*SPN 481: INTERNSHIP REFLECTION SYLLABUS
ELON ELEMENTARY SPLASH PROGRAM
Karina Pepe
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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 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) Describa actividades de trabajo, incidentes, eventos, y las personas que encuentre. Sus primeros escritos de diario serán más detallados y sus escritos de diario más tarde serán menos, porque su experiencia es probablemente de tipo rutinario. Usted puede elegir escribir diariamente al principio y luego cambiar a escribir cada dos o tres días. Usted también puede considerar incluir fotografías documentando sus experiencias.

2) En cada escritura de diario, intente reflectir sobre experiencias que lo involucre. Esto se basará en sus descripciones, pero será más reflexivo. Esto podría ser algo que le sorprenda sobre la escuela o sus procedimientos. Esto podría ser algo especialmente interesante que sucedió. Un buen tipo de reflexión es donde trata de explicar una situación, características o evento, especulando sobre por qué ocurrió. También, usted podría desear especular sobre las implicaciones de este fenómeno en el futuro. O, la reflexión podría involucrar vincular algo que aprendió en el internado con otra experiencia o algo que aprendió en una clase. Por ejemplo, relacione lo que experimentó en las escuelas en España con lo que está observando alrededor de usted.

3) Cuando sea apropiado, explorar su desarrollo personal. Esto podría ser habilidades, pensamientos sobre su carrera, o crecimiento personal. Piense en cómo la experiencia ha tocado su valor personal, sesgos, y suposiciones.

4) Observe y registre diferencias en el uso del lenguaje. Documente cualquier nuevo vocabulario y/o expresiones, así como cualquier nuevo o diferente uso de gramática, como el uso de ser/estar, el subjuntivo, influencias del lenguaje nativo del profesor, etc.

5) Haga al menos una visita cultural o cívica a un museo, evento, monumento, manifestación, actividad sin fines de lucro – algo que no haya hecho antes – y escriba sobre sus insights y reacciones en una sección separada al final de un diario. Una vez más, fotos serían apropiadas para incluir aquí. Usted podría ser capaz de visitar la primaria Graham y observar un programa de inmersión dual para poder comparar las diferencias.

6) En el mismo sentido, asegúrese de prestar atención a los problemas de noticias circundantes sobre programas de inmersión del lenguaje. En su cartera, mencione una cuestión específica cada semana, especialmente si se habla de ella en su lugar de trabajo o es un problema relativamente nuevo para usted. Puede ser un problema que impacta el área en la que vive (Burlington/Elon) o un problema nacional/internacional. El rango de posibles problemas de noticias es amplio.

Tomás uno de esos problemas que es particularmente interesante para usted o particularmente pertinente para su lugar de trabajo, y escriba un informe de una página sobre el tema final de la cartera de aprendizaje en el que usted: a) describa la naturaleza del problema, b) explique razones por las que surgió o se volvió consciente de la publicidad, y 3) note cualquier implicación de dicho problema para el futuro. Esto podría implicar referencia a los informes de noticias que han sido emitidos durante su periodo de internado, pero también algunas investigaciones adicionales de fondo para obtener una mejor comprensión del problema. En lugar de mantenerse al tanto de las noticias, el propósito de este pequeño ejercicio es practicar un enfoque analítico a los problemas públicos en oposición a un enfoque descriptivo.
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).