

INT 490S

INTENSIVE INTERNSHIP

OBJECTIVES

Participating in an internship program is a fundamental key to become part of the professional world. One of the most valued assets by companies today is having worked in a foreign country.

Therefore, the objective of this course is that students have the opportunity to obtain professional experience in different areas, such as business, tourism, communications, and teaching, among others, in a context of cultural immersion, and at the same time, improve their Spanish language skills by putting them into practice in their internship placement.

STRUCTURE

This course, in addition to professional experience, has an academic component that includes: blog posts, a monthly meeting with the tutor, and a final written report.

Students enrolled in this course must create a blog at the beginning of the course, in which they will be writing weekly entries. At the beginning of the internship program, a weekly deadline will be established for the publication of each blog entry. The topics proposed for each of the entries are the following:

Entry 1	- First impressions of your initial days of internship. - My responsibilities, what does my job consist of?
Entry 2	- Interpersonal relationships among workers / colleagues / boss. - What am I learning?
Entry 3	- What techniques and skills am I developing to face my interaction with people and the environment in a cultural context that was unknown to me? - Your first week's assessment
Entry 4	- Differences and similarities between this experience and some work or volunteer experience that I have previously done in the United States.
Entry 5	- What am I contributing to the company? Am I free to carry

	out innovative ideas?
Entry 6	- How can this experience influence my future professional career? - What have I learned about myself by doing this internship?

In the monthly meeting with the tutor, students will talk about their experience and answer possible questions about the internship.

Finally, students will have to write a final report about the internship. In order to write it, they will be provided with some guidelines, in which different points to be discussed will be indicated, as well as the length of it. The deadline to hand in this report is XXXXXXXX.

The student's supervisor in the workplace will be in direct communication with the Spanish Studies Abroad office.

REQUIREMENTS

This course requires a great sense of responsibility on the part of students since they will have to respect, as far as possible, the working hours agreed with the supervisor of the internship.

Also, students should spend some time creating each blog entry, as well as the final report.

EVALUATION

The course will be evaluated as follows:

1. Blog and tutor meetings	30%
2. Workplace	40%
3. Final Report	30%

BIBLIOGRAPHY: BOOKS AND MATERIALS

- EQUIPO PRISMA (2002) Prisma comienza, A1, Madrid, Edinumen.
- CASADO, M. A. et al. (2004) Prisma de ejercicios, A1, Madrid, Edinumen. Calvo Castellón,

ASSESSMENT

The student assessment system used in the courses at the Centro Superior de Idiomas consists of two components: self-assessment and assessment of knowledge and level acquired.

The self-assessment, for which a form has been designed following the scales, levels, and descriptors defined in the MCR, is intended to help students:

- become aware of their own learning style
- become aware of the progress they are making, and
- develop greater autonomy.

The assessment of knowledge and level acquired, for which a model based on communication objectives has also been designed, aims to determine what the student has learned by the end of the course. It is, therefore, an assessment in terms of ability, as proposed by the MCR. To this end, the following concepts are assessed:

1. Daily work participation¹	15%
2. Oral expression	15%
3. Midterm exam	20%
4. Final exam²	50%

It should also be noted that the Centro Superior de Idiomas, as a university institution, is governed by the same rules as the University of Alicante in terms of attendance. Therefore, in order for a student to obtain a certificate of attendance or achievement, they must have attended at least 80% of classes.

¹ By daily work, we mean the set of tasks and exercises that the student will complete during the course, at home or in class, in order to complete the communicative objectives of every teaching unit. Including exercises of written expression of distinct types of text, (a minimum of four), readings (for every course you select a reading), and a set of activities that go from the most formal (fill-in-the blank, drills, questions-and-answer, transformations, corrections in partners or self-correcting of errors) to the most communicative (debates, interviews, role-plays, simulations, partner activities with missing information, etc.)

² Exams are formal tests that are taken halfway through or at the end of the course. They are based on the belief that formal assessment should determine the extent to which the students are capable of meeting the communicative objectives and, therefore, are



designed following the same criteria we use to specify the teaching objectives. In short, they are not, definitively, only to measure the grammatical knowledge of the student, but what they are capable of doing with their skills, both oral and written. The exam consists of:

- A series of exercises testing grammar, vocabulary, and pragmatics, that includes exercises of fill-in-the-blank, of transformation, of multiple choice, of open or semi-controlled answer, of detection and correction of mistakes, of textual coherence and cohesion, etc.
- A reading comprehension text
- A written expression text, and
- A test of oral expression, in which the student has to speak and/or converse