



ROST370/IBUS 370/GLST 370

Academic Internship in Rome

John Felice Rome Center

Weekly seminar Monday 5-6 pm

Instructor: Lorenza Fabretti

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Classroom: tbd

Office Hours: Tuesdays 5-6 pm

COURSE DESCRIPTION

The primary objective of this seminar is to teach about the cultural differences and practices in the Italian workplace. It will provide the skills for working in the new multi-cultural environment. Course materials (articles and reflection activities) will be devoted to investigating topics such as the differences between the job experience in the U.S. and Italy, the current political and economic climate, cultural intelligence, and leadership styles among others.

This course offers students at the John Felice Rome Center an opportunity to gain valuable professional experience as an intern in Italian and international organizations and companies. Students will intern in a wide variety of placements including but not limited to

1. Non-profit organizations such as Joel Nafuma Refugee Center, Differenza Donna.
2. Private Companies/Law Firms such as GPDLex, Seedable srl, Hummus Town.
3. International Organizations such as Jesuit Refugees Service, Rome Report, Social Justice and Ecology Secretariat.
4. Museums/Educational institutions such as Centro Studi Americani, Art&Seek for Kids.

LEARNING OBJECTIVES

- Students will acquire a basic knowledge of the strengths and weaknesses of Italian economies.
- Students will articulate and apply principles learned in and outside of the classroom.
- Students will be able to recognize and analyze cultural differences between the US and Italy
- Students will develop their professional skills within a real-life work environment.

The academic assignments are specifically designed with the intent to enrich the learning experience throughout the internship by completing assignments that encourage in-depth reflection of the internship experience while gaining self-understanding, self-confidence, and interpersonal skills.

MEANS OF ASSESSMENT

The final grade will be determined based on the following criteria, and grades will be assigned according to the following scale:

Grade distribution% of final grade

Class Participation	10%
Weekly Blog (10 entries)	15%
Midterm Reflection	5%
Cajita of Leadership + Reflection	5%
E.L. Requirements (LOCUS+Reflection)	5%
Learning Portfolio & Presentation (15+5)	20%
<u>Internship tasks:</u>	40%
Completion of 120 Internship Hours	
Midpoint meetings & End-of-Semester Eval	

Grading Scale

94-100: A	80-83: B-	67-69: D+
90-93: A-	77-79: C+	60-66: D
87-89: B+	74-76: C	59 or lower: F
84-86: B	70-73: C-	



C- (© minus) will be the minimum acceptable grade for university undergraduate requirements, such as the University Core Curriculum and the Values Across the Curriculum requirement.

Assignment Policy

See your course syllabus and Sakai for all assignment due dates. Considerations may be made for late work. However, in these cases, it is required that both notification of the professor and arrangements for late submission are made at least 2 days before the due date, any assignments 2 or more days late without communication with the professor will not be accepted.

Include the following information on all assignments: **Name, Assignment, Date, Course, and Professor**

CLASS PARTICIPATION/CONDUCT POLICY

In this seminar class, participation from everyone is critical for generating knowledge and honoring different experiences and perspectives. Attendance and participation are mandatory and expected. Quality of participation will be considered more important than quantity. All class sessions are a priority over internship-related meetings, events, etc. **Students are to request approval a week in advance from the professor to miss a class due to internship-related absences and proper documentation from the site supervisor.**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate. Other class expectations will be discussed and co-constructed during the first class. In-class discussion provides an opportunity for fellow interns to collaboratively reflect on and explore in depth various topics relating to the professional work environment; learn about each other's internship sites and work-related projects; provide an opportunity for interns to synthesize and connect various theories and concepts to their experiences (i.e. effective communication, leadership, ethics in business, etc.).

WEEKLY BLOG

Students will use their internship experiences, cultural experiences interactions with Italians and course reading references to write constructive and analytical observations in their assigned online journal blogs.

The students can set up their online journal blogs on Sakai or send the link to their blog to the instructor (i.e. WordPress or others). Reflective blog entries are the primary place for demonstrating meaningful reflection as students address the Learning Objectives; resolve problems and challenges, and document observations and feelings relating to the internship.

As students will be doing a 12-week internship, 10 entries will be required.

The weekly entry is due on Fridays at 2 pm. Late submission will be accepted with a grade penalization only if submitted by the following Monday at 4 pm. Failing to submit the entry will lower the Blog grade percentage of 1.5 %

MIDTERM REFLECTION

A two (2) page Midterm reflection will be due on Thursday 8 October, on Sakai. Specific guidelines will be provided.

CAJITA OF LEADERSHIP AND INTERNATIONAL INTERNSHIP

You will construct a Cajita (literal translation – little box) that represents your understanding and experiences around leadership and international internship including your perspective and experiences as a student, developing professional, intern, and/or Loyola community member. You are to include how your social identities (race, ethnicity, age, gender, sex, socio-economic class, sexual orientation, nationality, language, physical and emotional abilities, religious/ spiritual affiliations, etc.) play a role in your experiences.

Minimally include/ display how (3) of your most salient social identities play into your

leadership experiences. The goal is to further allow others to get to know you, and for you to get to know your classmates and professor, while simultaneously beginning to reflect on your leadership experiences through the lens of your social identities.

TAKE a PICTURE of your Cajita and post it on SAKAI.

You may select artefacts for your Cajita that represent but are not limited to, personal/professional leadership experiences, your strengths, individuals, or communities who have professionally influenced and/or mentored you, imagery of what/who you see Leadership as, and how you hope to make a difference as an aspiring professional.

Creativity is central to this project. So, think outside the Cajita! You will share your Cajitas with the class by presenting it in our class meeting, but more importantly, you will need to CURATE your Cajitas by writing a 2 – 3-page narrative (double-spaced, typed, paragraph form) to be posted on Sakai.

ENGAGED LEARNING REQUIREMENTS

Engaged Learning LOCUS entry: All students enrolled in an engaged learning class must document their site information and learning outcomes in LOCUS.

Students will express what they intend to achieve throughout the internship and how it will be accomplished. **The Learning Objectives (L.O.)** must effectively relate academic learning to the internship. They must abide by the writing guidelines given for L.O. and timely completion. The Learning Objectives must be uploaded into LOCUS and approved by the instructor.

Reflection Paper at least two pages, following the prompt given, must be submitted on Sakai.

Please notice that completing the Engaged Learning University requirements will constitute 5% of your grade.

Other Assignments

First class assignment

Create a presentation (PowerPoint or other format) of no more than five (5) slides, which will introduce you to the class. Be as creative as you want with pictures, words, videos, or other forms of images that reflect who you are, the internship placement and what you will be doing.

Updated resume (maximum 2 pages): Students should update it submitted when applying for the internship, including the internship information, particularly the skills gained and experiences. Bear in mind that the audience for the resume is a busy recruiter, HR professional, or employer, and make the updates concise, clear, and readable. Think about how the internship fits into the overall study and career trajectory, as presented in the resume.

Confidentiality Please practice caution with what you choose to create and post due to the public nature of the internet. Also, consider the confidentiality of your work or clients with whom you are working. If you would like to share material or information you do not feel comfortable posting online, please contact the Professor to make alternative arrangements. The professor may ask you to share your work with external partners, professors, or others to highlight the splendid work you are doing. You will always be asked before using this information.

IMPORTANT

Transferring to a different internship/ Independent project *Assignments will be given to students by their on-site supervisors based on their skills, goals as well as workplace' needs. Students are expected to communicate with their supervisors if the assignments are not meaningful or challenging enough. If, for some reason, the student demonstrates a strong need to transfer to a different internship, or if the circumstances of the internship change during the semester, he/she needs to consult the course instructor about the next steps.*

NB: If a student is fired or let go from the internship, the grade will be lowered. Any change will be discussed and approved by the Associate Dean of Academic Affairs.

SPECIFIC GUIDELINES ON EACH ASSIGNMENT WILL BE ON SAKAI

(Resources/assignments guidelines folder).

ATTENDANCE POLICY

In accordance with the Rome Center mission to promote a higher level of academic rigor, and in compliance with full-time student visa status, all courses adhere to the following attendance policy.

Prompt attendance, preparation and active participation in course discussions are expected from every student and synonymous with academic success. Attendance is mandatory at every class meeting for each course. Lateness or leaving class early will impact the course grade at the professor's discretion. All absences, including medical absences, will be treated the same, unless they are documented long-term conditions or emergencies. Such situations will be evaluated case-by-case by the Academic Affairs office. It is the student's responsibility to check homework assignments, class notes, etc. and come to class prepared in case of absence.

Once-a-week classes:

- After 1 absence, a 2% final grade reduction will be applied for each missed class.
- Missing 3 classes or more will result in an automatic failure (F).

CLASS ETIQUETTE

Students studying abroad are ambassadors for the Loyola University of Chicago and should act with decorum and respect for others. This is even more relevant, given the in-site component of this class. Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

ACADEMIC INTEGRITY STATEMENT

Plagiarism or any form of academically dishonest behaviour will result minimally in the instructor assigning a grade of "F" for the assignment. In addition, all instances of academic dishonesty will be reported to the Rome Center's Associate Director for Academic Affairs, who may constitute a hearing board to consider the imposition of additional sanctions, including a recommendation of expulsion, depending on the seriousness of the misconduct. Familiarity by all students with Loyola University Chicago's Undergraduate Studies Catalogue section on Academic Integrity <http://www.luc.edu/academics/catalog/undergrad/>, will be assumed by the instructors.

ACCESSIBILITY AND ACCOMMODATIONS

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, on the first week of classes.

IMPORTANT: Please note that this course has an additional fee of \$210 dollars which is charged to your bursar account at the beginning of the semester. This fee covers the supplemental insurance mandated by Italian Law for you to be allowed into the workplace during your internship.

STATEMENT OF INTENT

By remaining on this course, students agree to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The professor reserves the right to make changes to the syllabus as deemed necessary.

EMPLOYER PARTNER FOR INTERNSHIP SITE

Students have received the course registration approval from the professor after securing the internship. In this course, the employer is a co-educator, and the classroom extends beyond the university's walls into the community and organizations.

REPORTING PROBLEMS THAT ARISE IN EXPERIENTIAL LEARNING

Students, faculty, and/or community partners may complete an [online incident report](#). For purposes of this report, an "incident" is defined as any experience you had on-site, in transit to/from a site, or with

a Loyola student, that you feel put you, your fellow students/volunteers/staff person(s), and/or your clients at risk.

Note: If there is an emergency, please dial 112 immediately. As a Loyola student, if you require non-emergency medical or psychological support, please contact the University Wellness Center.

COURSE REQUIREMENTS, POLICIES, AND EXPECTATIONS

Engaged Learning LOCUS entry

All students enrolled in an engaged learning class must document their site information and learning outcomes in LOCUS. This information is used for institutional research and documentation; however, most important to you, it is used for risk management/insurance purposes and to substantiate your internship experience. Follow the instructions at this webpage to enter your information:

<http://www.luc.edu/experiential/academicinternships/studentresources/locustutorial/>

Please inform the professor if you are having any problems entering your information into LOCUS. If your internship is a new site (meaning no other LUC student has worked there in the past), please pay attention to the Note on the webpage.

Professional Communication

As an advanced student in a professional internship, you should use appropriate etiquette in all your communications, including email, whether to someone at Loyola or on your internship site. Please adhere to the following guidelines for all communication:

- Write in clear, Standard English. Treat email communication with all academic (Loyola faculty and staff) and internship personnel as formal correspondence (i.e., not informal, text-message style writing that you would use with friends). Please always write **ROST370 (or IBUS370 or GLST370) in the subject line** for emails to the professor.
- Always include a salutation (e.g., “Dear”) and closing (e.g., “Sincerely”). Avoid using casual salutations such as “Hey” or “Hey Prof”. Use the addressee’s name and appropriate title (e.g., Ms., Dr., Professor). Err on the side of formality.
- Always proofread and spell-check your emails. There is no excuse for misspelt words or poorly crafted sentences, especially at this point in your education.

Learning Portfolio Pedagogy

As a part of this course, you will be using learning portfolios to document your learning, and growth, and make connections between course content and beyond-the-classroom experiences. You will be integrating your learning through critically reflective assignments and teaching methods to create a new understanding of the material and deepen your learning experiences through visual display on your learning portfolio. As you will be submitting your portfolio for assignment(s), you are encouraged to seek outside feedback from peers, other instructors, and advisors on the content and structure of your work to more deeply engage in learning. Students will be introduced to the new Learning Portfolio platform, Digication Kora, and will be highly encouraged to utilize this new learning portfolio platform. However, if necessary, Weebly www.weebly.com or Wix www.wix.com might be an option to create your portfolio. If you have questions, contact the Learning Portfolio Program Manager.

Chosen names and personal pronouns

Everyone has the right to be addressed by the name and pronoun that corresponds to their gender identity, including non-binary pronouns. Rosters do not list gender or pronouns so if you use a chosen name or pronoun, please let me know (you are not obliged to do so).

Chosen names and pronouns are to be always respected in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments with disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time so, if at any point during the semester you would like to be addressed differently, please let me know.

TITLE IX

The Rome Center follows Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, Retaliation](#) and will comply with those as indicated and instructed.

COURSE MATERIAL

Readings

All articles and chapters found on Sakai or provided by the instructor.

Preparatory reading: Sweitzer & King (2014). *The Successful Internship*, Chapter 10: Navigating the Internship Site, available on Sakai.

- Working in Italy: The Italian Job Market and Business Culture in Italy (aa.vv.)
- Best Practice: Cultural Intelligence in Harvard Business Review Early, P. Christopher and Mosakowski, Elaine (2004).
- Framing the experience: *Development Stages of an internship*. The Successful Internship, H. Frederick Sweitzer, Mary A.King (page 33)
- “What are soft Skills? Why do soft skills matter? 10 Top Soft Skills on demand”

<https://www.livecareer.com/career/advice/jobs/soft-skills-in-demand>

- “A smarter way to network” Rob Cross and Rober J. Thomas- HBR, Harvard Business Review
“International experience on your CV”

<https://jobs.theguardian.com/article/international-experience-on-your-cv/>

Reflection focus

Reflective diary templates

“How to practice reflective thinking” Harvard Business Review, by Rosie Nice, August 2003

SUBJECT TO CHANGE

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with the professor, review the syllabus/Sakai/emails regularly, or communicate with another student.

CALENDAR OF INTERNSHIP COURSE

Mandatory class meetings will be held on Monday 5-6 pm. See the weekly schedule for detailed information. Please know that it is subject to possible change.

Dates	Program	Weekly material	Assignments
Week 1 August 31	Presentation of Syllabus & course	Syllabus Assignments Overview Intern Stages of Development: Anticipation	
Week 2 September 7	Present yourself & your internship	Create a presentation (PowerPoint or other format) of no more than five (5) slides, which will introduce yourself to the class and your internship	Complete the Locus entry + Blog entry 1 due by Fridays at 2 pm See Guidelines for writing blog entry#1 in resources Start filling your Hourly log sheet
Week 3 September 14	Reflective Diary Template Framing the experience	Reflective Diary Template Article: Developmental stages of the internship.	By the end of week 3, you need to have the Job Description approved by your site supervisor and upload it, along with three Learning Objectives on LOCUS, following the instructions in resources. Blog entry 2 due by on Fridays at 2 pm
Week 4 September 21	Cultural Intelligence	Article on Cultural Intelligence Diagnosing your Cultural Intelligence Cultural Intelligence Profiles	Blog Entry 3 due by on Fridays at 2 pm
Week 5 September 28	Business Culture in Italy	Article: Business culture in Italy.	Blog entry 4 due by on Fridays at 2 pm
Week 6 October 5 MIDTERM	“Italy’s Brain drain” (Guest speakers)	Presentation and discussion on the Italian current economic situation from Italian fresh graduates.	Write the Midterm Reflection paper Midterm Internship Evaluation from supervisor will be collected by the professor Reflection paper due October 8th at 11:30pm
Week 7 October 19	Soft skills	Article: 5 Essential Soft Skills to develop in any job + Video	Blog entry 5 due by on Fridays at 2 pm
Week 8 October 26	Mentors	Article on Why do you need different mentors	Blog entry 6 due by on Fridays at 2 pm
Week 9 November 2	Cajita	Presentation of Cajita box	Blog entry 7 due by on Fridays at 2 pm
Week 10 November 9	Approaching the end of the semester	Discussion: Be ready to talk about your experience CV update and networking simulation activity	Blog entry 8 due by on Fridays at 2 pm
Week 11 November 16	Public Speaking Final steps	Article: The Top 9 Characteristics of Effective Public Speakers	Blog entry 9 due by on Fridays at 2 pm Hourly Log sheet due on Friday due by November 20th
Week 12 November 30	Final Presentation in plenum	5:00 PM – 7:15 PM Complete the Hour Log and submit it in Assignment. Learning Portfolio: final presentation of your internship experience	Blog entry 10 due by on Fridays at 2 pm <u>Final Blog entry</u> Specific guidelines can be found in resources - Directed Journal entry Post-Internship Questions to Ask Yourself Engaged learning reflection paper