INT 490UNCS
INTERNSHIP

COURSE DESCRIPTION

INT 490UNCS Internship is designed to provide students with the skills and knowledge necessary to work effectively with individuals and organizations from diverse cultural backgrounds. The course emphasizes the development of critical engagement, ethical participation, and reflective practice in international professional contexts.

Through this framework, students undertake a semester-long internship abroad within a Spanish-speaking organization in Alicante or Seville, Spain. The course integrates sustained professional engagement, academic inquiry, and structured reflection to support students' communicative competence development in Spanish, deepen their understanding of the local sociocultural context, and contribute meaningfully to the agencies with whom they work.

INT 490UNCS follows an experiential learning model, in which students learn through active participation in a structured, supervised internship that meets real organizational needs, is intentionally connected to academic learning objectives, and incorporates ongoing reflection to deepen understanding and professional growth.

Students are required to participate actively both inside and outside the classroom and to complete internship work on a weekly basis throughout the semester, totaling 95-100 hours. Additional information regarding internship placements, expectations, and assessment criteria will be provided in class and in the course materials.

Course objectives and activities include:

- Analyze intercultural encounters within the host workplace using the framework of contact zones, identifying power dynamics, professional cultural norms, negotiation strategies, and mutual influence.
- Complete a minimum of 95-100 hours of supervised internship work that addresses authentic organizational or community needs while demonstrating ethical engagement, professionalism, and cultural humility.
- Synthesize academic readings, classroom discussions, and field experiences to produce informed analyses of social, cultural, and professional practices within the Spanish work environment.
- Demonstrate communicative competence in Spanish (linguistic, sociolinguistic, pragmatic, discursive, and strategic) by interacting appropriately and effectively

with colleagues, supervisors, and clients, using language that reflects cultural norms, context, and professional purpose.

- Evaluate personal cultural assumptions, professional identity, and positionality in relation to workplace experiences and intercultural encounters.
- Collaborate effectively with colleagues, supervisors, and peers to achieve internship objectives and contribute positively to organizational goals.
- Document and assess internship experiences through structured reflection, demonstrating both personal learning and contributions to the host organization.
- Explain the value of international internships as a model for professional development, ethical engagement, social responsibility, and global citizenship.

REQUIRED READINGS

Books:

- Livermore, D. (2012). Liderar con inteligencia cultural: El nuevo secreto para el éxito. Amazon.
- Martín Cuadrado, A. M., & Pérez Sánchez, L. (2023). El e-diario de los actores del prácticum y prácticas externas: una investigación desde la RedTICPraxis. Narcea.

Academic Articles:

- Belmonte Otero, I., Castro Pais, M. D., & Mallo Rey, M. M. (2022). Las prácticas externas en títulos universitarios de formación del profesorado. International Journal of Developmental and Educational Psychology, 2(1), 63–70.
- Cortijo, G., Riquelme, V., & Galvis, M. J. (2023). La educación superior como plataforma para el desarrollo humano. Revista Latinoamericana de Estudios Educativos, 53, 367–384.
- Echeverri, C. (2018). Significados y contribuciones de las prácticas profesionales a la formación de pregrado en psicología. Avances en la Psicología Latinoamericana, 36(3), 569–584.
- Finkel, L. (2016). Las prácticas académicas externas: Reflexiones para los estudios de sociología. Revista Española de Sociología, 25(3), 137–151
- Mendivil Hernández, P., & González Sánchez, E. (2024). La influencia de la práctica profesional en los niveles de desarrollo humano en estudiantes universitarios. European Public & Social Innovation Review, 9, 1–16.
- Rico-Belda, P. (2023). Análisis integral de las prácticas externas: perspectiva de tutores y estudiantes. Revista Practicum, 8(2), 77–91.
- Rueda Rodríguez, A. E. (2014). Las prácticas profesionales y las pasantías desde la legislación comparada. Revista Latinoamericana de Derecho Social, 19, 111–132.

- Salgado-Robles, F., & Lorenzo, F. (2025). Enseñanza de español para fines específicos a hablantes de herencia (Teaching Spanish for specific purposes to heritage speakers).
- In B. Lafford, A. Ferreira Cabrera, & E. Arnó Macià (Eds.), Español para Fines Específicos (EFE) / The Routledge Handbook of Spanish for Specific Purposes (SSP) (pp. 321–335). New York: Routledge.
- Tejada, J. (2013). La formación de las competencias profesionales a través del aprendizaje-servicio. Cultura y Educación, 25(3), 285–294.
- Zabalza Beraza, M. A. (2016). El Practicum y las prácticas externas en la formación universitaria. Revista Prácticum, 1(1), 1–23.

ASSESSMENT

The grade scale is presented below, followed by a description of the components that make up the course grade:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
97-100	93-96	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60

Components of the grade:

Attendance and Participation (2)	Written Reflections (3)	Academic Article Presentation	Final Project
20%	30%	20%	30%

Attendance and Participation (20%):

Active participation and your regular attendance, both in class and at your site visit, are required for successful completion of this class.

SITE VISITS: By agreeing to intern with these agencies, you are engaging in a serious commitment that affects many more individuals than you or your classmates (see page 6 of this syllabus). All cancellations or changes to site visits must be discussed with and approved by the site coordinator well in advance. Unexcused absences from site appointments are not allowed and may result in your withdrawal from the course. Grades will be determined according to the rubric on page 7 of this syllabus.

Written Reflections (30%):

Through our Google Classroom account, each student will carry out three (3) reflective essays (10% each) in Spanish.

These essays will be graded according to quantity (minimum 500-600 words each) and quality of language, as well as on their content (i.e., (1) information regarding tasks accomplished, (2) linguistic and intercultural challenges, and (3) brief comments about the visit, on page 8). No assignments will be accepted after the published due date/time.

Academic Article Presentation (20%):

Throughout the semester, each student will prepare and give one oral presentation (20 min approx) based on an assigned academic paper.

All students are expected to participate in the Q&A session. Presentations will be evaluated according to the criteria outlined on page 9 of this syllabus.

Final Project (30%):

The final project consists of a 15–20 minute in-class presentation or a recorded video in which students critically analyze their semester-long internship experience. Drawing on course readings, theoretical frameworks, and classroom discussions, students will apply key concepts such as professional communication skills, communicative competence (including linguistic, sociolinguistic, pragmatic, discursive, and strategic components), and cultural intelligence.

The project should demonstrate the student's ability to synthesize academic inquiry with experiential learning by examining reciprocal learning processes, including what the student learned from the community and how the internship contributed to community goals. Students are expected to reflect critically on intercultural encounters, power relations, and personal positionality within the internship context.

The final project must be submitted via Google Classroom. Grades will be assigned according to the criteria provided on page 10 of this syllabus.

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COURSE CALENDAR

DATE	CONTENT, READINGS, & ASSIGNMENTS
Week 1	- Course Introduction - Martín Cuadrado & Pérez Sánchez, 1
Week 2	- Livermore, 1
Week 3	- Livermore, 2 - Martín Cuadrado & Pérez Sánchez, 2
Week 4	- Martín Cuadrado & Pérez Sánchez, 3 - Livermore, 3
Week 5	- Livermore, 4
Week 6	- Livermore, 5.1 - Martín Cuadrado & Pérez Sánchez, 4
Week 7	- Livermore, 5.2 - Martín Cuadrado & Pérez Sánchez, 5
Week 8	- Livermore, 6.1
Week 9	- Livermore, 6.2 - Martín Cuadrado & Pérez Sánchez, 6
Week 10	- Livermore, 7.1 - Martín Cuadrado & Pérez Sánchez, 7
Week 11	- Livermore, 7.2
Week 12	- Livermore, 8.1 - Martín Cuadrado & Pérez Sánchez, 8
Week 13	- Livermore, 8.2 - Martín Cuadrado & Pérez Sánchez, 9
Week 14	- Livermore, 9.1

Week 15	- Livermore, 9.2 - Martín Cuadrado & Pérez Sánchez, 10
Week 16	- Final Project.

ATTENDANCE & PARTICIPATION

Assessed by Instructor

CRITERIA	EXCEEDS STANDARD (4)	MEETS STANDARD (3)	APPROACHING STANDARD (2)	DOES NOT MEET STANDARD (1)
Consistent class attendance and active engagement in discussions	Attends all or nearly all class sessions and participates actively and thoughtfully.	Attends class regularly and participates appropriately.	Attendance or participation is inconsistent.	Frequently absent or disengaged.
Analysis of intercultural encounters in the workplace	Contributions demonstrate strong preparation and sustained engagement with readings, discussions, and internship experiences. Shows insightful analysis of intercultural dynamics, professional norms, and power relations in the host workplace.	Contributions show adequate preparation and understanding of course concepts, including intercultural issues and workplace practices. Provides relevant analysis of professional cultural interactions.	Contributions are occasionally relevant but show limited preparation or superficial engagement with course concepts. Demonstrates minimal insight into intercultural or professional dynamics.	Rarely participates or contributions are minimal, off-topic, or lack grounding in course concepts or workplace experiences.
Synthesis of academic readings,	Integrates internship experiences with	Makes relevant connections between	Demonstrates difficulty applying	Demonstrates little understanding of

discussions, and internship experiences	academic content and classroom discussion with depth and critical insight. Demonstrates reflective awareness of professional identity, personal assumptions, and cultural norms in the workplace.	academic content and internship experiences. Demonstrates basic reflective awareness of professional and cultural assumptions.	academic concepts to internship experiences or integrating workplace observations into discussion. Reflection is minimal or descriptive rather than analytical.	course concepts or the internship context. Shows minimal or no reflection on professional or cultural assumptions.
Demonstration of communicative competence in Spanish	Uses Spanish accurately and appropriately when required, showing sensitivity to context and purpose.	Uses Spanish competently when required.	Use of Spanish is limited or uneven when required.	Does not meet communicative expectations in Spanish when required.
Explanation of the value of international internships and professional engagement	Clearly articulates the value of international internships for professional development, ethical engagement, and global citizenship.	Can explain the role of international internships and professional engagement at a general level.	Understanding of international internships and professional engagement is vague or superficial.	Unable to articulate the role or value of international internships or professional engagement.

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ATTENDANCE

Working in a professional setting abroad is an important commitment. Host organizations depend on you. Supervisors and colleagues depend on you. Failing to fulfill your responsibilities may seriously affect your final grade.

Internship Responsibilities

A. **Duration**: Each student will complete 95-100 hours of supervised internship work with a host organization. Students must maintain a log recording daily hours and the cumulative total to date. The instructor may request this log at any time during the semester.
B. **Schedule**: It is the student's responsibility to coordinate with the host organization's staff regarding the day(s) and time(s) they will work each week.
C. **Transportation**: Students are responsible for traveling to the internship site by private or public transportation. Travel time to the site does not count toward internship hours.
D. **Punctuality**: Students must arrive on time. If a student is late or absent, the host organization staff will inform the course instructor.
E. **Absences**: If a student must miss an internship session, they must contact both the host organization and the instructor to notify them or request permission. Missed hours must be made up.

Confidentiality and Professional Information

All information regarding the organization, its operations, clients, or stakeholders is strictly confidential. Students may not discuss any confidential information with anyone outside the course or internship setting. Students may also not share sensitive information with each other.

Contract Signature

I understand the terms of this contract and agree to adhere to the rules outlined herein.

Full name: _____
Signature: _____
Date: _____

Release

I agree to allow my image, work, or contributions completed during this internship to be used for promotional purposes (online or in publications) by the host organization, this course, or the Institution. I understand that I will receive no remuneration for such use.

Full name: _____

Signature: _____
Date: _____

ATTENDANCE & PARTICIPATION

Assessed by Internship Supervisor

CRITERIA	EXCEEDS STANDARD (4)	MEETS STANDARD (3)	APPROACHING STANDARD (2)	DOES NOT MEET STANDARD (1)
Completion of 95-100 hours of internship work addressing organizational needs	Consistently attends scheduled internship hours (approximately two hours weekly) and exceeds required commitments. Demonstrates strong reliability and accountability in completing assigned tasks.	Attends internship hours regularly and fulfills assigned responsibilities as expected.	Attendance is inconsistent, occasionally late, or below expectations; completion of responsibilities is uneven.	Frequently absent, late, or unprepared; fails to meet internship hour requirements or assigned responsibilities.
Ethical and professional engagement in the host workplace	Demonstrates exceptional professionalism, initiative, and ethical conduct. Engages respectfully with supervisors, colleagues, and clients, showing strong cultural humility and awareness of	Engages ethically and professionally with supervisors, colleagues, and clients; demonstrates appropriate workplace behavior.	Engagement meets minimum expectations but shows limited initiative or inconsistent professionalism.	Demonstrates inadequate professionalism, ethical conduct, or respect for workplace norms and relationships.

	workplace norms.			
Demonstration of communicative competence in Spanish in real-world contexts	Communicates effectively in Spanish, adapting language appropriately to context, audience, and task.	Communicates effectively in Spanish for required tasks and interactions.	Communication in Spanish is uneven or occasionally inappropriate for context.	Communication is ineffective or inappropriate for the setting.
Effective collaboration with supervisors, colleagues, and peers	Collaborates proactively with supervisors and colleagues, communicates effectively, and contributes meaningfully to organizational objectives.	Works cooperatively with supervisors and colleagues and contributes positively to workplace tasks and projects.	Requires guidance to collaborate effectively or to understand workplace expectations and professional roles.	Does not collaborate effectively or contribute meaningfully to workplace tasks or organizational goals.
Meaningful contribution to organizational goals and evaluation of internship outcomes	Demonstrates reflective awareness of the impact of internship work on the organization and on personal professional development.	Demonstrates awareness of the purpose and value of the internship experience for both the organization and personal learning.	Demonstrates limited reflection on the purpose or impact of internship activities.	Shows little awareness of the purpose or impact of the internship experience.

WRITTEN REFLECTIONS ON INTERNSHIP

Detalles de la visita	
Nombre	
Organización	

Fechas		*Horas / Total*	_____ / _____
Lugar			

RESUMEN

¿Qué hiciste durante las últimas visitas? Indica las tareas específicas que realizaste. ¿Qué hiciste para superar lo mínimo? Dicho con otras palabras, ¿cómo fuiste más allá de lo que esperaban de ti?

RETOS COMUNITARIOS

¿Con quién interactuaste en estas visitas? Describe a las personas, las interacciones y los resultados.

RETOS COMUNICATIVOS

¿Cómo fue la comunicación en español durante estas visitas? ¿Tuviste éxito en términos lingüísticos, sociolingüísticos, pragmáticos, discursivos y/o estratégicos? Explícalo con ejemplos. ¿Qué estructuras, palabras o información cultural fueron necesarios para cumplir con tus deberes durante estas visitas?

IMPRESIÓN GENERAL

Teniendo en cuenta tus propios retos y los de la organización, ¿cómo evalúas el éxito general de tu visita?

Añade cualquier otro comentario que quieras compartir

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ACADEMIC ARTICLE PRESENTATION

CRITERIA	EXCEEDS STANDARD (4)	MEETS STANDARD (3)	APPROACHING STANDARD (2)	DOES NOT MEET STANDARD (1)
Quality of the information	Relevant, logically presented from beginning to end, and on target.	Adequate information, most ideas were developed, and on target.	Limited information, some ideas were not fully developed or on target.	Minimal or limited information, ideas were not developed, information lacks substance.
Delivery of the information	Clear, easy to follow, and interesting; the presenter rarely read notes.	Mostly clear, easy to follow, and interesting; the presenter occasionally read notes.	Mostly clear, easy to follow, and interesting; the presenter read most of the time.	Unclear, difficult to follow, and uninteresting; the presenter read all of the time.
Familiarity with the assigned topic	Full knowledge of the assigned topic; the presenter was able to answer all the questions of the audience.	Knowledge of the assigned topic; the presenter was able to answer most of the questions of the audience.	Limited knowledge of the assigned topic; the presenter was able to answer only some of the questions of the audience.	Limited knowledge of the assigned topic; the presenter was not able to answer the questions of the audience.
Analysis	Demonstrated a thorough and critical analysis of all the components of the article; an in-depth	Evidence of critical analysis of all the components of the article, but it could have been more thorough.	Little evidence of critical analysis of some of the components of the article, but it could have been more thorough.	Very little evidence of critical analysis of all the components of the article.

	evaluation of the topic.			
Language use	No errors in spoken and written language.	Few errors in spoken and written language.	Some errors in spoken and/or written language.	Many errors in spoken and written language.
Overall quality of the presentation	Excellent	Good	Fair	Poor
Peer feedback	Demonstrated a thorough and critical analysis of the presentation.	Evidence of critical analysis of the presentation.	Little evidence of critical analysis of the presentation.	Very little evidence of critical analysis of the presentation.

FINAL PROJECT

CRITERIA	EXCEEDS STANDARD (4)	MEETS STANDARD (3)	APPROACHING STANDARD (2)	DOES NOT MEET STANDARD (1)
Integration of Course Concepts	Demonstrates exceptional understanding and insightful application of multiple course concepts. Integrates theory and practice seamlessly.	Demonstrates solid understanding and appropriate application of key course concepts.	Demonstrates limited understanding or incomplete application of course concepts; connections between theory and experience are weak.	Demonstrates minimal or incorrect understanding of course concepts; theory-practice connections absent.
Analysis of Internship Experience	Provides a thorough, nuanced analysis of learning from and contribution	Provides clear analysis of personal learning and organization impact. Reflection is	Analysis of learning and organization impact is superficial or incomplete;	Little or no analysis of personal learning or organization impact; reflection

	to organization goals. Shows deep reflection.	adequate and relevant.	reflection lacks depth.	missing or off topic.
Intercultural Awareness & Positionality	Shows exceptional awareness of cultural dynamics, personal positionality, and professional engagement.	Shows good awareness of cultural dynamics and personal positionality; engagement is appropriate.	Shows limited awareness of cultural dynamics or positionality; engagement may be inconsistent.	Shows little awareness of cultural differences, personal positionality, or professional engagement.
Communicative Competence	Communicates very effectively in Spanish; language is accurate, contextually appropriate, and nuanced.	Communicates effectively in Spanish; minor errors do not impede understanding.	Communicates in Spanish with errors that occasionally impede understanding; limited contextual appropriateness.	Communication in Spanish is ineffective or inappropriate; comprehension is hindered.
Presentation Quality	Presentation is highly organized, clear, engaging, and exceeds expectations in format and creativity; time is well managed.	Presentation is organized and clear; meets expectations in format and time; generally engaging.	Presentation is somewhat disorganized or unclear; may not fully meet time or format requirements; limited engagement.	Presentation is disorganized, unclear, or incomplete; does not meet time or format requirements; not engaging.