



Experiential Learning

Working in Paris

Course Number
EXL-UF9302 001

Instruction Mode: In-person

Spring 2022

Syllabus last updated on: 01-12-2021

Lecturer Contact Information
TBA

Prerequisites
GLS juniors only

Units earned
2

Course Details

- Monday 2:00pm-4:00pm
- All times are Central European Time, Paris. Daylight Saving Time starts on March 27.
- Location: Rooms will be posted in Albert before your first class.
- COVID-related details: In the interest of protecting the NYU Paris community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.

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. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any

point during the semester if local COVID-19 regulations require additional physical distancing.

Course Description

Experiential Learning, a 2-credit, Pass/Fail course, is a combination of class meetings and individual faculty-student conferences associated with a community placement. This course helps you strongly combine learning inside and outside of the classroom. Your individual experience of completing a community placement abroad will be associated with careful observation and analysis of this experience, put in perspective with that of others, your peers in particular, contextualized and examined critically with the support of relevant literature. This course will help you transform inferential individual insights into transferable knowledge, and in particular into a more nuanced and informed understanding on local work cultures. It will help you navigate ever more globalized professional environments and strengthen valuable professional skills, which you will also become better at putting forth. You will also reflect on how an academic project can grow out of a workplace experience, and develop your own independent inquiry to complete a final reflection paper. This paper will provide an opportunity to articulate the link between the knowledge and skills gained in a professional setting and your academic interests.

Course Objective

- Contextualize the work placement experience in broader professional and academic terms and learn to effectively communicate these insights in formal and informal writing.
- Identify and develop an independent academic inquiry that grows out of the workplace experience.
- Improve skills of observation, reflection, and critical thinking through analysis of the structure, mission, policies, and culture of the workplace environment.
- Acquire a nuanced understanding of local workplace cultures, especially as they relate to the social and cultural milieus of the city.
- Reflect on your own culture, values, preferences and interest in working abroad.

Assessment Components

You are expected to attend class in person. There are no class sessions during the two months of the community placement. These sessions are replaced by two half-hour in person individual meetings organized at a time convenient for you and me, one shorter (in person or zoom) check-in meeting, optional office hour visits, and an informal gathering at a restaurant. Class sessions will take place at normal class time after the placements end.

- Attendance and participation (class sessions and one-on-one meetings): 20%
- Informal writing in Experiential Learning Journal: 30%
- 4-5 minute video presentation of placement (due week 3): 10%
- 1500 word Final Reflection Paper (due week 13): 30%
- 5 minute presentation and discussion of Reflection Paper (week 13 or 14): 10%

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Required Text(s)

Electronic Resources (via Brightspace), in particular Erin Meyer, *The Culture Map*, New York,

Public Affairs, 2014, available online:
<https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?dclid=1634787>.

Week 1, starting 31/1/2022

No class session. One-on-one meetings begin, as well as community placements: all the best for this first week!

Assignment due on January 31, 8pm: 1) Pick a time to meet me in person using the Doodle poll sent to you: the first one-on-one meeting with me (half hour) is to take place between Feb. 1 and Feb. 10. 2) Create your Experiential Learning Journal by copying and pasting in a Google doc the template you have received, and answer the questions for Week 1: on yourself, your academic interests, your previous workplace experiences, your community placement and your goals for the semester. 3) Watch Erin Meyer's video (link to recorded conference in the template) and take a few notes in your Journal on what you think will be useful to remember for your placement. Don't forget to share your Journal with me. Your answers and comments will be the basis for our first one-on-one discussion.

Week 2, starting 7/2/2022

No class session. One-on-one meetings continue.

Assignment: this week (by the end of the week at the latest, but try to write regularly, when events occur), write down in your Journal everything you notice (or have noticed last week) as striking, challenging or different from what you are used to or what you expected. You have noticed how important anecdotes and short narratives are in Erin Meyer's work. This Journal is the place to record situations and interactions, some of which will prove to be telling anecdotes and learning moments emerging from your experience. Record observations, for instance how your colleagues communicate about work-related matters, how and how much they socialize; write about possible mishaps, and about finding your place in this environment. Try to analyze these observations; can Meyer's work help you interpret some of them?

An example of a Journal entry is provided in the template for your Journal.

You should continue taking notes in your Journal regularly throughout your placement.

Week 3, starting 14/2/2022

No class session. The entire GLS group meets for an informal get together on Feb. 15, 7pm. We will meet on the "parvis" of the Bibliothèque Nationale de France, at the top of the stairs, facing the bridge over the Seine (passerelle Simone de Beauvoir) at 7pm. We will walk together to La Felicita, the very popular restaurant of the "world's biggest startup campus," Station F (individual visits possible).

Assignment due on February 14, 8pm: post a 4-5 minute video presentation of your internship on Brightspace: after presenting what your organization does (its size, structure, goals), focus on what appears to you as an important aspect of its culture, drawing from your first two weeks there. More guidance will be provided on Brightspace.

Week 4, starting 21/2/2022

No class session. I'm available during office hours.

Assignment due on Feb. 21, 8pm: watch your peers' presentations. In your Journal, write down who works in the same sector as you or in a relatively similar organization. Pick a few examples of some of your peers' comments on their organization's culture and note differences and/or similarities with your own.

Week 5, starting 28/2/2022

No class session.

Assignment due on Feb. 28, 8pm: Read all entries in your Journal on your organization's work culture, the challenges you have faced and progress you have made, the mishaps or miscommunication you know or think have occurred: in hindsight, can you see any of these in a new light? Choose the "dimension" analyzed in Meyer's *Culture Map* in which you are the most interested in (high context/low context communication, or giving negative feedback, or the expression of disagreement and conflict, or trust building, or other); find and read the appropriate chapter where Meyer analyzes this "dimension," use it to strengthen your interpretation of your experience and/or discuss her analysis.

In many cases, these aspects of the workplace experience have been impacted by the successive lockdowns, increase of remote work, and changes in work habits in the last two years. It would be great if you'd manage to discuss this with your colleagues and take notes in your Journal as you do.

Pick a time on Doodle poll for 15-minute in person or zoom check in to take place next week.

Week 6, starting 7/3/2022 – Mid-term week

No class session. 15-minute in person or zoom check in.

Content of this brief exchange: update on your internship experience and how it relates to your academic interests.

Assignment: Before or after our discussion, write a brief update in your Journal.

Pick a time to meet me in person after Spring break using the Doodle poll.

14-20/3/2022: SPRING BREAK – NO CLASS**Week 7, starting 21/3/2022**

No class session. One-on-one meetings.

Assignment due at least one day before our meeting and, if you meet me next week, on March 25 at the latest: write a short proposal (half a page) for your final reflection paper in your Journal. Select at least two articles that will help you strengthen your reflection. We will discuss this in a 20-minute one-on-one meeting taking place this week or next week.

Week 8, starting 28/3/2022

No class session. One-on-one meetings continue. Community placements end this week.

Assignment: finish gathering at your workplace all information you might need for your final reflection paper (it may be data or a discussion with a colleague for instance). You have until the end of April to work on this paper.

Week 9, class session on 4/4/2022

Whole class informal exchange on your two-month experience.

Discussion on Erin Meyer's *Culture Map* dimensions.

Assignment due on April 3, 8pm: Read selected chapters from Meyer's book that you have not already read and be prepared to illustrate and discuss each "dimension" with personal examples drawn from your experience. Take a few notes in your Journal. Think of your experience in France these last two months (or whole academic year), but think of experiences elsewhere too: in the US, and in any other country where you may have worked or had a significant experience.

Week 10, class session on 11/4/2022

Class discussion: one of the main challenges of this year abroad in France has probably been, for many of you, to speak French at an appropriate level, in your everyday life, maybe in class, then at work. Debate: To simplify communication, should we all speak English at work?

Assignment due on April 10, 8pm: Read Tsedal Neeley, "Global Business Speaks English," *Harvard Business Review*, May 2012 (<https://hbr.org/2012/05/global-business-speaks-english>), and Howard S. Becker, "A desperate French-speaking American sociologist," *SociologieS*, January 2019 (<http://journals.openedition.org/sociologies/9544>). Take notes on the arguments they present on why "adopting a common mode of speech" is "a must", or a shame. Think of other arguments and illustrations drawn from your own experience for our debate. What have you learnt on language and privilege this year?

Week 11, starting 18/4/2022. Monday is a Public Holiday, No Class. Make-Up day: Friday 22.

Class discussion: How to discuss cultural differences in the workplace and work cultures in a nuanced, knowledgeable, non-overly-generalizing nor overly subjective manner? What is an appropriate way to present your experience regarding multilingual, cross-cultural communication and management to a potential employer?

Small group workshop: How can you tell your "global story," here your work experience in France?

Assignment due on April 17, 8pm: prepare a draft for telling this story in about 500 words. Don't try to say everything: put forward a few key points, focus on a strong idea and illustrate with a personal example.

Week 12, starting 25/4/2022

Guest conference: presentation on the Wasserman Center. Time and date TBC.

Week 13, starting 2/5/2022

Half-class session during class time: presentation and discussion of your final reflection paper. We will split the class in two according to academic interests and chosen topics; you will present either this week or next.

Assignment due on May 1, 8pm: final reflection paper, to be uploaded on Brightspace.

Week 14, starting 9/5/2022

Half-class session during class time: presentation and discussion of your final reflection paper.

Week 15: end of term

Suggested Co-Curricular Activities

I recommend you keep an eye for professional events in your field: openings if you work in a art gallery; cinema festivals; conferences, awards, networking and other events in the fields of the tech economy, finance, or "Economie Sociale et Solidaire;" women entrepreneurship events; meetings in startup hubs, or for American "expat" workers in the corporate sector, and so on.

Classroom Etiquette

Please make you sur read and acknowledge the information regarding this section on the **NYU Paris Resources** site on Brightspace.

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalentents to letter grades:

US Letter Grade	US numerical	French numerical	
A	94-100 or 4.0	15-20	Excellent
A-	90-93 or 3.7	14	Very Good
B+	87-89 or 3.3	13	Good
B	84-86 or 2.7	12	Good
B-	80-83 or 2.7	11	Satisfactory
C+	77-79 or 2.3	10	Sufficient
C	74-76 or 2.0	9	Sufficient
C-	70-73 or 1.7	8	Sufficient
D	65-66 or 1.0	5-7	Poor
F	below 65 or 0	1-4	Fail

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 through NYU Brightspaces 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 nyu.paris.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail 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 site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may 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. Your professor is entitled to deduct points if you frequently join the class late.

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 site staff; 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.

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. 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 SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (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 approved by Academic Affairs (nyu.paris.academics@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.

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 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:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

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 SITE's Academics Office in writing via e-mail 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](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

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 NYU Paris.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, please contact one of the following:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu

- Phone (NY): +1 (212) 998-2277
- Office of the Director, NYU Paris: +33 1 53 92 50 80