EXPERIENTIAL LEARNING II

Class code: EXLI-II-UF 9302-001/002

Instructor Details
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Office hours: Tuesday 9am-1pm

Class Details
Experiential Learning II
Monday 12:50-2:50pm
Room TBC

Prerequisites
GLS juniors only

Class Description
The second semester of Experiential Learning is a two-credit, pass/fail course focused primarily on an internship. It includes a seminar and two and a half days per week at the placement during two months. The seminar portion of the course encourages and facilitates an individual and group reflection on the internship experience and immersion in a foreign work environment. Students observe the company or organization they work for, focusing on social practices and the notion of work culture, and use their observations and analyses to further their understanding of French society and their field of interest. They also reflect on how they can use knowledge and skills gained in college—GLS specifically—in a professional setting and how academic projects can grow out of workplace experiences.

Desired Outcomes
By the end of EXL II, students will:

- Learn the conventions of self-presentation and conduct expected for their placement and consider how they relate to the social and cultural milieu of the site.
- Learn to present effectively in writing the skills acquired through their placement experience in intellectual, personal, or professional terms.
- Learn to deliver an effective oral presentation about a salient aspect of their placement or research.
- Learn to relate the work culture of their placement to an aspect of the global field with which it is associated (e.g., broadcast media, micro-finance, refugee services, cultural education, etc.).
- Learn to test the theoretical understanding of place they have developed in EXL I in light of their placement experience in EXL II.

Assessment Components
In order to pass the course, students must be committed to their placement and achieve a passing grade in each of the assessment categories.

- Attendance and participation in class discussions (informed by readings and personal observations), activities and conferences: 20%
- Informal reflective writing: weekly posts to the class blog during the placement (400-500 words on average) or responses to readings. Students are expected to read their peers’ posts and strongly advised to keep a journal with notes on their work experience. 30%.
- Final project: Students write a three-part (5-7 page) final reflection on their experience: 35%

1. They write a carefully crafted section of a letter addressed to a potential employer (internship or job...
opportunity) with a convincing description of the skills they have gained or strengthened and what this internship in France has taught them (half a page, due on April 29).

2. Building on their posts (references to specific posts are expected: this is a synthesis, not a mere repetition), they review challenges, accomplishments and personal growth, analyze what this internship and overall experience in France has allowed them to gain (2 pages, due on April 29).

3. Students write a 3-4 page analysis on the issue of their choice, a short academic project that grew out of their workplace experience and builds on their observations and individual readings (due on May 6). Alternatively, students can work on a creative project, or participate in organizing a panel.

-Presentation in class in Week 14 and 15: 15%. Students present their short project to their peers.

Here is NYU’s Attendance Policy for students studying away at a Global Academic Center:

Study abroad 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 is mandatory, and unexcused absences will affect students’ semester grades. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

Beginning Fall 2014, at all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student’s final course grade.

Other guidelines specific to NYUParis include:

- Attendance to class and all course-related events, even outside of regularly scheduled course times, is expected and mandatory. Some class outings/make-up classes take place on Fridays.
- Under no circumstances will non-University-related travel constitute an excused absence from class. DO NOT book travel until you have received and carefully studied the syllabus of each of your classes.
- If you are not sick enough to go to the doctor, you are well enough to go to class. Doctor’s notes will be expected for all medical-related absences.
- No tests, quizzes, or exams will be made up. A missed test, quiz, or exam will result in a zero.

Plagiarism at NYUParis will be brought to the attention of NYUParis academic administration as well as the implicated student’s home school Dean.

- New York University in Paris, as an academic community, is committed to free and open inquiry, to creating an intellectual and social environment that promotes this, and to upholding the highest standards of personal and academic integrity. All NYUP students have the responsibility to uphold these stated objectives. As a member of this community, you accept the responsibility for upholding and maintaining these standards, which include refraining from all forms of plagiarism and cheating as detailed below.

Cases of plagiarism at NYUParis will be brought to the attention of NYUParis academic administration as well as the implicated student’s home school Dean.

- PLAGIARISM: a form of fraud, presenting someone else’s work as though it were your own.
  - A sequence of words from another writer who you have not quoted and referenced in footnotes.
  - A paraphrased passage from another writer’s work that you have not cited.
  - Facts or ideas gathered and reported by someone else.
  - Another student’s work that you claim as your own.
  - A paper that is purchased or “researched” for money.
  - A paper that is downloaded free of charge from the Internet.

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1 NYU’s “Policies and procedures for students studying away at a Global Academic Center”
2 NYU’s Expository Writing Department’s Statement on Plagiarism
3 NYU Statement on Plagiarism
4 NYU Statement on Plagiarism
At New York University, all research involving human subjects must be reviewed and approved by the University’s Institutional Review Board (IRB) before being carried out. Please consult with me and read the page on Research with Human Subjects on NYU’s website in order to determine whether you need clearance before doing interviews for documenting an essay (check the first two questions in the FAQs).

**Week 1**  
**Introduction**  
Presentation of the goals, program and assignments for this course. EXL II in relation to EXL I. Observational skills, fieldworking approaches and frames to better understand organizations. You’re invited to share and discuss some of the challenges and valuable outcomes from previous work experiences, expectations and worries for this placement.

Assignment due week 2: Read the sample of texts in “Topics and Prompts” and exert your critical reading skills. Respond to the questions to prepare for discussion in class.

**Week 2**  
**About the notion of work culture and how national cultures play out in workplaces**  
Class discussion based on the assigned readings. What is a work culture? How have national cultures been described and analyzed in relation to work cultures, more precisely to values and behaviors in the workplace and management practices? Brief overview of classic literature in cross-cultural studies and critical analysis. How can you use this literature, what should you pay attention to at your internship sites and why?

**Weeks 3-10**  
**No classroom sessions: class blog, individual meetings, special sessions and guest speakers**

**Individual meetings** (minimum of two half-hour one-on-one meetings over the next two months): set up a time and date, using the Doodle polls for which you will receive an invitation to participate (one in the first four weeks, one in the second half). I will give you feedback on your blog posts, we will discuss the specific circumstances of your placement, challenges, ways to improve your learning experience and translate it into an academic project, as well as resources you can use. Of course, besides these two meetings, you can come and see me during office hours.

**Monday, Feb. 19: Special session**. Meeting with all the Paris’ interns (EXL and Internship Seminar) at the new Station F, “the world’s biggest startup campus”. We’ll meet at the “Anticafé” and discuss changing work contexts and environments. Share impressions from your first week at internship site with your peers: discuss tasks, place and relations with colleagues, workplace environment, and how they compare to readings and expectations; first observations on workplace cultures. You must have read your peers’ posts before coming to this meet up.

Attend at least one of the following special sessions:
- **Monday, March 26**: Discussion on the gender pay gap and workshop on salary negotiation with a specialist
- **March (date TBC)**: Meet with NYU alumni to discuss their experience in France (TBC)
- **Saturday, April 7 (afternoon)**: meet with two grassroots for-social-profit organizations in Paris’ northern suburbs on project development and youth empowerment

**Weekly blog posts due every Monday evening**: a list of topics and questions is published on the class blog. You won’t have to answer all the questions each week, but spend time considering all of them before writing your post. On some topics, you can post a short response and complete your weekly
assignment by writing on the topic of your choice (something that happened or that you learnt that week) or by posting a reflective comment on one or two peers’ posts (of course a one sentence comment won’t do).

You are expected to read your peers’ posts on a regular basis, and are encouraged to engage in discussions with them on specific points.

Assignment for Week 11: Read and be prepared to discuss selected chapters in Jay W. Roberts, Beyond Learning by doing. Theoretical Currents in Experiential Education, New York and London, Routledge, 2012 (available online, NYU Ebrary). This book is read by all the GLS juniors across sites.

Week 11

Beyond learning by doing

April 9

Discussion based on Jay W. Roberts’ book.

SPRING BREAK April 14-22

Assignment for Week 12: read the material posted on the blog and prepare 2-3 questions for guest speakers

Week 12

Panel discussion on innovation: sustainability and the social and solidarity economy

April 23

Assignment for Week 13:
1. Write a carefully crafted section of a letter addressed to a potential employer (internship or job opportunity) with a convincing description of the skills you have gained or strengthened and what this internship in France has taught you (half a page).
2. Building on your posts, review challenges, accomplishments and personal growth, analyze what this internship and overall experience in France has allowed you to gain. Synthesize and make references to specific posts, don’t just repeat what you have already written (2 pages).

Both are due on April 29 and can be either posted on the blog or sent to me by email.

Week 13

Telling your experience

April 30

-How to present and leverage your global experience internship
-Give a two-minute “elevator pitch” that tells this story to a potential employer.

Assignment for Week 14: Write a 3-4 page analysis on the issue of your choice, a short academic project that grew out of your workplace experience and builds on your observations and individual readings (due on May 6).

Week 14

Students’ presentations (small group session)

May 7

Week 15

Students’ presentations continue (small group session)

May 14
Exam Week