

NYU Paris

Experiential Learning Seminar

Instructor Information

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- Office hours: Tuesday 12-3pm
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Course Information

- NODEP-UA 9982 C01/INDIV-UG 9350 C01
- Experiential Learning Seminar
- Course description: As the academic component of the internship experience, 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. Students will be challenged to think analytically about their internships and host organizations and to connect their internship experiences to past and present academic work. The first part of the course focuses on workplace skills such as professional etiquette, communication, and networking. The second part focuses on the research and writing of an academic research paper and presentation related to the internship. Students will be graded on the academic work produced in this course.
- Monday 7:30-9pm
- Room 601

Course Overview and Goals

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.

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

- Articulate, apply, and analyze their internship site, including its mission, structure, policies, and local, regional and international contexts in which it operates.
- Explore career options and reflect upon their academic and professional aspirations.
- Use theoretical constructs to view organizations and better understand and evaluate the complex nature of the workplace in the U.S. and abroad.

- Gain self-understanding, self-confidence, and interpersonal skills regarding academic and career trajectories.
- Complete academic assignments that encourage critical evaluation of the internship experience to better understand their intellectual and professional goals.

Course Requirements

Class Participation

As this course is taught as a seminar, your active, informed, and thoughtful class discussion is expected. The success of this course is dependent upon students' preparedness to engage with the course material, ability to connect course material to their internship experiences and their own personal and professional goals. In other words, the success of this course depends on you.

Assignments:

- Weekly readings and assignments must be completed and posted (on the class blog unless otherwise specified) by 8pm on the day before the class session for which they are assigned, that is Sunday evening. Prompts will be published on this class blog, as well as resources.
- Research project: 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: market scan and analysis in which your organization is situated; strategic analysis of your organization's lobbying and advocacy strategy; labor analysis of your workplace, including how employees are recruited and hired, and an analysis of gender, racial, ethnic and class diversity; audience satisfaction survey or observation (if museum, gallery, library or archive, e.g.).

The research project consists of a research proposal, a research presentation and a research paper.

A. Research proposal: Each student will submit a 1000-1500 word (3-5 page) proposal at the mid-point of the semester. In this proposal, students will discuss a critical issue they have identified at their internship and how it integrates with current, peer-reviewed literature on the topic; the proposal will include a brief outline of the methods to be employed in researching this issue, and an annotated bibliography of at least 5 peer-reviewed sources not included on course syllabus. Proposal due Week 8.

B. Research presentation: Each student is expected to give a 7-9 minute presentation of his/her final research paper in class, having incorporated feedback gathered during presentation rehearsal in Week 13. Presentations will be followed by Q&A from the audience. The presentations will take place in Week 14 and 15.

C. Research Paper: Each student will submit a 3000-4000 word (10-12 page) paper that explores the critical issue identified in their proposal in depth and connects it to relevant scholarly research. A minimum of 10 peer-reviewed sources not included on course syllabus are required. The paper 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, etc. It should ask how conclusions were shaped or hindered by availability of sources. Due Week 15.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class participation and weekly assignments	50%
Research Proposal	10%
Research Presentation	10%
Research Paper	30%

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

D-	6	Low Pass
F	5	Fail

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Week 1, Sept. 2	Introduction. Course objectives. Activity: Self-introduction speech practice Professional etiquette and the transition from student to professional.		FOR SEPT. 2: Prepare a two to three minute presentation of yourself to the class, as well as a short analysis of challenges and valuable outcomes from previous work experiences, expectations and worries for this placement.
Week 2, Sept. 9	Working in France: some context. Social policies in the US and France and in particular working time. Activity: Discuss what for you is a strong work ethic, and whether you think this representation is universal.	Gardner, Steglitz, Gross, "Translating Study Abroad Experiences for Workplace Competencies", Peer Review, Vol. 11, N°4, Fall 2009: 19-22 + texts in Prompts and Resources on the class blog.	DUE SEPT. 8 1. Read the syllabus and article by Gardner, Steglitz and Gross, and articulate 3 to 5 personal learning objectives for the course: how do you see the course complementing your internship experience in France? Post these objectives on the class blog. 2. Be prepared to discuss the other texts in class.

<p>Week 3, Sept. 16</p>	<p>Class session replaced by individual meetings, on appointment (Monday 7-9, Tuesday 12-3, or online Wednesday 11-2pm).</p>	<p>Select the two most pertinent articles for your internship among the selection of texts compiled on the class blog.</p>	<p>DUE SEPT. 15: prepare notes on the sector you will be working in, and how it connects with academic/professional/personal interests of yours.</p>
<p>Week 4, Sept. 23 Internships start</p>	<p>Professional skills: public speaking. Activity: Give an informative and engaging presentation on your organization and the field you work in. More aspects of your organization you will want to analyze.</p>	<p>Selected sources on public speaking skills + find at least two sources (beside your organization's website) to learn more about your internship site.</p>	<p>DUE SEPT. 22: Prepare a five-minute presentation (with slides) to introduce class to your internship site, using the public speaking tips you've read about. 2. Post a summary on the class blog (bullet points are fine) with a link to the organization's website and your other sources 3. Post 3 personal learning objectives for the internship.</p>
<p>Week 5, Sept. 30</p>	<p>Professional skills: communication in the workplace. Understanding and adjusting to organization's culture. Activity: discussion on internship sites, shifting work habits and environments.</p>	<p>Texts in Prompts and Resources.</p>	<p>DUE SEPT. 29 In a post: 1. Describe your work environment (physical and social) 2. Observe workplace culture and submit a brief summary of one element of internship that is striking, surprising, unconventional, or unexpected.</p>

<p>Week 6, Oct. 7</p>	<p>Professional skills: communication in the workplace (continued) Activity: Evaluate peer writing samples. Discuss transferability of writing skills to different audiences.</p>	<p>Texts on professional communication in French (Prompts and Resources).</p>	<p>DUE OCT. 6 In a post, describe means of communication used among team members (apps and software, oral/written). Determine the primary written deliverables at your site and the primary audience for written communications. Prepare a brief writing sample consistent with your workplace.</p>
<p>Week 7, Oct. 14 Mid-term exam week</p>	<p>Class session replaced by individual meetings to discuss ideas for research project. On appointment (Monday 7-9, Tuesday 12-3, Wednesday 11-2pm).</p>	<p>Read two-three articles related to idea(s) for research project.</p>	<p>DUE OCT. 13: Take notes on at least one idea for research project and connections with minor/major or classes you have taken. Send them to me by email.</p>
<p>Week 8, Oct. 21 --FALL BREAK 28-3-- --No class, no internship--</p>	<p>Guest speaker session: Edith Archambault, comparison between the non-profit sector in France and the US.</p>	<p>Text by Archambault in Prompts and Resources</p>	<p>Research proposal due on Oct. 23 (see guidelines on class blog)</p>
<p>Week 9, Nov. 4</p>	<p>Class session replaced by individual meetings to discuss research project.</p>	<p>Continue working on your bibliography</p>	<p>Read feedback on proposal and prepare for our meeting.</p>
<p>Week 10, Nov. 11 is a holyday. MAKE UP class: Nov.19 (TBC). Meeting at Station F</p>	<p>Station F is “the world’s biggest startup incubator”</p>	<p>“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</p>	

Week 11, Nov.18 Internships end this week	Professional networking and online image. Activity: social media “audit”	Texts in Prompts and Resources	Be prepared to discuss your presence on social media accessible to potential employers and colleagues. During last week at placement, gather information and material still needed for research project. Apply networking strategies discussed in class.
Week 12, Nov. 25	Career building session: how to leverage global experience internship. Activity: instructor’s and peers’ feedback on draft of resume and mock cover letter. Give a two-minute “elevator pitch” that tells your internship story to a potential employer.	Texts on translating study abroad and global internship experiences into skills and competencies (Prompts and Resources) + Wasserman Center’s resources	1. Post a summary of your internship experience that includes revisiting learning objectives you outlined earlier in the semester. 2. Post a draft of your updated resume and paragraph of sample cover letter, both of which reflect current internship and emphasize skills and competencies.
Week 13, Dec. 2	Wrap-up and students’ presentation rehearsals	Complete your bibliography	Prepare a presentation of your research project
Week 14, Dec. 9	Students’ presentations in class		Strengthen your presentation, using feedback and tips for public speaking.
Week 15, Dec. 16	Final paper due		

Course Materials

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **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.