Global Internship Experience Seminar

JU Course Code:	JU 390
SIS Course Code:	JU 390
Subject areas:	Professional Development, Intercultural Communication, Business Management, International Business, Entrepreneurship, Work and Organizational Psychology, International Studies, International Relations
Language of instruction:	English
Contact hours:	8.00
U.S. semester credits:	1, 3 or 6 depending on internship duration
Appears in JU transcript as:	JU 390: Global Internship Experience

COURSE DESCRIPTION

This seminar supports students completing internship placements in Barcelona (Spain) by providing a space for guided reflection, intercultural learning, and career development. It includes four interactive sessions, each with targeted assignments and readings. Students will progressively build a comprehensive Internship Portfolio, reflecting their personal, professional, and intercultural growth.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Set, monitor, and revise meaningful internship learning goals
- Analyze host organizations using real-world frameworks
- Reflect on personal, professional, and intercultural growth
- Identify and articulate soft skills and competencies
- Communicate effectively in written and oral professional formats
- Compile a comprehensive Internship Portfolio to demonstrate their development

TEACHING METHODOLOGY

Global Internship Seminar is grounded in experiential, reflective, and student-centered learning. Given that students are simultaneously engaged in real-world professional settings, the seminar functions as a structured space for making meaning of their experiences through guided reflection, peer exchange, and applied theoretical frameworks. The methodology emphasizes active participation, intercultural awareness, and career readiness by incorporating workshops, journaling, collaborative discussions, case studies, and professional development exercises. Sessions are designed to foster critical thinking and connect students' day-to-day internship experiences to broader questions about professional identity, global citizenship, and workplace communication. The seminar also promotes formative feedback and self-assessment, empowering students to take ownership of their learning journey and translate it into tangible skills and competencies for future academic and professional success.

COURSE EVALUATION

The breakdown of the final grade is as follows:

- **Internship Supervisor Feedback:** **40%**
- **Professional Portfolio:** **30%**
    - Portfolio Part 1: Personal Presentation — 10%
    - Portfolio Part 2: Company & Sector Analysis — 10%
    - Portfolio Part 3: Full Portfolio — 10%
- **Personal Development:** **20%**
    - Learning Goals — 5%
    - Midterm Reflection — 10%
    - Intercultural Experience — 5%
- **Participation and Engagement** **10%**

PARTICIPATION AND ENGAGEMENT

Class participation in this course involves a positive and respectful attitude, active engagement in discussions, asking questions, contributing ideas, collaborating with peers, and demonstrating preparedness through reading and assignments. It reflects a student's commitment to learning and enhances understanding by integrating diverse perspectives within the classroom environment. Class participation will be evaluated based on these five (5) skills: attitude, engagement, preparedness, and frequency and quality of contributions.

ATTENDANCE POLICY

Attendance in the **Global Internship Seminar** is **mandatory**. This course meets only four times over the course of the semester, and each session represents a significant portion of the seminar's academic and reflective content. Because of the highly participatory and workshop-based format, **students are not allowed to miss any sessions**.

Absences will result in automatic deductions from the final course grade, as follows:

- **1st absence**: Final grade lowered by **one full letter grade** (e.g., A → B)

- **2nd absence**: Final grade lowered by **an additional full letter grade** (e.g., B → C)

- **3rd absence**: Student will receive an **F (Fail)** for the course

No distinction is made between excused and unexcused absences for the purpose of grade deductions. However, students experiencing serious emergencies (such as hospitalization or family emergencies) are encouraged to communicate with the instructor as early as possible, and accommodations may be discussed on a case-by-case basis at the discretion of the Academic Director.

Punctuality is also essential. Students arriving more than 10 minutes late or leaving early without prior approval may be marked absent. Consistent tardiness may impact your final grade.

Given the condensed structure of the seminar, full engagement in every session is essential for a passing grade.

LATE-WORK SUBMISSIONS

Students are expected to submit all due assignments in a timely manner to ensure fairness to all students and faculty. Assignments submitted after the deadline may incur a penalty of 10% per day late, up to a maximum of three days. After three days, late work may not be accepted and could result in a grade of zero. Exceptions can be made for documented emergencies or significant personal circumstances, but students must communicate with the instructor as soon as possible. This policy aims to promote good time management skills, accountability, and consistent academic performance while accommodating unforeseen challenges.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity – such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance – may result in an automatic "F" or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

DEFINITIONS OF ACADEMIC DISHONESTY

Use of AI without permission or acknowledgment: A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While students may use AI tools to enhance learning, such as for research, study aids, or improving writing skills, please be aware that when this AI-generated information is copied directly to academic assignments, it is considered a form of plagiarism. At SIS, the use of AI to complete assignments, exams, or any form of assessment is strictly prohibited unless explicitly allowed by the instructor. This policy aims to balance the benefits of AI with maintaining academic standards.

Students using AI should be transparent about their use and make sure it aligns with academic integrity. They must disclose any AI assistance used in their work and ensure it complies with course guidelines. Passing off any AI generated content as their own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of SIS Academic Integrity and will result in disciplinary actions.

It is important to note that tools that check writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is the student's own writing that is being scanned for possible mistakes versus AI doing all the writing.

If plagiarism is suspected, a faculty member may need to speak with the student and may ask them to defend their work and/or ask them to complete an alternative assignment to verify the content of your assignment is their own.

Cheating: the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means:

- Copying, in part or as a whole, from another's test or other evaluation instrument
- Submitting work previously graded in another course or simultaneously presented in two or more courses
- Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination;

Plagiarism: Using someone else's words, art, data, or ideas and passing them off as one's own. Cutting and pasting is so easy that many people plagiarize without meaning to. A student may be plagiarizing if they:

- Submit someone else's work as their own.
- Buy a paper from a papermill, website, or other source.
- Cut and paste together phrases, ideas, and sentences from a variety of sources to write an essay
- Copy words, art, or data from someone else's work--published or unpublished--without giving the original author credit.
- Use an artificial intelligence (AI) chatbot to write their paper for them.

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's Academic Integrity and Code of Conduct. You are expected to read and understand the JU terms and regulations of Academic Misconduct.

FINAL GRADES REVIEW AND GRADE APPEAL

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels he/she has been treated unfairly, in that an instructor has deviated from his/her prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade. For more information, please consult the **Student Academic Manual**.

Please note, **grade appeals are not intended as a means for students to improve or negotiate their grades.** They are reserved solely for cases involving administrative errors, calculation mistakes, or grading that is inconsistent with the stated course policies or criteria. Appeals must be based on evidence of such errors and not on dissatisfaction with the outcome or a desire for a higher grade.

DIVERSITY & INCLUSION

Within the School for International Studies (SIS), students, faculty, and staff are committed to working together to create and maintain an inclusive and equitable learning environment. This environment – which may be understood as both in the classroom and associated class excursions/field studies, as well as online course activities – is one in which the diversity of identities, lived experiences, and backgrounds of all learners are treated with dignity and respect at all times (including but not limited to: sex, gender, gender identity, race, ethnicity, genetics, language, religion, political affiliation, mental or/and physical disability, age, and sexual orientation).

Furthermore, an inclusive and equitable learning environment recognizes the need for resources and reasonable accommodations for all learners to fully participate and be positioned for academic success. As such, the following are available to students at SIS:

- Academic accommodations
- Mental health: mentors + professional services
- Bias reporting form

Participants are encouraged to complete this Bias Description Form to report any incidents they witness, and will be guided through support options.

TENTATIVE COURSE CONTENT OUTLINE

N.B. Course schedule and field studies are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

SESSION	CONTENT	ASSIGNMENTS & PORTFOLIO CONTRIBUTIONS	DELIVERABLES
Week 1	**Session 1: Orientation - Entering the Workplace** - Seminar overview - Goal-setting workshop - Reflective writing intro - Spanish workplace culture	- Self-Assessment (2–3 pages) - Learning Goals table - Begin Internship Journal - Begin work on portfolio Part 1: Personal Presentation & Learning Goals	
Week 2		- Internship Journal updates - Submit *Portfolio Part 1: Personal Presentation & Learning Goals*	*Portfolio Part 1: Personal Presentation & Learning Goals*
Week 3	**Session 2: Navigating the Organization** - Organizational mapping - Midterm reflections - Soft skills self-assessment	- Midterm Reflection Report - Learning Goals Progress Report - Begin work on *Portfolio Part 2: Company & Sector Analysis + Midterm Reflection*	
Week 4		- Internship Journal updates - Submit Portfolio Part 2	*Portfolio Part 2: Company & Sector Analysis + Midterm Reflection*
Week 5	**Session 3: Intercultural Communication & Adaptability** - Intercultural models - Ladder of inference - Communication workshop	- Applied Reading assignment - Begin work on *Portfolio Part 3: Intercultural Experience*	
Week 6		- Internship Journal updates - Submit Portfolio Part 3	*Portfolio Part 3: Intercultural Experience*
Week 7		Preparation for Session 4: - Oral Presentation (3 min) - Organizational Assessment (Parts A–D)	

		- Begin work on *Portfolio Part 4: Professional Experience + Final Compilation*	
Week 8	**Session 4: Professional Identity & Final Reflection.** Wrap up. - Elevator pitch practice - Résumé & LinkedIn clinic - Peer feedback & presentation	- Final edits on portfolio Part 4: Professional Experience + Final Compilation	Submit full Portfolio ✅

Session 1: Orientation – Entering the Workplace

Session Description:

Students will explore the seminar structure and begin critical self-reflection. This session introduces reflective journaling, professional goal setting, and intercultural adjustment.

Session Goals:
- Understand course expectations and internship context
- Establish personal and professional learning goals
- Learn to keep a reflective journal
- Explore Spanish workplace culture

Suggested Readings:
- Sweitzer & King, The Successful Internship, Ch. 5
- Kreber, Educating for Civic-Mindedness, pp. 52–59
- Mruk & Moor, Succeeding at Your Internship (Ch. 3)
- Reflective Writing Toolbox: https://writeonline.ca/media/documents/ReflectiveToolbox.pdf
- Bauer-Wolf, "Students Believe They Are Prepared..." (Inside Higher Ed)
- Strawser et al., The Internship Handbook (Ch. 1 Self-Assessment)
- Keeping Internship Journals https://www.swarthmore.edu/arts-social-change/keeping-internship-journals

In-Class Activities:
- Cultural expectations discussion
- Reflective writing workshop
- SMART goal planning

Assignments Due:
- Begin internship journal (students should include an internship hours log)
- Write Self-Assessment (2–3 pages) - see Handout

Deliverables before Session 2:
- Portfolio Part 1: Personal Presentation + Learning Goals

Handouts:
- SMART Learning Goals template (goal-action-date table)
- Iceberg Model visual
- Internship Journal and Reflective Writing Guide

- Self-Assessment Questions

Session 2: Navigating the Organization

Session Description:
Students examine how their organization functions internally and externally, reflecting on integration and early tasks. This session introduces soft skill assessment and applied organizational analysis.

Session Goals:
- Analyze organizational mission, structure, and role in the community
- Reflect on experiences and challenges thus far
- Identify developing soft skills

Suggested Readings:
- Sweitzer & King, Ch. 10–11
- Spinks, "What If Your Business is Actually a Community?"
- Mruk & Moor, Succeeding at Your Internship (Ch. 7)
- What is Career Readiness?
  https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

In-Class Activities:
- Organizational mapping workshop
- Soft Skills Radar self-assessment
- Peer reflection circles

Assignments Due:
- Complete Midterm Reflection
- Update Learning Goals Progress Report
- Continue internship journal entries (students should continue logging their hours)

Deliverables:
- Portfolio Part 2: Company and Its Sector + Midterm Reflections

Handouts:
- Organizational Mapping Template
- Soft Skills Radar Chart
- Midterm Reflection Questions

Session 3: Intercultural Communication & Adaptability

Session Description:
This session explores cross-cultural communication challenges and adaptation. Students examine workplace culture through experiential lenses and relate theory to practice.

Session Goals:
- Reflect on cultural adjustments and communication differences
- Apply intercultural theory to internship experiences

- Synthesize insights through critical reflection

Readings:
- Ross, "The Ladder of Inference"
- Bennett, "Developmental Model of Intercultural Sensitivity"
- Deardorff, "Intercultural Competence Framework"
- Mruk & Moor, Succeeding at Your Internship (Ch. 6)

Assignments Due:
- Applied Reading (summary, reaction, application)
- Continue internship journal (students should continue logging their hours)

In-Class Activities:
- Intercultural incident case study
- Ladder of inference simulation
- Communication style mapping

Deliverables:
- Portfolio Part 3: The Intercultural Experience

Handouts:
- Intercultural Competence Models
- Applied Reading Guidelines
- Case Study Worksheet

Session 4: Professional Identity & Final Reflection

Session Description:
This session focuses on professional storytelling, career skills, and final synthesis. Students share lessons learned, articulate their development, and finalize their professional portfolios.

Session Goals:
- Present and communicate your internship experience
- Reflect on transformation and future career direction
- Finalize and showcase your professional identity

Readings:
- Sweitzer & King, Ch. 12
- NACE: "Career Readiness for New College Graduates"
- Adam et al., "How Living Abroad Helps You Develop a Clearer Sense of Self"
- Hime, "Kick-start your career: internships and placements"
- West, "Leveraging Global Experiences in the Job Market"
- Strawser et al., The Internship Handbook (Ch. 9)

Assignments Due:
- Prepare Oral Presentation (3 minutes)
- Finalize Internship Portfolio
- Submit Organizational Assessment (Parts A–D)

In-Class Activities:
- Elevator pitch practice
- Résumé and LinkedIn clinic
- Final peer feedback roundtable

Deliverables:
- Portfolio Part 4: The Professional Experience + Final Portfolio Compilation

Handouts:
- Final Portfolio Checklist
- Résumé & LinkedIn Guide
- Presentation Planning Template

BIBLIOGRAPHY

All students are given access to the online library of the Jacksonville University online library, accessible here. They are expected to comply with JU Policies regarding library usage.

- Adam, Hajo, et al. "How Living Abroad Helps You Develop a Clearer Sense of Self." *Harvard Business Review*, 22 May 2018, https://hbr.org.

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- Bennett, Milton J. "A Developmental Model of Intercultural Sensitivity (DMIS)." *Intercultural Development Research Institute*, www.idrinstitute.org.

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- Kreber, Carolin. *Educating for Civic-Mindedness: Nurturing Meaningful Engagement through Learning*. Routledge, 2016.

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- Roccas, Sonia, and Lilach Sagiv. "Values and Behavior in a Work Environment: Taking a Multi-Level Perspective." *Values and Behavior – Taking a Cross Cultural Perspective*, Springer, 2017, pp. 115–136.

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- Sweitzer, H. Frederick, and Mary A. King. *The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning*. 4th ed., Cengage Learning, 2016.

- West, Charlotte. "Leveraging Global Experiences in the Job Market." *International Educator*, Jan.–Feb. 2017.