

NYU DC

FWS-UF 9201-DC1

Fieldwork Seminar

(In Person)

Spring 2021

We know that you may be taking courses at multiple locations this semester. **Please contact your instructor or the site academic staff (dc.academics@nyu.edu)** if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Instructor Information

- Michael Ulrich
 - Program Director NYU Washington DC
- Room #202
- Office hours by appointment via Google Hangouts
- NYU DC [academic calendar](#)

Course Information

- Fieldwork Seminar: FWS-UF 9201-DC1
- Wednesdays, 2:15 pm – 3:15 pm
- Room 307
- Course Description
 - As the academic component of the experiential learning activity, this seminar helps students reflect critically on their experience as a way to further their individual academic and professional goals. This includes evaluating various aspects of the organization, such as its mission, structure, culture, human resources, policies and practices and the local, regional and international contexts in which it operates. Students will be challenged to think analytically and to connect their experiential learning opportunity to past and present academic work.
 - The seminar will include a focus on workplace skills such as professional etiquette, communication, and networking. Students will complete required readings, weekly

assignments, and a final presentation. They will be graded on the academic work produced in this course and not on their work performance at their placement site.

- Students will complete a minimum of 10 hours/week at an internship, community service organization, or other approved experiential learning activity. Students will meet periodically with the course lecturer for individualized advising to discuss their experiential learning activity and developmental goals.

Course Overview and Goals

- This seminar is designed to leverage the resources of the city so students can deepen their understanding of DC and build their analytical and observational skills. Experiential learning – “learning by doing” – is one of the defining features of the NYU DC study away program. This course provides an opportunity for students to integrate an experiential learning activity with their academic experience and helps them learn and enhance professional skills (writing, communication and presentation skills) needed for work experiences and academic study.
- The course-based, experiential learning activity should provide students with an opportunity to experience an interdisciplinary, challenging, and collaborative environment. Students will take advantage of the opportunity to expand their knowledge of a potential career field, learn communication practices, and develop analytical thinking designed to generate innovative solutions. Enrolling in this course will facilitate both career exploration and clarification.

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

- Connect their academic course work with the experiential learning activity
- Acquire practical experience in a potential career field at an organization in DC
- Reflect on the suitability of their skills, knowledge, and interests to a potential career field
- Analyze the organization’s mission, culture, human resources, policies, and practices
- Consider the local, regional, and international contexts in which it operates
- Develop their academic skills (e.g., writing, public speaking, research, analysis, synthesizing knowledge and information, etc.)
- Develop their professional and interpersonal skills (e.g., class discussions, teamwork, collaboration, autonomous decision-making, networking, etc.)
- Contextualize the experiential learning activity in broader professional and academic terms
- Convey the value and impact of the experience (resume, interviews, and presentations)

Course Requirements

Grading of Assignments: The grade for this course will be determined as follows:

Assignments/Activities	% of Final Grade
Class Participation	10%
Reflections and Assessments	60%
Final Fieldwork Presentation	10%
Final Fieldwork Paper	20%

Class Participation: 10%

The success of this class depends on your active participation and discussion. Your full participation will include how your experience supports or challenges the concepts discussed. It’s expected that you complete all readings and assignments on NYU classes for each class session. You are expected to actively engage in experiential exercises conducted during class time. Listen to others with the respect that you would want when speaking, and contribute your views and experiences.

Reflections and Assessments: 60%

Students will submit 250-500 word reflections based on the assigned course readings and class discussion. It’s expected that students incorporate this information in their reflection as they analyze how it applies to their developmental goals. Students will also be required to complete several assessments to help them understand the opportunities and obstacles that are applicable to their academic, professional and personal goals.

Final Fieldwork Reflection: 20%

Students will prepare a ~500 – 1000 word final fieldwork reflection by incorporating previous reflections from the semester. The reflection should include if you have achieved your goals, any obstacles you’ve encountered, and what you might do differently or have learned from the experience. It should include how your views and attitudes towards your experiential learning activity specifically and the field in general have developed over the course of the semester.

Final Fieldwork Presentation: 10%

For your final fieldwork presentation, prepare a ~3-5 minute overview that “tells your DC story” and includes some component from your experiential learning opportunity. You should also include other experiences from the year (classes, student/residence life activities, etc.) that summarize how you have changed and what you have learned during your study away year in DC. Imagine that your audience is a future employer or admissions counselor who has asked you to prepare a short presentation of your time in DC at an interview.

Letter Grades

The seminar is graded on a PASS/FAIL basis. To receive academic credit and a satisfactory grade for the seminar, you must complete the seminar at the same time as the site hours are accrued. You must attend the class sessions and actively engage in discussions and other assigned activities.

View Grades

Grades will be posted on NYU Classes.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 Weds, Feb 3	Course Introduction Syllabus Review Developmental Stages	None	
Session 2 Weds, Feb 10	Anticipation Stage Kolb's Learning Styles	<i>The Successful Internship:</i> Chapters 1 & 2	Reflection: NACE Attributes Assessment: Kolb's Learning Style Questionnaire
Session 3 Weds, Feb 17	The Learning Contract Emotionally Intelligent Leadership	<i>The Successful Internship:</i> Chapter 3, pages 53-64 <i>Emotionally Intelligent Leadership Inventory</i>	Assessment: Emotionally Intelligent Leadership Inventory
Session 4 Weds, Feb 24	Supervision and Reflection	<i>The Successful Internship:</i> Chapter 3, pages 65-88	Reflection: <i>Emotionally Intelligent Leadership Inventory</i>
Session 5 Weds, Mar 3	Networking Informational Interviews	Mentoring Is Just Another Way of Helping (online article). 15 Questions Great Leaders	Reflection: Learning Contract

Week/Date	Topic	Reading	Assignment Due
		Ask Other Leaders (online article).	
Session 6 Weds, Mar 10	Exploration Phase Career Assessment	<i>The Successful Internship:</i> Chapter 6	Assessment: Career Assessment
Session 7 Weds, Mar 17	Informational Interviews	Wasserman Career Center “Networking Guide”	None
Session 8 Weds, Mar 24	Organizational Mission, Vision & Values Presentations	<i>The Successful Internship:</i> Chapter 9 How to Improve Your Presentation Skills (online article). Improve Your Presentation Skills (Forbes online article).	Presentations
Session 9 Weds, Mar 31	Competence Stage	<i>The Successful Internship:</i> Chapter 10	Reflection: Organizational Mission, Vision & Values
Session 10 Weds, Apr 7	Professional Development	18 Tips to Create a Perfect LinkedIn Profile (https://www.truconversion.com/blog/social-media/how-to-create-a-perfect-linkedin-profile/) The 31 Best LinkedIn Profile Tips for Job Seekers. (https://www.themuse.com/advice/the-31-best-linkedin-profile-tips-for-job-seekers) 22 Top Tips to Effectively Raise Your Profile on LinkedIn.	Resume LinkedIn profile

Week/Date	Topic	Reading	Assignment Due
		<p>https://www.inc.com/larry-kim/22-top-tips-to-effectively-raise-your-profile-on-linkedin.html)</p> <p>10 Tips to a More Professional LinkedIn Profile.</p> <p>https://www.hongkiat.com/blog/professional-linkedin-profile/)</p> <p>Creating a Killer LinkedIn Profile.</p> <p>https://blog.linkedin.com/2014/07/01/creating-a-killer-linkedin-profile-tips-from-link-humans)</p>	
Session 11 Weds, Apr 14	Diversity in the Workplace	<p>Diversity in the Workplace: Benefits, Challenges and Solutions (online article).</p> <p>Diversity in the Workplace: Benefits, Challenges, and the Required Managerial Tools (online article).</p> <p>The Myriad Benefits of Diversity in the Workplace (online article).</p> <p>Diverse Team Feel Less Comfortable – and That’s Why They Perform Better (online article).</p>	
Session 12 Weds, Apr 21	<i>Designing your Life: Start Where you Are</i>	TBD	TBD
Session 13 Weds, Apr 28	Work-Life Panel	<p>Anne Marie Slaughter’s TED Talk (online video).</p> <p>Why Some Teams Are Smarter Than Others (New York Times online article).</p>	Reflection: Diversity in the Workplace

Week/Date	Topic	Reading	Assignment Due
		What it is Really Like to Risk it All in Silicon Valley (New York Times online article) .	
Session 14 Weds, May 5	Culmination Stage	<i>The Successful Internship:</i> Chapter 12	Reflection: Informational Interviews
No Class - Tues, May 11 Reading Day			
Weds, May 12 - Mon, May 17	Finals Week	None	Reflection: Final Paper Presentations

Course Materials

Required Textbooks & Materials

Sweitzer, Frederick, and Mary King. *The Successful Internship*. Cengage Learning; 5 edition (March 27, 2018).

Print. ISBN-13: 978-1305966826. ISBN-10: 1305966821

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

Hygiene/Physical Distancing policies

- Students will be assigned/choose a seat on the first day of class. For NYU COVID-19 Safety protocols, please use the same seat for the duration of the semester.

Attendance and Tardiness

Studying 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 or online through NYU Classes if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

Reporting Absences:

1. Report the absence to NYU DC Academics via the [online absence form](#).
2. Contact your instructor of the class(es) affected.
3. Follow up with NYU DC Academics (dc.academics@nyu.edu) to provide any necessary documentation regarding the absence.

Absences can ONLY be excused if they are reported using the form above (this is a key step, but there may be other conditions—see below—such as providing documentation, as well).

You can use the online Absence Form to report absences for both medical and non-medical reasons (see below).

- Students should NOT approach their class instructor for an excused absence (you need to consult with a member of the Academics team instead). However, students should contact their class instructor to discuss catching up on missed work.
- Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to address any missed lectures and assignments and arrange a timeline for submitting missed work.

Medical Absences:

- If you are unable to attend a class due to ill health, you must provide details of your illness and class(es) missed to NYUDC staff using the online Absence Form WITHIN 24 HOURS of your first missed class.
- Please do not use the form to report a medical emergency or to request urgent assistance. In a medical emergency, call 911 and ask for an ambulance. NYU DC staff are available and happy to offer additional support, whatever time of day, especially if you're hoping to make a doctor's appointment. If you would like to speak to a member of staff to request support with a medical problem, please call the NYU Washington, DC emergency phone.

Non-Medical Absences:

- If you have to miss class for an unavoidable, non-medical reason you must provide use the online Absence Form at least SEVEN DAYS PRIOR to the date(s) in question.

- If in doubt about whether your reason might be approve-able, please speak to a member of the NYU DC Academics staff (dc.academics@nyu.edu).
- NYU DC adheres to the [University Calendar Policy on Religious Holidays](#)

NYU DC staff carefully monitor student attendance and absence records. In most cases, full completion of the online Absence Form will be sufficient to excuse your absence. However, in certain circumstances (such as a missed examination/presentation or missing multiple days of class) you will need to provide additional information and arrange a meeting with a member of NYUDC academics team about your absence before it can be excused.

Classroom Etiquette/Expectations

Things to consider:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic representative as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

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 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](#)

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 local Academics team in writing via email at least 7 days before being absent for this purpose.

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 DC, 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 endeavors.

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 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**. Accommodations for this course are managed through the site sponsoring the class once you request it.

Instructor Bio/About Your Instructor

Michael Ulrich is the Program Director of NYU Washington, DC and began this role in Fall 2012 when the site opened for the first group of students. He also teaches experiential learning courses for first year students enrolled in the program. Before joining NYU, he worked for over eleven years at the University of Maryland. For most of that time, he directed study abroad and taught several short term courses for premedical students in London, Paris, Amsterdam, Madrid and Cape Town. When he left the University of Maryland, the institution had risen to #12 for study abroad participation among doctoral institutions, up from #43 when he began his oversight of study abroad. Prior to his time at the University of Maryland, he was on the biology faculty at Elon University where his duties included co-chairing the department, teaching biology and interdisciplinary courses, and developing new study abroad programs. He received his Ph.D. in Molecular Genetics from Washington University in St. Louis and graduated Phi Beta Kappa from the University of Iowa with a BA in biology. For several years, he served as the board chair for Jan's Tutoring House, a nonprofit organization that specializes in providing enriching educational activities for inner city Washington, D.C. children.