

**City University of Hong Kong**  
**Course Syllabus**

**offered by College of Liberal Arts and Social Sciences**  
**with effect from Summer Term 2018**

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**Part I Course Overview**

**Course Title:** Professional Internship I

**Course Code:** CLA3100

**Course Duration:** 4-8 weeks (1 Semester)

**Credit Units:** 3

**Level:** B3

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations

*(for GE courses only)*

Science and Technology

**Medium of Instruction:** English and other languages appropriate to the internship settings

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** FH3100 FHS Summer Professional Internship I  
CH3100 CHASS Summer Professional Internship I  
*(Course Code and Title)*

AIS3800 Professional Internship  
CAH3399 Chinese Professional Internship I  
CAH3499 Chinese Professional Internship II  
CTL3199/LT3199 Professional Internship I  
CTL3299/LT3299 Professional Internship II  
CTL4531/CAH4531 Internship

**Exclusive Courses:** CAH4589 Internship  
CAH4599 Internship  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The internship is designed to provide students with real life working/service learning experience in local and/or international contexts for a period of time. Students are expected to gain in-depth and practical understanding of private or public sector operations and the professional contexts in which they are expected to apply the theory and skills they have learned in the formal curriculum.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

#### Professional Internship Stream

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify core values, principles and processes of the management and operation of an assigned work organization.		√		
2.	Develop substantive and detailed knowledge and understanding in one or more designated areas of the work experience.		√		
3.	Consider and evaluate their own work experience in a reflexive manner, with reference to academic and/or professional issues, debates and conventions.			√	
4.	Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity.		√		
5.	Gather, organize and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms.			√	
6.	Communicate effectively in inter-personal settings, in writing and in a variety of media.			√	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Service Learning Stream

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Learn the social science concepts and methods for identifying and studying social problems and needs of individuals/groups/communities locally and globally.		√	√	√
2.	Develop the skills of helping individuals/groups/community and be self-reflective and self-critical when delivering help.		√	√	√
3.	Know the linkages between serving and learning in the context of university education, and are ready to get involved in the process of service learning for multi-purposes of self-development, community building and global citizenship identity.		√	√	
4.	Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity.		√	√	
5.	Communicate effectively in inter-personal settings, in writing and in a variety of media.		√	√	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

**3. Teaching and Learning Activities (TLAs)**

(TLAs designed to facilitate students' achievement of the CILOs.)

Professional Internship Stream

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Literature search before the internship	Analysis of information from a range of sources, including company or organization reports, operation instructions, books and articles, internet and the mass media.	√	√					
Training workshop	Training workshops to help students acquire the ethics and	√	√					

before the internship	interpersonal communication skills needed for succeeding in a workplace.							
Meetings before and during internship	Related information will be released and students can raise their concerns or problems about the internship at different stages.	✓	✓	✓		✓	✓	
Four to eight weeks full-time internship	Provide students with real life working experience in local and/or international contexts for a period of at least four weeks. Students can gain in-depth and practical understanding of private or public sector operations and the professional contexts to apply the theory and skills they have learned in the formal curriculum.	✓	✓	✓	✓	✓	✓	
On-site supervisor evaluation	Feedback from on-site supervisor on the performance of student intern for the latter's self-improvement and course assessment.		✓	✓				
Report writing	Written presentation of the understanding and reflection on work experience in a concise and precise manner.	✓		✓		✓	✓	

Service Learning Stream

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Literature search before the service	Analysis of information relating to individuals/groups/communities locally and globally, and information from books and articles, internet and the mass media.	✓	✓				
Training workshop before the service	Training workshops to help students acquire the ethics and interpersonal communication skills needed for succeeding in a service-providing unit.	✓	✓				
Meetings before and during service	Related information will be released and students can raise their concerns or problems about the service at different stages.	✓	✓	✓		✓	

Four to eight weeks full-time service	Provide students with real life service-providing experience in local and/or international contexts for a period of at least four weeks. Students can gain in-depth and practical understanding of service-providing sector operations to apply the theory and skills they have learned in the formal curriculum.	✓	✓	✓	✓	✓	
On-site supervisor evaluation	Feedback from on-site supervisor on the performance of the student for the latter's self-improvement and course assessment.		✓	✓			
Report writing	Written presentation of the understanding and reflection on work experience in a concise and precise manner.	✓		✓		✓	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

##### Professional Internship Stream

Assessment Tasks/Activities	CILO No.						Weighting *	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>100%</u>								
Reflective paper – The paper (about 800 words) requires student interns to reflect upon their major learning and personal gain at the early stage of the internship. They may describe or evaluate a significant experience or achievement that has special meaning for them, describe how they have grown and developed over the period, or write about a teammate or work colleague who has had special influence on them and describe that influence.	✓	✓	✓		✓	✓	10%	
Evaluation from internship on-site supervisor – Each intern is assigned an individual on-site supervisor who will coordinate the work, look-after the welfare, and monitor the performance of the student intern. Evaluation by the supervisor will be given to the intern throughout the period accumulating in a formal report at the end. These feedbacks are essential for the intern's self-improvement and the final course assessment.		✓	✓	✓			30%	
Written portfolio prepared by students – The written portfolio requires student interns to discuss and sum up their experience in about 2,500 words. They	✓	✓	✓		✓	✓	60%	

may describe the work experience of a typical day, compare and contrast the work styles of people they have met, discuss the cutting edge knowledge and ideas that hit them, or analyze how their knowledge acquired in class help them solve problems encountered in work. They may include within the 3,000 words example of work produced by themselves during the internship.								
Examination: <u>0</u> % (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

### Service Learning Stream

Assessment Tasks/Activities	CILO No.					Weighting *	Remarks	
	1	2	3	4	5			
Continuous Assessment: <u>100</u> %								
Reflective paper – The paper (about 800 words) requires the students to reflect upon the social science concepts and methods used to identify the social problems and needs of the individuals/groups/communities they are serving at the early stage of service. They may describe or evaluate a significant experience that has special meaning for them, and/or describe the skills that need to be developed when delivering help.	✓	✓	✓			10%		
Evaluation from on-site supervisor – Each student is assigned an individual on-site supervisor who will coordinate the work, look-after the welfare, and monitor the performance of the student intern. Evaluation by the supervisor will be given to the student throughout the period accumulating in a formal report at the end. These feedbacks are essential for the intern’s self-improvement and the final course assessment.	✓	✓	✓			50%		
Written portfolio prepared by students The written portfolio requires student interns to discuss and sum up their experience in about 1,500 words. They may describe the experience of a typical day, how they achieve self-development, community building and global citizenship identity in the process of service learning, and what they discover between service and learning in the context of university education. They may include examples of work produced by themselves during the service.	✓	✓	✓		✓	40%		
Examination: <u>0</u> % (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

### Professional Internship Stream

Assessment Task	Criterion			Pass (P)		Failure (F)
1. Reflective paper	Presentation of the major learning and personal reflection on internship experience			Demonstrate adequate learning and reflection. Present ideas in a comprehensible manner.		Demonstrate very limited learning and reflection. Unable to present ideas in a comprehensible manner.
2. Evaluation from internship on-site supervisor	Evaluation and feedback of on-site supervisor on the quality of work of the intern			Satisfactory feedback from on-site supervisor and the quality of work is good.		Unsatisfactory feedback from on-site supervisor and the quality of work is very poor.
3. Written portfolio prepared by students	Summing up the learning processes and showing the discovery of the internship experience			Adequate presentation of the learning processes and accomplishments. Demonstrate discovery with creativity.		Unsatisfactory presentation of the learning processes and accomplishments. Demonstrate no discovery.

Service Learning Stream

Assessment Task	Criterion			Pass (P)		Failure (F)
1. Reflective paper	Presentation of the major learning and personal reflection on service experience			Demonstrate adequate learning and reflection. Present ideas in a comprehensible manner.		Demonstrate very limited learning and reflection. Unable to present ideas in a comprehensible manner.
2. Evaluation from on-site supervisor	Evaluation and feedback of on-site supervisor on the quality of work			Satisfactory feedback from on-site supervisor and the quality of work is good.		Unsatisfactory feedback from on-site supervisor and the quality of work is very poor.
3. Written portfolio prepared by students	Summing up the learning processes and showing the discovery of the service experience			Adequate presentation of the learning processes and accomplishments. Demonstrate discovery with creativity.		Unsatisfactory presentation of the learning processes and accomplishments. Demonstrate no discovery.



**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Real-life work / service learning experience, values of organisation, organisation management, communication, inter-personal skills, self-reflective, self-development, community building, global citizenship

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	McMillan, J. (2011). What happens when the university meets the community? Service learning, boundary work and boundary workers. <i>Teaching in Higher Education</i> , 16(5), 553-564.
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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Amaro-Jimenez, C. (2012). Service learning: Preparing teachers to understand better culturally and linguistically diverse learners. <i>Journal of Education for Teaching</i> , 38(2), 211-213.
2.	Ryan, M., & Ryan, M. (2013). Theorising a model for teaching and assessing reflective learning in higher education. <i>Higher Education Research &amp; Development</i> , 32(2), 244-257.
3.	Yorio, P. L., & Ye, F. (2012). A meta-analysis on the effects of service-learning on the social, personal, and cognitive outcomes of learning. <i>Academy of Management Learning &amp; Education</i> , 11(1), 9-27.
4.	Seban, D. (2013). The impact of the type of projects on preservice teachers' conceptualization of service learning. <i>Teaching and Teacher Education</i> , 32, 87-97.
5.	Celio, C. I., Durlak, J., & Dymnicki, A. (2011). A meta-analysis of the impact of service-learning on students. <i>Journal of Experiential Education</i> , 34(2), 164-181.
6.	Bernadowski, C., Perry, R., & Del Greco, R. (2013). Improving Preservice Teachers' Self-Efficacy through Service Learning: Lessons Learned. <i>Online Submission</i> , 6(2), 67-86.