



<http://www.vifprogram.com/splash-dual-language-case-selma.php>

***SPN 481: INTERNSHIP REFLECTION SYLLABUS
ELON ELEMENTARY SPLASH PROGRAM**

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***To be counted in the SPN 440-449 category to fulfill major requirements.**

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GOALS OF THE INTERNSHIP REFLECTION:

- To enhance internship learning by constructing a descriptive and reflective portfolio relating to the internship experience
- To document the internship activities and insights through a daily journal and a multi-faceted portfolio

In the portfolio, you are seeking to clarify your goals, discuss workplace issues, explore personal growth, examine assumptions and beliefs, and become aware of issues and opportunities surrounding the specific internship setting. The portfolio requirements encourage you to focus not only on your day-to-day activities in the internship setting, but also on other aspects of the experience that enrich your learning.

TEXTS:

Access to the SPLASH program website: <http://www.vifprogram.com/splash-language-immersion.php>

Access to the Internet's online dictionary www.wordreference.com or similar site. Note: translation programs are not allowed.

COURSE COMPONENTS:

A. KEEP A JOURNAL (WRITTEN IN SPANISH) 20%

- 1) *Describe* activities at work, incidents, events, and the people you meet. Your earlier journal entries will be more detailed and your later journal entries will be less so, because your experience is likely to become more routine. You may choose to write daily at first and then switch to writing every couple of days. You may also consider including photographs documenting your experiences.
- 2) In each journal entry, try to reflect on experiences that engage you. This will be based on your descriptions, but is more *reflective*. This could be something that surprises you about the school or their procedures. It could be something especially interesting that happened. A good type of reflection is where you try to explain a situation, characteristics or event, speculating on why it came about. Also, you may wish to speculate about the implications of this phenomenon in the future. Or, reflection could involve connecting something that you learned in the internship with another experience or something you learned in a class. For example, relate what you experienced in the schools in Spain to what you are observing around you.
- 3) When appropriate, you should explore your *self-development*. This may mean skills, or thoughts about your career, or personal growth. Think about how this experience has touched upon your personal values, biases, and assumptions.
- 4) Observe and record differences in language use. Document any new vocabulary and/or expressions, as well as any new or different uses of grammar, such as the use of *ser/estar*, the subjunctive, influences from the teacher's native language, etc.
- 5) Make at least one *cultural or civic visit* to a museum, event, monument, demonstration, nonprofit activity – something that you have not done before – and write about your insights and reactions in a separate section at the end of one journal. Again, photos would be appropriate to include here. You might be able to visit Graham Elementary and observe a dual immersion program to be able to compare the differences.
- 6) In that same vein, be sure that you pay attention to the *news issues* surrounding language immersion programs. In writing your portfolio, briefly *mention one such issue each week*, especially if it is talked about in your workplace or is an issue relatively new to you. It can either be an issue that impacts the area in which you are living (Burlington/Elon) or a national/international issue. The range of possible news issues is broad.

Take one of those issues that is particularly interesting to you or particularly pertinent to your workplace, and write a 1-page issue report at the end of the **learning report** in which you: a) *describe the nature of the issue*, b) explore *reasons* why it emerged or came to public consciousness, and 3) note any *implications* of the issue for the future. This might involve reference to the news reports that have been issued during your internship period, but also some additional background investigation to gain more understanding of the issue. In addition to staying up on the news, the purpose of this small exercise is to practice an analytical approach to public issues as opposed to just a descriptive approach.

Your journal entries will be the experiential basis of much of your portfolio, making that document more detailed, complete and more reflective than it would have been without a journal. *The length and depth of thought in the journal, and your portfolio, should reflect the number of hours of credit you are receiving for the internship.* Since you are receiving four hours, a modest journal is appropriate. The journal should be written *in Spanish* and might best be maintained in a single document and submitted electronically by Wednesday, January 28th at 10:00 AM to apost@elon.edu. It need not be perfect grammatically, but should be very readable. If circumstances require that you work past the end of winter term to complete your hours, this date will be adjusted accordingly.

B. THE PORTFOLIO 70%

The following are the minimum components of your portfolio. Prompts about topics to consider are discussed in each component, but **you are strongly encouraged to address your own topics and develop your own insights in addition to those noted below**. Each component should run around 2-4 double-spaced pages and ideally should be written on a weekly basis, but the Learning Report should be longer and should be the product of thoughtful reflection based on the entire experience. Note that the Learning Report is where you detail and reflect upon your day-to-day activities and what you learned from them. Much of the rest of the portfolio is designed to draw your attention to the bigger picture, to broaden your understanding of the school in which you worked and its environment.

It is highly recommended that you establish a pace to write your portfolio components.

1. LEARNING GOALS – (You should continue to revise these as the internship progresses. Include each version in the portfolio.)

First, describe your duties or your job description as it has been so far in your internship. What alterations in your duties might you expect as the internship evolves?

Then, list your goals for the internship in three areas, and the objectives or activities you plan to pursue in order to reach those goals:

A) ACADEMIC GOALS

What would you like to be more informed about at the end of this experience? How will you seek to integrate this learning opportunity into your academic career at Elon? You may wish to note specialized knowledge that you hope to obtain.

B) PROFESSIONAL GOALS

What do you wish to learn about the professional work place? What insights into potential careers do you want to gain, or what contacts do you wish to establish for future advancement?

C) PERSONAL GOALS

In what ways do you want to experience personal growth? What activities are likely to contribute to personal growth? This set of goals should include both on the job and outside of the job personal development. Outside of the workplace, what experiences do you wish to have? This could be going to lectures, concerts, plays, cultural events, visiting other schools, and paying attention to the news.

For each set of goals, list one or more OBJECTIVES or activities you wish to engage in that will help you achieve those goals. What will you read, who will you talk with, what meetings and events will you attend, and what behavioral patterns will you increase to meet your goals? These goals and objectives are adjustable over the course of the internship as you gain experience and see new possibilities. Add or delete or modify as your internship progresses. Be sure to share this component of the portfolio with your onsite teacher for feedback and to let him/her know what your specific learning interests are in the internship.

Hypothetical examples of learning goals and objectives using education policy:

Academic Goals

Goal: To better understand local education policy and the policy making process

Objective: Attend local board meetings

Objective: Choose a topic on education policy for my course research paper

Objective: Become familiar with educational policy makers and their publications on education policy

Objective: Speak with co-workers about and select an informational interview with an expert on developments surrounding local education policies

Professional Goals

Goal: To establish a network for future employment in a particular location or career path

Objective: Attend events held by my employer and others sponsored by advocacy groups in the educational policy area

Objective: Exchange business cards with each person I meet, and write notes on the back of the cards about where I met the person and his/her interests

Objective: Schedule at least two informational interviews that clarify my career thoughts

Objective: Keep a list of agencies, advocacy groups, think tanks/policy institutes and other institutions where I may wish to work in the future

Personal Goals

Goal: Become familiar with graduate schools in the area or beyond

Objective: Start a file of online information about graduate schools

Objective: Ask those I meet about graduate school opportunities

Objective: Schedule visits to the schools and evaluate how appropriate they might be for me in my Learning Report

2. A MINIMUM OF ONE INFORMATIONAL INTERVIEW AT THE SCHOOL

Ask someone you have met from the school to submit to an interview in which you find out about that person's career journey that brought him/her to the position that he/she holds today. What were the turning points in that career journey? What are the upsides and downsides of the career/job? How does one advance in the organization? What advice does the person have for your career? Etc. You may wish to write up the interview by using questions and answers, or write it according to topics.

It is of utmost importance that you reflect on what the person said and offer your comments, what you found particularly interesting or applicable to you. Your reflection about what your informants have discussed with you should be **at least a third of this interview component.**

3. SKILLS DEVELOPMENT

Describe and discuss the **skills** that you have used and developed during the internship: writing, oral communication, interpersonal interactions, teamwork, advocating, research, teaching. Where do you think you have made the greatest strides?

4. CAREER IMPLICATIONS AND PERSONAL GROWTH

Based on your internship experience, how have your **career ideas** been informed, reinforced or altered? What have you learned about how your **skills and qualities** fit with the demands and opportunities of the career you have been considering? Describe alternative career paths that you have discovered. What would be the ideal work setting for you? Under what conditions do you do your best work?

After examining your career thoughts, what implications do they have for **next year** and beyond? What do you want to be sure to do at school next year with regard to classes, outside activities, or career exploration in the Career Center and with professors?

In what **ways have you changed and grown as a person** due to this experience? What have you learned or confirmed about yourself? What are your personal growth goals for the coming year? In other words, what is different at the end of the internship?

Part of being a successful professional and an interesting colleague is to develop avocational interests in addition to your vocation. **Avocations** may involve appreciation for cultural events, artistic and other creative skills, a practice of visiting museums or historical locations, volunteering for nonprofit agencies, engagement in civic affairs, a significant hobby, or an intellectual pursuit that will enrich your life experience outside of your career. *Describe your present avocations and what activities you might explore in the future.* This helps you think holistically about your life after Elon.

Included with this section should be an **updated version of your resume**, with your internship site and responsibilities included.

5. LEARNING REPORT

This should be extensive and should rely heavily on your journal.

a) ACTIVITIES

Describe the **activities** that you were engaged in, noting the progression of responsibilities as you became more familiar with your duties. What did you learn from the early days on the job? In what ways did your tasks become more complex or challenging as time went on? What did you have to do in order to complete projects? What **obstacles and challenges** did you face and how did you deal with them? What did you learn from every day tasks that you want to take away from this experience? One way to approach this is to think of your successor in the internship as the reader. What do you want to make sure that he/she knows about handling the job?

b) LEARNING GOALS

Discuss your progress towards completing your **learning goals**. For each goal, reflect on the extent to which you accomplished the goal, any obstacles you experienced, and how important the goal turned out to be for your total learning. Since you worked hard on your goals, make a considerable effort to evaluate your progress on them.

c) LESSONS

What valuable **lessons** about the job did you learn? What types of understandings do you have now that you did not have when you started? How did the two schools differ? How were they similar? What words of wisdom would you recommend to the next intern in your position?

d) **CONNECTIONS**

Make **connections** to your Elon experience. What classes helped prepare you for your internship and how? What concepts or topics from class came to mind as you worked at your internship site? What connections are there between your work and extracurricular activities at Elon? What kinds of things did you learn about in your internship that are unlikely to be taught through class sessions and readings? Be as specific as you can.

e) **NEWS ISSUES**

See #6 in the description of the JOURNAL for this part of the Learning Report.

6. ANNOTATED BIBLIOGRAPHY

This is intended to broaden your learning by pursuing a topic related to your experiential activities and to customize that learning to fit your own interests. Before you leave for your internship, you should choose a topic or issue that is related to your work experience. It might also be related to your career goals or your future coursework at Elon. It should be a **topic or issue** that you find particularly interesting. Please email me about your ideas for the annotated bibliography before you make a final decision about the topic for it.

Using databases, locate at least **2 academic journal articles** that focus on your topic. These should be articles from appropriate academic journals that you use in your upper level classes, meaning somewhere between 15-25 pages each. Some of the entries may be other types of material, as long as they are roughly equivalent in size. You may use 1 standard newspaper article, 1 magazine article, a book chapter, or a report such as an organizational study as roughly equivalent to a journal article, or a documentary.

For each article, after carefully reading it, list the full citation, and write a paragraph in which you 1) **summarize** the major points or findings, and another paragraph in which you 2) **comment** upon how the entry is relevant to your topic. How does it illuminate the topic? In what way does it advance your growing knowledge about the topic? Each entry under the citation should have two paragraphs. That is the “annotated” part of your annotated bibliography.

At the end of the annotated bibliography, write a 3-4 page **summary** that notes 1) what you have learned about the topic or question, and 2) what would be an interesting question to be pursued further. If the annotated bibliography might be the start of a paper for a class next year, please note that.

The number of minimum entries coincides with the number of credit hours you are earning for the internship at a ratio of two entries per credit hour. For 4 hours, it would be 8 entries, for 8 hours it would be 16 entries, etc. Include the annotated bibliography in the portfolio. To be clear, you should do 8 entries for this course. I recommend that you work on them prior to beginning your hours at the site.

7. TIME REPORT AND SUPERVISOR’S EVALUATION OF STUDENT

At the end of the portfolio, include these two documents. The hours are important as a reflection of your effort, and your signature and that of the supervising teacher indicate agreement on your work time. The hours should be reasonably close to 80 hours on site. In addition to the supervisor’s evaluation, you may wish to ask for a **letter** from him/her which describes your contributions and offers an evaluation of your work. If so,

include a copy in the portfolio. You should save that letter in case you wish to use it as part of a job or graduate school application.

THE FINAL PORTFOLIO

Cover page (pictures or graphics are nice)

Table of contents (in English)

Portfolio assignments, well edited and checked for grammar (in English)

Journal, checked for grammar (in Spanish)

Work and supervisor evaluation documents

Any documents that you made as part of your internship, such as surveys, teaching material, etc. – your examples of work completed

Submitted electronically to apost@elon.edu by WEDNESDAY, JANUARY 28th at 10:00 AM unless there are extenuating circumstances in which case an incomplete will be given until the work can be completed.

Note that you may wish to present this portfolio to a prospective employer or to a graduate school, so it should be grammatically correct, and its overall appearance should be attractive.

THE FINAL ORAL EVALUATION 10%

Approximately a week after you have turned in your portfolio, you and I, and possibly Dr. Olmedo and her internship student, will get together to discuss your experiences in Spanish. Be prepared to respond to questions about your journal and portfolio.

THE FINAL GRADE

Elon defines grades as follows: A is for superior work; B for above-average work; C for average work demonstrating a basic understanding of the subject; D for passing with deficiencies; F for failure.

Grades will be determined as follows:

70% Final portfolio

20% The journal

10% Final oral evaluation

The portfolio and the journal should be completed soon after you finish the internship. Until I read the portfolio, the grade will be recorded as No Report (NR). The tentative deadline for turning in the portfolio and journal is **Wednesday, February 3 at 5:00 PM**, in my office (Carlton 318).