

SAMPLE SYLLABUS

NYU LONDON

Experiential Learning Seminar

In-Person

Greenwich Mean Time

(NYC + 5, except for +4 Oct. 24th-31st due to Daylight Savings Time)

Fall 2020

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures. **Please contact the site academic staff (nyul.academics@nyu.edu)** if you have trouble accessing the NYU Classes site.

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

Instructor Information

- Dr Jamie Woodcock

Course Information

- Wednesday 4-6pm on the following dates:
 - Session 1: 16th of September
 - Session 2: 30th September
 - Session 3: 14th October
 - Session 4: 28th October
 - Session 5: 11th November
 - Session 6: 25th November
 - Session 7: 2nd December
- London Academic Calendar: <https://www.nyu.edu/london/calendar.html>

Course Overview and Goals

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

As the academic component of the internship experience, this course 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 academic work. Students will be graded on the academic work produced in this course.

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

- Students will be able to articulate, study, and analyze their internship site, including its mission, structure, policies, and local, regional and international contexts in which it operates.
- Students will explore career options and reflect upon their academic and professional aspirations.
- Students will be able to use theoretical constructs to view organizations and better understand and evaluate the complex nature of the workplace in the U.S. and abroad.
- Students will gain self-understanding, self-confidence, and interpersonal skills regarding academic and career trajectories.
- Students will complete academic assignments that encourage critical evaluation of the internship experience to better understand their intellectual and professional goals.

Course Requirements

Class Participation

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

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Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignment s/ Activities	Description of Assignment	% of Final Grade	Due
Attendance and Participation	As this course involves seminars, you are expected to attend and contribute. All assigned readings must be completed before the date for which it is assigned – please come to class ready to participate in the discussions.	10%	ongoing
Weekly Assignments	Students are expected to complete assignments for each class. Details are available on the syllabus.	50%	weekly
Research Presentation (10%)	Each student is expected to give a five-minute presentation related to their final research paper. Presentations should include time for Q&A from the audience. The presentations will take place in session 7.	10%	Session 7
Final Research Paper	<p>At the end of the semester, students are expected to write a ten to twelve page (3000 – 4,000 word) paper through the lens of the issues presented in this course and complemented by your research questions. The questions will be developed throughout the course and related to the internship. These will be discussed throughout the course. The research paper is due on the 16th of December. The full details are available towards the end of the syllabus.</p> <p><u>GLOBAL PUBLIC HEALTH STUDENTS:</u> See the end of the syllabus for your specific research paper guidelines.</p> <p>Both the research proposal and the final research paper must be uploaded to NYU Classes.</p> <p>All written work will be submitted in 12 point Times New Roman font, double-spaced, with 1-inch margins. Failure to submit or fulfil any required course component results in failure of the class.</p>	30%	16th Dec, 5pm

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Grades

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

Letter Grade	Percent	Description
A-range	Example: 90% and higher	Outstanding – work of exceptionally high quality. An 'A' is difficult to earn and requires substantial achievement above the norm. Even to be considered for an 'A', work must be polished, well presented, complete, on topic, and submitted on time. More importantly, beyond these base requirements, an 'A' signifies a degree of mastery of the topic or field being discussed, sophisticated analysis of materials, outstanding writing or presentation abilities, and a strong element of original thinking. Where applicable, sources will be used and documented with complete accuracy.
B-range	Example: 80% - 89.49%	Good – solid, substantial work, more than acceptable. A 'B' signifies good, solid work, above the norm. The work will show solid understanding of the assignment, good critical thinking, a sound grasp of the topic, and the promise of originality. The work must be polished, complete, and well presented and structured. Where applicable, sources will be well used and documented.
C-range	Example: 70% - 79.49%	Acceptable – adequate work, sufficient in meeting minimum standard. Work earning a 'C' may show a superficial response to the assignment, have a weak structure, omit important ideas or sources, be unclear in places, or lack a central idea to guide the work. It will show occasional insight and some understanding of the field or topic, and will meet minimum standards for the assignment.
D-range	Example: 63.5% - 69.49%	Inadequate – insufficient in meeting minimum standards, or incomplete. A 'D' will be awarded to work that does not demonstrate understanding of the assignment or of course materials, shows little evidence that the student has done the reading or necessary research, or struggles to communicate ideas effectively and clearly. The work is poorly presented and organized and lacks coherence.

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Letter Grade	Percent	Description
F	Example: 63.49% and lower	Failing – an ‘F’ indicates that a student’s work does not demonstrate understanding of course materials, shows no evidence of having done the reading, and is extremely poorly written. The work is incomplete and/or incoherent, lacking any discernable plan or argument. Where applicable, source will be used and documented with no awareness at all of proper procedure. Plagiarized work will automatically receive an ‘F’ grade.

Course Materials

Optional Textbooks & Materials

- Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In*. 2nd ed. New York: Houghton Mifflin, 1991. Print. 1847940935.
- Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York: Simon & Schuster, Inc., 1986. Print. 9780671622480.
- Robert, Henry M., Daniel H. Honemann, and Thomas J. Balch. *Robert’s Rules of Order Newly Revised in Brief*. Philadelphia: DeCapo, 2011. Print. 0306820196.

Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Schedule

Reminder: Links to join class Zoom meetings will all be available in NYU Classes.

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Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1: 16 th of September	Introduction to Course	<p>Strangleman, Tim. 'Sociological futures and the sociology of work.' Sociological Research Online. Volume 10, Issue 4. 2005. Online. Available at: http://www.socresonline.org.uk/10/4/strangleman.html</p> <p>Willis, Paul. 'Manifesto for Ethnography.' Cultural Studies — Critical Methodologies. Volume 2 Number 3. 2002. pp. 394-402.</p>	Next session
Session 2: 30 th of September	Professional etiquette and the transition from student to professional	<p>Willis, Paul 'Introduction' and 'Chapter 3: Class and institutional form of a culture.' In Learning to Labor. New York: Columbia University Press. 1981. Print.</p> <p>Gavett, Gretchen. 'What does professionalism look like?' Harvard Business Review. 20th March 2014. Online. Available at: https://hbr.org/2014/03/what-does-professionalism-look-like</p>	Next session
Session 3: 14 th of October	Communications Module A: Writing and meeting in the workplace: policy memos, political cables, year-end reports, email efficiency.	<p>Jay, Anthony. 'How to run a meeting'. Harvard Business Review, March, 1976.</p> <p>Mulgan, Geoff. 'Meaningful meetings: how can meetings be made better?' Nesta Report. 2015. Online. Available at: https://www.nesta.org.uk/sites/default/files/meaningful_meetings.pdf</p>	Next session

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Session 4: 28 th of October	Communications Module B: How to conduct an effective interview.	Bryman, Alan. 'Interviewing in qualitative research' in Social Research Methods. Oxford: Oxford University Press. Print. Back, Les. 'Introduction: Sociology as a listener's art' in The Art of Listening. London: Bloomsbury Academic. 2013.	Next session
Session 5: 11 th of November	Communications Module C: Public Speaking.	Parker, Lynne. 2015. 'Seven top tips for mastering the art of public speaking.' The Guardian. 30 th April 2015. Online. Available at: https://www.theguardian.com/women-in-leadership/2015/apr/30/seven-top-tips-for-mastering-the-art-of-public-speaking Carrigan, Mark. 'The craft of giving (bad) presentations'. The Sociological Imagination. 7 th August 2013. Online. Available at: http://sociologicalimagination.org/archives/13625	Next session
Session 6: 25 th of November	Professional networking: From informational interviews to leveraging social media as a professional	Fennell, Andrew. 'A Beginners guide to finding a job using social media'. The Guardian. 25 th August 2015. Online. Acas.org.uk. (2016). Social Media in the Workplace Advice & Guidance Acas. online. Available at: http://www.acas.org.uk/index.aspx?articleid=3375	Next Session
Session 7: 2 nd of December	Research Presentations.	Research Presentations.	
Final Assessment: 16 th of December	Research Paper Submission	Research Paper Submission	5pm, 16 th of December.

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Course Policies

Hygiene/Physical Distancing policies

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

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Attendance and Tardiness

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers or online through NYU Classes if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

Classroom Etiquette/Expectations

Things to consider:

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

Final Paper

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

1. Conduct market scan and analysis in which your NGO or IGO etc. is situated
2. Conduct a strategic analysis of your organization's lobbying and advocacy strategy
3. Conduct an audience satisfaction survey or observation (if museum, gallery, library or archive, e.g.)
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

The research project consists of a research proposal (due session 4), a research presentation (delivered in session 7) and a research paper (due 16th of December).

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1. Proposal (3-5 pages)—the proposal should include questions, methodology, and an annotated bibliography of at least 5 peer-reviewed sources not included on the course syllabus. The research proposal should address the connections between your topic and your internship site/experience. Due session 4.
2. Final paper (ten to twelve page, 3,000 - 4,000 word) and presentation (5 minutes)—the final projects should include explanation and analysis of sources informing conclusions—field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did researcher obtain informants), surveys (in how many languages was it drafted and where was it handed out). It should ask how conclusions were shaped or hindered by availability of sources or informants. A minimum of 10 peer-reviewed sources not included on the course syllabus are required. 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. Due 16th of December.

Incomplete Grade Policy

An “incomplete” is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of “incomplete,” present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of “incomplete” to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site’s academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

Academic Honesty, Plagiarism and Late Work

As the University’s policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

You can find details on these topics and more on this section of our NYUL website (<https://www.nyu.edu/london/academics/academic-policies.html>) and on the Policies and Procedures section of the NYU website for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and

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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 London, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center **as early as possible in the semester for assistance**. Accommodations for this course are managed through the site sponsoring the class once you request it.

Instructor Bio/About Your Instructor

Dr Jamie Woodcock is a researcher based in London. He is the author of *The Gig Economy* (Polity, 2019), *Marx at the Arcade* (Haymarket, 2019), and *Working The Phones* (Pluto, 2017). His research is inspired by the workers' inquiry. His research focuses on labour, work, the gig economy, platforms, resistance, organising, and videogames. He is on the editorial board of *Notes from Below* and *Historical Materialism*.