

Internship in Toledo

Course Details

Course Designator & Number: TLDO 3896

Number of Credits: 3

Language of Instruction: Spanish

Contact Hours: 45 (to include 25-30 instructor contact hours plus 90-180 hours at the internship site)

Instructor: Miguel Lopez

Course Description

This course grants students the opportunity to reflect on the Spanish work environment in an international context. Through the internship, proposed readings, participation in classroom debates, and written assignments, students will increase their knowledge of Spanish culture and improve their ability to critically examine the worldview that surrounds them. This course is designed to guide students through their internship and build a foundation for a successful professional career. Through assignments and class discussions, students will gain a comparative multicultural perspective on the world labor force, deepening their self-knowledge, their understanding of the work environment, and their perception of success in the workplace.

With its multidisciplinary focus, the course seeks to give students the tools they need to analyze the modern Spanish society in which they will find themselves immersed through their internship. With an introduction to modern history, students will analyze different economic, political, and cultural elements that influence society at large and the workplace in particular. In this course, students will discuss many topics involving Spanish society, including the changing role of women, the role of civil servants, immigration, and the solidity of the family structure. In addition, students will analyze potential intercultural communication problems that may arise during their internship, and they will discuss strategies for adapting to their work experience in order to take full advantage of it.

Course Objectives

Throughout the course, and upon its successful completion, students will:

- Learn to analyze and understand cultural differences in the workplace and different dynamics as they relate to country of origin
- Gain abilities and experience necessary to meet their professional goals and learn to apply course objectives in their internship as well as in their future professional careers
- Face difficulties that arise in their internship with a proactive and professional attitude and learn to communicate concerns to their coworkers in a diplomatic fashion
- Express their personal abilities, strengths, and values within the workplace context
- Understand different values and communication styles that affect the workplace and develop strategies to adapt
- Complete their internship in a professional manner

Methodology

This course consists of a practical element (the internship students will be assigned) and a theoretical element (debates, presentations, sharing internship experiences, and the completion of a portfolio and written assignments).

For the duration of the course, students will complete eight hours of work a week, from Monday to Thursday, at their previously assigned internship. Students must complete 90% of their assigned internship hours; if they miss more than 10% of the internship without an approved justification, they will not receive a grade.

Classroom contact hours will include discussions of the readings for each session, relating them to students' personal experiences in and out of their workplace.

The activities that appear in the syllabus will be combined with other activities proposed by the professor to adapt to the needs of each specific group.

Students will occasionally complete small assignments outside the classroom (reading, conducting interviews, watching audiovisual materials, searching for articles, etc.).

Students will write research and reflection essays in which they will include news from Spanish media (newspapers like El País, El Mundo, and ABC), relating them with their experience in Spain and with the classroom material. This work, done outside of class, will be turned in on three occasions; each essay will be four to five pages.

Students will create a small role-play activity to reflect the evolution of the Spanish family in recent decades.

Students will pair up to present a simulation of a job interview (using "la Guía Entrevista Exitosa" by Adecco as their guide) to help them project their work experience in a foreign country onto their professional future.

Students will create a workplace journal to reflect on the work they have done and their impressions during this time, both personal and professional.

Students will create a final presentation in PowerPoint reflecting on what they have learned, what challenges they have faced in the workplace, and how they can use these experiences in the future.

Required Reading / Materials

- Students should acquire the selection of texts in English and Spanish from John Hooper's text *Los Nuevos Españoles* from the FOM library. The professor will also provide students with photocopied and audiovisual materials in each session, which will serve to complement the written assignments and classroom discussion.

Bibliography

- John Hooper, *Los Nuevos Españoles* (2006)
- Cristina López Moreno, *España contemporánea* (2005)
- Guía Entrevista Exitosa Adecco (<https://es.scribd.com/document/36519665/>)
- What's up with culture?
(<https://www.pacific.edu/academics/schools-and-colleges/school-of-international-studies/community/whats-up-with-culture.html>)
- El País digital (www.elpais.com)
- El Mundo digital (www.elmundo.com)
- Google Académico (<http://scholar.google.es/>)

All materials will be distributed to the group by email and are easily accessed electronically.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	

Letter Grade	Score or Percentage	Description
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	
D+	67–69	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Attention and participation in class That includes: <ul style="list-style-type: none"> ● Attendance ● Prior reading of required texts ● Active participation in class discussions 	10%
Research and reflection essays	30%

Job interview simulation	15%
Journal from workplace	20%
Final oral presentation	15%
Workplace attendance and active and positive participation in the workplace (as evaluated by internship supervisor)	10%
Overall grade	100%

Assessment Details

ATTENTION AND PARTICIPATION IN CLASS

The language used in the classroom will always be Spanish. Not complying with the Spanish-only rule will negatively influence students' final grade. Active participation is necessary for every class, especially during in-class debates. Students will be graded on their participation. This grade will be assigned according to the following criteria:

- Good participation: Student is always prepared for class and participates during class with comments, reflections, and relevant questions that indicate their dedication to the class.
- Poor participation: Student is not active during class, does not pay attention, and is poorly prepared for classroom discussions. For students with disabilities: If students need any sort of academic accommodation due to a disability, they should communicate with their university in the United States to establish what kind of accommodation they will need for the program. Students should also inform their professor during the first week of class so that adjustments can be made.

The maximum number of unexcused absences for this class is two. If a student has more than two unexcused absences, they will automatically lose five percentage points off the final grade (for example, from 92 (A-) to 87 (B+) on the final grade).

Electronic devices may not be used during class except to take notes.

RESEARCH AND REFLECTION ESSAYS (FOUR TO FIVE PAGES PER ASSIGNMENT)

This is a space to relate class material (social, political, and economic aspects) and newspaper articles (*El País*, *ABC*, *El Mundo*) with students' own experience, with other materials they are studying, or with other materials they have read in the past. The fundamental themes students will reflect on are:

- Legacy of franquismo

- Presence of immigration
- Workforce status of
 - Women
 - Young people
- Schedules, social practices in the workplace, and punctuality
- Women's current status and transformation
- Economy: the tourism industry, Spain, and the European Union
- History from the 20th century onward; family structure

Through these assignments, the professor will assess how well students are understanding different aspects of the course. These assignments could become a source of new topics to be discussed in class, an opportunity for topics to be clarified, or simply a means for students to communicate their impressions of the internship or life outside of it. This is meant to be a very open assignment.

For these assignments:

- If they are handwritten, they must be on loose-leaf paper. Notes taken in class should not be included in this notebook.
- Each reflection must be numbered and titled.
- If written in Microsoft Word:
 - Body text in Arial (11 pt.) or Times New Roman (12 pt.)
 - Footnotes in Arial (9 pt.) or Times New Roman (10 pt.)
 - Line spacing: 1.5 for body text; 1 for footnotes, in-text citations, and bibliography
 - No extra space between paragraphs
 - Paragraphs should be indented
 - Top, bottom, and right margins should be 2.5 cm, and left margin should be 4 cm
 - Paper should be 29x21 cm, single- or double-sided

The professor will collect these essays three times during the course and will give them a preliminary grade based on the content of the writing. At the end of the course, students will receive an overall grade for their notebook.

JOB INTERVIEW SIMULATION

The professor will provide students with a file ahead of time so that they can prepare a job-interview simulation. Students will perform the simulation (maximum five minutes) in pairs. One student will play the role of interviewer (the business), and the other will play the role of interviewee (the fictional job applicant). Students can assimilate their internship into the interview, explaining its value to a future employer.

INTERNSHIP REPORT

Students should complete the schedule and internship assigned to them and create a portfolio or journal of their internship. This will help them to reflect on the experience they are living out in different environments from the classroom to the workplace, as well as in their homestay, in the residence, and in the program in general. Students can also keep a portfolio of written

assignments to see how their impressions evolve. The journal will have the following elements:

- Description of the workplace
- Expectations before beginning work
- Reflection on students' general expectations of the program
- Internship journal

Students will receive a Word document via email that they should complete (respecting the format) during the course of their internship and turn in by email on the assigned turn-in date.

FINAL ORAL PRESENTATION

Students will create an individual or group PowerPoint presentation about their internship with a maximum time limit of five minutes, or seven minutes for a group of more than two people. In the PowerPoint, students will present:

- What they have learned in the course
- Challenges they have faced
- Possible ways to use their experience in their future as professionals

EVALUATION BY INTERNSHIP SUPERVISOR The supervisor will grade students' work regarding their attendance and punctuality as well as their active and positive participation in the workplace. The supervisor will complete an evaluation form. This evaluation considers students' attitude and ability in their internship; it is not an evaluation of personality.

Course Content

Unit 1

General introduction

- Explanation of the expectations and obligations for students and workplaces
- Group introductions and introduction to workplace strategies and interculturality

Unit 2

- Reading and discussion of the introduction to Hooper's text *Los Nuevos Españoles*

Unit 3

- Reading and discussion of the historical introduction to *franquismo* and the transition to democracy (chapter 6, "El espíritu de la nueva España," in Hooper's text)
- **First turn-in for research and reflection essays**

Unit 4

The civil servant and the structure of the labor force

- Reading and discussion of chapter 17 “El estado contra Juan Español,” in Hooper’s text
- First impressions of internship

Unit 5

Women and their status in modern Spain

- Read and discuss chapter 11, “Mujeres al borde de un ataque de nervios,” in Hooper’s text

Unit 6

Simulation of job interview

- Midterm exams
- **Second turn-in for research and reflection essays**

Unit 7

The role of the Spanish family

- Read and discuss chapter 12, “El último valor,” in Hooper’s text
- Dramatization of the evolution of the Spanish family

Unit 8

Changes that have occurred in Spain, and changes that may occur in the near future

- Reading and discussion of chapter 31, “Los nuevos españoles,” in Hooper’s text
- Think about the return home
- **Third and final turn-in for the research and reflection essays**

Unit 9

Final Oral Presentations

Unit 10

Final Oral Presentations

Unit 11

Final Oral Presentations

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).