IN395 INTERNSHIP SEMINAR
IES Abroad Granada

DESCRIPTION:
This course gives students the essential cultural background to face the new labor reality as well as the necessary tools to manage their intercultural competence throughout their experience. It not only focuses on the technical knowledge about every internship institution, but also on the common cultural aspects students may find and share in their new professional context. The main goal is giving a (self) reflection that will let them face different stereotypes and come up with new and viable ideas according to their labor reality. The course is structured around what we understand by culture (values, beliefs, ways of communicating…) and around what students learn about themselves as cultural beings.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
Reading of articles, class discussions based on the students’ experiences in their internship sites; lectures of external guests and simulations of job interviews.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Course Participation - 10%
- Journal - 20%
- Simulation of Job Interviews - 20%
- Internship Tutor’s Report - 25%
- Professional Project - 25%

Course Participation
Active group and individual participation are required. Students will have to read the assigned materials before each session and they will have to contribute with their feedback about the topics related to their internship, as well as about possible incidences caused by cultural differences.

Grading Rubric for Course Participation

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<th>A</th>
<th>Excellent Participation</th>
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<td>The student’s contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates’ opinions and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.</td>
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<th>B</th>
<th>Very Good Participation</th>
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<td>The student’s contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others’ contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others’ ideas. Regularly involved in the activities but occasionally loses concentration or energy.</td>
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Professional Project
Students will work on a professional project that shows a deep knowledge of the labor context in which they have been immersed (description), as well as a self-reflection about their intercultural experience based on the theoretical assumptions studied in class (interpretation) and a global assessment of the process (evaluation).

The project will be presented at the end of the course and will be constructed around the following points:

1. Initial expectations
2. Description of the institution (departments, activities, objectives)
3. Description about their position in the institution (activities, duties, knowledge and abilities involved). General and specific objectives.
4. Self-reflection about the knowledge acquired (skills and limitations).
5. Feasible contributions to the institution (suggestions for improvement and self-criticism).
6. Evaluative conclusions.

LEARNING OUTCOMES:
By the end of the course, students will be able to:

- Connect the theoretical aspects studied in class with the internship reality.
- Learn the difference between describing and interpreting the reality that surrounds them.
- Evaluate their experience avoiding stereotypes or general assumptions.
- Integrate communicative abilities and negotiation strategies in multi-cultural situations.
- Be aware of their past and acquired competences and learning throughout their experience abroad.

ATTENDANCE POLICY:
Attendance is mandatory for all IES classes, including course-related trips. For this course, if a student misses more than one class, one third of a letter grade will be deducted from the final grade for every additional absence. Missed exams, presentations, or any other assignments can only be rescheduled in case of documented medical or family emergencies.

CONTENT:

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Assignments</th>
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| Session 1 | Introduction to the course. Preparation for their jobs at the institutions. | • Journal entry I: expectations.  
• Muñoz Molina, A. *Desde este lado, desde el otro lado*. El País semanal. (3 Jul. 2011) |
| Session 2 | D.I.E. /D.I.V.E. Models  
The cultural iceberg. Stereotypes.  
What do we mean by culture?  
Intercultural Competence. | • Journal entry II: misunderstandings.  
• Cercas, Javier. *Elogio de la pereza*. El País. (Junio 2012) |
### Session 3

**Assignments**:
- Journal entry III: coordinates.

### Session 4
**Content**: Relations and forms of communication. Direct and indirect communication. Collectivism and individualism. Hierarchy and equality.

**Assignments**:
- Journal entry IV: instructions.

### Session 5
**Content**: The worker in me. Competences, abilities and values. Enneagram. Personality test.

**Assignments**:
- Journal entry V: vocations.

### Session 6
**Content**: Case study: presentation of a professional project. An entrepreneur in Granada.

**Assignments**:
- Journal entry VI: models.
- Garcia, J. *Cuando tengamos familia*. http://www.huffingtonpost.es

### Session 7
**Content**: Job search: the competence-based CV and the Cover Letter. Professional profiles in Spain.

**Assignments**:
- Revision of first version of the Curriculum Vitae (CV) and Cover Letter in individual meetings.
- *CVs de alto impacto: originales, disruptivos y auténticos*. (2017)

### Session 8
**Content**: Job interview. Verbal vs. nonverbal communication. Intercultural trading. Trade and partners. A job interview.

**Assignments**:
- Curriculum Vitae (CV) and Cover Letter
- Successful job interviews: Adecco.

### Session 9
**Content**: The labor world from a gender perspective: division, labor market and relations. Visit of an entrepreneur from Granada.

**Assignments**:
- Eduardo www.nuevatribuna.es

### Session 10
**Content**: My professional project: objectives, methodology and evaluation.

**Assignments**:
- Revision of first version of the project in individual meetings.

### Session 11
**Content**: Creative competence. Logo and slogan.

**Assignments**:

### Session 12
**Content**: Final assessment. Special thanks.

**Assignments**:
- Card: cultural values.

**REQUIRED READINGS**:
RECOMMENDED READINGS: