

GEN 390-E INTERNSHIP

COURSE DESCRIPTION

GEN 390 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 English-speaking organization in San Juan, Puerto Rico. The course integrates sustained professional engagement, academic inquiry, and structured reflection to support students' communicative competence development in English, deepen their understanding of the local sociocultural context, and contribute meaningfully to the agencies with whom they work

GEN 390 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 English work environment.
- Demonstrate communicative competence in English (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.
- 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 Practicum, 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 English.

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.

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.