NYU Accra
NODEP-UA 9982/INDIV-UG 9050
Experiential Learning Seminar

Instructor Information
- Nicholas Nii A. Okai, PhD.
- NYU Accra Academic Centre, Office room 2
- Office: 0302786820| Mobile: 0244630610
- Instructor office hours: Tuesdays 9:00am – 5:00pm; and by appointment
- Email: nno221@nyu.edu

Course Information
- NODEP-UA 9982/INDIV-UG 9050
- Experiential Learning Seminar
- Course Description
  The facilitation of this class will be very lively and will be in the form of presentations, discussions, and group activities. The class will have two guest lectures during the semester to talk on issues related to the course syllabus. There will also be a field trips to help highlight some of the issues that will be discussed in class.
- Thursdays 8:30am – 10:00am

Course Overview and Goals
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 about their internships and host organizations and to connect their internship experiences to past and present 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.

Upon Completion of this Course, students will be able to:
- Completed a structured experiential learning experience with an organization in Ghana.
• Be able to use practical field based experience and theoretical constructs to analyze the Ghanaian and international workplace.
• Appreciate the salient features of labor laws and the challenges associated with their application from a comparative perspective.
• Learned contemporary workplace skills such as professional etiquette, communication, and networking.
• Gained self-confidence and adequately prepared to function effectively in any corporate setting.

Course Requirements

Class Participation

Students are expected to attend classes and participate actively in discussions and submit all class assignments on time. Students are expected to read all relevant materials for a given lecture in advance, and coupled with their internship experiences, be able to contribute their thoughts, ideas and reflections to class discussions. In order to facilitate the integration of workplace experience and classroom instructions, all students are expected to undertake a structured research project, which will consist of the following: Research Paper Proposal: 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 bibliography of at least 5 peer-reviewed sources not included on course syllabus. **Proposal Due: Week 7**

Research Paper: 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. **GLOBAL PUBLIC HEALTH STUDENTS:** See below for specific research paper guidelines

**Paper Due: Week 13**

Presentation: Each student will conduct a 15 minute class presentation of their research during Weeks 13-15. Presentations should include time for Q&A from the audience. All written work will be completed in 12 point Times New Roman font, double-spaced, with 1-inch margins.

Public Health Students Final Paper Guidelines:

The research paper should focus on a public health related question that ties into the internship experience. The research question may be related to a public health issue observed during the EL fieldwork experience or an issue that pertains to the organization’s mission, vision or relevant public health topic that is a focus for the organization. For example, students may want to construct a critical question that relates to a statement of need within the organization in the area of:

A. Policy Issue
B. Area of Unmet Needs
C. Barriers of access to care  
D. Sustainability of Services  
E. Services to a target population not currently offered

The goal of the final paper is to deepen the student’s knowledge and understanding of the public health topic or issue by using real-world experience, interviews and observations from the placement, and an investigation of the current scholarship.

Specific Tasks: Based on the agency and activities of the student’s placement:
1. Students will identify an issue and develop a critical research question to guide their work.  
2. Students will compile a reading list of 10 sources from the peer reviewed literature that will allow the student to explore this issue in greater depth and develop an Annotated Biography.  
3. Students will construct a semi structured interview guide (set of questions that will help answer your overall research question) and interview 2-3 key public health personnel pertinent to their topic.  
4. Students will make observational notes relevant to their topic (as possible and appropriate) while engaged in their internship.

Review the literature—Annotated Biography  
Choose 10 articles/documents that relate to your approved question. They should be within the last 5 years, except for seminal works core to the research question posed. The literature chosen must provide various perspectives on the research question.  
For each, provide an AMA formatted citation, a brief description and evaluation of the article as it pertains to your topic. For each citation, this description should be 1- no more than 2 succinct, substantive paragraphs (approximately 100 words)

Interviews (primary data collection)  
Keep in mind the individuals to be interviewed should provide you with different insights and perspectives on the critical question you are exploring. Often it is best to choose one person within the organization and a person outside the organization with knowledge of the area of public health you’re your critical question is exploring.

Identify and describe the roles of the two or three people you are interviewing, title, responsibilities, your observations and interactions with them. Construct a semi structured interview tool, consisting of 5-6 questions that address your critical question.

Observations  
Based on your critical research question, make note of elements in the organization that can help in answering your question. Make note of the organizational structure of the agency; formal and informal communications between departments, programs, components; operationalization of agency mission, goals and objectives; population or groups served by the agency; work environment/climate; relationship of the agency to the larger public health system.

Points for writing the paper
1. **Statement of Need and Critical Question**: What was observed initially in your fieldwork that led you to the development and exploration of your research question?

2. **Methods**: What research methods (data collection strategies) did you use to address and answer the critical question posed?

3. What was observed during your fieldwork that are relevant to addressing the critical question?

4. What information did you obtain from the interviews that is relevant to addressing the critical question?

5. How did the scholarly research (lit review) contribute to your findings?

6. **Results**: Summary or description of findings as it relates to critical question and statement of need integrated with fieldwork experience, observation, research and interviews

7. **Recommendations**: How might the agency utilize your findings or how might the findings lead to improvement relevant to the public health issue or critical question? Optional

8. Strategies: Develop 2 feasible strategies that can be put into place that respond directly to the critical question.

9. Identify 2 objectives for each strategy that will address the issues.

**Assignments**

See course schedule

**Assigned Readings**


**Grading of Assignments**

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Class Attendance</td>
<td>5</td>
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<td>Class Participation</td>
<td>5</td>
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<tr>
<td>Research Proposal</td>
<td>10</td>
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<td>Class Assignments</td>
<td>50</td>
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<tr>
<td>Final Research Paper</td>
<td>20</td>
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<tr>
<td>Final Presentation of Research Paper</td>
<td>10</td>
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**Letter Grades**

Letter grades for the entire course will be assigned as follows:
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<tr>
<th>Letter Grade</th>
<th>Points</th>
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<td>4.00</td>
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<td>A-</td>
<td>3.67</td>
<td>90% – 93%</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>87% - 89%</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>84% - 86%</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80% - 83%</td>
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<tr>
<td>C+</td>
<td>2.33</td>
<td>77% - 79%</td>
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<tr>
<td>C</td>
<td>2.00</td>
<td>74% - 76%</td>
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<tr>
<td>C-</td>
<td>1.67</td>
<td>70% - 73%</td>
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<td>D</td>
<td>1.00</td>
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**View Grades**

All assignments will be graded and handed over in class. However, midterm grades and final grades will be uploaded unto NYU Albert.

**Course Schedule**

**Topics and Assignments**

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<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Activity/ Reading</th>
<th>Assignment Due</th>
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<tr>
<td>[Week 2, 6th Sept.]</td>
<td><strong>Professional etiquette and the transition from student to professional.</strong></td>
<td>How do I easily fit and operate effectively within the Ghanaian workplace? Do I have to make some major or slight adjustments? What is the general Ghanaian work ethics? This session will address these and other related themes that will talk about cultural norms, formality, the general dos and don’ts as well as other interesting issues bordering on working at your local internship site. The session will also introduce the International Labor Organization’s (ILO) concept of Decent Work. Activity: Students to observe critically whether their internship sites are ILO Decent Work compliant.</td>
<td><strong>Assignment due Week 3:</strong> Prepare a five-minute presentation (with slides) to introduce the class to your internship site and your responsibilities (3slides maximum). Required readings: 1. ILO Decent Work Concept (<a href="http://www.wageindicator.org/main/labour-laws/international-conventions">http://www.wageindicator.org/main/labour-laws/international-conventions</a>) 2. Bolton, Robert. <em>People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts.</em> New York: Simon &amp; Schuster, Inc., 1986. Print.</td>
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<td>[Week 3, 13th Sept.]</td>
<td><strong>How to be an effective Team Player at the Internship Site/Workplace</strong></td>
<td>This week we shall take a critical look at the concept of team work within the work/internship environment. The salient ingredients of this concept will be explored with a view to unearthing what it takes to make one more productive within multicultural teams. <strong>Activity:</strong> Internship site introductory presentations</td>
<td><strong>Assignment due Week 4:</strong> Determine the primary written deliverables at your site and the primary audience for written communications. Examples might include policy memos, year-end reports, email, or social media. Prepare a brief writing sample consistent with your workplace. Required Reading (<a href="https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-">https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-</a></td>
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<td>[Week 4, 20th Sept.]</td>
<td><strong>Communications Module A: How to conduct an effective interview</strong></td>
<td>This session will address the salient things that employers look out for in prospective job seekers and how the interview process is organized. Students will know how to prepare for job interviews and how to conduct themselves during the process.</td>
<td>Assignment due Week 5: Ask your internship supervisor what he/she will look out for in a prospective applicant during an interview. Watch two interview related clips from the internet. Required Readings: (<a href="https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview">https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview</a>)</td>
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<td>[Week 5, 27th Sept.]</td>
<td><strong>Practicum : Practice Interview</strong></td>
<td><strong>Activity:</strong> Practice Interview (with another member of class), noting what went well and what did not.</td>
<td>Assignment due Week 6: Observe your workplace culture and submit brief summary of elements of the internship that is striking, surprising, unconventional, or unexpected, and be prepared to discuss and comment on peers’ observations. Could be communication style (e.g., among the staff, between staff and supervisor etc.; are jokes and humor encouraged or discouraged?), dress, workday habits (e.g., is there a strict 9-5 culture or do people come in early or stay late?). What in your view account for these observations? Required Readings:</td>
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<td>[Week 6, 4th Oct.]</td>
<td>Communications Module C: Public Speaking</td>
<td>This week we shall look at the art of public speaking. Students will get to know the dos and don’ts of public speaking and how best to communicate to a wider audience for impact. Activity: Students to give 5-minute presentations on a topic of their choice.</td>
<td>Assignment due Week 7: Watch two speeches or presentations of your choosing (e.g., Presidential candidates; activists; TedTalks, etc.). Write a memo analyzing the strengths and weaknesses of the two presentations.</td>
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<td>[Week 7, 11th Oct.]</td>
<td>**Research proposal Due this Week. Must be uploaded to NYU Classes</td>
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| [Week 7, 11th Oct.] | Professional Networking   | Class theme: *From informational interviews to leveraging social media as a professional. The first and continuing steps for creating your public image and career.*  
Activity: Social media “audit.” In pairs, students will show, discuss and analyze their presence on all social media accessible to potential employers and colleagues, including Facebook, Twitter, Instagram, Snapchat, and LinkedIn. Conclude with larger class discussion and brainstorming about what works and what doesn’t. | Assignment due Week 9:  
1. Create (or refine) your LinkedIn profile using principles from class discussion.  
2. Locate at least one positive and one negative example of how others have used social media to further their careers.  
3. Submit 3-5 questions for next week’s Workplace and Internship Perspectives panel.  
**Required Readings:**  
1. [Professional Networking](#)  
2. [How to Use Social Media for Professional Development](http://www.socialmediatoday.com/content/how-use-social-media-professional-development) |
<p>| [Week 8, 15th-21st Oct.] | Fall Break             |                                                                                   |                                                                                                    |
| [Week 9, 25th Oct.] | Workplace and Internship Perspectives | Panel discussion with local professionals on changing workplace conditions. Panelists will focus on how students can be competitive in the local and the international field |                                                                                                    |
| [Week 10, 1st Nov.]  | No Classes              | Follow-up individual meetings with instructor to finalize research project and presentation strategies. | Assignment due Week 12: First draft of updated resume and                                           |
| [Week 11, 8th Nov.]  | Career building session with Wasserman | (via video-conferencing during class or via taped webinar)                           |                                                                                                    |</p>
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<th>Activity/ Reading</th>
<th>Assignment Due</th>
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<td>Potential topics: Telling internship/work</td>
<td>Sample cover letter, both of which reflect current internship. Summary of your internship experience that includes revisiting learning objectives you outlined in assignment due Week 2.</td>
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<td>story on how to leverage global experience</td>
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<td>internship.</td>
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<td>a quick description of your internship,</td>
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<td>including accomplishments and skills</td>
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<td>gained, including a two-minute “elevator</td>
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<td>pitch” that tells this story to a potential</td>
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<td>employer.</td>
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<td>[Week 12,</td>
<td>The art of negotiation/Student Presentation</td>
<td>The session will look at the concepts, principles and strategies for effective negotiations in the contemporary business environment. The second half of the session will be reserved for students to practice their research presentations and workshop effective presentation strategies with peers. <strong>Activity:</strong> in-class negotiation exercise. Rehearse portion of research presentation; provide feedback to peers.</td>
<td>Required Readings: Fisher, Roger, William Ury, and Bruce Patton. <em>Getting to Yes: Negotiating Agreement Without Giving In.</em> 2nd ed. New York: Houghton Mifflin, 1991. Print.</td>
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<td>15th Nov.]</td>
<td>Run-Through</td>
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<td>[Week 13,</td>
<td>Final Research Papers Due.</td>
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<td>22nd Nov]</td>
<td>Final research papers due and must be</td>
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<td>[Week 13,</td>
<td>Student Presentations of Research.</td>
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<td>22nd Nov]</td>
<td>Final research papers due and must be</td>
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<td>Activity/ Reading</td>
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<tr>
<td>[Week 14, 29th Nov]</td>
<td>Student Presentations of Research.</td>
<td>Final research papers due and must be submitted in print and also uploaded to NYU Classes</td>
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<td>[Week 15, 6th Dec.]</td>
<td>Final Research Paper upload</td>
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**Course Materials**

**Required Textbooks & Materials**


**Resources**

- Access your course materials: [NYU Classes](nyu.edu/its/classes)
- Databases, journal articles, and more: [Bobst Library](library.nyu.edu)
- Assistance with strengthening your writing: [NYU Writing Center](nyu.mywconline.com)
- Obtain 24/7 technology assistance: [IT Help Desk](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 center is mandatory, and unexcused absences will affect students' semester grades. Students are responsible for making up any work missed due to absence. Repeated absences will result in harsher penalties, including failure. Absences are only excused if they are due to illness, religious observance or family emergencies.

**Note:** If for any other tenable reason you will be unable to attend class, you are **FIRST** required to contact and inform the NYU Accra Manager of Student Services directly at the Academic Centre or email [mao9@nyu.edu](mailto:mao9@nyu.edu). You are also required to email your professor directly to notify them before
the day of the class. You will not be penalized only when this request for Nonattendance has been formally granted and communicated to you.

Late Assignment Submission
Students are expected to submit work on date specified. Late submission of work is not permitted and will not earn “grade A”. Late submission will be accepted if it is backed with a formal excuse.

Incomplete Grade Policy
Failure to submit or fulfill any required course component results in failure of the course.

Academic Honesty/Plagiarism
Students must adhere to NYU’s academic integrity policy while studying away at a global site. As that policy 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.”

NYU defines plagiarism as “presenting others’ work without adequate acknowledgement of its source, as though it were one’s own.”

Before submitting assignments, students are expected to reference all sources that you have consulted in preparing them, and to include a full bibliography for every assignment where you make use of outside sources.

Plagiarism, the use of another writer’s words without due acknowledgement, is a serious academic offence for which you will be penalized. The following acts constitute plagiarism:

- Using a phrase, sentence or passage from another person’s work without quotation marks and attribution of the source.
- Paraphrasing words or ideas from another’s work without attribution.
- Reporting as your own research or knowledge any data or facts gathered or reported by another (including another student).
- Submitting in your own name papers or reports completed by another.
- Submitting your own original work (be it oral presentations or written work) toward requirements in more than one class without my prior permission. If there is an overlap of the subject of an assignment with one that the student has produced for another course (either in the current or previous semesters,), he/she is obliged to inform me.

Disability Disclosure Statement
Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@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.

Note: Aspects of this syllabus could change in the course of the semester