



## BSAS INTP 3347 LEARNING THROUGH INTERNSHIPS: BUENOS AIRES

### CAPA BUENOS AIRES WORKSHOP

#### Course Description

Learning through internships is an experiential course where learning revolves around an internship experience. Students learn about a specific practice while integrating academic study that targets how a specific industry works in a different part of the world. The learning occurs through a triad; the internship (experience), the LTI course (academic work) and the Argentine context. The course aims to understand how a specific culture, in this case Argentine culture, interacts and frames a practice. The course encourages students to use critical thinking skills using reflection to an analytical level, which aims to provide validity to concepts. The course requires, such as in any experiential learning theoretical framework setting, to be active participants in their learning experience with discussions, interviews, presentations and peer work.

This course aims to encompass and to reflect on three areas of learning and development

1. Professional
2. Academic
3. Personal

#### Course Objectives

The objectives aid in describing what a student will be able to do once the course is completed.

- To be engaged in the host culture while taking a professional practice
- To understand a practice, your internship field of work, within the host culture
- To be able to compare and analyze critically, through comparative analysis, your internship field of work in both cultures
- To reflect on performance of a student and peers and to concisely articulate those concepts and practices
- To be functional in the skill and ability of your practice within the host culture
- To deepen your academic knowledge of the field of work through the professional practice
- To think critically about a practice analyzing and evaluating facts providing evidence of that analysis
- To learn how to work in a diverse group
- To understand gender and cultural roles in a different society

#### Requirements and Prerequisites

While internship performance, attendance and attitude are important, it is the written work, presentations, portfolio and informed participation through readings in classroom and online discussion which account for the major part of the academic grade. The course and assessment tasks described in this document carry the internship credit on student transcripts (under the name Learning Through Internships).

All students must be participating in a CAPA internship placement to participate in the course. A passing academic grade will not be awarded unless you complete the minimum required site internship hours.

### Learning Outcomes

Upon completion of the course students will be able to do the following:

- a. apply skills and abilities as a result of the internship
- b. evaluate validity of concepts and theories
- c. gain exposure of a professional field
- d. understand how to function in the Argentine host culture at a professional level
- e. develop critical thinking skills
- g. develop knowledge of a specific area of practice

### Developmental Outcomes

Students should demonstrate development of the following areas such as:

1. responsibility & accountability
2. independence & interdependence
3. goal orientation
4. self-confidence
5. resilience, ability to cope with challenges and adversity
6. appreciation of differences
7. develops ability to work with different groups of people
8. personal reflection
9. self-confidence

### Class methodology

There are two components to LTI. The site based internship provides you with a unique opportunity to learn by active participation at a host organization in order to develop skills and aptitudes relevant to your career aspirations, critical analytical skills, and to further your professional development. You will be able to develop self-confidence, self-awareness, and an awareness of others in a practical setting. You will also be able to initiate the development of a network of international contacts to assist your future career. You will base your informed observations on the dynamics of your work site.

In preparation for the site based internship, all internship students attend an Internship Orientation prior to week 1, with an introduction to the internship experience, led by the CAPA Internship Team. It covers initial expectations, advice on interview matters, and a general introduction to workplace cultures and communication styles in Argentina.

The academic course is intended as a forum for you to connect your experience at the internship to its broader social and cultural context and relevant theoretical frameworks. Topic modules and group discussions will unveil the nature of Argentina's workplace dynamics and allow you to research different aspects of the workplace that are reflected in your internship. Topics are drawn from three thematic areas: personal/professional development, organizations, place of work and culture. You will also be asked to maintain a short informative observations each week to enable us to be a potential topic of discussion in class.

### Assessment/Grading Policy

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<input type="checkbox"/> <u>Class participation/Forums</u>	10%
<input type="checkbox"/> <u>Written Assessment: Informative Observations and Final Essay</u>	40%
<input type="checkbox"/> <u>Oral Presentations</u>	20%
<input type="checkbox"/> <u>Presentation on your Internship Site</u>	
<input type="checkbox"/> <u>Supervisor's Report</u>	5%
<input type="checkbox"/> <u>Final Professional Portfolio</u>	25%
▶ Learning Agreement	
▶ Written Work and Interviews (Final Essay must be included)	
▶ Resume	
▶ Field artifacts and documents (such as attendance to Field Associations, Seminars, etc)	
▶ Organization	

Descriptor	Argentine (Austral U)	Al-pha	US	GPA	Requirement
Excellent	10 ( <i>Sobresaliente</i> )  9 ( <i>Distiguído</i> )	A A-	95+ 90-94	4.0 3.7	Shows superior use and understanding of extensive literature beyond the textbook and notes
Good	8 ( <i>Muy Bueno+</i> )  7 ( <i>Muy Bueno</i> )  6 ( <i>Bueno</i> )	B+ B B-	86-89 83-85 80-82	3.3 3.0 2.7	Shows significant use and understanding of extensive literature beyond the textbook and notes
Average	5 ( <i>Aprobado</i> ) 4 ( <i>Suficiente</i> )	C+ C	76-79 73-75	2.3 2.0	Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond
Below Average / Poor	3 ( <i>Insuficiente/ Reprobado</i> )	C- D+ D	70-72 66-69 60-65	1.7 1.3 0.7 - 1.0	Fails to show a clear understanding or much insight into the material in the textbook and notes
Fail	0-2	F	<60	0	Shows little or no understanding of any of the material

### Dress Code

No requirement for class attendance. Field site work might require a specific dress code that will be announced in class prior to the meeting.

#### 1. Participation (10%, ongoing)

You are expected to contribute to the class in all group assessment tasks and in-class sessions. Please review the following table as a guide to how you will be evaluated:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

#### 2. Written Assessment (40%)

There are two components to the written assessment: weekly informative observations based on your field site and a final Essay.

### Online informative observations (25%)

You will be asked to keep a Journal of Informative Observations where you will discuss specific events, topics and observations you make during the week about your internship site. We will review some observations during each week and you will be expected to be prepared and ready in class to contribute to the group discussion, acknowledging other students' contributions and responding to them. Students will post a journal on an online platform each week due each Sunday at 12 midnight.

All Informative observations and writings are analysis of your field of practice, a reading or a specific situation stemming from dynamics which occur or as a result of participating in your internship. The informative observations need to be analyzed and demonstrate depth of knowledge. Please be aware that these are not light reflections, account of events or blogs and these will not be accepted as part of a grade. The writings expected in the course are fact finding observations that represent pivotal points for comparative analyses, assessments and statements.

### Final Reflective essay (15%) Due 10 pm TBD (this essay should be included in your portfolio)

The second component of the written assessment is a final reflective essay. For students enrolled in a 3-credit internship the essay is 600 words (min and 1000 max) plus a bibliography of no less than 4 peer-reviewed academic journal articles. For students enrolled in a 6-credit internship the essay is 2000 words plus a bibliography of no less than 8 peer-reviewed academic journal articles.

In either case you will choose from six set essay topics for reflection and research. There will be two for each of three thematic areas: personal/professional development, organizations, or workplace culture comparing Argentina and the US. Choose the essay topic that is most relevant to your internship and your own area of interest. Your internship constitutes a form of action research such that you draw on both the literature and your experience and observations to develop an argument in your essay. This assignment will also draw on your journal.

The second face-to-face class will provide further guidance on the essay topics.

The essay is to be typed and 1.5 spaced (a standard 12 point font should be used). It should be checked for spelling, consistency and clarity of expression.

### 3. Presentation (20%)

The purpose of the presentation is to portray your internship field of work and internship place of work to the class. The student will share with the class the field of practice, the nature of the work he or she does, and the culture of the organization. The student will have to include three goals to be obtained during the semester: academic, group and professional/personal goals into the presentation.

### 4. Portfolio (25%)

This assessment task will showcase evidence and validation of your professional practice. The portfolio will display the obtainment of knowledge, skills and experiences in your field of work. The work presented in the portfolio aims to be shared with a potential employer, a search committee, to be part of a presentation, etc.

### 4. Supervisor's Report (5%)

Your Supervisor will complete an evaluation of your performance during the internship and this component of your assessment will reflect their overall assessment of your performance.

## Course Materials

### Required Readings

There are no required texts for this course however there will be required and recommended selections from a list of books and sources listed below.

Weekly readings will be assigned and students are responsible to obtain these readings long before the relevant class period. It is imperative that students do the assigned readings before the tutorial for which they are assigned, as they will be required to discuss and evaluate these ideas in the sessions and the evaluation will count as class participation. In addition, students will be asked questions which will test familiarity with course materials. Lack of demonstration of having read materials will end with a zero grade for the class period. Be aware that special readings will be added to the course in advance to cover special topics of discussion and/or guest speaker's topics

## Readings

Alimonda, H. (1994): "Mercosur, Democracy and Labour", *Latin American Perspectives*, 83:21 (4): 21-33

Anand, V., Ashforth, B. E., & Joshi, M. (2005). Business as usual: The acceptance and perpetuation of corruption in organizations. *Academy of Management Executive*, 19(4), 9–23.

Ashforth, B. E., & Anand, V. (2003). The normalization of corruption in organizations. *Research in Organizational Behavior*, 25, 1–52.

Belbin, R. M. 2012. *Team Roles at Work*. 2nd Ed Hoboken: Taylor and Francis.

Campbell, J.-L., Göritz, A. S. (2014). Culture corrupts! A qualitative study of organizational culture in corrupt organizations. *Journal of Business Ethics*, 120(3), 291-311.

Clegg, Stewart and Hardy. Cynthia (2006). *The SAGE Handbook of Organization Studies*, Sage 2nd Edition, London: SAGE  
Schweitzer, H.F., King M.A., 2009. *The Successful Internship*. 3<sup>rd</sup> Edn. Belmont CA: Brooks/Cole

Foer, Franklin (2005). *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York: Harper.

Kristof, Nicholas (2010). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Random House.

Pinto, J., Leana, C., & Pil, F. K. (2008). Corrupt organizations or organizations of corrupt individuals? Two types of organization-level corruption. *Academy of Management Review*, 33(3), 685–709.

Steger, Manfred. (2009). *Globalization: A Very Short Introduction*. Oxford University Press: USA

Stewart R Clegg, Cynthia Hardy and Tyrone Pitsis (3rd Edition) (2011). *Managing and Organizations: An Introduction to Theory and Practice*, London: SAGE

Wolfe Morrison, E., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *The Academy of Management Review*, 25(4), 706–725.

#### Library and research facilities

The Austral University library facilities are available for your use. There will be some books on reserve for your review and to make copies of a specific page and/or section.

#### Weekly Schedule

Week	Activity
1	<p>Curriculum Overview Class and in class Assignment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitator Introductions</li> <li><input type="checkbox"/> Academic Curriculum <ul style="list-style-type: none"> <li>○ Purpose and Outline</li> <li>○ Overarching Themes and essays</li> <li>○ Assessments, Process and Timing</li> </ul> </li> <li><input type="checkbox"/> Resume (be prepared to bring your updated resume) <ul style="list-style-type: none"> <li>○ English and Spanish Styles</li> </ul> </li> <li><input type="checkbox"/> How to use Reflection/Refraction</li> <li><input type="checkbox"/> Portfolio <ul style="list-style-type: none"> <li>○ Content</li> </ul> </li> </ul>
2	<p>How to be functional in your place of work</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Introductory Presentations – Workplace Culture, Organizational Culture and Work, Personal and Professional Development</li> <li><input type="checkbox"/> Reading – Rosen R. 2000, Global Literacies</li> <li><input type="checkbox"/> Complete your first entry, “First Impressions”, in your personal informational journal</li> </ul>



Week	Activity
3	<p>Work Values Inventory</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete and submit personal work values inventory</li> <li><input type="checkbox"/> Read <ul style="list-style-type: none"> <li>○ The Discipline of Building Character, Joseph L. Bdaracco Jr., Harvard Business Review</li> </ul> </li> <li><input type="checkbox"/> Complete your weekly entry in your informational journal</li> </ul>
4	<p>Organizational Behavior and Culture</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <ul style="list-style-type: none"> <li>○ “Organizational Culture and Its Themes”, Shili Sun, International Journal of Business and Management</li> <li>○ Mercosur, Democracy and Labour. Alimonda, H.</li> </ul> </li> <li><input type="checkbox"/> Presentations 1.</li> <li><input type="checkbox"/> Complete your weekly entry in your personal reflective journal</li> </ul>
5	<p>Work Place Dynamics</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read - Campbell, J.-L., Göritz, A. S. (2014). <i>Culture corrupts! A qualitative study of organizational culture in corrupt organizations.</i></li> <li><input type="checkbox"/> Presentations 2</li> <li><input type="checkbox"/> Complete your weekly entry in your personal reflective journal</li> </ul>
6	<p>Leadership Styles</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read - Belbin, R. M. 2012. <i>Team Roles at Work</i>. 2nd ed Hoboken: Taylor and Francis. (Chapter 5 Coherent and Incoherent Role Profiles pp.47-60; Chapter 7 Managing Difficult Working Relationships pp.73-82)</li> <li><input type="checkbox"/> Review the Belbin Team Styles post your views in the discussion forum. Also comment on at least two other posts</li> <li><input type="checkbox"/> Complete your weekly entry in your personal informational journal</li> </ul>
7	<p>Gender Race and the Workplace</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <ul style="list-style-type: none"> <li>○ TBD Gender and the workplace readings <ul style="list-style-type: none"> <li>▪ Specific readings will be assigned a week prior to the class meeting</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Complete your weekly entry in your informational journal</li> </ul>
8	<p>Globalization: Skills and Norms at the Workplace</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <ul style="list-style-type: none"> <li>○ The Cultural dimension of Globalization chapter 4 or 5</li> <li>○ “Health promotion in the workplace: Framing the concept; Reviewing the evidence. Shain, M; Kramer, D M. Occupational Environ Med, 2004, 61, 643-648</li> </ul> </li> <li><input type="checkbox"/> Complete your weekly entry in your personal informational journal</li> </ul>

Week	Activity
9	<p>The Place of Work and Culture</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Ray R., Schmitt J. (2007). No vacation nation USA – a comparison of leave and holiday in OECD countries. <i>European Economic and Employment Policy Brief</i>, No. 3 2007</li> <li><input type="checkbox"/> Complete your weekly entry in your personal informational journal</li> </ul>
10	<p>Culture and Communication at Work</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <ul style="list-style-type: none"> <li><input type="checkbox"/> Robbins, S. 2009. Seven communication mistakes managers make. <i>Harvard Business Review</i>, Feb 2009</li> </ul> </li> <li><input type="checkbox"/> Complete your weekly entry in your personal informational journal</li> </ul>
11	<p>Reflecting On Your Experience</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read: Schweitzer, H.F., King M.A., 2009. <i>The Successful Internship</i>. 3<sup>rd</sup> Edn. Belmont CA: Brooks/Cole. (Chapter 1 Surveying the Landscape pp.3-21)</li> <li><input type="checkbox"/> Complete your final informational entry on our Journal</li> </ul>
12	<p>Portfolio Presentations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> FINAL ESSAY DUE</li> </ul>

### Attendance, Participation & Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting at the following e-mail. Note that calling the CAPA Center (5921-8000) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the Workshop. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.



Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.