

Experiential Learning

Course Number

EXL-UF 9302

Instruction Mode: Blended / In-Person

Spring 2022

Lecturer Contact Information

Linn Friedrichs, she/they

linn.friedrichs@nyu.edu

We will discuss our learner hours (one-on-one meetings) in our first class meeting.

Prerequisites

This course is for Global Liberal Studies students in their Junior year.

Units earned

2

Course Details

Wednesdays, 6:30pm to 8:00pm

All times are CET and CEST (Daylight Saving Time starts Mar 27, 2022).

Location: Rooms will be posted in Albert before your first class. Zoom links for remote classes, including joint sessions with NYU Tel Aviv, will be posted on Brightspace.

In the interest of protecting the NYU Berlin community, we are closely following guidance around COVID-19 from the Robert Koch Institute (Germany's institute for disease control and prevention), the Centers for Disease Control and Prevention (CDC), the World Health Organization, and the New York City Department of Health and Mental Hygiene and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority. Please consult the [NYU Berlin Resource Page](#) frequently for the latest information. You are required to adhere to the most recent policies.

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. In case of the latter, in-person students may be split into cohorts who will attend alternating sessions.

Course Description

The two-credit pass/fail course “Experiential Learning” supports your academic, professional, and personal development as you apply and deepen the knowledge and skills you acquired through your theoretical studies by contributing to the work of a local organization in the form of a community placement. During weekly class sessions and individual meetings, we will analyze various aspects of your placement, such as the mission, strategies, working culture and climate of your host organization and the specific glocal context in which it operates. Using your placement as a case study, we will interpret the impact that current paradigm shifts, such as the Fourth Industrial Revolution, will have on future learning and working environments and deepen the core skills we need to navigate them. As a course community, we will collaboratively respond to the guiding question: How can we best learn, lead, and contribute in a complex, fast-changing world?

Course Learning Outcomes (CLOs)

After you complete this course, you will be able to:

- **interpret** the impact of several key developments in 21st-century societies on future work environments
- **compare and contrast** a range of professional environments in the context of cultural, environmental, social, and economic developments that shape Berlin as one way of informing your personal career explorations and identifying highly-valued transferable workplace skills
- **apply** relevant academic knowledge and skills to concrete tasks and problems in a professional field
- **analyze** the vision, strategies, and culture of a community/institution through a transdisciplinary lens
- **present** your learning experience, competencies, and impact in a professional context

Course Approach to Teaching & Learning (CATL)

This course follows a lab approach to teaching and learning built on two principles:

I) *co-learning*: The success of the course depends on how well we activate our central resource: the diversity of experience and expertise that characterizes our (extended) course community, the Global Liberal Studies program, and Berlin. We will use iterative processes and transdisciplinary perspectives to better understand how we best learn and lead. Consequently, we will reflect on the course design together and adapt it to your particular goals and needs. Sharing responsibility for the learning process, especially through giving and applying constructive feedback, is key to achieving this.

II) *practice*: We focus on the *application* of theoretical work to practical challenges regarding the goal of identifying innovative practices for learning, leading, and contributing. The course treats mistakes and conflicts that naturally occur when we experiment as valuable sources of deeper understanding, which we can learn to leverage with a mind and skill set of resilience.

Assessment Components

In order to pass the course, you must be committed to your placement and achieve a passing grade in each of the assessment categories. Please consult the guidelines and rubrics for each assignment/assessment component on Brightspace.

- Active class participation: 15%
- Five challenges: 50%
- Final project: Learning and Impact Portfolio: 20%
- Final presentation: 15%

Active class participation:

Please prepare all assigned materials in depth and bring them to our meetings to discuss them with one another. Participation includes providing peer-to-peer feedback. Please make active use of learner hours. They are a space to discuss your individual placement experience, your research, your progression toward the course learning outcomes, and any feedback you would like to share with me.

Five challenges:

The challenges below are opportunities to reflect on your learning experiences and to practice incorporating them into your responses to common interview questions or during (in)formal networking opportunities. Please post your responses on Brightspace by the given deadline so that you have time to review your fellow students' approaches and prepare questions, suggestions, and concrete feedback.

1. "Tell me a little bit about yourself." Imagine you introduce yourself in a job interview or at a networking event. Present your academic lens, relevant experiences, competencies, and values. Introduce your current community placement, reflect on its connection to your academic field, and articulate your learning goals. Format: Video post. Due: February 4, 2022. Your video will be shared with NYU Tel Aviv students in preparation for our joint session.
2. "What are the defining challenges we must address in the next 10 years, and which skills will be essential?" Imagine that a member of the leadership team in your organization asks you to summarize key challenges and opportunities that are likely to shape work in the professional field you are currently exploring. Draw on the course readings and at least two additional sources to advise which competencies students and entry-level professionals must demonstrate to successfully address these challenges. Formats: Essay (600-800 words), job description of the future, or short podcast with interview segments. Due: February 18, 2022.
3. "Tell us what our future marketing pitch will be." Analyze the vision, values, strategy, learning and work environment, and "assets" of your organization. Create a storyboard for a social media campaign intended to increase or reorient audience engagement. Formats: Trailer, slides, comic, or ad campaign. Due: March 23, 2022.
4. "Tell me about a recent professional challenge you experienced." Analyze the most challenging situation you encountered at your placement thus far. How did you approach the challenge and what did you learn from it? Formats: Written or video post. Due: April 4, 2022.
5. "Where do you see yourself in five years and how will you get there?" Reflect on your learning experience this semester, your goals, your talents, and your values. Describe three job profiles you could imagine applying for and list three steps you can take now to pursue these positions. Formats: Job description, action plan. Due: April 19, 2022.

Final project: The "Learning and Impact Portfolio":

Your responses to the five challenges and several small, in-class assignments provide the scaffolding for your final project. The final project should synthesize and integrate your reflections and learning experiences this semester, showcase your competencies and values through storytelling, and pitch a subsequent career step with reference to the future of work. This can happen in different ways: You might create (a new section on) your personal website, make a short documentary film, create a podcast, or write a short research paper or reflective essay. Please discuss which format would be most meaningful to you with me. The final version of your project will be due on May 9, 2022.

Final presentation:

You will present your learning experience this semester and your final project to fellow students on May 11, 2022. Your presentation should not exceed 15 minutes. It will be followed by a short Q&A. Refer to detailed guidelines and the feedback and assessment rubric for the presentation on Brightspace.

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.

Required Text(s)

All texts will be available as electronic resources via Brightspace or via NYU Library Course Reserves. Some readings might be added as we move through the themes of the syllabus.

Please follow this link for the [NYU Berlin Library Catalogue](#) or the link on NYU Berlin's website (Academics/Facilities & Services).

Session 1 – 26 January 2022

Introduction to the Course

We will identify the key questions, core concepts, and goals for the course by discussing the syllabus as a guide for co-learning in relation to your individual placements. We use narrative techniques to establish the academic, professional, and personal perspectives with which you approach your community placement and illuminate the collective expertise and diversity of experience that form the basis of your (peer) support.

Key session concepts:

Learning outcomes, goal-setting, reflection, narrative, transferable skills.

Session learning outcomes:

Analyze the course narrative; describe the academic perspective you apply to your placement experience; identify goals for the semester.

Session 2 – 2 February 2022

Emergent Strategy: The “Why” and “How” of Experiential Learning

What is the relationship between experiential learning and global education? Which strategies and approaches can you use to make your placement as meaningful and relevant as possible for the complex environments of future academic and professional work? We will critically discuss terms often invoked in global education and international work environments, such as “cosmopolitanism,” “immersion,” “complexity,” and “resilience.” The second part of our session will focus on practical preparation for your first days at your placement.

Key session concepts:

Experiential learning, cosmopolitanism, complexity, resilience.

Session learning outcomes:

Explain and illustrate the new “complexity paradigm” that shapes how we learn; describe the process, key ideas, and goals of experiential learning in the context of global education; understand expectations and prepare for the first week of your placement.

Required materials:

- Hassan, Zaid. “The University of Full Catastrophe Learning.” *Ecoversities*. May 4, 2020, [The University of Full Catastrophe Learning - Ecoversities](#). Accessed January 13, 2021.
- Mitchell, Melanie. “What is Complexity?” *Complexity. A Guided Tour*. Oxford UP, 2009, pp. 3–14.

Challenge 1 assignment is due on February 4.

Session 3 – 9 February 2022

The Future of Education and Work

Joint session with NYU Tel Aviv, held online.

We will identify major challenges to current approaches in education and work and discuss their impact while focusing specifically on the Fourth Industrial Revolution (4IR) and the COVID-19 pandemic. What will future career trajectories look like? What are the competencies we need to prioritize? How can we adapt in learning style and practice? Drawing on your first challenge assignment and placement experiences, we will discuss how you can address these challenges and prepare for the future.

Key session concepts:

Fourth Industrial Revolution, (grassroots) globalization, research, imagination.

Session learning outcomes:

Explain the prevalence of complex problems in globalizing societies; illustrate their key characteristics by interpreting the impact of the 4IR. Describe how research, teaching, and learning practices might evolve to transform the future of work; compare different learning models and taxonomies to identify future core skills.

Required reading:

- Appadurai, Arjun. “The Right to Research.” *Globalisation, Societies and Education*, vol. 4, no. 2, 2006, pp. 167–77, doi: 10.1080/14767720600750696.
- Gleason, Nancy. “Introduction.” *Higher Education in the Era of the Fourth Industrial Revolution*. Palgrave MacMillan, 2018, pp. 1-11.

Session 4 – 16 February 2022

The Future is Now? – Student-led Case Study Discussions

What have your placement organizations learned from the experience of crises, such as the Covid-19 pandemic, and how do they address the future of work? How do global phenomena

like “The Great Resignation,” “global home office,” and a sense of the “new normal” shape hiring, training, communication, team development, or product design processes in your organizations and the fields they represent? Each of you will reflect on a particular challenge that your organization/field might face and participate in a discussion about existing/possible innovations.

Key session concepts:

Adaptation, innovation, leadership.

Session learning outcomes:

Relate research findings on the future of work to your organization/field; identify and explain innovative approaches in your organization and field; compare approaches across your placements.

Required materials:

- Each of you is asked to identify a short article, video, or podcast segment that discusses how your field/organization addresses change and complexity in the context of the future of work.

Challenge assignment 2 is due on February 18.

Session 5 – 23 February 2022

Storytelling

What makes the most powerful stories you have encountered so impactful? Stories can change our beliefs, perspectives, and narratives; they can establish empathy and connection, and they can communicate vision and values. What kinds of stories do different organizations and communities tell, *and how* do recruit members, mobilize for a cause, sell products and ideas, build audiences, and heal divides? Why do some succeed and others struggle? How can we use storytelling to affect desired change? I encourage you to join one of the Berlin Communities walks and use it as a case study to analyze storytelling as a meaning-making mechanism across different professional fields.

Key session concepts:

Story, narrative, empowerment marketing, pitching.

Session learning outcomes:

Interpret the role of narratives in leading and learning; analyze the structure of impactful stories; apply effective storytelling techniques to improve your self-presentation (cp. job application process) and ability to understand and represent an institution (cp. marketing literacy); use analogical thinking to consider how characteristics of collective narratives are relevant to individual storytelling.

Required resources:

- Sachs, Jonah. TEDx talk on “Winning the Story Wars.” [Winning the Story Wars: Jonah Sachs at TEDxRainier](#). Accessed December 8, 2021.
- Szurmak, Joanna and Mindy Thuna. “Tell Me A Story: The Use of Narrative as a Tool for Instruction.” *ACRL* 2013, pp. 546-9.

Recommended examples:

- Adichie, Chimamanda Ngozi. TED talk on “The Danger of a Single Story.” https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story. Accessed December 1 2021.
- Klein, Naomi et al. “A Message from the Future II: The Years of Repair.” *The Intercept*. <https://theintercept.com/2020/10/01/naomi-klein-message-from-future-covid/>. Accessed December 8, 2021.

Session 6 – 2 March 2022

From Story to Action: Exploring Working Climate, Culture, and Relationships I
Independent working group meetings.

(How) Do your organizations “live” their values and translate them into action? Working in pairs across NYU sites, you will critically engage with models and tools by thought leaders from different fields to reflect on questions such as: What characterizes successful teams, and how do we create them? In what kind of spaces – physical, virtual, cognitive, emotional – do they thrive? Which parties must be involved to effectively and equitably tackle a problem? Which formats, approaches, and rituals create an environment that is conducive to learning and innovating? Assuming the role of an organizational coach for one another, you will co-develop a questionnaire that assesses your host organization’s climate and working culture.

Session 7 – 9 March 2022

From Story to Action: Exploring Working Climate, Culture, and Relationships II
Joint session with NYU Tel Aviv, held online.

You will present your organizational culture assessment approach and results to the class community. We will take your analyses as a basis for a mid-semester response to the guiding question of the course: How can we best learn, lead, and contribute in a complex, fast-changing world?

Key session concepts:

Culture, climate, diversity, effective strategy.

Session learning outcomes:

Interpret what characterizes effective teams; explain how climate impacts learning; analyze a professional meeting or problem-solving process as microcosms of a particular working and learning culture; interpret innovative approaches to gathering to activate diversity of experience and expertise.

Required resources for sessions 6 and 7:

- Duhigg, Charles. “What Google Learned From its Quest to Build the Perfect Team.” *The New York Times*. The Work Issue, Feb. 25 2016, <https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>. Accessed January 21, 2022.
- Hassan, Zaid. *The Social Labs Revolution. A New Approach to Solving Our Most Complex Problems*. Berrett-Koehler Publisher, Inc., 2014, pp. 125-38.
- Johnson Gerry. “The Cultural Web - Aligning Your Organization's Culture With Strategy.” Excerpt from: *Managing Strategic Change – Strategy, Culture and Action*, Long Range Planning, vol 25. 1, February 1992.

- Meyer, Erin. *The Culture Map. Decoding How People Think, Lead, And Get Things Done Across Cultures. Public Affairs*, 2014, pp. 1-28.
- Parker, Priya. "The Art of Gathering." Interview at Creative Mornings, 28 August 2018, [Priya Parker: The Art of Gathering](#).

Spring break: No class on 16 March 2022.

Challenge 3 assignment is due on March 23.

Session 8 – 23 March 2022

Mid-semester self-evaluation and individual meetings. We will also discuss your ideas and goals for the final project. To prepare for our one-on-one meetings, please consult your learning goals and the reflection questions for self-evaluations under the "Resources" tab.

Session 9 – March 30 2022

Conflict or connect? – Perspectives on navigating disagreement, tension, and conflict. Joint session with NYU Tel Aviv, held online.

Conflict is a powerful learning opportunity. In diverse teams, the propensity for conflict rises; however, dissent is also a key force of critique and creative innovation. How can we differentiate between "good" and "bad" conflict and use disagreement and tension as a source of learning? Which skills do we need to navigate interpersonal high-stakes situations? What happens in our brains and bodies when we experience conflict? The reading materials illuminate how negotiation and facilitation approach conflict and suggest that mindfulness practice should become a part of our evolving conflict-resilience toolbox. In our course session, our guest speaker will introduce negotiation as a conflict resolution tool and offer an opportunity to practice negotiation strategies.

Key session concepts:

Conflict, connection, negotiation, mindfulness.

Session learning outcomes:

Recognize when and how conflict arises; explain the neuroscientific basis for conflict and conflict resilience; practice how to negotiate in high-stakes situations; apply mindfulness skills to navigate tension in interpersonal relationships.

Required resources:

- Fisher, Roger, William Ury and Bruce Patton. *Getting to Yes: Negotiating Agreement without Giving in*. Random House, 2012, pp. 3-15 ("Don't Bargain Over Positions").
- Hamilton, Diane Musho. "Calming Your Brain During Conflict." *Harvard Business Review*. December 22, 2015, <https://hbr.org/2015/12/calming-your-brain-during-conflict>.
- Riskin, L. Leonard and Rachel Wohl. "Mindfulness in the Heat of Conflict: Taking STOCK." *Harvard Negotiation Law Review*, Spring 2015, vol. 20. no. 121, pp. 123-36 and 140-52.
- Biography of our guest speaker (to be posted on Brightspace).

Challenge 4 assignment is due on April 4.

Session 10 – 6 April 2022

Zwischen Beruf und Berufung? — Imagining an Authentic Career & How to Pursue it I

The best moment to imagine future careers and revise your application materials is while you are acquiring new knowledge and skills — now! In this session, you will apply the knowledge and skills we focused on in previous sessions, such as storytelling, and further improve the materials that form your portfolio as they evolve with your semester experience.

Key session concepts:

Beruf(ung), application (show, don't tell), storytelling.

Session learning outcomes:

Illustrate 21st century skills and your experiential learning in your application materials; apply narrative techniques to write an effective cover letter.

Required materials:

- Selected materials on resume and cover letter writing from the NYU Wasserman Center and other professional development resources.

Session 11 – 13 April 2022

Zwischen Beruf und Berufung? — Imagining an Authentic Career & How to Pursue it II

This session is an informal forum for mentorship. Three guest speakers representing different professional fields will join us for a conversation about their career path(s): the qualifications, reflections, and decisions that have shaped it, instructive moments of struggle, and any advice they would give to emerging scholars and young professionals still unsure about which professional direction they might want to pursue in the next few years. You will practice strategies of informational interviewing as you learn about our guests' career journeys and share your own.

Key session concepts:

Beruf(ung), interviewing, leadership, networking.

Session learning outcomes:

Understand and apply strategies of informal interviewing; anticipate opportunities and challenges during your senior year; identify action points for your career development.

Required materials:

- Burnett, Bill and Dave Evans. "Designing your Dream Job." *Designing Your Life. Build the Perfect Career Step by Step*. Vintage, 2016, pp. 125-35.
- Headlee, Celeste. "How to Have A Good Conversation." TEDx. May 2015. www.youtube.com/watch?v=H6n3iNh4XLJ. Accessed January 16, 2021.
- Short biographies of our guest speakers (to be shared via Brightspace in advance)

Challenge 5 assignment is due on April 19.

Session 12 – 20 April 2022

Individual meetings

We will discuss how to further improve your resume, the progress you have made toward the realization of your goals, and your final project.

Session 13 – 27 April 2022

Pitch and Present – How to give a convincing presentation.

What are the pillars of a great presentation? How do we pitch effectively? Presenting your ideas in an engaging, effective way is a core competence for any purpose from giving research presentations to rallying people behind a cause, or applying for your dream job. In this session, we discuss essential presentation techniques and tricks and practice them in class. We will also create the assessment rubrics for your final presentations on May 4 and 11 together.

Key session concepts:

Storytelling, authenticity, assessment.

Session learning outcomes:

Exemplify strategies for effective presenting; practice different techniques; analyze talks, give feedback, and synthesize key observations to create a rubric for your final presentation assignment.

Recommended talks to watch and analyze in preparation*:

- Duarte, Nancy. “The secret structure of great talks.” TED. Nov. 2011.
https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks?language=en.
- Brown, Brené. “Power of Vulnerability.” TEDx. June 2010.
https://www.ted.com/talks/brene_brown_the_power_of_vulnerability.
- Chugh, Dolly. “How do you let go of being ‘a good person’ – and become a better person.” TED. Oct. 2019.
https://www.ted.com/talks/dolly_chugh_how_to_let_go_of_being_a_good_person_and_become_a_better_person?language=en.
- Crenshaw, Kimberlé. “The Urgency of Intersectionality.” TED. Oct. 2016.
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?referrer=playlist-talks_to_help_you_understand_s.
- Neubauer, Luisa. “Why you should be a climate activist.” TEDx. July 2019.
https://www.ted.com/talks/luisa_neubauer_why_you_should_be_a_climate_activist.
- Tufekci, Zeynep. “We are building a dystopia to make people click on ads.” TED. Sept. 2017.
https://www.ted.com/talks/zeynep_tufekci_we_re_building_a_dystopia_just_to_make_people_click_on_ads?language=en.

*Based on our class conversations, you might want to add to this list of recommended talks.

Session 14 – 4 May 2022

Voluntary one-on-one appointments throughout the week to discuss applications, final projects, final presentations, or next steps in your professional development.

Session 15 – 11 May 2022

Final project presentation and concluding discussion.

Recommendations for a Positive Teaching and Learning Environment

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g., rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (i.e., COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Suggested Learning Opportunities that Relate to our Course

- Walks and site visits as part of the Berlin Communities project.
- Wasserman Global Career Week program, March 21-25.

Your Lecturer

I work at the intersection of administrative leadership, undergraduate teaching, and research on globalizing higher education. With a background in North American Studies, Modern History, and Political Science, I received my Ph.D. from Free University Berlin with a dissertation on global curriculum development in the context of U.S. American undergraduate education. As NYU Berlin's Assistant Director for Student Life and Community Learning, I oversee all areas of student services, health and safety, community engagement, and professional development and leadership education. I have been a member of NYU Berlin's Inclusion, Diversity, Belonging, and Equity (IDBE) Council since its founding in 2017 and completed NYU's Faith Zone, Safe Zone, Diversity Zone, Action Zone, and Belonging Zone trainings. My work as an educator in a "glocal" learning space is guided by my deep conviction that academic work must move closer to social change and activism; I look forward to exploring with you how our approach to teaching and learning must change to empower *all* learners to solve the complex problems of our time. Outside my work at NYU, I contribute to a number of volunteering and mentorship initiatives in and beyond Berlin.

Your Guest Lecturer from NYU Tel Aviv

Dr. Ilana Goldberg holds a Ph.D. in Social Anthropology from Bar Ilan University. Her M.A. in Social and Cultural Anthropology was acquired at NYU's Culture and Media program. Ilana's doctoral research analyzed the social and cultural construction of the philanthropic field of food assistance in Israel based on an ethnography of philanthropic collaborations and cross-sector partnerships. Her non-profit experience includes project management in the field of

environmental education and leadership development. Dr. Goldberg has worked with at-risk youth in an urban café and psychiatric patients in a therapeutic community.

Academic Policies

Grade Conversion

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

A = 94-100 or 4.0
A- = 90-93 or 3.7
B+ = 87-89 or 3.3
B = 84-86 or 3.0
B- = 80-83 or 2.7
C+ = 77-79 or 2.3
C = 74-76 or 2.0
C- = 70-73 or 1.7
D+ = 67-69 or 1.3
D = 65-66 or 1.0
F = below 65 or 0

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 berlin.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 (berlin.academics@nyu.edu) 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 NYU Berlin's director or Wellness Counselor. 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. Furthermore, your professor is entitled to deduct points for frequently joining 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 Berlin's administration), 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 discussed with the Site Director, Dr. Gabriella Etmektsoglou.
- (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 Berlin'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 Berlin.

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, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- US Phone Number: +1 212-998-2277
- Local Number in Berlin: +49 (0) 30 2902 91277