NGO. The aim of an internship is to enable students to gain valuable learning experience and enhance their skills in an international professional environment. 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. The organization and the student's internship activities, though, must be approved by the SIT's academic director. 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 student is responsible for submitting a signed learning agreement which outlines the learning objectives, activities, and deliverables of their internship experience.

Students complete an internship and submit a paper 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 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 and overall program theme.

### Learning Outcomes

The Internship course comprises 120 hours in a non-government organization. Upon completion of the course, students will be able to:

- Demonstrate awareness of the ethics of internship in the context of Tunisia;

- Describe, analyze, and synthesize their learning experience in the internship in the form of an internship paper;
- Articulate the output of the internship experience in the form of an oral presentation;
- Show understanding of the role civil society plays in democracy-building in post-revolutionary Tunisia;
- Assess the challenges faced by civil society activists—youth, women, minorities, social media activists, and social entrepreneurs—in anchoring the values and practices of democracy after the only successful Arab Spring revolution.
- Gain meaningful and practical work experience in their chosen field.

### Language of Instruction

This course is taught in English, Arabic, or French, and students will be exposed to vocabulary related to the internship through a wide range of venues and regional locales prior to the start of the internship.

### 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 I: Making the Most of Your Internship

During this module, students will prepare for the internship and the writing of the internship paper, have regular meetings with the 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 internship. Students meet with the academic director following confirmation of their internship placement and discuss expectations; timeframes and other logistics; structural components of the final internship paper; and content, layout, and general guidelines.

#### 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 learning objectives, keep an internship journal, and write two progress reports on their learning experience.

#### *Required Readings:*

- Deane, Shelley (2013), *Transforming Tunisia: The Role of Civil Society in Tunisia's Transition*, International Alert. <http://www.international-alert.org/sites/default/files/publications/Tunisia2013EN.pdf>
- Kirkova, Rina and Tanja Milosevska (2014), *The Success of Democratization in Post-Arab Spring Societies*, International Journal of Social Sciences, III (1), 2014
- Alexander, Christopher, *Authoritarianism and Civil Society in Tunisia*, Middle East Research and Information Project (MER 205). <http://www.merip.org/mer/mer205/authoritarianism-civil-society-tunisia>
- Tunisia: Labor Market Regulations: <http://www.doingbusiness.org/data/exploreeconomies/tunisia/labor-market-regulation>

#### *Recommended Readings:*

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

## **Module 2: Internship Final Paper and Presentation Design and Content**

This module focuses on the design and mechanics of the internship final paper. The module covers the final paper's 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 customers who use them. The session also highlights the importance of including brochures or collateral material that further describes the institution.

### Session 2: Description of Tasks Performed on the Job

This session provides guidelines for effective ways of describing tasks performed on the job. 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 job summary section), and headings for each of the sessions. A suggested outline for this description includes:

- Job title and place of employment
- Job summary—narrative summary of the activities of the position
- Qualifications—education and experience required and/or desirable
- Working conditions—uniform requirements, physical surroundings, working days, hours, etc.
- Job relationships—who is the mentor and to whom does the student report
- Specific duties and responsibilities—a list should be provided to indicate all duties performed by the individual in this position

### Section 3: Output of the Internship Experience

This session focuses on output of the internship experience, 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 theme and the program's critical global issue, Migration | Identity | Resilience.

### Session 4: Personal Assessment of the Job 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.

### Session 5: Oral Presentation of the Internship Final Paper

This module focuses on the mechanics and guidelines for the presentation of the internship final paper. The presentation should take 20 minutes and students are encouraged to use audiovisual aid/handouts to facilitate their presentations.

Session content includes:

- Presenting a brief overview of the internship experience
- Communicating assigned responsibilities and tasks performed
- Articulating major output of the experience
- Providing personal assessment of the job performance.

*Recommended Readings:*

Switzer, Frederick and King, Mary (2013) *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole.

### **Module 3: Processing and Maximizing the Internship Experience**

This module focuses on ways of processing and articulating the internship as well as equipping students with practical tips and strategies for making the most of the experience personally, academically, and professionally.

#### Session 1: Talking About the Internship Experience

This session allows students to reflect on the internship experience and process the learning that occurred in a safe and supportive context. The internship may have been a different experience than expected, may challenge the student's expectations of working in a diverse and challenging environment, and may change the student's perspective of life projects or professional goals. The module discusses ways of acknowledging both the successes and failures of the internship, of completing tasks, handing over projects to and sharing insights with colleagues on the job, and setting realistic goals for the future.

Session content includes:

- Processing the End of the Internship Experience
- Closure with Colleagues and Supervisors
- Articulating the Experience and Setting Plans for the Future

#### Session 2: How to Include Your Internship on Your Résumé

During this session, students will learn appropriate ways of including their internship on their résumés and in online professional platforms such as LinkedIn.

#### Session 3: Next Steps

This final session occurs in the final week of the program, as students plan their next steps, academically and professionally. Students discuss fears and strategies for building on this experience in other work settings, opportunities for professional 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 cover letters and how to use this experience for future professional growth.

### **Ethics**

The internship experience must reflect SIT'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 SIT'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 SIT.

### **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 quality, academic scholarship, and adherence to the highest ethical standards.

### Description of Assignments

#### Work Journal

Students are expected to keep a work journal. This can be an online journal in which they document their everyday internship experience and reflect on their professional achievements in the internship. The work journal is assessed in the middle and at the end of the program.

#### Discussion and Reflection Sessions

Discussion and reflection sessions take place on a weekly basis. Students are expected to share their personal experience in the internship and reflect on the professional learning process.

These discussion and reflection sessions are key elements in the process of the learning experience and the student's professional achievements within the host organization.

#### Progress Reports

The progress report should document the progress of the student's professional and personal learning on the job. Students document aspects of the challenges they face and how they try to deal with those challenges. Students submit two progress reports in the course of their internship experience.

#### Mentor Evaluation

This evaluation, submitted by the student's mentor or supervisor at the host institution, assesses the student's internship experience, overall professional achievements, and self-growth.

#### Oral Presentation

In the presentation, you should provide a succinct and clear description of the internship experience, a brief history of the organization where you interned, and the work undertaken. You should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery.

#### Final Paper

Students are expected to submit a final paper 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 summarizes the work and history of the organization and incorporates a number of references, detailed description of the work accomplished, and strong and innovative aspects of the organization. The paper should be well written, well organized, and aesthetically pleasing.

### Assessment of the Internship

Work Journal	10%
Discussion and Reflection Sessions	10%
2 Progress Reports	10%
Mentor Evaluation	25%
Oral Presentation	10%
Final Paper	35%

### 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

### **Expectations and Policies**

- Show up prepared, on time, and appropriately dressed for your internship. Comply with organization rules.
- Have work journal and progress report assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions when in the field/office. Engage yourself in everyday life of the organization and initiate interaction.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of your internship supervisor and colleagues, classmates, lecturers, local constituents engaged with on-site 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.

**Academic Policies:** SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.