

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A, 2024 / 25

Part I Course Overview

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|--|---|
| Course Title: | Professional Internship |
| Course Code: | LT5199 |
| Course Duration: | 5-12 weeks |
| Credit Units: | 3 |
| Level: | P5 |
| Medium of Instruction: | English on campus; English and/or Chinese as required by individual internship partners |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | Nil |
| Precursors: <i>(Course Code and Title)</i> | Nil |
| Equivalent Courses: <i>(Course Code and Title)</i> | Nil |
| Exclusive Courses: <i>(Course Code and Title)</i> | Nil |

Part II Course Details

1. Abstract

The internship aims to enable students to apply the knowledge and skills acquired in the professional workplaces, and discover for themselves real-life working experience in local, regional, and/or global contexts. The students are expected to demonstrate their problem solving, critical thinking and professional language abilities in their work.

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.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|--|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Review critically information about work ethics and organisational culture of different language-related professions from a wide range of sources. | | ✓ | ✓ | ✓ |
| 2. | Apply the concepts and theories learnt in the curriculum to complete the professional tasks assigned. | | ✓ | ✓ | ✓ |
| 3. | Apply effective language communication skills in their role as language professionals. | | ✓ | ✓ | ✓ |
| 4. | Apply creativity and independence in the real-life work environment with self-discipline, self-direction and self-reflection. | | ✓ | ✓ | ✓ |
| 5. | Discover good practices in the professional organisations relating to language applications. | | ✓ | ✓ | ✓ |
| 6. | Evaluate their own work experience in a reflective manner, with reference to academic and/or professional issues and conventions. | | ✓ | ✓ | ✓ |
| | | 100% | | | |

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 real-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. Learning and Teaching Activities (LTAs)

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

| LTA | Brief Description | CILO No. | | | | | | Hours/week (if applicable) |
|-----|--|----------|---|---|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1. | Information search & review – The students will engage in discovery and critical analysis of information from a range of sources, including reports, operation instructions, books, articles, Internet, documentaries, and the mass media, to critically review the background, work ethics and organisational culture of different language-related professions. | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| 2. | Readings – The students will engage in readings on organisational culture, work ethics, work planning, and professional communication, problem solving and critical thinking skills. | ✓ | ✓ | | | ✓ | | |
| 3. | Briefing/training sessions – Students will discover and acquire the work ethics, organisational culture, and professional communication, problem solving and critical thinking skills crucial for succeeding in the workplace. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 4. | Meetings before and during internship – Students will participate in meetings before and during the internship for preparation and discussing issues raised and difficulties at different stages. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 5. | Five to twelve weeks' full-time internship – Students will discover real life working experience in local, regional or international contexts for a period of at least five weeks. Students can gain in-depth and practical understanding of the operations and language applications in the professional contexts and apply creatively the knowledge and skills they have learned from the programme to successfully complete the tasks assigned. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

4. Assessment Tasks/Activities (ATs)

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

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting | Remarks |
|--|----------|---|---|---|---|---|-----------|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Continuous Assessment: 100% | | | | | | | | |
| <p>Two reflection short papers The student interns will complete two papers to reflect upon their discovery of major learning and personal gain at the early and middle stages of the internship. The students may describe and evaluate a significant experience or an achievement that has special meaning for them; describe how they have developed over the period, write about a teammate or colleague who has had special influence on them and describe that influence; and/or compare and contrast the working styles of the people they have met. Each paper is about 1000 words.</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 30% | |
| <p>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. Evaluations 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.</p> | | ✓ | ✓ | ✓ | | | 30% | |
| <p>A final report The student interns will complete a final report which requires them to discuss the organisational culture of the workplace; discuss the cutting edge knowledge and ideas that hit them; analyze how their knowledge acquired in class help them solve problems encountered at work; present the discovery of good practices of the assigned organisation; and propose ideas for self-improvement. The report allows student interns to demonstrate their achievement of the addressed CILOs after completion of the internship. The report is about 3000 words.</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 40% | |
| Examination: ____% (duration: _____, if applicable) | | | | | | | 100% | |

Remarks: The course is assessed on a Pass/Fail basis.

5. Assessment Rubrics

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

| Assessment Task | Criterion | Pass (P) | Failure (F) |
|-------------------------------------|---|--|--|
| 1. Two reflection short papers | Content of the paper; English writing skills | Able to reflect on the working experience gained from the internship; Satisfactory presentation. | Unable to reflect on the working experience gained from the internship; Unsatisfactory presentation. |
| 2. Evaluation by on-site supervisor | Evaluation marks and feedbacks | Satisfactory evaluations given by the supervisor. | Unsatisfactory evaluations given by the supervisor. |
| 3. A final report | Content of the report; English writing skills | Able to evaluate how their knowledge and skills acquired in the curriculum help them complete the tasks assigned and solve problems encountered at work; Able to propose ideas for self-improvement; Satisfactory presentation | Unable to evaluate how their knowledge and skills acquired in the curriculum help them complete the tasks assigned and solve problems encountered at work; Unable to propose ideas for self-improvement; Unsatisfactory presentation |

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.)

Language applications in the workplace, language communication strategies, work ethics, work planning, work disciplines, organizational culture, organization management, organization policy, division of labour, teamwork, information collection and review, reflection, coordination and self-evaluation.

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.)

| | |
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| 1. | Nil |
|----|-----|

2.2 Additional Readings

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

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| 1. | Nil |
|----|-----|