Course Description

Learning through Internships is an educational experience that gives students the opportunity to discuss and analyze theories and models of work and organizations in a cross-cultural context. It also creates a framework for personal reflection on issues related to professional development. The syllabus and course content are a blend of theory and concepts, application and reflection. The practical activities, discussions, and assessment mechanisms are all designed to support learning, using the internship experience as a vehicle.

The course is a forum for students to contextualize and discuss the wider significance of internship activities. Therefore a variety of teaching and learning activities will be used, for example: lecture, discussion, presentations, and workshops. Above all, the classroom sessions give students the opportunity to listen to individual experiences, compare and contrast activities with others, and consider the experience in terms of personal development. The discussions, lectures and activities which make up an important part of Learning through Internships are designed to provide theory and practice around workplace and organizational themes, which inform and enrich the internship experience, as well as an arena for reflection on the broader social and cultural context of the internship placement.

The content of this course is arranged around three key themes:

- **personal and professional development**: a focus on personal and professional development provides students the opportunity to develop self-awareness, as well as an awareness of others, within a professional setting. These lessons and exercises provide the perspective required to determine effective strategies for future professional development, within internship placements and after.

- **how organizations work**: an investigation of the theoretical foundations of organizational culture and behaviour, leadership and management styles, working in teams, employee motivation, performance management, and the management of effective professional communication.

- **workplace culture and regulation, UK vs. USA**: a comparative analysis of the national realities facing workplaces in the UK that may (or may not) differ from similar organizations in the USA. The lessons addressing this theme are driven by current news items and developments in organizations, employment relationships and similar activities as they emerge across the year in which the semester takes place.

Through their engagement with these three themes, students are able to personalize their learning experience, as in-class activities and associated assessment materials build upon previous academic and professional experiences, as well as current experiences at internship sites.

Course Aims

1. To build, develop and document analytical and critical thinking skills about the internship experience.
2. To link the internship experience with a consideration and analysis of current and historical aspects of UK working culture to enable insightful comparison of these with the US workplace and culture.
3. To actively participate in the life of your host culture through an internship placement.
4. To be able to demonstrate a deeper understanding of the host organization culture through the completion of a final written presentation that complements the discussions and lectures.
5. To create a participative and critically challenging program to promote personal development on a number of levels.
6. To provide an assessment framework that requires students to demonstrate participation, skills development, and professional awareness within a rigorous academic context.

Course Policy and Requirements

- The work undertaken on site should be viewed as academic fieldwork for the assignment requirements. While job performance, attendance and attitude are important, it is the written work, presentations and participation in class discussion which account for the greatest portion of the 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 on the course.
- A passing academic grade will not be awarded unless students complete the minimum required site internship hours.

Learning Outcomes

On completion of the program students will be able to:
- a. apply the skills obtained from internship roles;
- b. evaluate the validity of a variety of management theories and models in terms of their practical and conceptual value;
- c. reflect analytically on an organization through both oral and written reports;
- d. enhance the capability for independent and collaborative enquiry;
- e. enhance capability of effective communication face-to-face, in writing and in groups;
- f. understand self in relation to others in the workplace, expanding that understanding to the interplay of varying dimensions of diversity (class, gender, etc.) in professional relationships within the work setting;
- g. develop the ability to think logically and critically;
- h. perform comparative analysis of how regional networks of power—including, but not limited to, local governmental regulation—impact upon organizational culture and working individuals in both the home and host environments;
- i. recognize, describe, interpret and ultimately develop skills to function in a globalized environment and multicultural society;

Developmental Outcomes

Students will have developed their skills in a variety of areas during the program and will have engaged with the following:
- responsibility and accountability
- independent and interdependent learning and interning
- critical thinking and problem analysis
- cultural awareness
- cross-cultural communication
- goal orientation
- personal reflection
- further development of self-confidence
- resilience and adaptability
- enhancement of an appreciation of others
Methodology

1. The LTI program is an academic course which enables the student to reflect critically on theoretical frameworks within the context of a work organization in a different cultural environment. It provides students with a special opportunity to learn by active participation at a host organization in order to develop vocational skills and aptitudes, critical analytical skills, and assist future professional development. Students will be able to develop self-confidence, self-awareness, and an awareness of others in a practical setting. They will also be able to initiate the development of a network of international contacts to assist future professional development.

2. The academic course is intended as a forum for students to connect the work which they are doing at the internship with its broader social and cultural context. There will therefore be a mixture of group discussions, presentations, and reflection. The class sessions allow students to participate actively in debate and to interact with CAPA faculty, guest speakers, and peers. Of critical importance will be the opportunity for students to analyze and evaluate theoretical frameworks in the context of their internship, classroom activities, and other personal experiences. The concept of 'theory into practice, and, practice into theory' will be a significant element of all classroom sessions.

Assessment/Grading Policy

Assessed elements of LTI will receive a grade based on the following scale:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha</th>
<th>UK</th>
<th>US</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>75+</td>
<td>95+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>70-74</td>
<td>90-94</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>66-69</td>
<td>86-89</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>63-65</td>
<td>83-85</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>60-62</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>56-59</td>
<td>76-79</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>53-55</td>
<td>73-75</td>
<td>2.0</td>
</tr>
<tr>
<td>Below Average/</td>
<td>C-</td>
<td>50-52</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>46-49</td>
<td>66-69</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>40-45</td>
<td>60-65</td>
<td>0.7-1.0</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>&lt;40</td>
<td>&lt;60</td>
<td>0</td>
</tr>
</tbody>
</table>

Grade Breakdown and Assessment of Learning Outcomes

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Grade %</th>
<th>Learning Outcomes</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>a, b, e, g, i</td>
<td>weekly</td>
</tr>
<tr>
<td>Student presentations</td>
<td>20%</td>
<td>a, b, c, d, e, f, g</td>
<td>weekly from week 4</td>
</tr>
<tr>
<td>Supervisors report</td>
<td>5%</td>
<td>a, d, e, f, i</td>
<td>week 14</td>
</tr>
<tr>
<td>Written presentation</td>
<td>65%</td>
<td>all</td>
<td>weeks 3, 6 &amp; 13</td>
</tr>
</tbody>
</table>

Two IMPORTANT notes:

- 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.
- The LTI course cannot be passed unless students have reached the minimum number of internship hours required for the term, and received a satisfactory report from internship supervisors.
Assignments

1. Class participation: 10% of final grade
   Participation is an essential element of the LTI program. It is an opportunity for students to share ideas, test thoughts and theories, and develop key communicative skills. Class participation will be assessed according to the following guidelines:

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

2. Student presentations: 20% of final grade
   The student forum is an opportunity regularly throughout the class schedule for groups of 3-4 students to lead a short discussion about their own internship experience, commenting on for example: the nature of the work, the culture of the organization, positives and negatives, personal learning, etc. Students will be asked to bring examples of their work and, where possible, material from their organization to support the discussions. These forums will commence in week 4 and a schedule will be agreed with students in week 2. A briefing note on discussion format will be reviewed during week 2.

3. Supervisor’s report: 5% of final grade
   Near the completion of the internship, supervisors will complete an assessment of the quality of each student’s performance within their respective organizations. Performance assessment and professional development are themes discussed theoretically through the LTI curriculum, thus linking theory and practice.

4. Written presentation (aka Internship Portfolio): 65% of final grade
   This is an ongoing set of observations, reflections and self-assessments which should be rooted in experience, but linked also to reading and class activities. Guidelines on content and examples of good practice will be provided within the LTI program. The final product will be written, but may also include other materials such as examples of work undertaken or storyboards. The structure of the written assignment is as follows:

<table>
<thead>
<tr>
<th>PORTFOLIO COMPONENT</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio, Part 1: Learning Agreement</td>
<td>20%</td>
<td>week 3</td>
</tr>
<tr>
<td>500 words, using worksheet provided during orientation</td>
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</tr>
<tr>
<td>Portfolio, Part 2: Analysis of Class-Based Exercises</td>
<td>25%</td>
<td>week 6</td>
</tr>
<tr>
<td>1000 words, citing relevant texts and outside resources, students select three exercises and write a self-reflective commentary following the guidance in the session structure. Responses must illustrate familiarity with the theoretical underpinnings of how organizations work, whilst also reflect on the relevance of these exercises to their own professional development path and field work at their internship site.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio, Part 3: Analysis of Key Experiences within Internship Site</td>
<td>25%</td>
<td>week 13</td>
</tr>
<tr>
<td>1000 words, citing relevant texts and outside resources, maximum of four examples, with a description of each and analytical commentary on why they have been chosen. This is a theoretically grounded, reflective exercise, which is to focus on the skills and experience built through the internship experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio, Part 4: Final Internship Statement</td>
<td>30%</td>
<td>week 13</td>
</tr>
<tr>
<td>1000 words, citing relevant texts and outside resources, students will reflect on two critical personal learning areas and explain the value of the development that these examples have provided. One of the two areas must involve the international nature of the internship. The statement must be forward looking and be a commentary on how the student intends to build upon the LTI experience.</td>
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</tbody>
</table>
Course Materials

Selections from the following texts will be distributed as required reading during class. The full version of all anthologies and text books are available in the Academic Affairs office. Additional, current articles will be distributed in-class when relevant and appropriate, see following pages for more details.


<table>
<thead>
<tr>
<th>Lesson</th>
<th>Readings</th>
<th>Assignments and written exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, course overview, setting objectives</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Organizational Culture</td>
<td>Schweitzer &amp; King, (Ch. 10)</td>
</tr>
<tr>
<td>4</td>
<td>Leadership in a Diverse Workplace</td>
<td>Rosen, Ch. 6 ‘Cultural Literacy’ Leheney, Ch. 2 ‘A Commitment to People’</td>
</tr>
<tr>
<td>5</td>
<td>Playing to Strengths: Team Working and Team Building</td>
<td>Brooks, Ch. 5 ‘Groups and Teams’ Belbin, Ch. 9 ‘The Art of Building a Team’</td>
</tr>
<tr>
<td>6</td>
<td>Your Internship and Beyond: Continuous Professional Development, Training and Career Mapping</td>
<td>Foot &amp; Hook, Ch. 9 ‘Learning and Talent Development’ Gardener, Ch. 3 ‘The Theory of Multiple Intelligences’</td>
</tr>
<tr>
<td>7</td>
<td><strong>BRAKE WEEK</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Workplace Regulations and Other Current Contextual Issues: UK vs. USA</td>
<td>various current news items to be distributed prior to class meeting</td>
</tr>
<tr>
<td>10</td>
<td>Current or topical issue in the contemporary UK workplace</td>
<td>various current news items to be distributed prior to class meeting</td>
</tr>
<tr>
<td>11</td>
<td>Guest Speaker</td>
<td>readings to be distributed 1 week prior to class meeting, relevant to presentation</td>
</tr>
<tr>
<td>12</td>
<td>Current or topical issue in the contemporary UK workplace</td>
<td>various current news items to be distributed in-class, 1 week prior to class meeting</td>
</tr>
<tr>
<td>13</td>
<td>Bringing it all together, contexts, perceptions, experiences, assumptions, learning, etc</td>
<td>Seager, C. First Job Interview. Moran, M. Five Ways to Improve Your Interview Technique.</td>
</tr>
<tr>
<td>14</td>
<td>CV and covering letter writing workshop guest presentation with internships team</td>
<td>Whitmel, C. No Interviews? How To Improve Your CV Success Rate.</td>
</tr>
</tbody>
</table>
Learning through Internships Schedule

Session contents and related activities are presented below. The sessions are designed to be participative and will require reading and reflection to prepare for classroom discussions. Each week students will be required to consider the theme and to come to class prepared to offer examples from their internship experience. LTI professors come from a variety of professional and academic backgrounds and will bring their individual expertise and experience to the delivery of the syllabus.

As mentioned in the course description on page 1, the content of these lessons is arranged around three key themes: personal and professional development, how organizations work, and workplace culture and regulation: UK vs. USA. The first half of this schedule focuses primarily on the first two of these themes. The second half of the syllabus then shifts, focusing on workplace culture and regulation in the UK, with reflection and mapping opportunities to place these experiences within their own plans for personal and professional development.

Week 1: Introduction, Course Overview and Setting Objectives

Lesson Objectives: This meeting will be used to provide an overview of the course and to set expectations for the upcoming term. Aside from familiarizing students with the course content, assignments and procedures, this session has been designed to encourage students to get to know one another, to think about what it is that they want to achieve through their internships in London, and to set goals for the next few months. This initial class meeting and discussion will provide the foundation for students as they begin to shape their learning objectives, which are to be discussed with internship supervisors, and submitted for grading in week 3.

Required Reading: preparatory reading for upcoming session will be distributed in-class.

Assignment: following this first class, students should begin writing their learning objectives, using the worksheet provided during orientation. In the coming week, students should set appointments with supervisors, in order to discuss and agree upon their duties and goal for the coming term. This assignment is due at the beginning of class during week 3.

Week 2: Organizational Culture

Lesson Objectives: This session will focus on unpacking the cultural frameworks already in place within the organizations of internship placements. Lecture and discussion materials will look at organizational missions, values and cultures, building cultural literacies and unpack the problematic notion of an international workplace. Classes will look into how symbols, images, metaphors and histories shape the culture of an organization, and will work together to decipher the meaning behind the organizational culture of their own internship sites.

Required Reading:


Written Exercise: An Ideal Organizational Culture

In preparation for this class meeting, students will write a short reflective commentary about the organizational culture they would most prefer to be a part of and why. They will be asked to reflect on how their own value system might influence their choice of career and organization. Students should include their thoughts on the following components of their ideal organization’s culture: industry, mission, organizational values (as they relate to each student’s individual values), reporting structure (hierarchy), size of organization, development plans/professional development, physical working environment, flexibility of work, quality of life, independence/teamwork, etc.

Students also begin thinking about how their current internship fits within this definition of ideal organizational culture, and use the assigned reading to support their arguments.
Week 3: Getting the Most from Your Internship: Communication Styles and Strengths

Lesson Objectives: This week, students will learn about different communication styles, and identify and analyze their strengths when communicating professionally. Through a guided lecture and exercise, students will also discuss how they can assess the preferences of others, and to devise strategies to ensure they are communicating in the most effective manner possible.

Required Reading:

DUE TODAY: SIGNED LEARNING AGREEMENTS (due at start of class)

Written Exercise: Defining Strengths, Your Contribution to a Team
In preparation for this class meeting, students should write a brief explanation of an example of an instance when they made a mistake in communicating either within the first couple of weeks of their internship, in a previous professional environment, or within an academic or team setting. Students should define the scenario, and identify to the best of their ability why the problem happened. Following this class meeting, students should amend this assignment to reflect upon how the lessons from this lecture may or may not have been helpful in this previous instance.

Week 4: Leadership in a Diverse Workplace

Lesson Objectives: This session will focus on the theoretical models of leadership—for example, Tannenbaum, Adair, and Blake—and situate these within the context of the diverse, multicultural, multinational and sometimes global working environments within which students are working and learning. The resulting discussion within this lesson will focus on actual leaders and their qualities, and link that work to the theories and their practical application for managers within the workplace.

Required Reading:
- Rosen R. 2000, Global Literacies, Simon and Schuster, UK. (Chapter 6 ‘Cultural Literacy’)

Written Exercise: On the Shoulders of Giants
In preparation for this lesson, students will construct a short list of one, two or three leaders with whom they have worked personally, or others they admire, without having worked directly with them. One of these must be someone from the current internship site. After reviewing the required readings, students should make a list of the qualities that makes each an effective leader, paying specific attention to how those individuals communicate with others, how they work within and/or manage a team, and list any relevant skills or experience that contribute to their leadership style. The readings are helpful in guiding students as they construct these lists.

Having identified the leadership characteristics that they most appreciate from previous experiences, students should write a brief essay about their own leadership style. What is it about other leaders that they would take on themselves? What would they change from the approach of others? Then, students should identify and describe the opportunities present in their current internship roles to put these leadership attributes into practice. Thinking specifically about Rosen's classifications of leadership styles within international/multinational/global organizations, students must also consider the potential obstacles they will face in the context of their own international internship. What type of international leader will they be?

Week 5: Playing to Strengths, Team Working and Team Building

Lesson Objectives: This session will focus on the work of Meredith Belbin and the phrase which summarises much of his work, ‘no one is perfect, but a team can be.’ Belbin introduced the concept of ‘team types,’ and ‘preferred team roles’ as a theoretical and practical tool for managers to use in attempting to mix knowledge, skills, competencies, etc. together. The concept of team roles will be discussed together with the notion that teams can and must prepare for, and adapt to, change.

Required Reading:
- Brooks I. 2006, Organisational Behaviour, Pearson, UK. (Chapter 5 ‘Groups and Teams’)
- Belbin, R.M. 2012. Team Roles at Work. 2nd ed Hoboken: Taylor and Francis (Chapter 9 ‘The Art of Building a Team’).

Written Exercise: Defining Strengths, Your Contribution to a Team
Before attending this lesson, students should write a brief reflection of an experience of working within a team within the first month of their internship. If no team work has been completed, then the student may reflect on a previous experience for the
purpose of this exercise. Students should think carefully about the skills they contribute most naturally to team tasks. Following this lecture and discussion, students should spend a small amount of time refining the manner in which they articulate their strengths when working within a team.

Week 6: Your Internship and Beyond: Continuous Professional Development, Training and Career Mapping

Lesson Objectives: This session will re-visit some earlier material such as leadership, and will focus on the mix of skills required to enter a chosen career, and perhaps more importantly, progress and develop within it. Key areas will be communication, the presentation of self, and progression, 'surviving the course and lifelong learning.'

Required Reading:

Written Exercise:
Using the assigned readings for this session, and the materials covered throughout the first half of this course, students should make a map of their own continuous professional development. They will need to identify the skills and experience required to advance throughout each stage of the next few years of their careers. Sometimes, it is helpful to research the careers of leaders within the industry they study, or even a leader of an organization for which they would potentially like to work. What did others need to do in order to get where they are now? What would you do similarly? What would you do differently? This exercise should help students to identify strategies to incorporate their strengths into their development plan, as well as to articulate opportunities to for further professional development.

WRITTEN ASSIGNMENT
PORTFOLIO, PART 2: REFLECTION UPON CLASS BASED-EXERCISES
Due at the beginning of class. Assignment description to be distributed during the first class.

WEEK 7: BREAK WEEK

Week 8: Workplace Regulations and Other Current Contextual Issues: UK vs. USA

Lesson Objectives: This lecture will present students with information regarding a selection of government regulations concerning the workplace in the UK. Throughout this lecture, students will have the opportunity to discuss the social and cultural implications of these regulations for their colleagues and organizations.

Required Reading:
- relevant current resources will be distributed in the week prior to this class meeting

Written Exercise: Observations on how regulations impact work in London
Following this lecture and discussions, students should write a short reflection on how government regulations in the UK impact their own place of work. Importantly, students should articulate the ways in which it is that their experience how this regulatory environment that differs from their home country, and how the student’s experience in working within a different environment could be of benefit to themselves in the progression of their careers, and/or beneficial to future employers.

Week 9: Challenging New Ideas in Flexible Working and Workspaces

Lesson Objectives: Over the course of the semester, student presentations and case studies presented during lectures will have discussed a variety of different ways in which organizations are (or are not) flexible in terms of working styles and or office environments. This lesson is designed to challenge conventions behind both traditional working culture, as well as some non-traditional models. Students will analyze and debate the potential pros and cons of several different case studies. Following class, student should record which sorts of flexibility would be beneficial to their own strengths and working preferences, and which others may be detrimental.

Required Reading:
**Written Exercise: Is flexible working for you?**
Following this class session, students should write a brief reflection upon the extent to which flexible working styles, or environments, can accommodate their professional strengths and preferences. These notes can be used as a foundation for a potential learning area to be discussed within the final internship statement, due week 13.

**Week 10: Current or topical issue in the contemporary UK workplace**

**Lesson Objectives:** This is one of two “open” sessions and will be “driven” by developments in organizations, employment relationships and similar activities as they emerge across the year in which the semester takes place. Subjects may include:

- Increase in stress-related illness as a result of work pressure
- Work life balance
- Self-awareness and emotional intelligence
- Equality and Human Rights, changes and developments proposed by the EHRC
- Working in a ‘Global City’
- Flexible work practices

**Week 11: Guest Speaker**

**Lesson Objectives:** The LTI program has successfully used guest speakers as part of its provision for a number of years. Speakers have been drawn from a variety of backgrounds to reflect student interests, and bring a personal and contemporary presentation to the class. Details of selected guest speakers to be distributed in-class once available.

**Week 12: Current or topical issue in the contemporary UK workplace**

**Lesson Objectives:** This is the second of two topical issues sections within this course. For full description, see week 10.

**Week 13: Bringing it all together, contexts, perceptions, experiences, assumptions, learning, etc**

**Lesson Objectives:** This will be a practical in-class session where students undertake an analysis of their experience as a whole. Feedback from this session will be used to inform internship developments and future LTI Classes.

Having completed their written portfolios, students should come to class prepared to participate in mock interviews. These interviews will integrate the lessons learned throughout the semester, both at the internship site, and within the classroom.

**Required Reading:**

**Written Assignment:**
PORTFOLIO, PARTS 3 AND 4: Analysis of Key Experiences, and Final Internship Statement
Due at the beginning of class.

**Week 14: CV and Covering Letter Writing Workshop (guest presentation with internships team)**

**Lesson Objectives:** For the final meeting of the semester, the internships placement team will lead students through a workshop focusing on how they can best present their internships in London to potential employers in the future. This session will build upon experiences within the LTI classroom and at internship sites, and focus on how students can emphasize the value of their international internships in writing, through peer review and exercises guided by the internships team.

**Required Reading:**

**Written Exercise:**
Students should come to this lesson with a copy of their CV (resume), and a covering letter with draft text to represent their experience in London.
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 Associate Director of Academic Affairs (ADAA) know at least one hour in advance of your class or meeting at the following e-mail: excused.absence@capa.org. Note that calling the CAPA Centre (0207 370 7389) 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 program. 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, iPods, iPads, 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 Associate Director of Academic Affairs 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.