

# ARCADIA ABROAD

<b>Course Title:</b>	<b>Work in Thought and Action</b>																
<b>Course Code:</b>	<b>LONI INPR 310</b>																
<b>Subject:</b>	<b>Internship</b>																
<b>Credits:</b>	<b>4</b>																
<b>Contact Hours:</b>	<b>247.5, including 7.5 hours of traditional faculty contact and a minimum of 240 hours of work placement contact.</b>																
<b>Semester/Term:</b>	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> J-Term <input type="checkbox"/> Summer																
<b>Course Description:</b>	<p>This dynamic experiential education course provides the academic structure to maximize your internship experience and connect it to both your course of study and career aspirations through exploring intercultural work experiences, amplifying personal development and enriching both your professional network and skill set. The class will give you an opportunity to gain insight into your individual, unique psychometric profile and intercultural competence through a development workshop - a valuable outcome for navigating your professional progress, networks and personal growth in the future. The class culminates with a capstone research project based on your placement field and experience.</p>																
<b>Course Requirements:</b>	<p><b>Required Text</b></p> <p>There is no assigned textbook for this course. Instead, the following extracts, available on Canvas, are required as preparatory reading. Additional readings will also be allocated according to the industry within which the student is placed.</p> <ol style="list-style-type: none"> <li>1. 'National Cultures and Work Practice' in <i>Riding the Waves of Culture: Understanding Diversity in Global Work</i> (2020) by Fons Trompenaars.</li> <li>2. <a href="#">Three tips for surviving a British workplace</a> (2019) BBC Britain</li> <li>3. <a href="#">Employment, Fairness at Work and Enterprise</a> independent report (2021) Commission on Race and Ethnic Disparities</li> </ol> <p><b>Assignments</b></p> <table border="1"> <thead> <tr> <th>Course Requirements</th><th>Percentages</th></tr> </thead> <tbody> <tr> <td>1. Placement Goals</td><td>5%</td></tr> <tr> <td>2. Weekly Reflection Journal</td><td>20%</td></tr> <tr> <td>3. Digital Resume Portfolio</td><td>20%</td></tr> <tr> <td>4. Capstone Research Project</td><td>35%</td></tr> <tr> <td>5. Reflective Presentation</td><td>10%</td></tr> <tr> <td>6. Class Participation</td><td>10%</td></tr> <tr> <td><b>Total</b></td><td><b>100%</b></td></tr> </tbody> </table>	Course Requirements	Percentages	1. Placement Goals	5%	2. Weekly Reflection Journal	20%	3. Digital Resume Portfolio	20%	4. Capstone Research Project	35%	5. Reflective Presentation	10%	6. Class Participation	10%	<b>Total</b>	<b>100%</b>
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	<p><b>Placement Goals (5%)</b> Prior to the commencement of their placement, students will articulate a minimum of three and a maximum of five goals that they will work towards while at their placement. These goals should be discrete and achievable, as well as specific to the student's assigned placement, rather than the internship program in general.</p> <p><b>Weekly Reflection Journal (20%)</b> Students are required to make reflective journal entries weekly and discuss critical incidents they have experienced or professional developments in relation to their capstone project. Students are expected to revisit, review and evaluate their initial placement goals throughout the semester using this reflective opportunity. Each weekly reflection prompt indicates the stage at which students are expected to be in terms of their research work. *These journal entries are due weekly throughout the semester regardless of that week including a class meeting.*</p> <p><b>Digital Resume Portfolio (20%)</b> Following the digital resume class, students are to construct a digital portfolio. This portfolio needs to include a resume, an updated LinkedIn (or relevant alternative) profile and a cover letter in response to an actual job advert, graduate school or academic program.</p> <p><b>Capstone Research Project (35%)</b> Building on workplace experience or observation in the placement, students will take up a research question to be addressed in a term project. Students should demonstrate the abilities both to think critically about an issue of importance to their work placement and to investigate that issue through an academic lens. Unless advised otherwise in the feedback to the project proposal, projects should take the form of a significant term paper. Approximate word count 4,500– 5,000 words.</p> <p><b>Reflective Presentation (10%)</b> During the final week of placements, students are required to reflect upon their placement experience in the context of their initial placement goals through a presentation and consider:</p> <ul style="list-style-type: none"> <li>- What did I learn about my industry?</li> <li>- What did I learn about local workplace culture?</li> <li>- What did I learn about myself as a professional?</li> </ul> <p>The presentation should explore the challenges and learning opportunities encountered during the placement experience, the skills they have gained and how the placement has influenced their professional aspirations.</p> <p><b>Class participation (10%)</b> Students are required to attend and actively participate in all class sessions.</p>
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	During the development workshop, students are expected to contribute to all group activities, offer peer feedback and engage with diligence.	
<b>Learning Outcomes and/or Expected Student Competencies and Assessment Measures:</b>	On completion of the course, students should be able to:	
	<b>Learning Outcomes</b>	<b>Course Requirement that will be used to assess the student's achievement of this outcome</b>
	Critically analyze and evaluate the cultural, economic and political dynamics encountered during the placement experience.	Class participation Weekly reflections Reflection presentation Capstone Research Project
	Identify learning opportunities encountered through practical experience and respond to these opportunities to maximize professional development by evaluating areas in which to improve in order to better position oneself in the competitive marketplace.	Placement Goals Weekly reflections Reflective Presentation Capstone Research Project
	Identify expectations and goals to synthesize their own reflections on practical experiences with those of peers and connect that learning to future goals through a semester-long action plan.	Placement goals Weekly reflections Reflection presentations
	Gain a comprehensive understanding of professional development practices, personal psychometric profile, personal intercultural aptitude and peer review.	Professional Development Workshop
	Articulate how an out of class learning experience (i.e., the work placement) has affected their development as a student and a budding professional, and how the course (including the placement) may affect their approach	Digital Resume Portfolio Weekly reflections Reflective Presentation Class participation

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	to academics, work, and career in the future.															
Course Outline:	<table><tr><th>Session</th><th>Topic</th></tr><tr><td>1</td><td>Introduction to the British workplace and INPR: understanding workplace culture &amp; research methods</td></tr><tr><td>2</td><td>Assessing your intercultural aptitude &amp; exploring your unique psychometric profile: Professional Development Workshop</td></tr><tr><td>3</td><td>Negotiating the (digital) workspace &amp; Research paper midpoint check in</td></tr><tr><td>4</td><td>The Future of Work: critiquing the workplace</td></tr><tr><td>5</td><td>Constructing your digital resume and professional network</td></tr><tr><td>6</td><td>Reflective Presentations &amp; Capstone Research Projects due</td></tr></table>		Session	Topic	1	Introduction to the British workplace and INPR: understanding workplace culture & research methods	2	Assessing your intercultural aptitude & exploring your unique psychometric profile: Professional Development Workshop	3	Negotiating the (digital) workspace & Research paper midpoint check in	4	The Future of Work: critiquing the workplace	5	Constructing your digital resume and professional network	6	Reflective Presentations & Capstone Research Projects due
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Other Policies:	<p><b>Expectations</b> Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.</p> <p><b>Attendance/Participation</b> Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session. Work placement attendance, while not graded, is required as a core element of the course.</p> <p><b>Course Policies</b> For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p><b>Plagiarism</b> Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p>															

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	<p><b>Late or Missed Assignments</b> Will not be accepted for grading.</p> <p><b>Students with Disabilities</b> Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p> <p><b>Title IX Statement</b> Arcadia University is committed to providing a learning, living, and working environment that is free from discrimination. The University has an <a href="#">Interim Policy Prohibiting Sexual Harassment and Sexual Misconduct</a> detailing our commitment to preventing and addressing such behavior. I understand the impact that sexual harassment and sexual misconduct can have and am committed to doing my part to foster an environment that is safe and equitable.</p> <p>Please know that all faculty on campus are mandatory reporters. This means that if you disclose an experience of sexual harassment or sexual misconduct to me outside of a classroom discussion, a writing assignment, or a University-approved research project, I must share what you reported to me with Arcadia's Office of Equity and Civil Rights and Title IX Coordinators (215-517-2659, <a href="mailto:oecr@arcadia.edu">oecr@arcadia.edu</a>). This does not mean that you will have to pursue an investigation or go through a grievance process. Even if you do not choose these options, the Office of Equity and Civil Rights/Title IX office can provide supportive measures and other resources to you.</p> <p>If you or someone you know has experienced sexual harassment or sexual misconduct, please know that you are not alone. If you would like to speak to someone confidentially, <a href="#">confidential resources</a> are provided on the <a href="#">Office of Equity and Civil Rights website</a>.</p>
<b>Prerequisites:</b>	None.