

SAMPLE SYLLABUS



Internship Seminar and fieldwork

Working in Paris

Course Number

NODEP-UA9982 -- INDIV-UG9350

Instruction Mode: In-person

Spring 2022

Syllabus last updated on: 01-12-2021

Lecturer Contact Information

Dr. Anna LESNE

al187@nyu.edu

Monday 1:00-2:00pm

Tuesday 1:00-3:00pm

Units earned

4

Course Details

- Monday 6:30-8:00pm
- 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

SAMPLE SYLLABUS

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

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. Students are challenged to think analytically about their host organizations and internship experiences and to connect them to past and present academic work. They write an academic research paper related to this placement and present it in class. The course also focuses on workplace skills and intercultural communication. Students reflect on their personal experience through observation and exploratory writing, while class discussion based on readings and peers' contributions helps put in perspective, interpret and contextualize each individual experience. Students are graded on the academic work produced in this course.

Course Objective

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:

- Analyze their internship site, including its mission, structure, policies, and local, regional and international contexts in which it operates.
- Complete academic assignments that encourage critical evaluation of the internship experience to better understand their intellectual and professional goals.
- Use theoretical constructs to view organizations and better understand and evaluate the complex nature of the workplace in the U.S. and abroad.
- Explore career options and reflect upon their academic and professional aspirations.
- Gain self-understanding, self-confidence, and interpersonal skills regarding academic and career trajectories.

Assessment Components

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

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 Brightspace 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 Brightspace, as well as resources.

SAMPLE SYLLABUS

-Research project: The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge.

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

A. Research proposal: Each student will submit a 1000 word (3 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 3 peer-reviewed sources not included on course syllabus. Proposal due Week 6.

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.

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 7 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 14.

Grading of Assignments

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

Attendance and class participation: 20%

Weekly assignments: 30%

Research Proposal: 10%

Research Presentation: 10%

Research Paper: 30%

Required Text(s)

Electronic Resources made available via Brightspace

Erin Meyer, *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*, New York, Public Affairs, 2014, available online: <https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?dclid=1634787>.

Session 1 – 31/1/2022

Introduction: course objectives, self-introduction speech practice and discussion on your internships.

Assignment due before class: please read the syllabus before this first session and come to class prepared to present yourself to the group (ideally in French, or briefly in French), saying a few words about yourself, your previous work experience and your academic interests, put this in writing (informally, bullet points will be fine) and hand it in. We will discuss your internships, challenges and valuable outcomes from previous work experiences, expectations and worries for this placement.

Session 2 – 7/2/2022

Unit 1: communicating across cultures.

SAMPLE SYLLABUS

Introduction to Erin Meyer's "Culture Map". Does being a good communicator mean the same thing across cultures? We will examine the notion of high and low context communication and varying ways of giving negative feedback.

Who is Erin Meyer: <https://erinmeyer.com/about/>

Assignment due on Feb. 6, 8pm: Watch a 30-minute recorded conference which is a good introduction to her work: <https://www.youtube.com/watch?v=FRBpwjdk7dw> and read Meyer, Chapter 1: "Listening to the Air," *The Culture Map*, p.29-60. Answer questions posted on Brightspace to prepare for class discussion.

Session 3 – 14/2/2022

Unit 1: communicating across cultures.

Why is socializing at the workplace or in professional relations so important, at least in some countries? We will discuss the role played by informal interactions in France, and the notion of trust building.

Assignment due on Feb. 13, 8pm: Read Meyer, Chapter 6, "The Head or the Heart. Two Types of Trust and How They Grow," *The Culture Map*, p.163-194. Answer questions posted on Brightspace to prepare for class discussion.

Session 4 – 21/2/2022

Unit 1: communicating across cultures.

Getting to yes: is the art of persuasion universal? Class discussion followed by informal presentations: each student will present an analysis of their workplace culture based on their personal observations, on Erin Meyer's work and our discussions in class on communicating across cultures.

Assignment due on Feb. 20, 8pm: Read Meyer, Chapter 3: "Why Versus How. The art of persuasion in a Multicultural World," *The Culture Map*, p.89-114. Answer questions posted on Brightspace to prepare for class discussion and individual presentations.

Session 5 – 28/2/2022

Unit 2: developing academic work based on (field)work experience

No class session. One-on-one meetings to discuss research project.

Assignment due on Feb. 27, 8pm: how is your internship experience related to your academic interests? Put on paper one strong idea, or several possible ideas, of a topic for your final paper. This will be the basis of our one-on-one discussion.

Session 6 – 7/3/2022 – Mid-term week

Unit 2: developing academic work based on (field)work experience

No class session. Hand in your proposal on March 12, 8pm (Brightspace).

14-20/3/2022: SPRING BREAK – NO CLASS

Session 7 – 21/3/2022

Unit 2: developing academic work based on (field)work experience

Workshop: research strategies, problem solving for research project

Assignment due this week: read feedback on your proposal, start revising it and developing your bibliography, and gather all information you need at your workplace.

SAMPLE SYLLABUS

Session 8 – 28/3/2022

Unit 3: Analysing and telling your work experience abroad.

Working in a different language or in a multilingual environment. Discussion on readings and debate: To simplify communication, should we all speak English at work?

Assignment due on March 27, 8pm: Read Tsedal Neeley, “Global Business Speaks English,” *Harvard Business Review*, May 2012 (<https://hbr.org/2012/05/global-business-speaks-english>); Howard S. Becker, “A desperate French-speaking American sociologist,” *Sociologies*, January 2019 (<http://journals.openedition.org/sociologies/9544>); Georges Lüdi, “Receptive multilingualism as a strategy for sharing mutual linguistic resources in the workplace in a Swiss context”, *International Journal of Multilingualism*, 2013, 10:2, 140-158 (electronic resource on Brightspace). Answer questions and prepare arguments for our debate.

Session 9 – 4/4/2022

Unit 3: Analysing and telling your work experience abroad.

How to discuss cultural differences in the workplace, and work cultures, in a nuanced, knowledgeable, non-overly-generalizing nor overly subjective manner?

Assignment due on April 4, 8pm: using Erin Meyer’s website, the introduction in *The Culture Map* or “Navigating the Cultural Minefield,” *Harvard Business Review*, May 2014, 92-5, inquire about her research methods and sources, and reflect on what role anecdotes and narratives play in the way she communicates about her work. How does it help you think about how to use your own experience?

Session 10 – 11/4/2022

Unit 3: Analysing and telling your work experience abroad

Guest conference with the Wasserman Center on “Telling your global story”

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

Unit 3: Analysing and telling your work experience abroad

Following the conference and our class discussions, workshop on “Telling your global story”

Assignment due on April 17, 8pm: prepare a 500 word draft for telling the story of your internship experience in France. Don’t try to say everything: put forward a few key points, focus on a strong idea and illustrate with a personal example.

Session 12 – 25/4/2022

Unit 4: Research project

No class session. One-on-one meetings to discuss your research project. Guidelines will be available on Brightspace.

Assignment: you can submit a draft of your paper, at least two days before our meeting. Otherwise, come to the meeting prepared to discuss any difficulty you may have.

Session 13 – 2/5/2022

Unit 4: Research project

Presentation rehearsals: prepare a presentation of your research project. Guidelines will be available on Brightspace.

Session 14 – 9/5/2022

SAMPLE SYLLABUS

Unit 4: Research project

Presentations in class

Assignment: strengthen your presentation, using feedback received during rehearsals and tips for public speaking.

Final paper due on May 11.

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

SAMPLE SYLLABUS

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.

SAMPLE SYLLABUS

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,

SAMPLE SYLLABUS

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

SAMPLE SYLLABUS

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