

# SAMPLE SYLLABUS

NYU DC  
Gore - Experiential Learning Seminar  
Spring 2022

## Experiential Learning Seminar

**NYU Washington, DC**

**NODEP-UA 9982 DC1**

**INDIV-UG 9600 DC1**

**Prof. Kiran Gore**

**Instruction Mode: In-person**

**Tuesdays, 6:30pm to 8:00pm**

**Spring 2021**

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU DC, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact [kiran@nyu.edu](mailto:kiran@nyu.edu) if you have trouble accessing the Brightspace site.

**Syllabus last updated on:** February 1, 2022

### **Lecturer Contact Information**

Kiran Gore, Esq. – Part time Lecturer

Office Hours: By virtual appointment (& available before or after class)

### **Prerequisites**

No prerequisite; Internship or fieldwork placement is a required co-requisite

### **Units earned**

4 credits earned for classwork and internship or fieldwork placement hours

### **Course Details**

- Tuesdays, 6:30pm to 8:00 pm
- All times are Eastern Time Zone (Daylight Saving Time ends March 13, 2022).

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- NYU DC [academic calendar](#)
- Location: NYU DC B205
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Classes.
- COVID-related details: In the interest of protecting the NYU DC community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.
  - 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. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

## 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).

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## 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 springboard toward professional networks that lead to excellent work in the future. We will attempt to maximize both professional knowledge, networks and opportunities going forward.

## Course Objective

- Student will be able to analyze and articulate the various facets of their internship 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.

## Assessment Components

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

## 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

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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.

- You are expected to attend class in person or remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirements.

## **Weekly Assignments (8 graded assignments)**

- These are noted within the weekly schedule. These are fairly short (1-2pp.) and relate to 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. Presentation time should include time for Q&A from the audience.
3. Final paper (due in lieu of Session 15 / in lieu of Final Exam): 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.

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.

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<b>Assignments/Activities</b>	<b>% of Final Grade</b>
Class Contribution	12%
Weekly Assignment (8 graded assignments)	48%
Research Presentation	10%
Final Research Paper	30%

## **Required Text(s)**

All course readings are short online articles and will be provided as links in Brightspace.

## **Session 1 – 1 February 2022**

### **Introduction to the Course**

This session will introduce the themes for the semester and contextualize the significance of your work, 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 you identify your personal, professional and intellectual goals for the semester.

## **Session 2 – 8 February 2022**

### **Professional Etiquette and the Transition from Student to Professional**

We will discuss how to be a professional in your specific work site (punctuality, availability, 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.

#### In-class exercise:

Development of a “Learning Contract” for your internship site.

**Short Assignment #1 due Session 2:** 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

## **Session 3 – 15 February 2022**

### **Organizational Culture: Mission, Vision and Values**

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?

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.

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## **Session 4 – 22 February 2022**

### **Resume Workshop**

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.

**Short Assignment #2 due Session 4:** 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. This assignment is also preparatory for the in class presentation you will give during Session 6.

## **Session 5 – 1 March 2022**

### **Cover Letters, LinkedIn Profiles**

### **Cultivating your Career Story and Professional Networking**

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.

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.”

### **Short Assignment #3 due Session 5:**

Write a brief personal statement that answers the question “what do you want to be doing professionally and/or academically 3-5 years from now?”

## **Session 6 – 8 March 2022**

### **In-Class Presentations**

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.

**Short Assignment #4 due Session 6:** Presentations (any slides or visual aids used should be uploaded to NYUClasses afterwards)

## **Session 7 – 15 March 2022**

### **NO CLASS - NYU DC SPRING BREAK**

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## **Session 8 – 22 March 2022**

**Individual Meetings to Discuss Final Paper Research Strategies – time slots to be agreed in advance**

### **No Regular Class.**

Individual meetings with the instructor will be scheduled this week to discuss and finalize research project and presentation strategies. See above in the Assignments section above for more detail about the research project.

**Due:** Research Paper Proposal (bring with you to your individual meeting)

## **Session 9 – 29 March 2022**

### **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.

**Short Assignment #5 due Session 9:** Complete the Emotionally Intelligent Leadership for Students Inventory (booklets will be distributed in advance – will advise on how distribution will be coordinated soon!

This assignment will not be graded but is necessary for you to complete Short Assignment #6 for next week)

## **Session 10 – 5 April 2022**

### **Business Communication and Diversity and Inclusion in the Workplace**

**Business Communication:** 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.

**Diversity and Inclusion in the Workplace:** 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 a woman or person of color to your board to check the box has never been effective. We will discuss diversity AND inclusiveness. We will focus on how your workplace/ internships have considered diversity in a formal way and also in an inclusive way. Please come to class prepared to discuss your reflections.

**Short Assignment #6 due Session 10:** 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.

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## **Session 11 – 12 April 2022**

### **Fieldwork**

#### **No Regular Class.**

The organizations you are interning with do not exist in a vacuum – they are part of a continuum of other organizations with similar, comparable, or contrasting missions, values, and objectives.

In lieu of class this week, engage in in-person and/or virtual fieldwork. Identify an organization that has a mission, values, or objective that compares or contrasts with the one that you are working at and develop a perspective on how your organization fits within our broader society.

Your visit can be a deep dive into a corporate website and related materials, attending a public program presented by the organization or to observe the organization achieving its daily objectives (online or in person), or having a friend who works there give you a virtual tour and introduction.

Examples of appropriate venues for fieldwork: National Archives, Library of Congress, a federal court house, a museum, or a cultural institution.

## **Session 12 – 19 April 2022**

### **Women, Gender, Identity, and the Workplace**

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.

**Short Assignment #7 due Session 12:** Based on last week's fieldwork compare and/or contrast your internship site's approach, mission, vision and values to the one that you visited.

## **Session 13 – 26 April 2022**

### **Work Life Balance and the Rise of Workism**

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).

**Short Assignment #8 due Session 13:** 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?



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## **Session 14 – 3 May 2022**

### **Final Presentations**

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.

**Final Presentations** (any slides or visual aids used should be uploaded to NYUClasses afterwards)

## **Session 15 – 10 May 2022**

### **Final Presentations**

#### **NO CLASS - FINAL PAPERS DUE 10 MAY 2022, MIDNIGHT**

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.

### **Classroom Etiquette**

To optimize the experience in a blended learning environment, please consider the following:

- 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.
- 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 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.
- 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.

### **Your Lecturer**

Kiran Nasir Gore, Esq. 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.

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.

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## Academic Policies

### Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0  
A- = 90-93 or 3.7  
B+ = 87-89 or 3.3  
B = 84-86 or 3.0  
B- = 80-83 or 2.7  
C+ = 77-79 or 2.3  
C = 74-76 or 2.0  
C- = 70-73 or 1.7  
D+ = 67-69 or 1.3  
D = 65-66 or 1.0  
F = below 65 or 0

### Attendance Policy

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 Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to [dc.academics@nyu.edu](mailto:dc.academics@nyu.edu) to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce

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this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

## **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

## **Late Submission of Work**

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) 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 NYU DC Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

## **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.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

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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 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](#)

## **Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

### **Attendance Rules on Religious Holidays**

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

### **Pronouns and Name Pronunciation (Albert and Zoom)**

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

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Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

## **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](mailto: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 NYU DC.

## **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- Phone: 212-998-2277