

NYU Paris

EXL II

Instructor Information

- Dr. Anna LESNE
- Office hours: Monday 2-4pm, Tuesday 11-1pm
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Course Information

- EXLII-UF 9302 C01
- 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.
- Class sessions on Monday, 4-6pm
 - Room number TBC

Course Overview and Goals

Upon Completion of this Course, 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.

Course Requirements

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 class participation

Attendance and participation in class discussions, one-on-one meetings and conferences, feedback to peers. During the two months of internship, there are no normal class sessions. Students meet two to three times with teacher for half-hour individual meetings. They receive feedback on blog posts, discuss specific circumstances of placement, challenges, ways to improve learning experience and translate it into an academic project, as well as resources they can use.

Reflective writing

Weekly posts to the class blog during the placement, 400-500 words on average, some of them with an image, sound or video. Prompts are posted on the class blog in “Prompts and resources.” These posts are addressed to peers and teacher. Students are expected to read their peers’ posts and advised to keep a journal with notes on their work experience. The last post will be a reflection on their experience addressed to future GLS interns.

Pitch, resume, cover letter

After the internship, students update their resume, and 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 their internship in France has taught them. They also present their experience orally in a two-minute pitch.

Presentation in class

Students practice public speaking skills and offer an intellectually stimulating eight to ten minute presentation on the issue of their choice, based on insights gained in Paris and academic research in the Spring. The topic is usually inspired by the internship experience, but can be based on other research or creative project conducted in Paris. One page summary and list of sources posted on class blog a day before presentation. Peer assessment of oral performance.

Alternatively, students can 1. Participate in organizing a panel, or 2. Work on a EXL II blog for future GLS students (curate peers’ contributions from class blog; can create content and short videos).

Grading of Assignments

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

Assignments/Activities	% of Final Grade
Attendance and class participation	15%
Reflective writing	40%
Pitch, resume, cover letter	10%
Presentation in class	35%

Letter Grades

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

Letter Grade	Points	Description
A	16-20	Outstanding
A-	15	Excellent
B+	14	Very Good
B	13	Good
B-	12	Satisfactory
C+	11	Above Average
C	10	Average
C-	9	Below Average
D+	8	Unsatisfactory
D	7	Low Pass

Letter Grade	Points	Description
D-	6	Low Pass
F	5	Fail

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Week 1, FEB 4	An internship in France Program for the semester		
Week 2, FEB 11	INTERNSHIPS START. NO CLASS	Read your organization’s website before your first day at work	Blog post due on Feb.10: present your organization and learning goals (see description of assignment on class blog). Sign up for a one-on-one meeting on week 3, 4 or 5
Week 3, FEB 18	We all meet on SUNDAY 17 at 7pm to talk about your first week experience. Meeting place: La Felicita, restaurant at Station F (the world’s biggest startup incubator)	Read before we meet on Sunday: “France’s big pivot,” by Parmy Olson with Alex Wood, May 1, 2018, Forbes.com, https://www.forbes.com/feature/france-macron-station-f-entrepreneurship/#61c5d3a7573a	Blog post due on Feb.19 (noon): describe your physical work environment (add photos whenever possible), and examine how you respond to it and how it influences the way people work and interact (more details on class blog)

Week/Date	Topic	Reading	Assignment Due
Week 4, FEB 25	NO CLASS. Individual meetings	Reading and post due by noon on Feb. 26: Texts on multicultural and multilingual workplaces, and example of a foreign intern's strategy to fit in ("Prompts and Resources")	Blog post: impact of working in another language or a multilingual setting on your experience and relationships with colleagues
Week 5, MARCH 4	NO CLASS. Individual meetings	Reading and post due by noon on March 5: Organizational culture ("Prompts and resources")	Blog post: analyze salient aspects of your organization's culture. Sign up for one-on-one meeting on week 6, 7 or 8
Week 6, MARCH 11	NO CLASS. Individual meetings	Reading and post due by noon on March 12: Consult internal documents or website or colleagues + article on globalization in your sector (consult with me if needed)	Blog post: Tell interesting story about how globalization impacts your organization (or sector).
Week 7, MARCH 18	GUEST SPEAKER On gender inequalities in the workplace	Reading and blog post due on March 17 (evening): texts on gender equality in the workplace ("Prompts and resources")	Observations on gender relations at your workplace (and conversations with colleagues on this topic if possible) or comment on readings. Prepare questions for discussion with guest speaker
MARCH 25-31	SPRING BREAK		
Week 8, APRIL 1	GUEST SPEAKER On socio-economic inequalities in France, the "Gilets Jaunes" movement and	Reading and blog post due on March 31 (evening): texts on socio-economic inequalities in France	Blog post: discuss conversations with colleagues (or readings) on socio-economic inequalities. Sign up for one-on-one meeting on week 9, 10 or 11

Week/Date	Topic	Reading	Assignment Due
	the role played by the internet		
Week 9, APRIL 8	NO CLASS Internships end: 11 th	Reading and blog post due on April 9 (noon): theory and practice at internships	Blog post: Examine where internship experience allows you to test/apply/strengthen theoretical knowledge (list a few points, develop one), and/or to build on insights gained in EXL I.
Week 10, APRIL 15	Class sessions resume. Discussion on blog posts and internship experience.	Reading: class blog	Last blog post, reflection on experience addressed to future GLS interns.
Week 11, APRIL 22	April 22 is a holiday. Guest speakers on April 23, 6pm (TBC)	Reading TBC	Assignment TBC
Week 12, APRIL 29	Resumes, cover letters, pitch: how to present and highlight your work and study experience abroad. Focus on soft skills.	Text on translating study abroad and global internship experiences into skills and competencies ("Prompts and Resources") + Wasserman Center's resources	Update resume and prepare paragraph of sample cover letter reflecting internship and emphasizing skills and competencies. Prepare a two minute pitch on experience in Paris.
Week 13, MAY 6	Student presentations and class feedback	Your sources	One page summary and list of sources posted on class blog a day before presentation
Week 14, MAY 13	Student presentations	Your sources	One page summary and list of sources posted on class blog

Week/Date	Topic	Reading	Assignment Due
	and class feedback		a day before presentation
Week 15, MAY 20	Farewell		

Course Materials

Resources

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

Course Policies

Attendance and Tardiness

- 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 be penalized with a two percent deduction from the student’s final course grade for every week’s worth of classes missed. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.
- Unexcused absences affect students’ grades: unexcused absences will be penalized with a 2% deduction from the students’ final course grade.
- Absences are excused only for illness, religious observance, and emergencies.

Illness: For a single absence, students may be required to provide a doctor’s note, at the discretion of the Associate Director of Academics. In the case of two consecutive absences, students must provide a doctor’s note. Exams, quizzes, and presentations will not be made up without a doctor’s note.

Religious Observance: Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday

only and does not include the days of travel that may come before and/or after the holiday. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Associate Director, in coordination with the instructor, will reschedule them.

Please note: if you are unable to attend class, you are required to email your professors directly to notify them.

Late Assignment

Late submission or work will be accepted only with justifiable reasons of health or family emergency.

Academic Honesty/Plagiarism

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.

Plagiarism: *presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:*

- *a sequence of words incorporated without quotation marks*
- *an unacknowledged passage paraphrased from another's work*
- *the use of ideas, sound recordings, computer data or images created by others as though it were one's own*
- *submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member*
- *altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.*

For further information, students are encouraged to check www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (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.