



## Internship & Seminar

ITRN 3000 (4 credits)

SIT Study Abroad Program:

Malaysia and China: International Relations and New Economies

**PLEASE NOTE:** This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

### Description

This seminar takes place in conjunction with a 4-week internship with a local community organization, research organization, business, or international NGO. The aim of the internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to the core program themes. The internship should be related to the themes of the *Malaysia and China: International Relations and New Economies* program.

SIT will use its extensive network to facilitate the internship placement process. The internship placement and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director. Time in the internship will include a predetermined number of hours per week, in addition to regular reflection and assessment meetings held with the academic director or internship coordinator to review the progress of the internship and learning associated with the internship experience.

Based on the theme of the program, there are several organizations where the students can do an internship in Malaysia. Internship placements may include opportunities to be immersed in the work of Islamic financial, charitable, or regulatory institution to gain more in depth understanding of Islamic economic and social organizations in Malaysia. Additional internship placements may include social, economic, or political organizations engaged in activities related to economic integration and the New Silk Road in Malaysia's diverse ethnic, racial, and religious communities.

Successful completion of the internship involves active participation at the internship, weekly seminar activities, developing a focus project linking program theme(s) to the internship learning experience, and an internship paper and final presentation. Approved in advance by the Academic Director, SIT's Local Review Board (for ethical clearance purposes), and the internship supervisor, the internship focus project may involve interviews and other data collection methods relevant to achieving internship learning goals. The paper and final presentation reveal how those goals are linked to the SIT program theme and its Critical Global Issue focus on Development | Economy | Inequality. The paper should also document a comprehensive schedule and the specific skills and knowledge acquired through the experience. Rubrics for the final paper and presentation will be shared with students.

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## Learning Outcomes

The *Internship and Seminar* course comprises four weeks at the internship site, plus seminar hours before, during, and after the internship.

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

- Demonstrate awareness of the ethics of engaging in an internship related to the theme of Money, Trade, and the New Silk Road in the context of Malaysia;
- Describe, analyze, and synthesize their learning experience in the internship related to the theme of the program in the form of a focus project paper;
- Articulate the output of the internship experience in the form of an oral presentation;
- Assess the challenges of carrying out an internship in a cross-cultural setting with limited language skills and in a short timeframe;
- Gain meaningful and practical experience in their chosen field.

## Language of Instruction

The internship seminar is taught in English but students will be exposed to Bahasa Malaysia (or Chinese) language vocabulary related to the internship through a wide range of venues and regional locales prior to the start of the internship. For most students, the internship language will be a combination of spoken Malay, Chinese, and English. All students are encouraged to use as much Malay or Chinese language as possible.

## Internship Requirements

### Module 1: Making the Most of Your Internship

During this module, students will prepare for the internship and set the stage for the internship seminar session and the internship final and presentation. Individual meetings with the Academic Director or internship coordinator will also part this module.

#### Session 1: Setting the Stage

This session reviews objectives for the internship. Students meet with the academic director and senior faculty advisor following confirmation of their internship placement and discuss expectations, timeframes and linking the internship experience to program themes and the completion of a final paper and presentation. Internship logistics and structural components of the final internship paper and presentation, including content, layout, and general guidelines, will also be introduced.

#### Session 2: 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.

#### Sessions 3 & 4

Central to the successful internship experience is the development of the Internship Learning Agreement. The academic director will work with students individually and as a group to review the purpose of the Internship Learning Agreement. Content of the sessions will include discussing strategies for working with the internship supervisor to design the contents of the Internship Learning Agreement in adherence to internship learning objectives and in collaboration with the internship supervisor at the host organization. The Agreement also helps to ensure a clear understanding of

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the objectives of the internship among the student, academic director, and internship supervisor. In the process, students will develop a framework for envisioning the internship learning process and how to approach the internship final paper and presentation.

*Required Reading:*

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 2: Weekly Sessions during the Internship: Review and Reflection on the Internship Experience**

These sessions focus on the review and reflection process during the internship experience. During the internship, students work from the Internship Learning Agreement they have developed with the internship supervisor to set weekly learning objectives, keep an internship journal, and write two progress reports on their learning experience.

Internship students will also meet with the academic director individually and as a group to debrief the internship learning experience and discuss links between themes discussed in the thematic seminars and other program components related to Malaysia and China: International Relations and New Economies program themes prior to the start of the internship. Additional time will be dedicated to progress reflect on progress toward goals in the Internship Learning Agreement and on the internship's academic paper.

*Required Reading:*

Crang, Mike and Cook, Ian (2007). *Doing Ethnographies; SECTION 3 PULLING IT TOGETHER 1298 Analysing Field Materials* (pp.131-146). Birmingham and Durham. SAGE Publications Ltd.

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 (selected chapters).

Seminar Session 1: Getting Settled in the Internship

This reflection session, at the end of the internship's first week, focuses on students' perception of the internship experience relative to hopes and expectations, including their work with the internship supervisor, and opportunities and challenges for accomplishing goals set forth in the Internship Learning Agreement. This session may incorporate a combination of different methodologies, such as online commentaries and reflections and real-time discussions. Reflection on the internship experience is incorporated in all subsequent seminar sessions and individual meetings with the academic director.

Seminar Session 2: Discuss Internship Learning Agreement – Progress Report

Before the start of the internship, each student prepares an Internship Learning Agreement as a way to focus learning goals and provide a framework from which to engage with the internship supervisor and organization staff. This session takes place during the internship's second week to ensure adherence to the learning agreement goals and intentions, and also to consider strategies for the making the most of the 2<sup>nd</sup> two weeks of the internship.

Seminar Session 3: Reflection on Key Program Themes

This session may incorporate a combination of different methodologies, such as online commentaries and reflections and real-time discussions tied to learning, readings, and key themes of the semester to date. For example, how is economic integration – opportunities, challenges –

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reflected in the internship organization? What evidence from your internship observations are you drawing on to support your insights? What additional program-related themes are you able to identify from your internship experience?

#### Seminar Session 4: Review of Internship Final Paper and Presentation Design and Content

This module focuses on the design and mechanics of the internship final paper and presentation, both of which are introduced during the Field Methods and Ethics course. The session covers the final paper's structural design, organization, and guidelines for effective self-reflection on the internship experience and appraisal of acquired work experience. This group session is followed by at least one individual meeting with each student.

- Description of the Host Organization

General guidelines for the description of the host institution: brief description (one page) of the host institution for the internship, the nature of the services offered, and a profile of the end-users of who use them.

- Description of Tasks Performed on the Internship

- Internship role/title and place of employment
- Internship 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.
- Internship 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

- Output of the Internship Experience

Output of the internship experience, which may include a tangible product of the internship assignment developed for the host organization or a proposal for a strategic response to the need of an organization. For some students, the output may consist of information learned through participant observation of the organization's daily work and interviews of organization staff.

- Review of Key Learning Goals and Assessment of Key Learning Outcomes

This portion of the paper, and presentation, holds the crux of the academic learning. Here students review key learning goals developed at the start of the internship, goals that are associated with key themes of the preceding thematic seminar (e.g., challenges facing NGOs in Vietnam) and additional, unexpected learning outcomes that reflect critical thinking skills tied to program themes.

- Personal Assessment of the Internship Performance

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.

- Oral Presentation of the Internship Final Paper

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

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### Seminar Session 5: Reflection on 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 sessions guides students to consider 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 internship, and setting realistic goals for the future.

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

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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.(select chapters)

## **Evaluation and Grading Criteria**

At the end of the internship period, students are expected to present their learning experiences 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

#### **Weekly 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. Depending on the circumstances, these sessions may be held in person or virtually.

#### **Progress Reports**

The progress report documents the progress of the student's professional and personal learning on the internship as set forth in the Internship Learning Agreement. 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.

#### **Internship Performance**

This evaluation by the Academic Director assesses the student's internship experience, overall professional achievements, and self-growth.

#### **Oral Presentation**

In the presentation, you should introduce a succinct and clear description of the internship experience, a brief history of the organization where you interned, and the responsibilities

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undertaken. The bulk of the oral presentation should also revisit key program theme(s) relevant to the internship and how the internship deepened, questioned, or resulted in new perceptions of the key themes, relating specific internship experiences to program content, including lectures, readings, site visits, and more. Students should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery. A summary of the oral presentation assessment rubric will be shared with students in advance.

### **Internship 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 internship accomplishments, and strong and innovative aspects of the organization, and an in-depth discussion of the relationship of program themes to the internship learning experience, as noted in the presentation expectations, above. The paper should be well-written, well-organized, and aesthetically pleasing. A summary of the final paper assessment rubric will be shared with students in advance.

### Assessment

<b>Discussion and Reflection Sessions</b>	<b>10%</b>
<b>Progress Reports</b>	<b>10%</b>
<b>Internship Performance</b>	<b>35%</b>
<b>Oral Presentation</b>	<b>10%</b>
<b>Final Paper</b>	<b>35%</b>

### 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

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everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, 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, is found on the Disability Services website at: <http://studyabroad.sit.edu/disabilityservices>.

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