

Department of World Languages & Cultures  
Program in SPANISH

## S487: Capstone Internship in Spanish

Section:

Time & Day: 4:00-5:15 Thursday (meets simultaneously with Spanish S498)

Room:

Lead Instructor:



### 1. Description

The capstone is a senior-level option for Spanish majors who must complete a capstone course for the B.A. in Spanish. The course asks students to **apply the skills gained in undergraduate coursework in Spanish to an internship in a professional setting where the use of Spanish is necessary**. Students have two principal tasks:

- 1) **to create a learning portfolio** and
- 2) **to complete an internship project** (described below).

Students will display their academic progress through a final undergraduate portfolio, discussions with a faculty capstone mentor, and by an internship report that is presented in Spanish both in writing as well as orally to students and faculty.

### 2. Objectives

The purpose of the senior Capstone Internship in Spanish for undergraduate majors is

- ❖ to provide an opportunity for students to integrate their work in the several areas of study that comprise the major—language and linguistics, culture and civilization, and literary studies—, thereby *gaining a global sense of what it means to have a specialty in Spanish and to earn a Bachelor's degree in the field*;
- ❖ to allow each senior to conduct an *internship* which applies their Spanish-language skills to a practical work experience;
- ❖ to help students prepare for a professional career which requires the use of Spanish in the workplace.

### 3. Structure

- A. First, *at the very beginning* of the capstone internship course, students will need to make arrangements for an internship through the Professional Practice Program (PPP) at the IUPUI Career Center, and select a faculty member as mentor and director. The faculty director will serve three functions:
- (1) to establish and chair a committee of three faculty members in Spanish who will assess the learning portfolio and the internship project;
  - (2) to meet regularly with the student to discuss and advise the student in the organization, content and presentation of the undergraduate portfolio;
  - (3) to guide the student in creating the internship report that must be delivered orally and in writing.

- B. The capstone course will meet periodically as a regular class and will be taught as a team by the full-time professors of the Program in Spanish. In the final weeks, students will meet with their capstone directors and complete their portfolios and internship projects. *Attendance at all class meetings and individualized meetings with the project director are required. Each absence will result in a lowering of the final grade by one full letter grade.*

## 4. Assignments

1. *Undergraduate Learning portfolio.* The portfolio must include projects, reports, papers, and compositions from each of the major courses—in both their original draft and final versions—which comprise the study of Spanish: language, linguistics, literature, and culture and civilization. **The focus of the portfolio, then, is the DEMONSTRATION of HOW the various components in the study of Spanish are INTERRELATED and INTEGRATED.** In addition to the work done for other courses in the major, the portfolio will also include the internship project (described below) which will serve as an introduction to the portfolio. The overall effect of the portfolio will show

- 1) *HOW the student has developed INTELLECTUALLY* in his/her course work (content),
- 2) *HOW the student has developed LINGUISTICALLY* in each course (language, and
- 3) *HOW the student has prepared her/himself for future CAREER using Spanish in the workplace.*

2. *Discussions with faculty director.* The student will have regularly scheduled meetings with the capstone director throughout the semester. The faculty will mentor the student, provide feedback on the internship report, guide the student in her or his internship, and help prepare the student for the final oral presentation of the internship project.

3. *Internship project & presentation.* The student will participate in an internship and will create a report of the experience that must be presented in writing and orally. The written report will include

- 1) a full description of the work experience;
- 2) an analysis of the work experience in terms of personal growth, professional development, and academic enhancement; and
- 3) an articulation of the learning that occurred.

(For more information, see attached description of norms) The oral presentation will be attended by the faculty in Spanish and by other students of Spanish who will be invited to share in their peers' experience.

## 5. Evaluation

An essential aspect of the evaluation of students in the senior capstone is their **ability to communicate in written and oral form at the ADVANCED level of proficiency in Spanish**, as defined by the Proficiency Guidelines established by our national professional organization, the American Council on the Teaching of Foreign Languages (ACTFL).

**All work for the course will be graded equally on both CONTENT and EXPRESSION in Spanish.**

**Students whose Spanish-language skills do not meet the standards, may not earn a passing grade (C or higher) and may need to re-take the capstone course.**

The grade for the course and its components will be based on both the *quantity* and *quality* of the work presented. The student’s committee will meet to discuss its evaluation of the student’s work and will determine a grade for each component of the course. The director will be responsible for submitting a grade on the individual discussions with the student, for averaging the scores, and for the assignment of the final grade.

In addition to a letter grade, students will receive a formal letter, outlining their strengths and weaknesses and recommendations for further development as specialists in Spanish.

The coursework components have the following percentage values, divided equally between “content” and “expression”:

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| 1. Coherence, organization and content of <b>portfolio</b> | 40% |
| 2. <b>Discussions</b> with faculty director                | 10% |
| 3. <b>Internship Report</b> & presentation                 | 50% |

The departmental grading scale is the following:

<b>A = 100-93%</b>	<b>B- = 82-80%</b>	<b>D+ = 69-67%</b>
<b>A- = 92-90%</b>	<b>C+ = 79-77%</b>	<b>D = 66-63%</b>
<b>B+ = 89-87%</b>	<b>C = 76-73%</b>	<b>D- = 62-60%</b>
<b>B = 86-83%</b>	<b>C- = 72-70%</b>	<b>F = 59-0%</b>

## 6. Statement on CHEATING and PLAGIARISM

Learning is an individual effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the *Code of Student Rights, Responsibilities and Conduct* and on pp. 36-37 of the 2004-2006 *IUPUI Bulletin* also apply to the inappropriate use of machine translation, web-based translation engines, or web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal. Remember that it is not only the student’s responsibility to refrain from dishonest behavior, but also to avoid the appearance of such dishonesty.

## 7. Schedule of Activities

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| (Week 1) | Introduction to the capstone course (expectations, goals, etc.); discussion of internship project (requirements, director, committee, presentation). Language skills assessment. |
| (Week 2) | Writing reflective internship reports and the integration of coursework; <b>selection of director &amp; committee; preparation for the internship</b>                            |

- (Week 3) Individual work on internship
- (Week 4) Individual meetings w/ project director: **preliminary outline of internship report due**
- (Week 5) Individual work on internship
- (Week 6) Individual work on internship
- (Week 7) Individual work on internship
- (Week 8) Meetings w/ Director: Midterm progress check
- (Week 9) Individual work on internship
- (Week 10) Individual work on internship
- (Week 11) Individual work on internship
- (Week 12) Individual meetings w/ director; **rough draft of internship report due**
- (Week 13) Individual work on internship
- (Week 14) Individual meetings w/director; **complete portfolio due to committee**
- (Week 15) **Oral defense of projects** (time and date to be announced)



# GUIDELINES FOR THE INTERNSHIP REPORT

**GOALS:** 1) personal growth; 2) professional development; 3) academic enhancement

## PART I: **DESCRIPTION** OF INTERNSHIP

*When did the experience take place? Where were you? Who else was there?*

*What was said/explained/demonstrated?*

*Why were you there? What did you do? What did others do?*

## PART II: **ANALYSIS** of the INTERNSHIP EXPERIENCE

1. Personal Growth: Examination of the experience from a personal perspective
  - How did this internship make you feel (positively and/or negatively)? Why?*
  - What assumptions or expectations did you bring to the internship situation? What effect did they produce?*
  - How have past experiences influenced your response to the internship situation? What was the result?*
2. Professional Development: Examination of the internship from the professional perspective
  - What were you trying to accomplish professionally?*
  - How did you develop as a working professional who brings Spanish skills to the workplace?*
  - How will your internship experience affect your future career plans?*
3. Academic Enhancement: Examination of the connections between what is learned in class and the internship experience
  - What elements of second language learning relate to this experience? Why?*
  - What similarities and differences did you experience between classroom and real-life communication?*
  - Was your academic preparation in Spanish adequate for the experience? If not, how could your preparation have been improved?*

## PART III: **ARTICULATION** of **LEARNING**

1. Personal Growth: Identification of a personal characteristic and application of experiential learning for other areas of life
  - Which personal characteristics have you become more aware of through the internship?*
  - In what ways can you use this strength or improve upon this weakness in your life experiences?*
2. Professional Development: Identification of the professional skills acquired
  - Which professional skills did I improve and which ones are in need of further development?*
  - What did I do to gain greater professional skills?*
3. Academic Enhancement: Identification of specific aspects of language and cross-cultural learning acquired through the internship
  - What did the internship teach you about language and culture that you did not know before?*
  - What did you not know that you want to learn more about? How might you work on learning these things?*