

# SAMPLE SYLLABUS



## Course Title

# Experiential Learning Seminar

## Course Number

NODEP-UA.9982D01; INDIV-UG.9100D01

## Instruction Mode: Blended

## Spring 2021

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

## 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 Berlin, 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.
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome, respected, and supported in their endeavours.

**Syllabus last updated on:** 25-JAN-2021

## Lecturer Contact Information

Jason Xidias (he, him, his), NYU Madrid.

Course Coordinators & Guest Lecturers:

Gabriella Etmektsoglou (she, her, hers), NYU Berlin.

Roland Pietsch (he, him, his), NYU Berlin.

Your instructor will inform you about the learner hours (office hours).

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## Course Details

Tuesdays, 7:00pm to 8:15pm (CET)

All times are Central European Time (Daylight Saving Time begins Mar 28, 2021).

Location: Rooms for students in Madrid and Berlin will be communicated directly.

Remote Participants: Your instructor will provide you with the Zoom link via NYU Classes.

## Prerequisites

The course is limited to and mandatory for students accepted in the academic internship program at NYU's study away sites.

## Units earned

4

## Course Description

As the academic component of the internship/placement, 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. The course furthermore provides students with practical knowledge in order to help them better understand the different work cultures in their host city and in Europe more broadly. Substantial time is also dedicated to job market skills—cover letters, resumes, interviews, communication, and networking. The course culminates in a final project and presentation that links an important aspect of the internship with academic research.

## Course Objectives

To analyze and communicate the internship/placement, including its mission, structure, policies, and context in which it operates.

To engage in individual and group critical reflection about the study away internship experience, and draw comparisons between workplace cultures in different European locations and industries.

To enhance practical skills for the job market in relation to the students' future career goals, in particular presenting research findings and presenting themselves in a professional environment.

To link the practical workplace experiences to the students' academic studies and interests, and conduct a personal research project that is of relevance to the industry in which they are interning.

To enhance self-understanding, self-confidence and interpersonal skills, particularly when placed in a different cultural environment than the students are used to.

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## Course Approach to Teaching & Learning

We aim to create a structured yet lively classroom environment in which students from diverse backgrounds have continual opportunities to actively share their observations and insights in group discussions. We act as facilitators encouraging critical evaluation and reasoning skills in the framework of an interdisciplinary and global education. Together, we reflect on practical elements related to local workplace culture in relation to students' previous lived experiences in other cultural contexts. We also emphasize essential job market skills that students can utilize after their study away semester in order to link their academic and professional development with their future career ambitions.

## Assessment Components

Students are graded on the academic work produced in this course, not for the placement performance.

- Class Participation: 10%
- Five Assignments: 50% (10% each)
- Mid-Semester Self-Evaluation: 5%
- Final Project Presentation: 10%
- Final Project: 25%

## Final Project

The goal of the final project is to help students integrate their workplace experiences with academic research. The project has to be related to your placement, but it should also go beyond your workplace experience and be relevant for the entire industry. The starting point can be a critical issue you have identified at your internship and an analysis of how this integrates with current peer-reviewed literature on the topic. You may also conduct your own primary research – research projects for primary research could be, for example:

1. Conduct a market scan and analysis of the field in which your organization is situated.
2. Conduct a strategic analysis of your organization's lobbying and advocacy strategy.
3. Conduct an audience satisfaction survey or observation.
4. Conduct a labor analysis of your workplace, including how employees are recruited and hired, and an analysis of gender, racial, ethnic and class diversity.
5. Analyze specific marketing plan actions and their intended impact versus actual results.

The final project should be 3,000 to 4,000 words, including the footnotes & bibliography (due by the close of May 12). In addition, students will give a 10-minute presentation, excluding questions (May 4).

You should include an explanation and analysis of sources informing conclusions, i.e. literature, field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did you obtain informants), and surveys. The project should also address how conclusions were shaped or hindered by the availability of sources or informants. A minimum of 10 peer-reviewed sources (not included in the course syllabus) should be used for your paper (this includes the sources already featured in your proposal). When conducting interviews, please make your interviewees aware that this is a formal interview. Agree on a specific time for the interview (i.e. not a casual office chat), have a set of questions ready, and date and minute your interview.

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You are expected to verify your research question/topic (via email) with your instructor by Tuesday, February 16 and submit a research proposal (1,000 to 1,500 words) by Tuesday, March 2.

The proposal will include the research question/topic, a summary of the planned structure and content of the project, and an annotated bibliography of at least five academic sources (books and/or scholarly journal articles) not included in the course syllabus.

Please submit both the proposal and final paper in Word format, 12-point Times New Roman font, 1.5 spaced, labeling them proposal/final paper\_last name. Students' footnotes/endnotes and bibliography should follow the [Chicago Manual of Style \(chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html\)](http://chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html) or any other widely recognized citation style (see also [NYU Libraries Citation Style Guide](#)). Please ensure that all data and direct quotes in the essay include both a source and page number (if applicable).

The project will be graded in accordance with the Final Project Presentation Rubric located in the Resources section of [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes).

Students 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 the grades achieved on other assignments.

## **Required Text(s)**

All required readings are available on NYU classes and/or online. Please see each session to find out which texts you need to read in preparation. When searching for suitable literature for your research project, also make use of NYU's library services (when contacting them, mention that you are inquiring from a global site). The following site gives you an overview of [NYU's specialist subject librarians](#).

## **Session 1 – 02 Feb 2021**

### **Introductions, Course Overview, Agency Presentations**

Introductions by professors and students. Course overview. Representatives of the placement agencies EUSA and Cultural Vistas present on the benefits of interning during study-away, the skills acquired, and the particular Covid-19 challenges at present (guests: Jon Hutchinson, EUSA Paris; Almendra Staffa-Healey, EUSA Madrid; and Matthias Neureither, Cultural Vistas Berlin).

Learning outcomes: understand the structure and content of the course, gain insights on the benefits of studying and interning abroad.

Assignment 1 is due by the close of Feb 5. Following the guidance sheet (Internship Learning Plan), located in the Resources folder of NYU Classes, you will write a one-page paper (12-point Times New Roman font, 1.5 spaced) explaining your goals for your internship. Please upload this in Word format, labeled Assignment 1\_last name, onto NYU Classes under Assignment 1. Should your placement not be secured yet, the deadline will be postponed.

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## **Session 2 – 09 Feb 2021**

### **Mobility & Identity**

We discuss globalization, cosmopolitanism, global citizenship, negotiating identity while studying abroad, and developing a clear sense of self in relation to the assigned readings. In addition, we will learn about current migration debates in Germany.

Learning outcomes: understand and critically examine key concepts related to mobility and identity, engage with academic literature regarding key concepts related to study abroad.

#### Reading for this Session:

Hannerz, Ulf. "Cosmopolitans and Locals in World Culture." In *The Globalization Reader*, edited by Frank Lechner and John Boli. Oxford: John Wiley & Sons, 2014 (6 pp.).

Green, Madeleine. "Global Citizenship. What Are We Talking About and Why Does It Matter?" *NAFSA Trends & Insights* (2012) (7 pp.)

Young, Jennifer, Jason Platt, and Rajeswari Natrajan-Tyagi. "Identity in Flux: Negotiating Identity While Studying Abroad." *Journal of Experiential Education*, volume 38, issue 2 (2014) (13 pp.).

Hajo, Adam, et al. "How Living Abroad Helps You Develop A Clearer Sense of Self." *Harvard Business Review* (2018) (7 pp.).

Assignment 2: Next session, on Feb 16, you will give a five-minute presentation about your internship site and responsibilities. This will include an overview of the organization and its structure, mission, strategy, and vision. The presentation should also discuss the domestic and, if applicable, international context in which it operates.

## **Session 3 – 16 Feb 2021**

### **The Labor Market and Employees' Rights in the US vs Europe**

#### **& Assignment 2 Presentations: Internship Site and Responsibilities**

Students present their internship sites and responsibilities. They will discuss different aspects of their organization, including the structure, mission, strategy, vision, and geographical context(s) in which it operates. Thereafter, we critically engage with the assigned readings that compare and contrast labor laws and the welfare states in the US and Europe.

Learning outcomes: communicate key aspects of the internship to the class, compare and contrast labor laws and welfare states internationally.

#### Readings for this Session:

Alesina, Alberto, Edward L. Glaeser. "[Why are Welfare States in the US and Europe so different?](#)" *Horizon Stratégiques*, 2006/2 (10 pp).

Fisher, Clifford, et al. "A Comparison Between the Labor Laws of the United States and the European Union." *The Business and Management Review*, volume 7, number 5 (2016) (8 pp.).

#### Additional Reading (voluntary):

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European Migration Network. *Attracting and protecting the rights of seasonal workers in the EU and the United Kingdom – Synthesis Report*. Brussels: European Migration Network, 2020. (On the rights of seasonal non-EU workers.)

Assignment 3 is due next class, Feb 23. You will give a five-minute presentation on the most satisfying elements and biggest challenges at your internship site to date. You will also discuss the most important cultural and business differences you have observed thus far.

## **Session 4 – 23 Feb 2021**

### **Cultural, Behavioural, and Workplace Differences between your Country of Origin and your Internship Location & Assignment 3 Presentations**

Students discuss the most satisfying elements and biggest challenges at their placements so far. Furthermore, they reflect on the most significant cultural and business differences observed to date. Thereafter, we discuss cultural, behavioral, and workplace differences between their country of origin and their internship city in relation to the assigned readings.

Learning outcomes: further reflect on the internship placement, communicate observations regarding cultural, behavioral, and workplace differences to the class, relate these observations to academic literature on the topic.

#### Readings for this Session:

##### Spain:

Kooyers, Jessie. "The United States and Spain: A Comparison of Cultural Values and Behaviors and their Implications for the Multi-Cultural Workplace." *GVSU Scholarly Works* (2015) (23 pp.).

##### Germany:

["German Cabinet Approves Gender Quota Bill for Company Boards."](#) *Deutsche Welle* (2021).

Holmberg, Susan. "[Workers on Corporate Boards? Germany Had Them for Decades.](#)" *The New York Times* (2019).

Resetarits, Valentina, and Sophia Ankel, "[German Work Culture Could Cause Trouble for Tesla's New Berlin Factory.](#)" *Business Insider* (2019).

Sarva, Amol. "[Why Germans Work Fewer Hours but Produce More: A Study in Culture.](#)" *HuffPost* (2017).

Further (voluntary) readings for each country are collected on NYU Classes. You may also explore [GoinGlobal's](#) career guides for countries and cities, accessible through the NYU Library (if you cannot get to GoinGlobal through the link, go via NYU Libraries - BobCat - Databases A-Z - GoinGlobal).

Today is the deadline to verify your research question for their final project with your instructor. Please do this via email.

Assignment 4 is due next class, Mar 02. Please upload an up-to-date resume that includes your current internship on NYU Classes by the close of Friday, Feb 26. For best practices for resumes see presentation on NYU Classes under Session 5.

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## **Session 5 – 02 Mar 2021**

### **Individual Meetings: Cover Letters & Resumes**

Your professors will post a presentation explaining the purpose of and best practices for cover letters and resumes in the Resources section of NYU Classes. Please use this as a reference point for preparing your resume (Assignment 4). Today's class will consist of one-on-one sessions in which we will discuss how to improve your resume. Your professors will assign time slots for these meetings. If you are preparing a cover letter for a future internship/job, please feel free to submit this as well.

Learning outcomes: understand the purpose of the cover letter and resume, learn best practices for developing these documents.

The final project proposal is due by the close of today. Please send this in Word format, 12-point Times New Roman font, 1.5 spaced, labeled finalprojectproposal\_last name to [jasonxidias@nyu.edu](mailto:jasonxidias@nyu.edu).

## **Session 6 – 09 Mar 2021**

### **Individual Final Project Meetings**

In one-on-one sessions, we will discuss your final project proposals. Your professors will provide you with feedback on your research question and its future direction.

Learning outcomes: write an effective research project proposal, use primary and/or secondary sources, receive constructive feedback, use this feedback to improve the focus of your research.

In the next section below, there are two examples of individuals who were/are arguably great communicators. By the close of Friday, March 12, please send a video-clip of someone who you believe fits this mold [jasonxidias@nyu.edu](mailto:jasonxidias@nyu.edu). Be prepared to discuss what distinguishes this speaker.

## **Session 7 – 16 Mar 2021**

### **Communication & Presentation Skills**

We discuss the assigned videos, in particular the strengths and weaknesses of each speaker, and your own submissions.

Learning outcomes: better understand what constitutes effective communication, critically assess specific speakers, improve communication and presentation skills.

#### Readings/Viewing for this Session:

Ted Talk: "[The Seven Secrets of the Greatest Speakers in History](https://www.youtube.com/watch?v=i0a61wFaF8A)" ([youtube.com/watch?v=i0a61wFaF8A](https://www.youtube.com/watch?v=i0a61wFaF8A)).

Martin Luther King's "[I Have A Dream](https://www.dailymotion.com/video/x833ml_martin-luther-king-i-have-a-dream-s_news)" speech ([dailymotion.com/video/x833ml\\_martin-luther-king-i-have-a-dream-s\\_news](https://www.dailymotion.com/video/x833ml_martin-luther-king-i-have-a-dream-s_news)).

Barack Obama's "[Inauguration Speech](https://www.youtube.com/watch?v=LBSUTPftN9E)" ([youtube.com/watch?v=LBSUTPftN9E](https://www.youtube.com/watch?v=LBSUTPftN9E)).

#### Additional Non-Mandatory Readings:



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Anderson, Chris. *TED Talks: The Official TED Guide to Public Speaking*. London: Brealey Publishing, 2016 (42 pp.).

Berkun, Scott. *Confessions of a Public Speaker*. Cambridge: O'Reilly, 2011 (11 pp.).

Students' mid-semester self-evaluation is due by the close of Friday, March 19. Please upload on NYU Classes/Assignments. In this one-page reflection, you will answer the following questions: What have you learned thus far at your internship in comparison to your objectives in Assignment 1? Are you achieving your goals? Have they changed at all? Now that the internship is halfway through, are there any ways in which you need to adjust your expectations? What do you hope to accomplish in the remaining weeks?

## **Session 8 – 23 Mar 2021**

### **Individual Mid-Semester Self-Evaluation Meetings**

In one-on-one sessions, we will discuss your mid-semester self-evaluation in relation to your initial study abroad and internship goals, what you learned so far, if you have modified your expectations, and what you hope to achieve in the remainder of the semester.

Learning outcomes: engage in critical self-evaluation regarding your study abroad and internship experiences, set objectives that you hope to achieve, articulate these to your professors

## **Session 9 – 30 Mar 2021**

### **Job Interviews & Leadership Skills**

In relation to the assigned readings, we will discuss best practices for job interviews and what constitutes strong leadership skills.

Learning outcomes: gain insight on the Dos and Don'ts of job interviewing and deepen knowledge of leadership skills, use these insights to prepare effectively for future internship/job interviews

#### Readings on Interviews:

"[Interview Guide](#)," New York University (9 pp.)  
(<https://wagner.nyu.edu/files/careers/Interviewing.pdf>)

#### Readings on Leadership:

We discuss the interviews below by Adam Bryant from the *New York Times* "Corner Office" series of conversations with successful CEOs/entrepreneurs on leadership, management and hiring strategies (all interviews also on NYU Classes).

1. [Want to know me? Just Read My User Manual](#)
2. If I Hire You, What's your 100-Day Plan? (see NYU Classes)
3. [Sure, Your References Like You. But What Would Your Critics Say?](#)
4. [Jessie Woolley-Wilson on Creating Benevolent Friction at Work](#)
5. [Lisa Su on the Art of Setting Ambitious Goals](#)
6. [Freeman A. Hrabowski III on the Value of Resilience](#)

## **Session 10 – 06 Apr 2021**

### **Individual Mock Interviews**



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As a panel, the lecturers will conduct 15-20 minute mock sessions with each student in which they will ask you some of the most common questions posed in real internship/job interviews.

Learning outcomes: sharpen interview skills, engage in critical self-evaluation, practice articulating your skills and experiences to an audience, practice effective non-verbal communication.

Please submit on NYU Classes/Assessments a short pitch by the close of Friday, April 9 that constructs a story about your study away and internship experience. What did you learn? What challenges did you overcome? What transferable skills did you learn?

## **Session 11 – 13 Apr 2021**

### **Individual Meetings: Constructing your Global Story**

We discuss the global story you have constructed. In particular, how you have benefitted from study abroad and your internship, the satisfactions and challenges (including successfully working under Covid restrictions), the transferable skills gained, and how you believe your studying abroad experiences will help position you professionally in the future.

Learning outcomes: construct a global story, critically reflect on the benefits gained from studying and interning abroad, linking experiences abroad to career objectives.

By the close of Saturday April 17, please set up a LinkedIn profile, or update an existing one. Send the link to your instructor ([jasonxidias@nyu.edu](mailto:jasonxidias@nyu.edu)).

## **Session 12 – 20 Apr 2021**

### **Individual LinkedIn Meetings**

Your professors will post a PowerPoint presentation regarding best practices for LinkedIn in the Resources section of NYU Classes. Please use this and the readings as points of reference while preparing your profile. Today, we will have one-on-one sessions in which we will discuss how to improve your LinkedIn profiles and maximize professional networking online.

Learning outcomes: understand what constitutes an effective LinkedIn profile, receive constructive feedback to improve your profile, learn techniques to maximize professional online networking

### Readings for this Session:

["NYU LinkedIn Job Searching Tips"](https://wagner.nyu.edu/files/careers/LinkedIn-Tips.pdf): ([wagner.nyu.edu/files/careers/LinkedIn-Tips.pdf](https://wagner.nyu.edu/files/careers/LinkedIn-Tips.pdf)).

Assignment 5 is due next class, Apr 27. Prepare a five-minute final reflection presentation on your internship experience. What were the most gratifying elements? What were the biggest challenges? Did you find the experience to be valuable overall? In what ways? How might this experience shape your future career path?

## **Session 13 – 27 Apr 2021**

### **Assignment 5 Presentations: Final Reflections on your Internship Experience**

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Students present a final reflection of their internship experience. We discuss these observations as a class. See Assignment 5 regarding contents.

Learning outcomes: engage in self-evaluation, critically assess the value of the internship, link your conclusions regarding the study abroad experience to your future career ambitions.

## **Session 14 – 04 May 2021**

### **Research Project Presentations**

Presentations and discussion of final projects. Your presentations should address the criteria described in the syllabus under the Assessment Components and on the rubric located in the Resources section of NYU Classes.

Learning outcomes: articulate your research methodology and findings to an audience, effectively address any questions the professors and class poses, take on board any constructive feedback provided.

**Please submit your final written essay (in Word format, 12-point Times New Roman font, 1.5 spaced, labeled final paper\_ last name) via NYU Classes by the close of Wednesday, May 12.**

### **Recommendations for Teaching and Learning in Blended Learning Environment**

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

- Be mindful of your microphone and video display during synchronous class meetings. As research has shown, quiet and visually neutral backgrounds are conducive to learning.
- 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 (i.e., a COVID-19 related necessity), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.

### **Your Lecturers**

Jason Xidias holds a Ph.D. in European Politics from King's College London, where he completed a comparative dissertation on post-colonial immigration and citizenship in Britain and France, and a B.A. and M.A. in Political Science and International Relations. He was also a Visiting Scholar at the University of California, Berkeley. He is the author of several books on key thinkers, concepts, and seminal works in Political Science. His main interests are Spanish, French, and British politics. In addition to teaching at NYU Madrid, Professor Xidias has taught at King's College London and Johns Hopkins University. Prior to becoming an academic, he worked as a Journalist/Research and Editorial Director, managing the production of political and economic reports in 13 countries (Spain, Greece, Cyprus, Turkey, Hungary, Slovakia, Ireland, Singapore, Ghana, Côte d'Ivoire, Mauritania, Ecuador, and Argentina). In this role, he conducted hundreds of interviews with prominent political leaders and businesspeople, including ten presidents/prime ministers.

Gabriella Etmektsoglou is Director of NYU Berlin since 2010 and Gallatin Global Faculty. She holds a PhD in European history from Emory University. The principal concerns of her research and writing are the Holocaust in Greece, narratives of self-victimization in

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present-day Germany, and questions of reparations and transitional justice in the context of postwar Europe. Before joining NYU, she taught subjects in Modern European History, Balkan History, and Civil Wars in universities in the U.S., Europe, and Australia. She is a founding member of the US National Peace Academy and committed to reshaping higher education, especially global education, so that it becomes a central driver in creating a more humane and sustainable world. In addition to teaching at NYU Berlin, she continues to participate in conflict resolution projects in Greece and Cyprus.

Roland Pietsch is Assistant Director for Academics at NYU Berlin. He received his PhD in history from the University of London, his M.A. in Economics & History from the Technische Universität Berlin, and has published on early modern maritime and youth history. Before joining NYU in 2011, he taught modern history at the University of London (Queen Mary), worked as a historian for television documentaries and as a manager of an award-winning music venue, which meant having to adapt to a great variety of workplace cultures. He has been fascinated by observing how geographical location, industry, co-workers, leadership and company philosophies create very different ways of working together, and is eager to share some of his lessons in this course but also gain new insights through accompanying the students' own workplace experiences.

## 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 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 [berlin.academics@nyu.edu](mailto:berlin.academics@nyu.edu) to see if you can take your remote class at the Academic Center.

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As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team ([berlin.academics@nyu.edu](mailto:berlin.academics@nyu.edu)) by email 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 that you wish to be treated confidentially must be presented to the Director. Doctor's notes must be submitted in person or by email to the Academics team, who will inform your professors.

Unexcused absences will 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 may deduct points for frequently joining the class late. Note that this also applies to online attendance, where punctual attendance is as vital as during your in-person courses.

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 [berlin.academics@nyu.edu](mailto:berlin.academics@nyu.edu). 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 email 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](#)

## **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 by writing to [berlin.academics@nyu.edu](mailto:berlin.academics@nyu.edu). 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 Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.

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- (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 Site Director Dr. Gabriella Etmektsoglou (ge377@nyu.edu).
- (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.

## **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 Berlin ([berlin.academics@nyu.edu](mailto:berlin.academics@nyu.edu)).

## **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 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, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

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:

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[NYU Academic Integrity Policies and Guidelines](#)

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