



JOHN FELICE

**ROME
CENTER**

ROST370 Academic Internship in Rome

John Felice Rome Center

Weekly seminar Monday 5-6pm

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Office Hours: by appointment

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 investigate topics such as the differences between the job experience in the U.S. and in Italy, the current political and economic climate, cultural intelligence, 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, Art&Seek for Kids, Differenza Donna.
- 2) private companies/law firms such as Impact Italia Srl, The Roman Guy, International Care Italy, LUISS Enlabs, Lybra Tech
- 3) international organizations such as Jesuit Refugees Service, Rome Report, Social Justice and Ecology Secretariat
- 4) Museums/Educational institutions such as Centro Studi Americani, English Theatre of Rome, EMGLEX

LEARNING OBJECTIVES:

- Students will acquire a basic knowledge of the strengths and weaknesses of Italian economies.
- Student will be able to 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 completing assignments that encourage in-depth reflection of the internship experience gaining at the same time self-understanding, self-confidence, and interpersonal skills.

MEANS OF ASSESSMENT

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

Grade distribution % of final grade

Assignment	% of final grade
Class Participation	10%
Clifton Strengths + Reflection	5%

Cajita of Leadership + Reflection	5%
Byweekly blog	10%
Engaged Learning Requirements (LOCUS+Reflection)	10%
Learning Portfolio & Presentation	20%
Internship tasks: Completion of 100 Internship Hours Mid-Point Evaluation + Reflection, and End-of-Semester Evaluations	40%

Grading

94-100: A

90-93: A-

87-89: B+

84-86: B

80-83: B-

77-79: C+

74-76: C

70-73: C-

67-69: D+

60-66: D

59 or lower F

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

Assignment Instructions

Include the following information on all assignments: Name,

Assignment, Date, Course, and Professor

BY-WEEKLY BLOG:

Students will use their internship experiences, cultural experiences and interactions with Italians, course readings and lectures 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 the instructor of their own blog. (i.e. WORDPRESS)

The Reflective blog entries are the primary place for demonstrating meaningful reflection as student 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, 6 entries will be required. A special Midterm blog will follow specific guidelines.

Failing to submit the entry will constitute a penalization of 2% of the Blog percentage.

CLASS DISCUSSION/PARTICIPATION:

In class discussion provide 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.).

**ENGAGED LEARNING REUIREMENTS:**

Learning Objectives on LOCUS: Students will express what intend to achieve throughout the internship and how it will be accomplished. The L.O. have to effectively relate academic learning to the internship experience. They will have to abide by the writing guidelines given for Learning Objectives & timely completion. The Learning Objectives have to be upload into LOCUS and will be approved by the instructor.

Reflection Paper at least two pages, following the prompt given has to be submitted in Digication, following instructions here.

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

FIRST CLASS ASSIGNMENT

Create a PowerPoint Presentation 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 form of images that reflect who you are.

Post your PowerPoint deck to Sakai by

Clifton Strengths Assessment:

The purpose of this assignment is to be able to articulate your strengths and understand how they can translate into your academic internship and other personal and professional settings. *Take the Clifton/Strengths assessment. Your Clifton Strengths results and reflection are due to **Sakai***

Take the CliftonStrengths inventory. The cost is \$11.99. You can purchase/take here,

<https://www.strengthsquest.com/192614/purchase.aspx>

Here are the steps to take the assessment:

1. Click on the button that states you are “Buying for You”
2. Click Buy Top 5
3. Click either Individual or Institution/Organization/Group and enter Checkout
4. Create an account to sign in and begin the assessment
5. Once you purchase your code, it might take 1-2 business days to receive. Thus, **it is important** you plan accordingly so you have enough time to take the test and write your reflection. It is recommended you take the test uninterrupted in a quiet space. It will take you about 1 hour to complete.
6. Once you have completed the assessment, save and print your Strengths Insight Report and Signature Themes Report. You should also be able to print and save your Strengths Insight and Action Planning Guide.

Clifton Strength Reflection - due to Sakai

Clifton Strengths results will be uploaded to **Sakai** along with the corresponding reflection. Include a 2-3 page reflection (typed, double-spaced, 10-12 point font) answering the prompts below. *Do not answer each individual question in bullets but integrate all answers into a multiple-paragraph format.*

- State your top (5) strengths and briefly assess the degree to which you believe they accurately reflect your strengths.
- What surprised you about your top 5 strengths? Why?
- Where do you envision your strengths showing up (or being most useful) at your internship site?
- How might you use your strengths as a leader within your chosen passion, field, or profession?
- How do your strengths show up in your academic coursework? How do they show up within your experience of Loyola’s Jesuit mission?

Cajita of leadership and international internship.

Cajita will be presented in class.

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 on SAKAI!

You may select artifacts 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.

Updated resume (maximum 2 pages) Students should update the resume submitted when applying for the internship, to include the internship information, and in particular the skills gained and experiences. Bear in mind 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

Final Project: Learning Portfolio Presentation:

All final learning portfolio are due and presented during last class.. Each student will have (10 minutes) to present.

Your learning portfolio is a collection of your semester's work and the narrative of your internship experience throughout the Spring 2023 semester.

The sooner you start, the easier it will be to develop and give an awesome presentation at the end of the semester. Reminder: Site Supervisor and JFRC students, Faculty and staff are invited to your final presentation.

A Learning Portfolio is a digital collection of work over time that demonstrates your knowledge, skills, abilities, values, experiences, and competencies.

ONSITE SUPERVISOR'S EVALUATION (supervisor will use the template provided).

At the end of the internship, the on-site supervisor will fill out an evaluation form on the student's work and comment on his/her strengths and areas for improvements plus **ON-SITE ATTENDANCE AND PRESENCE SHEET** students will have their supervisor sign their presence sheet on a timely manner and turn it in at the end of the internship and will constitute 0% of your grade

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 workplaces' needs. Students are expected to communicate with their supervisors if the assignments are not meaningful or challenging enough. If, for some reason, the student can demonstrate a strong need to transfer to a different internship, or if the circumstances of the internship change during the course of 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 GUIDILINES ON EACH ASSIGNMENT WILL BE ON SAKAI
(Resources/assignments guidelines folder).

ATTENDANCE POLICY

Attendance Policy (please note that course attendance is based on prompt class attendance, preparation and active participation in class discussions)

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

This course meets once a week, thus a total of one (1) unexcused absence will be permitted. The final course grade will drop by 1% for each additional absence.

CLASS ETIQUETTE

Students studying abroad are ambassadors for the Loyola University of Chicago and as such, should act with decorum and respect for others at all times. 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 behavior will result minimally in the instructor assigning the 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.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

Accessibility Accommodations

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

Calendar of Internship Course:

XXXXXXXXXX.

Mandatory class meetings will be held on Monday 5-6 pm. Room TBA.

IMPORTANT: Please notice 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 in this course, students are agreeing 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 must receive course registration approval from the professor after securing the internship. **The professor must approve the work site no later than the first day of class.** In this course, the employer is co-educator and the classroom extends beyond the walls of the university 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" 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 are in need of 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 are required to document their site information and learning outcomes in LOCUS. This information 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.

Class Participation/Conduct Policy

In this seminar class, participation from everyone is critical for generating knowledge and honoring different experiences and perspectives. There will be many opportunities and varying mediums for which students are asked to participate. Attendance and participation is expected at all. 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 professor to miss a class due to internship related absence and proper documentation from 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.

Professional Communication

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

- 1) 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 in the subject line** for emails to professor.
- 2) Always include a salutation (e.g., “Dear”) and closing (e.g., “Sincerely”). Avoiding 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.
- 3) Always proofread and spell check your emails. There is no excuse for misspelled words or poorly crafted sentences, especially at this point in your education.

Assignment Policy

See your course syllabus and Sakai for all assignment due dates. Considerations may be made for non-presentation late work. However, in these cases, it is required that both notification of 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.

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 to share your work with external partners, professors, or others to highlight the great work you are doing. You will always be asked prior to using this information.

Academic Integrity Policy

Academic dishonesty of any kind will not be tolerated. Plagiarism of any form will be reported to the Dean of Students and the student will automatically receive a failing grade for the course. Producing forged or manufactured documents will result in the same punishment. The minimum consequence for academic dishonesty is receiving no credit for the assignment. However, the Center for Experiential Learning staff and Loyola University Chicago reserves the right to enforce the extreme consequences, including, but not limited to, expulsion from the major or the university. Dishonest behaviors include but are not limited to using research material without properly referencing source material and using proper citations. The full policy is available here:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

Intellectual Property:

All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your permission.

Accommodations

Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Student Accessibility Center (SAC),

Additionally, it is LUC's responsibility to provide accommodations for activities, programs, services, etc. when related to course content. Reasonable accommodations will need to be approved on a case-by-case basis with students for their academic internship or service-learning site; students will need to meet with SAC regarding their site as soon as possible. While notification for classroom accommodations typically occurs during the first two weeks of class, it is highly encouraged to discuss accommodations for academic internship or service learning prior to the start of class in order to implement them in a timely manner. Some accommodations that are reasonable in the classroom may not be reasonable at the academic internship or service-learning site. For more information or further assistance, please call 773.508.3700.

Learning Portfolio Pedagogy

As a part of this course, you will be using learning portfolios to document your learning, 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 new understanding of 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 content and structure of your work to more deeply engage in learning. Students will be introduced to the new Learning Portfolio platform, Digication, 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 –

COURSE MATERIAL

Texts

All articles and chapters found on Sakai or provided by instructor

PURCHASE CliftonStrengths inventory (see class schedule for due date). The cost is no more \$11.99 and can be purchased and taken here, <https://www.strengthsquest.com/192614/purchase.aspx>

Preparatory reading: Sweitzer & King (2014). *The Successful Internship*, Chapter 10: Navigating the Internship Site, available on Sakai, Week 1 Lesson page.

READINGS

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).

“Culture shock and study abroad”

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>

“The 8 Principles of Rebel Leadership” (<https://hbswk.hbs.edu/item/how-to-be-a-rebel-leader?cid=wk-rss>) Quiz: What Kind of Rebel Are You?

<https://www.rebeltalents.org/the-rebel-test/>

“A smarter way to network” Rob Cross and Robert J. Thomas- HBR, Harvard Business Review

“International experience on your CV”

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

REFLECTION FOCUS:

Reflections and learning from an internship experience: Kolb's experiential learning style theory <https://career.vt.edu/experience/Internships/reflect.html>

Reflective diary templates

Get rid of your excuses, Connecting, Thinking and Action. Ideas for Service Learning Reflection, RMC Research Corporation.

K-W-L Know Want to Know-Learning

adapted from Connecting, Thinking and Action. Ideas for Service Learning Reflection, RMC Research Corporation. **Directed Journal entry:** Describe your Learning Objectives for the internship and how you believe the experience may contribute to your future career.

L.I.F.E. Reflection, Connecting, Thinking and Action. Ideas for Service Learning Reflection, RMC Research Corporation. It's my bag (<https://career.vt.edu/experience/Internships/reflect.html>)

Quotes (<https://career.vt.edu/experience/Internships/reflect.html>)

Truth is stranger than fiction (<https://career.vt.edu/experience/Internships/reflect.html>)

Talk and write about your internship/Problem-Action-Result <https://career.vt.edu/experience/Internships/reflect.html>

“International experience on your CV”

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

Tip# 1 “*Just an intern?*” The successful Internship, H. Frederick Sweitzer, Mary A. King (page54)

Tip#2 *The Smarter Way to Introduce Yourself*

Tip # 3 *Six tips for Italian business etiquette*

Tip# 4 *Internship Success Guide*

Tip# 5 *Do not let common problems ruin your internship*

Tip 6# *Ending an Internship on a High Note*

Tip#7 *Tips on Evaluating an Internship*

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 syllabus/Sakai/emails regularly, or communicate with other students

