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Course Title

Experiential Learning

Course Number

EXL-UF.9302D01

Spring 2020

Syllabus last updated on: 25 Jan 2020

Lecturer Contact Information

Linn Friedrichs

Course Details

Thursdays 3:30pm–6:30pm: February 13, 27; March 19; April 16, 23; May 7, 14. Refer to the session overview for special meetings outside regular class time.

Location

Rooms will be posted in Albert before your first class. Please double check whether your class takes place at the Academic Center (BLAC – Schönhauser Allee 36, 10435 Berlin) or at St. Agnes (SNTA – Alexandrinenstraße 118-121, 10969 Berlin).

Prerequisites

This course is for Global Liberal Studies students in their Junior year. The successful completion of the course “City as Text” is required.

Units earned

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Course Description

Building on the theoretical study of Berlin as a place, i.e. the “City as Text,” the two-credit pass/fail course “Experiential Learning” supports your academic, professional, and personal development as you contribute to the work of a local organization in the form of a community placement. In 8 in-class sessions or site visits and individual meetings with the course instructor, you will be challenged to think critically, contextually, and creatively about various aspects of your placement, such as your host organization’s mission, approach, work culture, policies, and the local, regional, and international contexts in which it operates. In order to connect your experience to past and present academic work, the course will focus on expanding and deepening your transcultural workplace, research, and presentation competencies, specifically with regards to your community placement and your final project.

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Course Objective

- Integrate your community placement experience with relevant academic research, including key concepts of your prior study of the “City as Text.”
- Enhance professional competencies that are central to academic study and work in transcultural environments. These include but are not limited to the delivery of an effective oral presentation about a salient aspect of your placement or research, concisely written reflections on your learning experience as it unfolds, and foundational competence in engaging different communication and conflict styles.
- Support your reflection and nourish your imagination as you lay foundations for your career path and future professional aspirations.

Assessment Components

In order to pass the course, you must be committed to your placement and achieve a passing grade in each of the assessment categories.

Participation: 15%

Blog posts: 50%

Final project/presentation: 35%

Participation (15%): Active engagement with the materials and one another is key to the success of the course. You must bring the assigned texts to our meetings and be prepared to discuss them with one another. Participation includes two required one-on-one meetings to discuss your work experience and final project.

Blog Posts (50%): You are expected to write five 350-400-word blog posts about your placement experience and upload them to NYU classes by the due dates indicated below.

Blog post #1 [due 24 February 2020]: Introduce your community placement and reflect on its connection to and relevance for your academic field (350–400 words). Please consider the following guiding questions:

- Which product(s), purpose, and broader vision does your host community/organization stand for?
- What is the organization’s significance and impact in its field’s landscape — locally and, if applicable, globally?
- Which aspects of the organization and your placement are of particular interest to you — academically, professionally, and personally? Why?
- Personal reflection: What is a goal or a challenge you seek to tackle during the *first month* of the placement? How do you plan to approach this goal/challenge?

Blog post #2 [due 24 hours before first required one-on-one meeting]: Reflect on key experiences during the first month of your community placement with regards to the local work culture. Consider the following guiding questions:

- What were your expectations for the first month of your placement, and have they been met? Have your expectations changed?
- How is the organization structured with regards to work processes, reporting, and collaboration, and how does your role fit within this structure? (You may also illustrate this creatively, for example, by a drawing, animation, or graphic.)

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- Which key practices, values, innovative techniques stand out to you? For example, you might briefly analyze a particular meeting or communication format that illustrates the working culture you are growing into.
- Personal reflection: Describe a professional experience that challenged you — e.g. in terms of knowledge or skill requirements, vision, or values — and how you responded to it.

Blog post #3 [due 24 hours before our second required one-on-one meeting]: Reflect on your organization as a learning community and (spatial) network of relationships. Analyze the building infrastructure and office space(s) as well as the communication culture(s) and approach to language with an eye on hierarchies (whether articulated or not), working styles, and values (e.g. diversity, equity, inclusion, belonging, creativity, efficiency, etc.). Consider the following questions:

- What does your work space communicate about goals and expectations, organizational principles, values, and forms of learning?
- Which form does the “classic” meeting take in your particular organization?
- How does your organization approach feedback, evaluations, and criticism? How is language used to support the goals and values of your organization?
- Personal reflection: Which *contribution* have you made or could you make to important aspects of the host organization?

Write blog post #4 [due 20 April 2020]: Reflect on your organization as a “glocality.” Consider the following questions:

- What is your organization’s physical location in Berlin? How does this location relate to the organization’s work, aims, and vision?
- What are your organization’s key local and global connections with regards to its product(s), HR processes, and partnerships?
- How does diversity in various ways — including but not limited to age, cultural, religious backgrounds, and ability — influence important work processes, e.g. hiring, meetings, communications, specific projects?
- How are values such as “diversity,” “belonging,” “equity,” and “inclusion” being discussed and practiced where people with different experiences and expertise work together?

Write blog post #5 [due 30 April 30 2020]: Reflect on your learning experience as you shifted from a student perspective to the outlook and responsibilities of a young professional. Consider the following questions:

- How has your learning in the context of your community placement been different from your academic learning in a university context?
- How and to what extent could you relate both spheres and ways of learning that characterize them?
- Which competencies have you developed or deepened through your placement?
- (To what extent) Has your placement shaped your professional aspirations and career objectives?

Final project (35%): This will be a presentation of yourself, your organization, and your community placement experience. Drawing on the observations and reflections articulated in your blog posts, you are expected to prepare and deliver an oral presentation of 7 minutes and write a short hand-out of 1–2 pages to be handed in via email 48 hours before you present. Your in-class presentation should grow out of and build on your placement and engage at least two secondary sources. You will be expected to

- introduce yourself in an “elevator pitch” of 30–60 seconds;

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- describe and assess your organization in its “glocal” ecology;
- share and reflect on key experiences in the context of your learning process and role in the organization;
- interpret your placement through the disciplinary lens of your concentration and reflect on how the experience informs your understanding of your academic and professional interests.

Your final project is due 48 hours before you present in class. Your presentation will take place during regular course time, either on **May 7 or on May 14**.

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Required Text(s)

Course readings are either accessible via NYU Classes or will be emailed to you before the respective session. Some readings might be added as we move throughout the themes of syllabus.

Please follow this link for the [NYU Berlin Library Catalogue](#) or the link on NYU Berlin's website (Academics/Facilities & Services).

Internet Research Guidelines

To be discussed in class.

Special Session – 6 February 2020

“Approaching your Placement” — Preparatory Meeting with Cultural Vistas & Introduction to the Syllabus

Session 1 – 12 February 2020

Emergent Strategy: The “Why” and “How” of Experiential Education in “Glocal” Contexts.

In this session, we use narrative techniques to establish the academic, professional, and personal perspectives with which you approach your community placement and illuminate the collective expertise and diversity of experience that form the basis of your (peer) support. Discussing the key concepts of the course, we reflect on the context of your placement both with regards to Berlin as a “glocality” and your own professional development. The session also serves to introduce practical tools that you can employ throughout the semester to reflect on, document, and enrich your experience.

Key concepts:

- Community
- Complexity (Resilience)
- Experiential Education
- “Glocality”
- Imagination

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Required readings

- Ang, Ien. "Navigating Complexity: From Cultural Critique to Cultural Intelligence." *Continuum: Journal of Media & Cultural Studies*, vol. 25, no. 6, 2011, pp. 779-94. EBSCOhost, doi:10.1080/10304312.2011.617873. (Last names C–L.)
- Appadurai, Arjun. "Grassroots Globalization and the Research Imagination." *Public Culture*, vol. 12, no. 1, 2000, pp. 1-19. Project MUSE, muse.jhu.edu/article/26176, doi: 10.1215/08992363-12-1-1. (Last names M–Sc.)
- Robert, Jay. "Headwaters. From Experience to Experiential Education." *Beyond Learning by Doing: Theoretical Currents in Experiential Education*. Routledge, 2011, pp. 12–26. (Last names St–X.)

**** February 24, 2020: Blog Post # 1 due today! ****

Session 2 – 27 February 2020

Understanding and rethinking work culture(s).

This session explores challenges and opportunities associated with different local work cultures. We discuss strategies that can support us in navigating and rethinking some of the practices that currently characterize business and institutional life, using the organizational format of "the meeting" as a case study. Based on our findings, we design our next session together.

Key concepts:

- Connecting and collaborating
- Meeting and gathering
- Work culture(s)

Required readings

- Meyer, Erin. *The Culture Map. Decoding How People Think, Lead, And Get Things Done Across Cultures*. Public Affairs, 2014, pp. 1-28 ("Introduction")
- Parker, Priya. *The Art of Gathering*. Penguin Random House, 2018, pp. ix-xiv ("Introduction"), pp.1-34 ("Decide Why You Are Really Gathering").

Recommended readings and helpful audio-visual resources

- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." TED. July 2009. www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story. Accessed December 1 2019.
- Meyer, Erin. *The Culture Map. Decoding How People Think, Lead, And Get Things Done Across Cultures*. Public Affairs, 2014, pp. 61-88 ("The Many Faces of Polite"), pp. 89-114 ("Why Versus How?"), pp. 143-62 ("Big D and little d?").

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- Parker, Priya. *The Art of Gathering*. Penguin Random House, 2018, pp. 35–69 (“Close Doors”). For a summary of the main points covered in the book *The Art of Gathering*, refer to the TED talk “[3 steps to turn everyday get-togethers into transformative gatherings](#)” (April 2019). You may also consider [this conversation with Priya Parker](#) (*CreativeMornings*, Aug. 2018), which touches on several aspects discussed in the book but focuses much more on gathering in the service of conflict resolution.
- Tippett, Krista. Interview with Anthony Kwame Appiah. “Sidling Up to Difference: Social Change and Moral Revolutions.” *On Being with Krista Tippett*, 15 Aug. 2013, onbeing.org/programs/kwame-anthony-appiah-sidling-up-to-difference-social-change-and-moral-revolutions/. Accessed 17 Jan. 2019.

Individual Meetings — March 5 – 17

**** 24 hours before your one-on-one meeting: Blog Post # 2 is due! ****

Session 3 – 19 March 2020

Bigger Picture: *Zwischen Beruf und Berufung?* — Imagining an Authentic Career & How to Pursue it.

This session returns to the bigger picture and creates an informal forum for mentorship. Three guest speakers will join us for a conversation about their career path(s): the qualifications, reflections, and decisions that have shaped it, instructive moments of struggle, and any advice they would give to emerging scholars and young professionals still unsure which direction they might want to pursue in the next years.

Key concepts:

- Aspiration
- Beruf(ung)
- Leadership
- Networking

Required materials

- Headlee, Celeste. “How to Have A Good Conversation.” TEDx. May 2015. www.youtube.com/watch?v=H6n3iNh4XLI. Accessed December 13, 2019.
- Short biographies of our guest speakers (to be shared via NYU Classes in advance).

**** March 23 – 27: Spring Break ****

Session 4 – 31 March 2020, 1:45pm – 3:15pm

Non-Violent Communication Strategies – Tools to Give Feedback, Navigate Conflict, Negotiate Agreement, and Build Coalition.

This workshop with Martine Alonso Marquis (Career Advisor, Trainer, and Coach) focuses on knowledge and skills that can empower us to constructively engage with difference, conflict,

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and disagreement in a variety of situations. Examples may include performance evaluations and benefit negotiations.

Key concepts:

- (Self) Compassion
- Constructive Feedback
- Negotiation
- Conflict
- Coalition

Recommended materials:

- Elworthy, Scilla. "Fighting with Nonviolence." TEDx. April 2012. www.ted.com/talks/scilla_elworthy_fighting_with_nonviolence. Accessed Dec. 14, 2019.
- Engels, Maria. "Nonviolent Communication and Self Awareness." TEDx. March 2019. www.youtube.com/watch?v=cZM6ZLWm2eA. Accessed Dec. 14, 2019.
- Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement without Giving in*. Random House, 2012, pp. 3-15 ("Don't Bargain Over Positions"), pp. 151-94 ("Ten Questions People Ask About *Getting to Yes*").
- Neff, Kristin. "Self-Compassion, Self-Esteem, and Well-being." *Social And Personality Psychology Compass*, 2011, vol. 5, no. 1, pp. 1-12.
- Reagon, Bernice Johnson. "Coalition Politics: Turning the Century." *Home Girls: A Black Feminist Anthology*, edited by Barbara Smith. Kitchen Table Women of Color Press, 1983, pp. 343-57.

**** 24 hours before your one-on-one meeting: Blog Post # 3 is due! ****

Individual Meetings — April 2–14

Session 5 – 16 April 2020

Focus Experience: The Job Application

The best moment to revise your application materials is while you are acquiring new knowledge and skills — now! This session will focus on "demystifying" the often-daunting task of self-presentation in the established three-part process and on creating foundations for application materials as they evolve with your growing experience.

Key concepts:

- Resume
- Cover Letter
- Interview

Recommended Materials*:

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Resume and cover letters:

- Office of Career Services, Harvard University. *Resumes and Cover Letters. An Extension School Resource*. OCS, Aug. 2019, [//ocs.fas.harvard.edu/files/ocs/files/hes-resume-cover-letter-guide.pdf](https://ocs.fas.harvard.edu/files/ocs/files/hes-resume-cover-letter-guide.pdf). <https://career.berkeley.edu/sites/default/files/pdf/Guide/Interviewing.pdf>
- Semczuk, Nina. "12 Great Resources if Writing a Cover Letter Fills You With Dread." *The Muse*, www.themuse.com/advice/12-great-resources-if-writing-a-cover-letter-fills-you-with-dread.

Interviewing:

- Career Center, Berkeley University. *Interviewing Guide*. CC, career.berkeley.edu/sites/default/files/pdf/Guide/Interviewing.pdf.
- Office of Career Services, Harvard University. *Interviewing Guide. An Extension School Resource*. OCS, Aug. 2019, hwpi.harvard.edu/files/ocs/files/interviewing_1.pdf.
- Office of Career Services, NYU Wagner. *Interviewing Guide*. OCS, wagner.nyu.edu/files/careers/2017%20Interviewing%20FINAL.pdf.

* All materials last accessed on 24 Jan 2020.

**** April 20, 2020: Blog Post # 4 due today! ****

Session 6 – 23 April 2020

Focus experiences: The Presentation

Presenting well your ideas is a core competence for any purpose: academia, activism, or job search. In this session, we discuss presentation techniques and tricks, using a series of in-class exercises to produce our personal presentation prep sheets.

Key concepts:

- Authenticity
- Embodiment
- Storytelling

Required Materials:

- Duarte, Nancy. "The secret structure of great talks." TED. Nov. 2011. www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks?language=en. Accessed November 20, 2019.

Materials to analyze, please pick **one** talk*:

- Brown, Brené. "Power of Vulnerability." TEDx. June 2010. www.ted.com/talks/brene_brown_on_vulnerability?referrer=playlist-the_10_most_popular_tedx_talks&language=en.

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- Chugh, Dolly. “How do you let go of being ‘a good person’ – and being a better person.” TED. Oct. 2019.
www.ted.com/talks/dolly_chugh_how_to_let_go_of_being_a_good_person_and_become_a_better_person?language=en.
- Crenshaw, Kimberlé. “The Urgency of Intersectionality.” TED. Oct. 2016.
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?referrer=playlist-talks_to_help_you_understand_s.
- Hassan, Zaid. “The Social Labs Revolution.” *YouTube*, uploaded by Ellen MacArthur Foundation, 9 July 2018, www.youtube.com/watch?v=F5vzSMsbjV8.
- Neubauer, Luisa. “Why you should be a climate activist.” TEDx. July 2019.
www.ted.com/talks/luisa_neubauer_why_you_should_be_a_climate_activist?language=en.
- Tufekci, Zeynep. “We are building a dystopia to make people click on ads.” TED. Sept. 2017.
www.ted.com/talks/zeynep_tufekci_we_re_building_a_dystopia_just_to_make_people_click_on_ads?language=en.

* All talks last accessed 20 Jan. 2020.

**** April 30, 2020: Blog Post # 5 due today! ****

Session 7 – 7 May 2020

Research presentations (Group 1): 3:30 – 5:00pm

This session will be an opportunity to present your work to the course community and guests.

In the Field: *re:publica Berlin* Visit: 5:30 – 7:30pm

*** We will meet for a brief group discussion at 5:30pm, followed by a guided tour of the conference space and individual explorations from 6:00pm–onwards. ***

We will visit *re:publica Berlin*, Europe’s largest internet and digital society conference with more than 25.000 visits in 2019, to return practically to some of the core questions related to globalization and experiential education, and to practice different competencies covered in the course so far.

About re:publica 2020: Under the motto ASAP (“as soon as possible”), participants from a cross-section of (digital) society — professionals from economics, politics, business, hacker culture, NGOs, media, and marketing, as well as bloggers, activists, artists, and social media experts — give talks and workshops on topics of media, culture, politics, technology, and entertainment. Roughly 50 percent of *re:publica* 2019 speakers were women, ranking the event as one of the most inclusive of its kind. The gathering is built on active visitor participation: anyone can propose topics, ideas, or projects for the program, which creates a diverse set of subjects and exceptional networking opportunities. For more information, refer to <https://20.re-publica.com/de>.

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Session 7 – 14 May 2020

Research presentations (Group 2) and wrap-up

This session will be an opportunity to present your work to the course and guests, incl. NYU Berlin staff and faculty, representatives of your host organizations, and Cultural Vistas. We will also use part of our time together to reflect on the semester, share feedback and compliments, and engage with the big picture.

Classroom Etiquette

I kindly request that you do not use cell phones or laptop computers during class as the presence of electronics and screens creates a distracting barrier between yourself, the lecturer, and your fellow students, and might hamper class discussion. Exceptions will be made for students with academic accommodations from the Moses Center.

Suggested Co-Curricular Activities

I recommend participating in one of the formats offered as part of the project “Berlin Communities: Experiences. Engagements. Reflections.” If you decide to join, please commit to attending the introductory and the wrap-up sessions.

You may also consider using the resources offered as part of Global Career Week (March 2–5).

Your Lecturer

Linn Friedrichs (she, her; they, their)

I work at the intersection of administrative leadership, undergraduate teaching, and research on globalizing higher education. With a background in North American Studies, Modern History, and Political Science, I received my Ph.D. from Free University Berlin with a dissertation on global curriculum development in the context of U.S. American undergraduate education. As NYU Berlin’s Assistant Director for Student Life, I oversee all areas of student services, health and safety, community engagement, and professional development and leadership education. I have been a member of NYU Berlin’s Inclusion, Diversity, Belonging, and Equity (IDBE) Council since its founding in 2017 and completed NYU’s Faith Zone, Safe Zone, Diversity Zone, Action Zone, and Belonging Zone trainings. Outside my work at NYU, I contribute to a number of volunteering and mentorship initiatives in and beyond Berlin.

Academic Policies

Assessment Expectations

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

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

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

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

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

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

Participation in all classes is essential for your academic success, especially in courses that meet only once per week. Your attendance in both content and language courses is required and will be checked at each class meeting. As soon as it becomes clear that you cannot attend a class, you must inform your professor 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 NYU Berlin's administration may ask you to present a doctor's note or an exceptional permission from NYU Berlin's Director or Wellness Counselor as proof. Emergencies or other exceptional circumstances must be presented to the Director. Doctor's notes need to be submitted to the Academics Office, who will inform your professors. Doctor's notes need to be from a local doctor and carry a signature and a stamp. If you want the reasons for your absence to be treated confidentially, please approach NYU Berlin's Director or Wellness Counselor.

Unexcused absences affect students' grades: In content courses each unexcused absence (equaling one week's worth of classes) leads to a deduction of 2% of the overall grade and may negatively affect your class participation grade. In German Language classes two or three (consecutive or non-consecutive) unexcused absences (equaling one week's worth of classes) lead to a 2% deduction of the overall grade. Three unexcused absences in one content course and five unexcused absences in your German language 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 frequent late arrival or late arrival back from in-class breaks. Please note that for classes involving a field trip, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive in time at the announced meeting point.

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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 this doctor's note and submit it to the Academics Office; 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.

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 Berlin'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](#)

Late Submission of Work

- (1) Written work due in class must be submitted during the class time to the professor.
- (2) Late work should be submitted in person to the lecturer or to the Academics Office, who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff may also personally accept the work and will write the date and time of submission on the work, as above.
- (3) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (excluding weekends and public or religious holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (4) Without an approved extension, written work submitted more than 5 days (excluding weekends and public or religious holidays) following the submission date receives an F.
- (5) End of semester essays must be submitted on time.
- (6) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (7) 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.

Provisions for Students with Disabilities

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their [website](#) for further information.

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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. Proper referencing of your sources avoids plagiarism (see as one possible help the [NYU library guide](#) to referencing styles).

NYU Berlin 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.

Note that some assignments in the course may be checked for plagiarism by using TurnItIn or other another software designed to detect offences against academic integrity.

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 a summary please follow the link to [NYU Global's academic policies](#).