Course Description: The English Internship is designed to help students learn by experience, make connections between their classroom learning and the workplace, and prepare for their careers. It will involve the student in sustained use of the strong writing, researching, editing, and critical thinking skills provided by the major, and/or in teaching literary studies. A student must work 150 hours to earn the 3 credits.

Prerequisites:
1) Approval by the English Department Director.
2) Junior or Senior standing.
3) Be a declared SLU English major in good standing.
4) Have taken at least TWO 3000-level courses.
5) Have earned a 3.0 GPA within the English major and 2.5 overall GPA
6) Meet all internship requirements as listed on the Career Services webpage.

Course Registration: Students must obtain an internship and submit all required documents as outlined on the Career Services webpage to the Internship Coordinator. Upon acceptance and placement in an internship, students will be enrolled in the course.

Course Objectives and Learning Outcomes:
INTN-4910 and the Five Dimensions of the SLU Experience: Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person: 1) scholarship and knowledge, 2) intellectual inquiry and communication, 3) community building, 4) leadership and service, and 5) spirituality and values. The internship provides opportunity for student growth in each of these dimensions. Through their active participation in the workplace, students will gain knowledge of both a professional environment and valuable, practical work experience. They build on their existing communication abilities and learn a new skill set appropriate for office dealings with their colleagues, outside agencies and clients. Students develop their personal responsibility and their cultural competency and will reflect on how their contributions to the organization prepare them for a career and a commitment to serving others.

Student Learning Objectives: During their first week on the job, students must submit their learning objectives to the Internship Coordinator, addressing their goals for the following areas in a 2-page double spaced Word document.

a. Professional: How do you expect this internship to help you pursue your career goals?
b. Personal: What knowledge or skills (e.g. writing, literary studies, cultural competency, leadership, teaching) do you hope to obtain through this internship? Do you expect the internship to give you a greater sense of the role of text(s) in creating culture and shaping identity? How?
c. Scholarly: Do you expect your internship to confirm/disconfirm what you have learned as a student of English at SLU-Madrid?

Assignments

1. **Daily Journal.** Each day students will log their activities, as well as their observations and reflections about the tasks/activities that they are carrying out as part of their internship. *The journal entries must be emailed to the Faculty Advisor every two weeks.* Questions to think about as you write your activity journal:

   How do the tasks/activities relate to your preparation in the study of English and English literature? Which skills (writing, researching, editing, and critical thinking) are most called on in completing the tasks/activities? To what extent is knowledge of literary studies invoked? Are there particular courses that informed your work for the internship--either in terms of their subject matter focus or their format (lecture vs. seminar style coursework)?

   This journal is a means by which students can take stock of the skills they are using, the skills they've acquired through this process, the skills that overlap within the workplace and academic setting, and the skills that don't (or that overlap in unexpected ways). For their own sake (i.e., to build a portfolio of samples for future job applications), students are encouraged to be comprehensive in their descriptions of their activity and to ask their intern sponsors for copies of the materials they've produced or helped produce while interning.

2. **Meeting with Faculty Course Advisor.** When you are at least halfway done with your internship, you must schedule a meeting with Dr. McCabe to discuss your development in the internship. Consider what you have learned throughout your studies, how that compares to what you have experienced on the job, and how you have implemented the theories and concepts you learned in class.

3. **Internship Portfolio and Reflection.**
   a. **Portfolio:** Students must submit a sample of their work. This will vary from student to student, depending on the nature of the internship. It can be a lesson plan based on a literary text/set of texts, a website, a magazine feature article, etc., but prior approval of the artifact by the Faculty Advisor is required.
   b. **Reflection:** Students will write a 4-5 page paper (double-spaced) that showcases the educational aspect of the internship experience by analyzing how this experience was informed by and will perhaps now inform the student's progress through the English major at Saint Louis University. It will also include a frank assessment of the extent to which the student's own learning outcomes were achieved, including an objective description of any impediments to outcomes attainment.

Grading:
The work will be supervised and monitored by the workplace mentor and the Internship Coordinator from SLU Madrid. The Workplace Mentor will evaluate the student's performance by completing an assessment form and returning it to the Internship Coordinator. The Internship Coordinator provides her feedback to the IB 480 professor on the Grading Feedback Form. The final grade for this course is A-F and will be determined as follows:

- 25% - Workplace Mentor Evaluation
- 25% - Personal Development Goals and Journal
- 50% - Portfolio and Final Reflection
Academic Honesty/Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The full University-level Academic Integrity Policy can be found on the Provost's Office website. Additionally, SLU-Madrid has posted its academic integrity policy online. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

Disability Accommodations and Learning Resources: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by reviewing the Academic Resources website online.

Students with a documented disability who wish to request academic accommodations must contact an academic advisor to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please email disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 242 or 249. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors. For more information about academic accommodations, see the Disability Services webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact their academic advising staff (advising-madrid@slu.edu).

Diversity and Inclusion: Saint Louis University is committed to fostering a positive, inclusive and welcoming learning and working environment. SLU-Madrid's policies prohibit discrimination based on race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, disability, physical appearance, financial or socio-economic status, immigration status, parental or marital status, veteran status or any other aspect of identity. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience or witness any kind of discrimination, you are encouraged (but not required) to report the incident to the SLU-Madrid's Department of Student Life, whose office is located in Padre Rubio Hall.
Please know that instructors have a responsibility to inform SLU-Madrid when made aware of incidents of discrimination, harassment sexual misconduct, and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources. If you wish to speak with a confidential resources are available on campus and off campus:

- Counselors at SLU-Madrid's Wellness Center, located on the third floor of San Ignacio Hall (wellness-madrid@slu.edu; 915 54 58 58, ext. 230).
- Counselors at Sinews Multilingual Therapy Institute, SLU-Madrid's off-campus counseling and mental health services provider (www.sinews.es; 917 00 19 79).
- SLU-Madrid's Campus Minister, Fr. James O'Leary, S.J. (james.oleary@slu.edu; 915 54 58 58, ext. 279).

Additional information and resources are posted on our Safety and Security and Community Standards webpages.

SLU-Madrid requires faculty to include the following statement regarding the collection of student work for assessment on their syllabi:

**Assessment of Student Learning:** In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

SLU-Madrid also requires that instructors provide a course schedule with due dates for assignments, exams, reading, and other activities. This schedule need not detail every class session, but it should include the general scope of the course and the due dates for all graded assignments. The schedule must include the end of the Add/Drop period, the date of next term's registration, the last day to withdraw from the class, and the date and time of the final exam, following the exam schedule for SLU-Madrid. In addition, the schedule must include any required activities that take place outside of the scheduled class meeting times. Faculty are requested to avoid scheduling activities such as review sessions, special lectures and class trips that conflict with other scheduled classes, especially during the last two weeks of the semester.

In addition, for courses with mandatory activities or trips that require fees, instructors must include the following statement:

**Basic Needs Security Statement:** Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact Marta Maruri, SLU-Madrid’s Director of Student Life (marta.maruri@slu.edu or 915 54 58 58, ext. 213) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.