



Course Title: International Service Internship Course (ISIC)
Instructor:
Instructor Contact Details Email: Contact phone number: Office hours/office location:
Course Description: <p>The International Service Internship Course (ISIC) has two components: experiential learning in the internship and a series of classroom seminars. The seminars provide the opportunity to reflect on and analyse learning and development in the workplace through dialogue and written work. By discussing challenges and exchanging ideas with your faculty and peers, you can make the most of your internship experience.</p>
Course Objectives: <p>The objective of this course is to enable students to make the most of their service internship placement by providing them a structured environment to parse their experiences with faculty and their peers. Students will analyse and reflect on their experience through a variety of internal and external lenses (cultural, organizational, and developmental) to negotiate meaning in the events of their placements and collaborate to resolve challenges.</p> <p>Students will practice articulating their learning in a variety of formats to enhance their cultural competency, self-awareness and career readiness. These activities will require a significant amount of self-enquiry and self-reflection.</p>
Course Learning Outcomes: <p>At the end of this course, students will:</p> <ul style="list-style-type: none">• Understand general aspects of the UK sector in which they worked and have a high degree of understanding of the organisation in which they were placed;• Describe and reflect on their service internship experience and the ways in which they have developed during the semester;• Display ability to adapt to a workplace culture different than what might be expected in their home country, and to effectively navigate cultural differences in the workplace;• Understand how the actions, choices, and interactions of an individual, organisation and community effect and are affected by local and global social change• Articulate their work-based learning and professional development in a variety of settings and formats;• Connect readings and key class themes to their work experience.•
Charting the Course: FIE's Values and the curriculum: <p>The following FIE articulated values are addressed in this course:</p>

Knowledge and Inclusivity <ul style="list-style-type: none"> • A recognition of the social, cultural and historical context of knowledge, and of knowledge as socially and culturally constructed and maintained • An understanding of the potential for contribution of non-dominant groups and recognition of their role, power and privilege, within fields of study 	✓
Ethics and Human Rights <ul style="list-style-type: none"> • Recognition of issues of social justice at global and national levels • Awareness of ethical implications of personal choice and governmental action 	✓
Social and Cultural Reflection and Action <ul style="list-style-type: none"> • A heightened awareness of civic and social responsibilities at local and global levels • Developing our understanding, appreciation of and empathy towards diverse cultures and identities • A continued engagement in cross-cultural and multicultural communication 	✓
Commitment to the Environment <ul style="list-style-type: none"> • Active engagement with environmental impact • Addressing issues of sustainability and applying initiatives 	

Instructional Methods:

This is a seminar based course in which in-class exercises, assignments, and assigned readings form the basis for classroom activities and the discussion of theories and their practical applications.

Teaching is complemented by frequent use of real-world internship case studies (students are expected to bring their own from their internships) and online learning materials. In addition, there will be group presentations and students are required to engage in discussions and activities as class participation counts towards the final grade.

Topics:

PERSONAL AND CAREER AWARENESS: The development of analytical and reflective skills needed for the transition from university to work; Knowledge of how work works; Development of a personal brand and professional portfolio.

SKILL DEVELOPMENT: The building of transferable 'hard' skills such as IT, writing, research, as well as 'softer' skills such as cross-cultural communication, teamwork, and problem-solving.

BROADER KNOWLEDGE: The London workplace environment; The placement organisation's structure and culture; Industry/sector knowledge.

PERSONAL DEVELOPMENT AND CULTURAL COMPETENCE: Confidence, self-awareness, value-awareness, and a sense of professionalism; Development of personal and cultural competence in interaction that is appropriate, sensitive and self-critical with people in the host community(s); Awareness of one's own culture and values, and the role these play in intercultural communication; Negotiating the British workplace.

CIVIC AWARENESS: Responsible citizenship and civic engagement in personal and professional arenas; Appreciation of the formal and informal knowledge, wisdom and skills possessed by individuals and communities; Awareness of the issues (local, national and global) confronted and addressed at the placement; Interconnectedness and interdependency of intersecting communities.

SOCIAL JUSTICE: Recognition, analysis and understanding the social reality of injustices in contemporary society; The relative privilege or marginalisation of your own and other groups; The forces that influence local and global social change.

Week-by-Week Class Plan:

Assignments and Due Dates:

A service internship completed for academic credit involves a great deal more than placement and

participation with a professional organization. Like any other college course, the majority of the academic work of an internship is engaged in through reflective written work, discussion, and presentation based on and informed by readings and research, as well as the onsite internship experience. As such, the dominant factors in the internship final grade will be the course instructor's evaluation of the detail, clarity, and quality of student analytical and written work, along with assessment of the student's degree of positive engagement in the seminar sessions.

See the *ISIC Course Companion* for detailed instructions for completing all assignments and assessments.

The *ISIC Course Companion* is the accompanying workbook that contains, amongst other items, guidance on all the course assessments, explanations on how to conduct the midpoint and final performance appraisal submissions, exercises to guide discussion, exercises to aid development of the assessments, and the core course readings.

ASSIGNMENT 1: Midpoint Performance Appraisal Submission

A performance appraisal is a formalised opportunity to receive feedback from your internship supervisor(s) about your performance to date. You are responsible for approaching your supervisors to schedule your midpoint appraisal meeting, providing them with the appraisal form (available on MyStudy@FIE), and then collecting and submitting the form to your faculty.

ASSIGNMENT 2: Reflective Learning Journals: Due ongoing throughout the course.

Five times during the course you are required to make a journal entry of no less than 250 words. The aim of the journal entries is to show self-reflection and awareness through the process of the internship. These are not diary entries in which you merely recount events. Rather, they are structured exercises in which you are expected to *reflect* on your experience, *interpret* your experience through a relevant lens (e.g. the course readings), and *plan* for how you will approach the future.

ASSIGNMENT 3: Professional Portfolio:

The professional portfolio is a collection of relevant information and examples to showcase your professional experience and demonstrate your long-term professional growth. For this assessment, you will create or update your résumé and your personal professional profile, and you will publish both to LinkedIn (or equivalent professional networking profile).

Your updated résumé must feature your London experience in both the professional experience (London internship) and academic (London coursework) sections. Your personal professional profile (also known as a personal professional summary) should describe your personal brand story and also prominently feature your London internship.

Your updated LinkedIn Profile must include, at minimum: your updated résumé, your updated personal professional profile, an appropriate photo, a compelling headline and key skills according to your skill set and the jobs/industry you are pursuing. All of the above must incorporate key words which your research indicates are important for jobs and recruiters in your industry. Additionally, you must show evidence of targeted networking by making at least 5 connections linked to your internship/FIE/London experience.

ASSIGNMENT 4: Organisation Analysis Report:

In this minimum 2,500-word report, you will analyse what you have learned about your placement organisation, its industry sector, and the international working environment, with reference to outside research. You will need to think beyond your day-to-day tasks and assignments in the placement to understand the bigger picture of how your organisation functions in its environment. As you gather your research you may also gain insight into how your role and output contribute to the overall functioning of the organisation.

Detailed instructions are available in the *IIC Course Companion* and should be followed carefully. Required sections include an Introduction, Organisation Profile, SWOT Analysis, Recommendations and Conclusions.

ASSIGNMENT 4: Group Presentation:

The aim of the presentation is for you to display a sense of knowledge and engagement with your placement, the organisation, and industry issues via a thoughtful discussion. You will use the knowledge and awareness you have gained through work experience and research to analyse a particular issue, problem or challenge facing the placements/industry(s) and assess some possible resolutions.

In small groups of two or three students you will pick a single topic or issue that reaches across the organisations in which you are working. The issue may be inspired from the media, course readings, or may arise from your own internships. You must pick a topic that has not been covered in class or perhaps put a creative spin on an issue already discussed. Every group in the class should present on a different topic.

The presentation must show evidence of outside research and include a visual aid. Each group will have 4 minutes per person (combined) to present (a group of 2 students will have 8 minutes; a group of 3 students will have 12 minutes.).

You are assessed on the level of analysis and synthesis of the topic, clarity and structure of the presentation of ideas, as well as the ability to demonstrate an interconnected theme in the group and collaboration and teamwork in developing the presentation.

Attendance and Participation

In addition to physical presence in class, your class participation score is based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on your participation score.

Appraisal Feedback and Workplace Performance

Midpoint and final appraisal feedback from your Site Supervisor will also be factored into your final grade. The midpoint appraisal is worth 5% of your final grade and poor scores on the final appraisal (supervisor ratings of 2/5 or lower) will carry letter grade deductions to your final grade (see Important Note below).

Assessment Plan:

- Attendance and Participation: 20%
- Midpoint Performance Appraisal submission: 5%
- Reflective Learning Journals: 25%
- Professional Portfolio: 15%
- Organisation Analysis Report: 25%
- Group Presentation: 10%

IMPORTANT NOTE!

Except in cases of mitigating circumstances as deemed by FIE, the following applies:

- If a student withdraws from an internship, has repeated absences from work, has performance or behavioural issues in the workplace, or if the position is terminated by the workplace supervisor, s/he will not be able to continue in the course nor earn a passing grade.
- If the overall score for the Final Site Supervisor Appraisal is 2 OR student fails to submit up to 2 weeks' timesheets/has 2 weeks of absences then grade is reduced by a full letter.
- If the overall score for the Final Site Supervisor Appraisal is 1 OR student fails to submit up to 3 weeks' timesheets/has 3 weeks of absences then grade is reduced by two full letters.
- If the overall score for the Final Site Supervisor Appraisal is 2 or below AND the student fails to submit 2 weeks' timesheets/has 2 weeks of absences, then grade is reduced by two full

letters.

The FIE Mitigating Circumstances policy is available on MyStudy@FIE.

Academic Integrity:

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Attendance and Participation:

Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.

Class attendance and participation is formally recorded and incorporated into a student's final grade.

In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.

When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.

Absence from class does not relieve a student of responsibility for assignments. **Students bear the ultimate responsibility for all missed class material and assessment.**

If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.

FIE Grading Rubric:

Letter Grades	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
A	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well-focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artefact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
B	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has	Material is unified and well-focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artefact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples

	only minor factual inaccuracies	spelling or punctuation errors or cliché; usually presents quotations effectively		
C	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artefact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
D	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact
F	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact

Late Submission of Written Work:

Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note, may be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

Diversity, Inclusivity and Accessibility

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit

www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).