



Boston University Global Programs
Study Abroad Sydney

Composite Course Syllabus: ENG EK 490 ESD

Program Coordinators

Dr Fred Osman

BU Academic Director/Program Coordinator, Mentor and Orientation Coordinator

Email: fosman@bu.edu

Mark Connellan

Director of BU Programs

Email: markcon@bu.edu

This course is part of an integrated program between the BU Sydney Study Abroad Campus and The University of Sydney. BU Program Coordinators supervise each component of this course.

Course Dates: Spring/Fall semesters 2020 indefinitely in Sydney, Australia

Successful Completion of this Course will earn a student:

- **4 BU Credits**

The Engineering industry internship 1 has various components including: 10 hrs of workshops; 120 hrs (minimum) of industry internship placement; there is also an orientation session and 10+hrs of mentoring sessions prior to and during the internship placement as well as research undertaken by the student concerning the placement experience (6hrs). There are workshop questions to be researched and answered (250 words each) on blackboard learn prior to each workshop session (Bbl discussions), and 4 x 400 word reflective journal entries which provide a chance to explore and analyse ways of thinking and

being in context with the materials for a final researched report (minimum 2500 words). All such components of this course more than meet the BU Policy on Credit.

- **1 BU HUB Unit: "Individual in Community"**

LO 1: Engineering students undertaking this course will be experiencing their first internship placement. This will be in an international industry placement, which will offer multiple opportunities to explore cultural differences and add value to, and/or challenge, a student's own world views and beliefs. Students will encounter socio-economic, political, and gender differences in their internships from which they can judge, contribute to, and reflect upon how such an internship team, as a microcosm, can mirror the social and cultural well-being of Australia, and the wider world.

LO 2: During, and on completion of this course, the student will gain experience in an international industry placement. Each student's role will build on their previous experience and they will be working within a community of both Australian nationals and international groups. This will likely include professionals of various genders and religions, who hold individual political, racial, socio-economic, or cultural beliefs. Because of these dimensions, students will participate respectfully in accommodating all such differences within their internship community. A student's ability to adapt, accept, and become part of, such a blended community, and to work as an active member in this diverse workplace, is essential to all aspects of life in the 21st century.

Office Location: BU Sydney Centre

Course Time & Location: As scheduled at BUSAC or SU

Course Credits: 4 BU Credits plus 1 BU Hub Unit "Individual in Community"

Office Hours: By appointment 5 days/week

Question-driven Course Description

- What was your motivation for taking an internship in Sydney rather than elsewhere?
- What issues in your industry internship placement did you encounter that you considered required enhancement?

- How did the course workshops hone your skills and reinforce or inform your understanding of colleagues within your industry setting?
- How did your communication skills enhance relationships during your internship experience?
- How did you learn to take responsibly for your words and actions in your industry placement?
- How did you identify your professional development goals throughout your internship?

How will students answer these questions?

Students will answer the above questions through attending a series of mentoring sessions, workshops, pre-internship orientation sessions including interview prep, lab sessions, and tutorials. During these, students will form further opinions as to why they came to Sydney to undertake an internship rather than going elsewhere.

In exploring the experience of internships through workshops students will focus on: Australian business culture and cross-cultural business communication, conflict management, goal setting, and writing for reflective learning. These sessions are designed to encourage students to improve their communication and interpersonal skills in a business context, especially in a cross-cultural workplace setting. The nature of respecting cultural difference is also part of these sessions. One-on-one mentoring sessions also play a vital role in this area. Mentoring also, by design of question and answer sessions, encourages personal reflection and conversations to instill responsibility and ownership. The consistent writing of journals enhances a student's setting of professional development goals and reveals growth through the placement.

Course Objectives

Successful completion of this course will allow students:

1. To develop familiarity with Australian workplace industry culture;
2. To develop the ability to relate their theoretical learning to real situations;
3. To enhance written, oral and interpersonal communication skills, including the honing of respect for diversity of a student's own world views and beliefs. Areas to be focused upon include: socio-economic, political, and gender differences and a respect for the individual beliefs of others;
4. To develop skills in assessing and summarising information, asking relevant questions;

5. To develop the ability to think critically about workplace issues and existing assumptions;
6. To develop the ability to communicate professionally in a business/industry context; and
7. To gain the capacity to observe and reflect on their own skills and experiences to inform their behaviour.

ENG course outcomes mapped to Program Outcomes (see below).

Program Objectives

The learning outcomes below (Sydney and Engineering Study Abroad Program) complement the learning objectives listed above and in places, reinforce these.

Overall Program and Engineering Program Outcomes

- A. Demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, science and technology, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising, and mass media. **(1, 6)**
- B. Demonstrate a strong knowledge of Australian culture and traditions (and a deepened awareness for cultural difference) through discipline-specific course content linked to the country and its place within the Asia-Pacific region. **(1, 6)**
- C. Gain an understanding of the Australian tertiary institution and the historical, cultural and social dimensions of technological development within Australia. **(5, 6)**
- D. Demonstrate knowledge of foundational concepts and principles Engineering courses pertinent to the Australian tertiary curriculum, as approved by the BU Engineering faculty. **(4, 7)**
- E. Gain a cross-cultural perspective on Engineering sub-disciplines experienced in classrooms and in industry placement. **(2, 3)**

Instructional Format, Course Pedagogy & Approach to Learning

The Engineering industry internship has various components including: 10 hrs of workshops; 120 hrs (minimum) of industry internship placement; there are also orientation and mentoring sessions (10+ hrs) prior to and during internship

placement as well as research undertaken by the student concerning the placement experience (4 hrs). While face-to-face hours amount to 20+ hrs of classroom and mentoring, there are 10 hours of Blackboard Learn discussions and 14 hours of lab prep work (which constitutes directed research-intensive duties). Collectively this becomes 40+ hrs of instruction plus 120 hrs of industry placement. This does not include the preparation and writing of assignments, nor the required reading for workshops.

Books and Other Course Materials

Required reading:

Heather Schoenheimer Consulting. "Skill/will matrix." *NHS London Leadership Academy*. London Leadership Academy, 5 Oct. 2018, www.londonleadershipacademy.nhs.uk/sites/default/files/Skill_will_matrix-LAL1_0.pdf.

Helyer, Ruth. "Learning through reflection: the critical role of reflection in work-based learning (WBL)." *Journal of Work-Applied Management*, vol. 7, no. 1, 2015, pp. 15-27. *Emerald Insight*, doi:10.1108/JWAM-10-2015-003.

Kofman, Fred. "Commitment Conversations: Getting Results with Impeccability, Trust and Integrity." *Axilient Conscious Business*, 2010, www.axilient.com/uploads/paper/archivo/Commitment_Conversations_by_Fred_Kofman.pdf.

Nair, Shreekumar K., and Neelima S. Naik. "The Johari Window Profile of Executives of a Public Sector Undertaking." *Management and Labour Studies*, vol. 35, no. 2, May 2010, pp. 137-148. doi:10.1177/0258042X1003500201.

Parcells, Nathan. "The perks of interning at an emerging startup may surprise you." *Mashable*, 17 Feb. 2016, mashable.com/2016/02/16/emerging-startup-internships/.

Reed, Eric. "Should You Study Abroad This Year? Your Resume Says Yes." *TheStreet*, 6 Jan. 2016, www.thestreet.com/story/13414485/1/should-you-study-abroad-this-year-your-resume-says-yes.html.

Courseware

www.bu.edu/learn/ENG Internship1

This is an active online link to all materials including the course outline, criteria sheets, due dates of assignments, secondary sources, online links, and announcements. From time to time, there is contemporary material posted on blackboard learn; this will chiefly relate to the latter part of the course. There are also separate documents posted for the purposes of workshops.

Assignments and Grading Criteria

Describe assignments, papers, class participation, and examinations as applicable, and provide a clear summary of percentage weights for each category. Include any rubrics used to evaluate students' work.

Outline of Assessment Tasks

The Engineering international industry internship has various assessment components including:

- i. **Five workshops** (with pre-assigned Blackboard Learn discussion topic) – **10%**
- ii. **Orientation and Mentoring Sessions** (10+ hrs) – **0%** (compulsory with no weighting but a signed off checklist for completion of the BU course)
- iii. **Pre-assigned Blackboard Learn discussion topics** (250 words) – **10%**
- iv. **Industry Placement** (120+ hrs) – **0%** (compulsory with no weighting but a signed off document for completion of the course)
- v. **Four x Reflective Journals** (400 words) – **20%**
- vi. **Final Report** (2,500 words) – **60%**

Reflective Journals (20%)

A reflective journal is a space in which a student can detail their observations and responses to situations in the industry workplace. This will also allow them to explore and analyse ways of thinking (how they respond to situations, why they react the way they do, and to form a self-portrait) and will also provide students with material for their final report.

Reflective journals (400 words) are assessed.

Submission Method: Through Blackboard Learn

During and prior to completion of an industry internship, students reflect on their experience and write their journal entries. The entries are designed to take stock of what students learn/have learned, which skills they developed, and the contributions they have made to the industry placement.

Please submit reflective journals through the BU blackboard learn website.

Final Report (60%)

The Australian industry internship is often a platform for a wide range of learning experiences. Primarily, it provides a view into Australian culture and can also offer a point of comparison with a home own culture. Some students see the internship placement as a means to further practical skills and translate academic knowledge into a vocational setting in the hope of advancing their future career; however, a primary focus of the internship placement should be cultural. In approaching this essay, students should consider both the similarities and differences between Australian and USA (workplace) culture.

ESSAY PROMPT:

Critically analyse and reflect upon the cultural aspects of your internship industry experience as well as the subsequent insights you have gained about the wider Australian culture. Consider how your perception of the U.S.* workplace (or the U.S. in general), has changed since you began working in Australia. Describe and justify what you see as the cultural strengths and weaknesses apparent within the two environments.

*Please note: If you have more experience living or working in a country other than the U.S., you are welcome to use it as your point of comparison.

ELEMENTS FOR CONSIDERATION:

Originality of interpretation and analysis will be rewarded appropriately. Although this is your personal reflection, try to 'step back' and look at your experiences objectively. Is it possible to attribute the cultural differences that you've identified to national, industry, or management factors? Do not simply produce a monologue about what you liked or didn't like, nor offer moral judgments.

Be sure to support your assertions using a variety of quality sources (at least four). All materials (e.g. interviews with co-workers, electronic sources, scholarly journals etc.) should be referenced and sourced in the appropriate manner, including **in-text (parenthetical)** citations and a **Works Cited** page. Sources must be referenced using the **MLA Style Guide**, which is available on Blackboard Learn. In accordance with our academic policies work submitted without a Works Cited page will not be eligible for a grade of higher than "B+".

Resources/Support/How to Succeed in This Course

There is the opportunity for students to meet the program/course coordinator face-to-face either ahead of or following class times; students can also make contact for longer meeting times via email or submit questions via email. **Dr. Fred Osman** is the BU Sydney Academic Director and is frequently available in the office most days of the week and always available to the ENG students.

The way to succeed in this course is to keep reading along the time line of required readings, preparing responses for each workshop, and mentoring session, and being an active presence in all classes as well as the internship placement. Being prepared for each scheduled class/mentoring session will mean students reap more from lectures, lab and/or industry sessions, mentoring conversations/interviews, and interactive class discussions. Being prepared for internships and always being punctual, alert, and ready to work, places a student at the forefront. Time management is crucial to such success, as is an open and enquiring mind. There is also ample material on the BU Blackboard Learn site for students to expand their contextual knowledge and the BU Sydney library has books and visual material for research. When writing or presenting, it is crucial that students are guided by the Grading Criteria Sheets and Guidelines provided as a means to successful navigation of requirements.

Professors are notified of students with documented disabilities or special needs ahead of first classes and offer assistance to these students in line with BU policy, which is also BU Sydney policy.

Community of Learning: Class and University Policies

1. Course members' responsibility for ensuring a positive learning environment (e.g. participation/discussion guidelines).

It is the responsibility of both the professor and all student members of the class to ensure a positive learning environment. It is thus understood that any member of the class who demonstrates behavior which undermines this positive learning environment will: firstly, be questioned and counseled regarding this behavior seeking a satisfactory outcome; secondly, upon further recurrence, be brought into the delivery of the class material in an effort to involve them more; lastly, in light of the behavior continuing, the student will be expelled from the learning space for the rest of the class; there will be a penalty paper of 500 words in length imposed with a focus on the subject matter of the missed class or field trip to be submitted one week after the transgression.

This penalty is in line with any student who is absent from a class. (There is no precedent for this behavioral model thus far on our programs.)

2. Attendance & Absences

Attendance at all designated classes/mentoring sessions is expected. There are no optional absences from course sessions.

Any student missing a course session without verifiable extraordinary reasons will be penalized through an additional penalty paper in fairness to those who do attend. The penalty paper will be 500 words in length with a focus on the subject matter of the missed class, workshop or mentoring session and be submitted one week after the transgression.

3. Assignment Completion and Late Work

Completion of all tasks is expected. All written work must be submitted in hard copy through the BU Sydney Library with a signed cover sheet by the time set down in the course outline. For some assignments, an additional soft copy emailed to professors may be required, as indicated.

Our policy on late submission of work mirrors that of absenteeism in that, unless there is a verifiable extraordinary reason, there is a grade deduction imposed which amounts to 5% of the assignment grade per day.

BU Sydney Policy adheres to the general BU campus policy of Religious Observance, which would fall under "verifiable extraordinary reasons" as mentioned in various places above.

4. Academic Conduct Statement

All students attending courses under the auspices of BU Sydney must have read BU's policy on academic honesty and understand the consequences of cheating or plagiarism. Within this course, all submitted written work is expected to be that of the individual and only class exercises are collaborative efforts, as indicated.

Please see BU's Academic Conduct Statement:

<https://www.bu.edu/academics/policies/academic-conduct-code/>

Students on a BU Program are advised that the penalty for cheating or for plagiarism may be "...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".

Detail of Class Meetings: Date, Topic, Readings Due, Assignments Due

Week 1 Orientation, Internship Preparation and Mentoring Sessions: 2+ hours
Workshop 1: 2 hours

While it is understood that the internship is a compulsory part of the Engineering student's study abroad experience, this first workshop seeks to illuminate the advantages of the experience.

Required readings:

Parcells, Nathan. "The perks of interning at an emerging startup may surprise you." *Mashable*, 17 Feb. 2016, mashable.com/2016/02/16/emerging-startup-internships/.

Reed, Eric. "Should You Study Abroad This Year? Your Resume Says Yes." *TheStreet*, 6 Jan. 2016, www.thestreet.com/story/13414485/1/should-you-study-abroad-this-year-your-resume-says-yes.html.

Week 2: Orientation, Internship Preparation and Mentoring Sessions: 2+ hours
Workshop 2: 2 hours

Required reading:

Helyer, Ruth. "Learning through reflection: the critical role of reflection in work-based learning (WBL)." *Journal of Work-Applied Management*, vol. 7, no. 1, 2015, pp. 15-27. *Emerald Insight*, doi:10.1108/JWAM-10-2015-003.

Blackboard discussion responses 1 & 2 due through Blackboard Learn.

Week 3: Classes Start, ENG EK 490 ESD begins with labs and/or industry placements
Workshop 3: 2 hours

Mentoring session: 2 hours

Required reading:

Nair, Shreekumar K., and Neelima S. Naik. "The Johari Window Profile of Executives of a Public Sector Undertaking." *Management and Labour Studies*, vol. 35, no. 2, May 2010, pp. 137-148. doi:10.1177/0258042X1003500201.

Blackboard discussion response 3 due through Blackboard Learn.

Reflective journal 1 due through Blackboard Learn.

Week 4: Placement continues

Workshop 4: 2 hours

Required reading:

Heather Schoenheimer Consulting. "Skill/will matrix." *NHS London Leadership Academy*. London Leadership Academy, 5 Oct. 2018, www.londonleadershipacademy.nhs.uk/sites/default/files/Skill_will_matrix-LAL1_0.pdf.

Blackboard discussion response 4 due through Blackboard Learn.

Reflective journal 2 due through Blackboard Learn.

Week 5: Placement continues**Workshop 5: 2 hours****Mentoring sessions: 2+ hours****Required reading:**

Kofman, Fred. "Commitment Conversations: Getting Results with Impeccability, Trust and Integrity." *Axillant Conscious Business*, 2010,

www.axialent.com/uploads/paper/archivo/Commitment_Conversations_by_Fred_Kofman.pdf.

Blackboard discussion response 5 due through Blackboard Learn.

Reflective journal 3 due through Blackboard Learn.

Weeks 6-12: Placement and intermittent mentoring sessions (including strategic question-driven meetings between Fred Osman and individual students)

Final reflective journal due at conclusion of industry placement through Blackboard Learn.

NB: Schedules and topics listed above are subject to change, whereupon timely notification to students of any changes will be made.

Criteria for Final Report and Grading

Include the following components when writing your report:

1. Introduction

- Provide background information on the organisation with which you're interning (mission, size, industry, structure, your department and so on);
- Describe the nature of the internship role (industry) or research project (research), duties and responsibilities

2. Summary of accomplishments

- Describe and discuss the purpose and goals of the internship;
- List key accomplishments and how these outcomes were achieved or not achieved
- Describe and discuss any challenges, problems and issues investigated during the internship

3. Application of concepts or theories

- Discuss three concepts or theories that were covered in the professional development workshops
- Describe how these concepts or theories were applied during your internship

4. Summary of internship learning experience

- Describe the pros and cons of your internship experience
- Discuss the application of academic knowledge and skills developed in the classroom to the workplace or research environment
- Describe how the internship complements your academic studies

5. Discussion of bibliographic source

- Choose one secondary source related to your chosen industry area. This secondary source can be in any medium (examples include newspaper article, journal article, documentary etc). Provide a brief summary of the ideas of this secondary source and how you found it relevant to your own internship experience and career development.

6. Recommendations

- Provide examples of how the organisation could improve its business processes in order to achieve its objectives (remember it is important to concentrate on what and why)

Grading Scale

For ENG EK 490 ESD Internship 1 students, the following grading scale is used:

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	below 60

A	93.5-100% Work of outstanding quality, demonstrating an excellent standard of written English and of criticism, logical argument, interpretation of materials or use of methodology. Evidence of extensive research and use of primary sources, a thoughtful structure, substantial additional work and independent learning. This grade may be given to recognise particular originality or creativity.
A-	89.5-93.4% Work of superior quality, demonstrating a command of language, sound grasp of content, efficient organisation and

	selectivity. Evidence of relevant research, additional work and independent learning.
B+ and B	<p>86.5-89.4% (B+) A sound performance, competent and appropriate. Work that is well written and demonstrates good research skills. Demonstrates a clear grasp of the basic skills and knowledge. Work of good quality, showing more than satisfactory achievement.</p> <p>B 82.5-86.4%(B) A lower proficiency in the above areas.</p>
B- and C+	<p>79.5 – 81.4.% (B-) A satisfactory attempt to meet the demands of the assignment. Demonstrates understanding and command of basic skills and core knowledge. The assignment may have significant weaknesses, or may not be wholly successful or coherent, but shows at least satisfactory achievement in more important aspects.</p> <p>77.5- 79.4 (C+) A lower proficiency in the above areas.</p>

C-F grades do not appear in the rubric above. However, there is a sliding scale indicating the general inadequacies of how these lower grades are applied to a student's work. Please see Dr. Fred Osman for further information.

APPEALS

Please contact **Dr. Fred Osman** or **Mark Connellan** to ascertain if an appeal is possible. They will advise any student on how to proceed in writing to submit a grade appeal.