

NYU DC

NODEP-UA 9982, INDIV-UG 9600 – DC1

Experiential Learning Seminar

Fall 2019

Course Information

- NODEP-UA 9982, INDIV-UG 9600 – DC1, Experiential Learning Seminar
- No prerequisite; Internship or fieldwork placement is a required co-requisite
- Tuesdays, 6:15-7:45pm
 - NYU-DC, Room B203

Lecturer

- Kiran Gore
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- Office hours by appointment (& available before or after class)

Course Description, Goals, and Outcomes

Course Description:

- As the academic component of the internship experience, this seminar helps students reflect critically on their internships as a way to further their individual academic and professional goals. This includes evaluating various aspects of the internship site, such as its mission, approach, policies, and the local, regional and international contexts in which it operates. Students will be challenged to think analytically and their internships and host organizations and to connect their internship experiences to past and present professional and academic work.
- The first part of the course focuses on workplace skills such as professional etiquette, communication, and networking. The second part focuses on the research and writing of an academic research paper and presentation related to the internship. Students will be graded on the academic work produced in this course (i.e., students will not be graded for their work performance at their internship site).

Course Goals:

- This course, which is required for all students undertaking an internship for credit at NYU's study away sites, has two goals. First, the course helps students learn and enhance professional skills—including writing, communication, and presentation skills—

needed for future work experiences and academic study. Second, it provides an opportunity for students to integrate their internship experience with relevant academic research and debates.

- We spend the great majority of our time in organizations throughout our careers. Internships provide an excellent way to assess organizational dynamics and behaviors providing a real life laboratory for how to be most successful. Organizations can and often are complex places with structures; power dynamics; cultures; even personalities affecting decision making. Individual effort is never enough without understanding the context into which our efforts go and are judged not always on the merit of the idea, but through the organizational lens. The internship fieldwork course will add to your knowledge base for heightened success in analyzing and working effectively in organizations.
- Finally, an internship can be and often is a spring board toward professional networks that lead to excellent work in the future. We will attempt to maximize both professional knowledge, networks and opportunities going forward.

Desired Outcomes:

- Student will be able to analyze and articulate the various facets of their internships site, including its mission and vision, organizational structure, human resources and other policies and practices, and local, regional and international contexts in which it operates.
- Student will gain an understanding of his/her place and role within the internship site, responsibilities and the value/impact of the work performed; and convey them on their resume and in interview and networking settings.
- Student will gain self-understanding, self-confidence, and interpersonal skills to apply to their unique academic and career trajectories.
- Students will maximize professional networks.

Course Requirements

Class Contribution:

- This segment of the grade is termed contribution, rather than participation to signify the importance of thoughtful input and variety of ways to contribute. For example, some of us are more extraverted and others more introverted, perhaps prefer to think about it before raising a hand, and contribute in different ways. This portion of the grade is not about how much one speaks in class, but about the thoughtful processing of materials and contribution to group work, teams, even bringing in suggestions. It is important for this type of class that everyone contributes as we are processing YOUR experiences and a great deal of the learning is resident in those experiences.

Weekly Assignments (6 graded assignments):

- These are noted within the weekly schedule. These are fairly short (1-2pp.) and relate to topics and our processing of key topics, ranging from our own internship goals and outcome measures to assessing influence, personality and power.

Final Research Project (Proposal, Presentation and Paper):

The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge. We will discuss options and ideas for projects in class. The research project consists of a research proposal (due Session 8), a research presentation (delivered in class during Session 14) and a research paper (due in lieu of Session 15).

1. Research Paper Proposal (due Session 8): Each student will submit a 1000-1500 word (3-5 page) proposal at the mid-point of the semester. In this proposal, students will discuss a critical issue they have identified at their internship and how it integrates with current, peer-reviewed literature on the topic; the proposal will include a brief outline of the methods to be employed in researching this issue, and an annotated bibliography of at least 5 peer-reviewed sources not included on course syllabus.
2. Research Presentation (during Session 14): Each student is expected to give a 7-9 minute presentation of his/her final research paper in class. Presentations should include time for Q&A from the audience.
3. Final paper (due in lieu of Session 15): Each student will submit a 3000-4000 word (10-12 page) paper that explores the critical issue identified in their proposal in depth and connects it to relevant scholarly research. A minimum of 10 peer-reviewed sources not included on course syllabus are required. The paper should include explanation and analysis of the sources informing conclusions—field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did researcher obtain informants), surveys, etc. It should address how conclusions were shaped or hindered by availability of sources. In as many ways as relevant or salient, students should be connecting what they have learned at the internship with components of their academic experiences at NYU-DC.

Grading of Assignments

The grade for this course will be determined according to the following formula. Failure to submit or fulfill any required course component results in failure of the class.

Assignments/Activities	% of Final Grade
Class Contribution	12%
Weekly Assignment (6 graded assignments)	48%
Research Presentation	10%
Final Research Paper	30%

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points	Percent
A	4.00	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.00	84-86
B-	2.67	80-83
C+	2.33	77-79
C	2.00	74-76
C-	1.67	70-73
D+	1.33	67-69
D	1.00	65-66
F	.00	Below 65

Assessment Expectations

Grade A: The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

Grade C: The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

Grade D: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

View Grades

Graded assignments will be returned with comments via NYUClasses.

Course Schedule

Topics and Assignments

Week / Date	Topic	Goals / Reading	Assignment Due
Session 1 27-Aug-19	Introduction to the Course	<p>This session will introduce the themes for the semester and contextualize the significance of your work in Washington DC, addressing the connections between your new responsibilities and your experiential learning at your internship site. We will introduce the course expectations, discuss strategies to start your internship off on the right foot and assess desired outcomes to help students identify their personal, professional and intellectual goals for the semester.</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Field, A. (March 2004) "When the Intern Needs A Crash Course on Life," New York Times online article ● University of Iowa's Pomegranaz Career Center: "Making the Most of Your Internship": UIOWA online article ● Korkki, P. (March 25, 2011) Internship as Inside Track, New York Times online article ● Adams, S. (July 2, 2013) "How To Make The Most Of Your Internship," Forbes online article 	

Week / Date	Topic	Goals / Reading	Assignment Due
Session 2 3-Sept-19	<p>Professional Etiquette and the Transition from Student to Professional</p> <p>Guest Speaker: Herminia Gomez (NYU BA, Gallatin (2005) and MA, Steinhardt (2008)), Strategic Partnerships Manager at PeaceCorps</p>	<p>We will discuss how to be a professional in your specific work site (punctuality, business attire, business do's and don't's), cultural norms regarding the level of formality in your workplace and communication at the internship site – and how the culture of your internship site impacts these behaviors.</p> <p><u>In-class exercise:</u> Development of a “Learning Contract” for your internship site.</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Haden, J. (June 4, 2014) “How to Fit In and Truly Become Part of Anything” online article ● Greene, B. (February 6, 2015) “6 Tips for Millennials on Communicating with Older Generations” PR News online article ● Deutschendorf, H. (July 18, 2017). “Do These 5 Emotionally Intelligent Things Within 5 Minutes Of Meeting Someone” Fast Company online article ● Jagtiani, K. (December 12, 2016). “5 career-growth tips for millennials” Biz Journals online article 	<p><u>Short Assignment #1 due Session 2:</u> Articulate 3-5 personal learning objectives for the course (i.e., how do you see the course complementing your internship) and 3-5 objectives for your internship</p>

Week / Date	Topic	Goals / Reading	Assignment Due
Session 3 10-Sept-19	Professional Networking and Informational Interviews	<p>You may have heard the saying “it’s not who you are but who you know.” Networking is one of the most important skills you can develop as you begin your career. We will discuss “the strength of weak ties” and how to document and grow your network through traditional methods as well as social media (creating your public image), and the value of conducting informational interviews with professionals in the fields that interest you while you are a student.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Bolton pages 29-61; 77-88 • daSilva, J. (May 4. 2017) “Mentoring is just another way of helping.” SmartBrief online article • Lalonde, J. (March 23, 2017) “15 Questions Great Leaders Ask Other Leaders” Leading with Questions online article 	<p><u>Short Assignment #2 due Session 3:</u> Create a separate brief personal statement that answers the question “what do you want to be doing professionally and/or academically 3-5 years from now?”</p> <p>***In addition to submitting this personal statement electronically, please bring a copy (written or electronic) to Session 3 for your own use***</p>

Week / Date	Topic	Goals / Reading	Assignment Due
Session 4 17-Sept-19	Organizational Culture: Mission, Vision and Values	<p>What is the mission of your organization? What philosophy, ideals, or values are expressed (implicitly or explicitly) on its website, promotional materials, and internal documents? How is the company or agency's ethos expressed and communicated within the physical spaces and daily practices of the workplace? What is the culture of your organization?</p> <p>In this session, we'll also discuss Power - the types of personal power and the types of power in the internship workplace. It is hard to get things done without some measure of power, yet we are often reluctant to discuss power.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Your company or organization's website, promotional materials, official literature, strategic plans etc. • Carlson, N. (April 3, 2015). "Why Stanford Students Turn Down \$150,000 Entry-Level Salaries." LinkedIn online article • Grant, A. (December 19, 2015). "The One Question You Should Ask About Every New Job." New York Times online article 	

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Session 5 24-Sept-19	<p>Resume and LinkedIn Profile Workshop</p> <p>Guest Speaker: We will be joined by Erin Sears, Esq., Managing Director at Garrison & Sisson, a prestigious DC-area legal recruiting firm. She has significant experience and expertise in recruiting, career placement, and professional mentoring. Prior to joining Garrison & Sisson, Erin practiced for twelve years in DC as a litigator at several large and prestigious law firms.</p>	<p>It's Career Week at NYUDC! Please have a look at the various events offered on campus and consider attending and reporting back to our class! If possible, schedule a one-on-one meeting with a career counselor.</p> <p>Your resume and increasingly your LinkedIn profile are vital tools in your professional presentation, job searches and career development, and warrant careful planning and consistent updating and revision. We will offer one another feedback and constructive criticism on these important documents and conduct an in-class social media "audit." We will also discuss the value of informational interviews - their purpose, who engages in them, and how to prepare for them.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Mele, C. (June 1, 2017). "Had a Job Interview but No Callback? Here's What to Do Next Time." New York Times online article • Roberts, S. (February 1, 2017). "Michael Bloomberg on How to Succeed in Business." New York Times online article • John. (January 4, 2017). "Warren Buffett looks for these 3 traits in people when he hires them." Business Insider online article • Van Edwards, V. (October 11, 2016). "How to Brag About Yourself Without Being Obnoxious." Science of People online article 	<p><u>Weekly Assignment #3 due Session 5:</u> Summarize your organization's mission, vision and values and your observations on how they play out in the day to day work at your internship site.</p> <p>This assignment is also preparatory for the in class presentation you will give during Session 7.</p>

Week / Date	Topic	Goals / Reading	Assignment Due
Session 6 1-Oct-19	<p>Cover Letters, LinkedIn Profiles, and Cultivating your Career Story</p> <p>Required 15 minute one-on-one check in this week – sign up sheet will be circulated in advance.</p>	<p>Your resume is only one piece of your professional profile. We will discuss how cultivating a “career story” can help you find your voice and develop and maintain vital marketing tools that help you land the right jobs.</p> <p>Our discussion will include cover letters, LinkedIn profiles, and cultivating an intentional online image. These tools are vital to your professional presentation, job searches and career development, and warrant careful planning and consistent updating and revision. We will offer one another feedback and constructive criticism on these important documents and conduct an in-class social media “audit.”</p> <p>Reading: Use any or all of the following links to glean tips on developing/ improving your “career story” to inform your cover letter writing approach, LinkedIn profile, and online professional image:</p> <ul style="list-style-type: none"> • Entrepreneur online article • The Muse online article • Inc.com online article • Hongkiat online article • LinkedIn online article 	<p><u>Short Assignment #4 due Session 6:</u> Create (or refine) your resume and LinkedIn profile using the principles from the online articles assigned for Session 5. Bring printed copies with you to the required one-on-one session. (this assignment will <u>not</u> be graded)</p>
Session 7 8-Oct-19	<p>In-Class Presentations</p>	<p>Each student will deliver a five-minute presentation to the class, introducing classmates to their internship site and responsibilities, and sharing their impressions and experiences to date.</p>	<p><u>Short Assignment #5 due Session 7:</u> Prepare a five-minute presentation to introduce the class to your internship site and responsibilities (any slides or visual aids used should be uploaded to NYUClasses afterwards).</p>

Week / Date	Topic	Goals / Reading	Assignment Due
15-Oct-19	<u>Fall Break – No Class</u>		
Session 8 22-Oct-19	Individual Meetings to Discuss Final Paper Research Strategies – sign up sheet will be circulated in advance.	<u>No Regular Class.</u> Individual meetings with the instructor will be scheduled during this class session to discuss and finalize research project and presentation strategies. See above in the Assignments section above for more detail about the research project.	<u>Research Paper Proposal (bring with you to your individual meeting)</u>
Session 9 29-Oct-19	Your EQ	Leadership has long been recognized as a trait leading to success, but over the last few years, the professional landscape has morphed, forcing companies and leaders to transform in many ways. Honesty, intelligence and empathy are required. And those who hold those as ideals consistently rise above the rest. We will review our EQ evaluations and discuss how greater EQ can lead to organizational and personal success and fulfillment. <u>Reading:</u> <ul style="list-style-type: none"> • Three Steps To Develop Your Emotional Intelligence (2019) Forbes online article • The Next Sign of Great Leadership: Emotional Intelligence (2019) Forbes online article 	<u>Short Assignment #6 due Session 9:</u> Complete the Emotionally Intelligent Leadership for Students Inventory (booklets will be distributed in advance – <u>bring your completed booklet to class with you.</u> This assignment will <u>not</u> be graded but is necessary for you to complete Short Assignment #7 for next week)

Week / Date	Topic	Goals / Reading	Assignment Due
Session 10 5-Nov-19	Business Communication and Diversity and Inclusion in the Workplace	<p><u>Business Communication:</u> Employers often lament that today’s job applicants lack strong writing skills. Business writing is different from academic and other types of writing, often characterized as concise and to the point. Similarly, effective communication skills can not only set you apart in a job interview setting, but will contribute to your on-the-job success. We will then review the skills that make for an engaging and effective presentation to an audience and examine the qualities that separate a productive work meeting from a drain on valuable time.</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Bolton pages 115-138 ● Coster, H. (May 3, 2010). “Ten Tips For Better Business Writing.” Forbes online article ● Kessler, S. (February 22, 2010). “How to Improve Your Presentation Skills.” Inc.com online article ● Khare, S. (August 2, 2010). “Improve Your Presentation Skills”. Forbes.com online article <p><u>Diversity and Inclusion in the Workplace:</u> Diversity is a critical component of today’s organizations. But diversity is more than a numbers game - it is about truly reflecting our society and about leveraging diversity for heightened perspectives and effectiveness. It is also about more than just the law. It is about inclusiveness. For example, adding</p>	<p><u>Short Assignment #7 due Session 10:</u> Assess your current internship (responsibilities, setting, field/sector, etc.) in light of your EQ results and what they communicate about your innate preferences; include your thoughts on what your next internship and/or first post-college job should ideally entail based on what you learned about yourself.</p>

Week / Date	Topic	Goals / Reading	Assignment Due
Session 11 12-Nov-19	Women, Gender, Identity, and the Workplace	<p>In this class session we will continue the dialogue on diversity and inclusion, adding to it other identity issues as they impact and play out in the workplace. Come to class prepared to discuss your perspective.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Slaughter, A. (2012). Why Women Still Can't Have it All. The Atlantic: The Atlantic online article or, if you want an alternative to reading, con-sider Professor Slaughter's TED Talk: TED Talk online article • And her husband's view: Moravcsik, (2015). Why I Put My Wife's Career First: The Atlantic online article • It's National Coming Out Day — but nearly 50% of LGBT Americans are in the closet at work (2018) Market Watch online article • #MeToo hasn't fixed the workplace. Here's a playbook that can (2018): Washington Post online article • How #MeToo changed the workplace and what to expect in 2019 (2018) NBC News online article 	Prepare for short assignment #8 (due during Session 12)

Week / Date	Topic	Goals / Reading	Assignment Due
Session 12 19-Nov-19	Work Life Balance and the Rise of Workism	<p>In this class we will explore the idea of work life balance- the idea that an individual needs balance between time allocated for work and other aspects of life – like personal interests, family and social or leisure activities. smartphones, email, video-chat, and other technological innovations has made it possible to work without having a typical "9 to 5 work day." How do you deal with the 24-hour cycle? Come to class prepared to explore these ideas and your experiences with it so far (whether personal, through family, through friends, or through observation in your work places).</p> <p>Reading:</p> <ul style="list-style-type: none"> • Work-Life Balance Doesn't Exist, But I'm Still Fighting For It (2019): Forbes online article • Why Are Millennials So Obsessed With How Much They Work? (2019) Slate online article • Workism Is Making Americans Miserable (2019) The Atlantic online article 	<p><u>Short Assignment #8 due Session 12:</u> Schedule and conduct at least two (but ideally more) informational interview with someone in your organization or elsewhere who works in a field in which you are interested in pursuing. Write 1-2 pages reflecting on how you facilitated and set up the meetings. What did you learn about the individual and the field that you did not know before? Did the interview have any impact, positive or negative, on your feelings towards the particular field and your potential place in it?</p>

Week / Date	Topic	Goals / Reading	Assignment Due
Session 13 26-Nov-19	<p>Leveraging Your Experiences and Networks for Success</p> <p>Guest Speaker: Philip Delvecchio, an Operations Expert and Startup Advisor based in New York City, with significant international experience.</p>	<p>Phil is an expert at leveraging international relationships, experiences, and personal connections to build an entrepreneurial career. Come to class prepared to learn from him (and ask questions) about how you can continue to draw upon the connections you have built in DC to expand your network and further your career.</p> <p><u>No reading assignment.</u></p>	<p>Prepare for final presentations and papers, due in upcoming weeks.</p>
Session 14 3-Dec-19	<p>Final Presentations</p> <p>Please be prepared to deliver your final presentations at 8 minutes each and to engage in active listening with your col-leagues as they present. See Final paper and Presentations description above for more detail.</p>	<p><u>No reading assignment.</u></p>	<p><u>Final Presentations</u> (any slides or visual aids used should be uploaded to NYUClasses afterwards)</p>
Session 15 10-Dec-19	<p>Finals Week - <u>No class</u></p>		<p><u>Final Papers due via NYUClasses on this date</u></p>

Course Materials

Required Texts

- Articles found online as assigned under each class session.
- Bolton, Robert. People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts. New York: Simon & Schuster, Inc., 1986. Print.
 - ISBN-13: 978-0671622480
 - ISBN-10: 067162248X

Recommended Texts

- Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In*. 2nd ed. New York: Houghton Mifflin, 1991. Print.
 - ISBN-13: 978-0743526937
 - ISBN-10: 0743526937

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Policies

Attendance and Tardiness

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students' semester grades.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student's final course grade (for courses that meet once per week; for courses that meet twice per week, it is a one percent reduction per missed class).

To seek an excused absence for medical reasons, students must use the online absence reporting form within 24 hours of their first missed class. Students may be required to produce a doctor's note with that day's date, especially if the student has missed any classes already that semester or if exams/presentations/papers occurred in the missed class.

Non-medical absences must be discussed with the Academic Staff at least 7 days before the missed date(s) in question. If faculty members do not receive notification of an excused absence, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each lecturer to apply

the rule for unexcused absences, which may include a two percent deduction from the student's final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/ or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Final exams must be taken at their designated times. Final exams may not be taken early, and students should not plan to leave Washington, DC before the end of the finals week.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

Late Assignment

- 1) Written work due in class must be submitted during the class time to the professor.
- 2) Late work should be emailed to the faculty as soon as it is completed.
- 3) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.
- 4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
- 5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.
- 6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.
- 7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

Incomplete Grade Policy

An "incomplete" is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of "incomplete," present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of "incomplete" to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site's academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the lecturer. Your lecturer may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosecsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Religious Observances

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.

Students must notify their professor and the Washington, DC Academics team in writing via email at least 7 days before being absent for this purpose.

About Your Instructor

Kiran Nasir Gore is a lawyer and educator with more than a decade of experience advising governments, corporations, and non-profits in how to manage business deals, mitigate risk, and

resolve their inevitable disputes. Her experience spans many industries, including retail, technology, finance, international development, pharmaceuticals, natural resources, energy, and transport.

Kiran's past positions include serving as a Senior Associate in the Washington, DC office of Three Crowns LLP, a global law firm focused on international dispute resolution; and before that, as an Associate in the New York office of DLA Piper LLP, one of the world's leading large law firms. Early in her career, Kiran worked in the legal department of Michael Kors, USA Inc., a publicly traded luxury goods company.

In addition to her work with NYU students, Kiran is a Professorial Lecturer in Law at the George Washington University Law School, where she teaches substantive law courses and practical skills to both JD students and foreign LLM students. Kiran has a BA from NYU's Gallatin School of Individualized Study and a JD from Brooklyn Law School.