Instructor Information

- Dr Andrew West
- Consultation by appointment.
- andy.west@nyu.edu (Please allow at least 24 hours for your instructor to respond to your emails)

Course Information

- Pre-Requisite: None
- Tuesday: 6:00 – 8:30pm (Week 2, 4, 6, 8, 10, 12, 15)

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 organisations 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. [i.e. students will not be graded for their work performance at their internship site]

Course Materials

Required Textbooks & Materials

It is a course expectation that you have done the required reading and have prepared sufficiently to discuss them in class.

Course Overview and Goals

Upon Completion of this Course, students will be able to:

1. Be able to articulate, apply, and analyse their internship site, including its mission, structure, policies, and context in which it operates.
2. Be equipped to draw on the shared knowledge of the seminar to compare and contrast workplace contexts including identifying Australian workplace culture.
3. Gain work competencies for a specific profession or occupation.
4. Explore career options and gain general work experience.
5. Be able to use theoretical constructs to frame organisations to better understand the complex nature of the workplace.
6. Gain self-understanding, self-confidence, and interpersonal skills.
7. Complete assignments that encourage depth of reflection of their internship experience and make connections to their personal and professional goals.

This course, which is required for all students undertaking an internship for credit at NYU’s study away sites, has two goals. First, it provides an opportunity for students to integrate their internship experience with relevant academic research and debates. Second, the course helps students learn and enhance professional skills—including writing, communication, and presentation skills—needed for future work experiences and academic study.

Course Requirements

Class Participation

As this course is taught as a seminar, your active, informed, and thoughtful class discussion is expected. All assigned readings must be completed before the date for which it is assigned; please come to class ready to participate in the discussion. The success of this course is dependent upon students’ preparedness to engage with the course material, ability to connect course material to their internship experiences and their own personal and professional goals. In other words, the success of this course depends on you.

You will benefit the most from this class if you and your classmates participate fully. The seminar is designed to enhance learning by encouraging all students to share their experiences and insights. You make no contribution with silence. The skills you acquire from participating in class and with your group will serve you well in your future positions. Class participation means contributing to class discussion in a way that benefits your classmates and helps them learn. You don’t have to speak frequently or in every class to
earn the highest possible class participation grade. Further Details and Marking Criteria are available in the Course Assessment Outline.

Forum Posting

Your postings are due 3pm Monday, the day before the class in weeks 2, 4, 6, 8, 10, 12. Students are to post a 250-350 word summary related to the readings for each topic and their internship experience. These postings are designed to assist students in drawing together the threads of their experiences from this course and relating them back to other thoughts and theories developed through the readings. The posting should consider the reading in relation to:

- Its cultural, theoretical or historical context.
- Your internship experiences
- Your previous experience in work or other organisational role
- A thought or idea you have conceived during the week

The posts should be guided by and be a response to the questions listed in the topics below.

Research Question Proposal

Each student will submit a 500-word paper following a set heading structure to ensure students commence thinking about their research question and problems to be addressed. This paper will allow students to receive early feedback and direction.

Research Proposal

Each student will submit a 1000-1500 word (3-5 page) proposal at the midpoint 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 the course syllabus.

Final Paper

The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge. Sample research project questions/topics include:

1. Conduct a market scan and analysis in which your NGO or IGO etc. is situated
2. Conduct a strategic analysis of your organisation’s lobbying and advocacy strategy
3. Conduct an audience satisfaction survey or observation (if museum, gallery, library or archive)
4. Conduct a labour analysis of your workplace, including how employees are recruited and hired, and an analysis of gender, racial, ethnic and class diversity
5. If working for an elected official, write a strategy memo for next re-election campaign: what are your candidate’s strengths and weaknesses, who are potential opponents. Include demographic analysis of constituencies

Final paper and presentation (10-12 pages, 3000-4000 words)—the final projects should include explanation and analysis of 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 (in how many languages was it drafted and where was it handed out). It should ask how conclusions were shaped or hindered by availability of sources or informants. 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. A minimum of 10 peer-reviewed sources not included on the course syllabus are required. All written work will be submitted in 12 point Times New Roman font, double-spaced, with 1-inch margins.

GLOBAL PUBLIC HEALTH STUDENTS: See the end of the syllabus for your specific research paper guidelines.

Presentation
Each student is expected to give a 10-15 minute presentation related to their final research paper. Presentations should include time for Q&A from the audience.

Required Co-curricular Activities
Students will fulfill course requirements through reflection and analysis on the learning opportunities presented by their community placements in Sydney.

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>
<th>Due</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>Ongoing</td>
<td>1,2,4,5,6</td>
</tr>
<tr>
<td>Forum Posting</td>
<td>30%</td>
<td>6 posts in total (Wk 2, 4,6,8,10,12)</td>
<td>1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>Research Question Proposal</td>
<td>5%</td>
<td>6pm, Tue 1 Oct (Wk 5)</td>
<td>1,2,3,4,5,7</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>15%</td>
<td>6pm, Tue 29 Oct (Wk 9)</td>
<td>1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
<td>6pm Tue 10 Dec (Wk 15)</td>
<td>1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>Tue 10 Dec (Wk 15)</td>
<td>1,2,3,4,5,6,7</td>
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</tbody>
</table>

For this course, your total numerical score, calculated from the components listed above, is converted to a letter grade without rounding.

Extra credit: Site policy does not allow grading of work outside of the assignments included in the syllabus. The final grade will only be calculated from the assessment components listed here and no other work, whether additional or substituted, is permitted.

Failure to submit or fulfill any required course component results in failure of the class.
Letter Grades

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Explanation of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning.</td>
</tr>
<tr>
<td>B</td>
<td>Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.</td>
</tr>
<tr>
<td>D</td>
<td>Passable performance showing a general and superficial understanding of the course’s topics; work lacks satisfactory insight, analysis or reasoned explanations.</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory performance in all assessed criteria. Work is unfinished or unsubmitted.</td>
</tr>
</tbody>
</table>
Grade Conversions

For this course your total numerical score, calculated from the components listed above, correspond to the following letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 to &lt; 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 to &lt; 90</td>
</tr>
<tr>
<td>B</td>
<td>84 to &lt; 87</td>
</tr>
<tr>
<td>B-</td>
<td>80 to &lt; 84</td>
</tr>
<tr>
<td>C+</td>
<td>77 to &lt; 80</td>
</tr>
<tr>
<td>C</td>
<td>74 to &lt; 77</td>
</tr>
<tr>
<td>C-</td>
<td>70 to &lt; 74</td>
</tr>
<tr>
<td>D+</td>
<td>67 to &lt; 70</td>
</tr>
<tr>
<td>D</td>
<td>65 to &lt; 67</td>
</tr>
<tr>
<td>F</td>
<td>0 to &lt; 65</td>
</tr>
</tbody>
</table>

Course Schedule

Internship seminar classes will meet seven times this semester. The times scheduled to meet in class are weeks 2, 4, 6, 8, 10, 12 and 15. Week 15 is set aside for the individual presentations. Each class will be 2.5 hours. This will be split into two topics per week. The schedule below sets out weeks with the relevant topics to be covered in that week.

Week 2: 10-Sep-19

Topic 1: Internship orientation

The first session will be an internship orientation led by Debbie Shively who is coordinating the NYU placements for internships in Sydney.

Topic 2: Introduction to the Course and the Australian Workplace

Required Reading:


Blog Post Topic: What do you expect from your internship and what do you want to get out of it? Do you think reflection will assist in your internship experience? Refer to at least one of the readings in your blog post.

In Class Activities:
Articulate 3-5 personal learning objectives for the course (i.e., how do you see the course complementing your internship).

Week 4: 24-Sep-19

Topic 3: Professional Etiquette and the Transition from Student to Professional

How to be a professional in the internship from punctuality to business attire (dos and don’ts in the workplace); cultural norms regarding level of formality in workplace and communication at the internship site and in the host location. During class we will compare what your expectations were of the Australian workplace and what are your actual experiences. We will discuss how you were introduced to work colleagues, was there an induction and other initial training, was this formal or delivered informally. Observe the Australian workplace culture and submit brief summary of one element of internship that is striking, surprising, unconventional, or unexpected, and be prepared to discuss and comment on peers’ observations. These include 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 is the level of socialising with colleagues during and after hours?

Required reading:

- Kimmorley S (2015) 17 Things about Australian working culture that can surprise foreigners.

Blog Post Topic: What are the major and subtle culturally differences between Australia and your home country? Refer to at least one of the readings in your blog post.

In Class Activities: What were your expectations of the Australian workplace, were they met and how does it differ from your previous workplace experience?

Topic 4: Communications Module A: Writing in the Workplace
Written communication has a major prominence in the modern workplace. Whether that be internal communication from the organisation in the form of vision and mission statements, corporate, business unit or marketing strategic plans, policies and procedures or internal reports to name a few. External communication to a range of stakeholders from shareholders, constituents, consumers, suppliers, lobbyists, advocates or the general public. Alternatively, between employees in the form of formalised memos, agendas and minutes or informal emails and messaging via social media. The ability to communicate effectively, efficiently and appropriately across a range of written communication platforms and to a range of audiences is a vital skill in the workplace. This topic examines the importance of the various forms of written communication.

Required reading:


**Blog Post Topic:** What is the written mission and vision of your organisation? Does this align with the written style and tone of the internal communications? Is there a difference between the formal email communication and the social media communication for internal communications?

**In Class Activities:** 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.

**Week 6: 8-Oct-19**

**Topic 5, Communications Module B: Meetings in the Workplace**

Meetings, formal, informal and in the corridors or around the water cooler are all an integral part of organisations. Informal meetings are more frequent and can often influence more than the formal minuted meeting. Mastering the meeting is vital in the workplace.

Required reading:


**Blog Post Topic:** What are the formal and informal meetings in your workplace? Do they match the level of formality in your organisation.
In Class Activities: In class we will discuss the various forms of meetings, the influence of workplace culture, effective meetings and the impact of technology on virtual meetings.

Topic 6: Communications Module C: Public Speaking

Whether it be the art of the three minute pitch, presenting to management, influencing your co-workers or a major speech in the political forum, public speaking is still one of the major influences in modern society. We will review public speaking technique, appropriate tone for the given forum, use of ice-breakers and humor, tips on building and presenting confidently.

Required reading:


Blog Post Topic: Watch two presentations of your choosing (e.g., Presidential candidates; activists; TedTalks, etc.). Write a blog analyzing strengths and weaknesses of the two presentations.

In Class Activities: Prepare a five-minute presentation (with slides) to introduce class to your internship site and responsibilities (2 slides maximum).

Week 7: 14 – 20 Oct

SEMESTER BREAK – No Class

Week 8: 22-Oct-19

Topic 7: Career Building Session with Wasserman

This topic is based on the Wasserman webinar on building your personal story. Your time in Australia is part of your life long journey in personal, professional and career experiences and development. Prospective employers are interested in your story and the narrative of you. We will discuss how you can leverage your global internship experience.

Required reading:

- Review the [Wasserman Center for Career Services](#) pages on networking:

Blog Post Topic: How has your time in Australia added to your story?

In Class Activities: Begin crafting and articulating a quick description of your internship, including accomplishments and skills gained, including a two-minute “elevator pitch” that tells this story to a potential employer. This should be part of your journey narrative. This
journey commenced before the internship and will continue after. How does this internship and Sydney study fit in the puzzle?

**Topic 8: Research Proposal Discussion**

The second part of this week’s seminar will be spent on the research proposal due in Week 9. There will be a general class discussion, with time given for individual review of the research question and proposal guidance.

**Week 10: 5-Nov-19**

**Topic 9: The Art of Negotiation**

Part of human interaction is dealing with those who we disagree with, who have a different point of view or we have to deliver news that we know will impact on the listener. This is particularly the case in the workplace, whether it be delivering information about poor business performance, future directions of the business that impact negatively on the audience or dealing with complaints and grievance. Conflict may also arise as we set personal and professional boundaries in the workplace with others. Having negotiation skills enables us to deal with conflict and to achieve mutually beneficial outcomes.

**Required reading:**


**Blog Post Topic:** Think of a difficult interaction you have had and how this played out? Could it have been handled differently for a better outcome using the readings recommendations?

**In Class Activities:** In-class negotiation exercise

**Topic 10: Professional Networking**

Networking is about making contacts and building relationships that can lead to future opportunities, whether that be work related, community related, academic or even personal relationships. Networking can help you get leads, referrals, advice, information and support. Networking is an essential component of any successful job search and development of long-term professional relationships.

This topic will allow students to consider all forms of networking for a future career. From informational interviews to leveraging social media as a professional. First and continuing steps for creating your public image and fostering a contact network, will be addressed.

**Required reading:**

• Clark D (2014) ‘*How Networking Can Become Your Competitive Advantage*’ from *Forbes*

**Blog Post Topic:** What are your networks, both professional and personal? Locate at least one positive and one negative example of how others have used social media to further their careers.

**In Class Activities:** Social media “audit.” In pairs, students show, discuss and analyse 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.

**Week 12: 19-Nov-19**

**Topic 11: Future of Work**

Most of our waking lives are spent at work, so it is no wonder it forms a major part our identity. Workers starting in the workforce will go through at least five total career changes in their life with 40% of jobs in ten years do not even exist yet. How does this impact on self-identity? The future of work is also changing rapidly with major technological and social forces in play. How do we define work? When does work start and end in today’s world? What will work be like in the future?

**Required reading:**


**Blog Post Topic:** What are your thoughts on the future of work and where do you fit in it? What are the best personal and professional strategies to prepare for future work?

**In Class Activities:** Guest speaker/s and panel discussion on the future of work. General discussion on the future of work.

*Prepare research presentation for rehearsal during next session*

**Topic 12: Final Report Review**

The second part of this week’s seminar will be spent on the final research report due in Week 15. There will be a general class discussion, with time given for individual review of the research question and final report guidance. Time will also be spent rehearsing your
presentation of the final research report and receiving feedback from peers and your instructor.

**Incorporate instructor and peer feedback on presentation rehearsal into research presentation**

**Week 15: 10-Dec-19**

**Final Research Paper and Presentation due**

During this class all students will deliver a presentation of their final research. This will be a 12-15 minute presentation setting out the context of the internship, the research question, research method and the findings. More details of the presentation and final report will be uploaded to the ‘Assignment’ section of NYU Classes.

**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 organisation’s mission, vision or relevant public health topic that is a focus for the organisation. For example, students may want to construct a critical question that relates to a statement of need within the organisation 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 organisation and a person outside the organisation 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 organisation that can help in answering your question. Make note of the organisational structure of the agency; formal and informal communications between departments, programs, components; operationalisation 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 utilise 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.
Course Policies

Submission of Work
Assignments (excluding in-class presentations and exams) must be submitted electronically via NYU Classes. It is the student’s responsibility to confirm that the work has been successfully been uploaded. In the unlikely event that a submission to Classes fails, students must immediately submit the work to their instructor as well as the Academic Programs Coordinator via email before the original submission deadline accompanied by an explanation of the issue. Please note that the work will not be graded until it is uploaded to NYU Classes. All in-class presentations and exams must be completed during the scheduled class time. An assessment component is considered completed when the student has met all the terms for that assessment component as outlined by the instructor.

All written assignments must be submitted at the due date and time outlined in the syllabus. An assessment component receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late (including weekend days) up to a maximum of 10 points. If the work is completed beyond five days after the due date, it receives a mark of zero, and the student is not entitled to feedback for that piece of work. Because failure to submit or fulfil any required assessment component will result in failure of the course, it is crucial for students to complete every assignment even when it will receive a mark of zero.

Extensions
Any request for approval to submit an assignment after the due date must be received by the instructor, in writing, prior to the due date. The request must include evidence of work in progress before an extension is considered. If an extension is granted and the work is submitted by the agreed time, the late penalty will be waived. If an extension is granted and a student fails to submit within the agreed time, the late penalty will apply from the original due date of the assignment. Students will not be granted an extension because of workload commitments in other classes: assignment deadlines are available to students from the beginning of semester.
Plagiarism Policy

The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University’s plagiarism policy. 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.

It is a serious academic offense to use the work of others (written, printed or in any other form) without acknowledgement. Cases of plagiarism are not dealt with by your instructor. They are referred to the Director, who will determine the appropriate penalty (up to and including failure in the course as a whole) taking into account the codes of conduct and academic standards for NYU’s various schools and colleges.

Attendance Policy

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. Students are responsible for making up any work missed due to absence.

To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students’ semester grades. The class roster will be marked at the beginning of class and anyone who arrives after this time will be considered absent. Students are expected to be present for the duration of the session: anyone leaving class early will also be considered absent. This attendance policy also applies for classes involving a field trip or other off-campus visits. It is the student’s responsibility to arrive at the agreed meeting point on time. If you are travelling on a weekend, or during the break, you must plan to return to Sydney the day prior to your next class. No excused absences will be given to students who miss class on the same day that they return from a trip, even when this is due to circumstances outside of the student’s control (such as a delayed flight).

For courses that meet once a week, one unexcused absence will be penalised by a two percent deduction from the student’s final course grade. For courses that meet two or more times a week, the same penalty will apply to two unexcused absences. Repeated absences in a course may result in failure.

Faculty cannot excuse an absence. Requests for absences to be excused must be directed to the Academic Programs Coordinator. Students must provide appropriate documentation for their absence. In the case of illness, students must contact the Academic Programs Coordinator on the day of absence. They must provide medical documentation to the Academic Programs Coordinator within three days of the absence in order to be medically excused. The note must be obtained from a medical professional licensed to practise in Australia. The note must include a medical judgement indicating that the student was unfit to attend class/work on the specific day or dates of the absence. Faculty will be informed of excused absences by the Academic Programs Staff.
Religious Observance
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 Academic Programs Coordinator in writing via email one week in advance before being absent for this purpose.

Classroom Expectations
This is a seminar subject and requires the active participation of all students. It also requires engaged discussion, including listening to and respecting other points of view. Your behaviour in class should respect your classmates’ desire to learn. It is important for you to focus your full attention on the class, for the entire class period. In all classes we expect that students will follow the common classroom expectations outlined here in order to support constructive and effective classroom experience.

• Arrive to class on time.
• Once you are in class, you are expected to stay until class ends. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not acceptable behaviour.
• Phones, digital music players, and any other communications or sound devices are not to be used during class. That means no phone calls, no texting, no social media, no email, and no internet browsing at any time during class.
• Laptop computers and tablets are not to be used during class except in rare instances for specific class-related activity expressly approved by your instructor.
• The only material you should be reading in class is material assigned for that class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
• Class may not be recorded in any fashion – audio, video, or otherwise – without permission in writing from the instructor.
• Be mindful of the space you take up in class and make space for others.
• Listen actively and be engaged and present when others are speaking.
• Do not use profanities in class discussion (they may still occasionally appear in course readings and assignments where considered appropriate)
• Criticise ideas, not people (groups and individuals).
• Use ‘I’ statements when giving opinions. Don’t try to speak for any group with which you identify.

You will be advised if there are additions to these common procedures for participation in this class.

Inclusion, Diversity, Belonging and Equity
NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Sydney we are committed to creating a learning environment that:
• fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
• promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

Provisions to Students with Disabilities

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Centre for Students with Disabilities at (212) 998-4980 or mosescsd@nyu.edu as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Instructor Bio

Dr. Andy West (DBA Newcastle University) is currently the Director of the Centre for Entrepreneurship at UBSS, an independent MBA Business School. His research and consultancy interests are marketing strategy, consumer behavior, higher education quality frameworks and standards. His current research projects are Workplace Integrated Learning in higher education and Sports Marketing. Industries Andy has consulted to include finance (Commonwealth Bank of Australia, Zurich Insurance, American Express), consumer goods (Reckitt Benckiser), Sports Marketing (Athletics Australia and Athletics NSW) and not-for-profit organisations including Amnesty International and Special Olympics.