

## Technology Team Leadership

**MASY1-GC 3300 | 100 | Spring 2024 | 01/22/2024 -05/06/2024 | 3 Credits**

**Modality:** In-Person

**Course Site URL:** <https://brightspace.nyu.edu/>

### General Course Information

**Name/Title:** Pam Brown, Adjunct Instructor, She/Her/Hers

**NYU Email:** pb102@nyu.edu

**Class Meeting Schedule:** 01/22/2024 -05/06/2024 | Monday | 06:20pm -- 08:55pm

**Class Location:** TBD

**Office Hours:** Available by appointment; schedule through e-mail pb102@nyu.edu

### Description

This course introduces students to a set of tools and practices to set up, run, evaluate, and continuously improve technology teams. Students learn how to build teams, improve teamwork and collaboration, and sustain team performance through continuous learning and improvement. The course covers best practices for composing a team and aligning individual and team goals, establishing roles, building structures, and managing decision making so that teams can excel. Students learn to manage critical team processes such as conflict resolution and harness the productive potential of teams while mitigating the risks associated with teamwork.

### Prerequisites

N/A

### Learning Outcomes

By the end of this course, students should be able to:

- Create a work environment that encourages cooperation, trust, and accountability for self
- Analyze the causes and effects of conflicts in team dynamics
- Develop consensus-building strategies to improve team performance
- Evaluate employee motivators to eliminate barriers to high performance
- Assess how one's personal style affects team performance

### Communication Methods

Be sure to turn on your [NYU Brightspace notifications](#) and frequently check the "Announcements" section of the course site. This will be the primary method I use to communicate information critical to your success in the course. To contact me, send me an email. I will respond within 24 hours.

Credit students must use their NYU email to communicate. Non-degree students do not have NYU email addresses. Brightspace course mail supports student privacy and FERPA guidelines. The instructor will use the NYU email address to communicate with students. All email inquiries will be answered within 24 hours.

## **Structure | Method | Modality**

This course is Online and will meet once a week on Mondays. Brightspace is the learning management system. We will use Zoom as the online instruction platform used at NYU. Students are expected to check NYU e-mail and Brightspace for announcements concerning assignments and updates. The class will blend lecture, group discussions, discussions in exam, discussions in pairs, trios, case studies, videos, reading assignments, assessments, and application of course learning to an “Individual Leadership Challenge”, for hands on exploration and real-life application of concepts, ultimately resulting in more effective leadership and stronger team relationships, benefiting from coaching and advice from faculty through course duration.

Another unique aspect of the course will be a group project titled “Leadership Spotlight” where students will work in teams to select and highlight a unique “game changing leader”. Based on the various learning materials and course resources, students will analyze the leaders in focus and assess their impact to their business, community, or society.

By the end of this course, students will be able to develop their own leadership style and select the most effective approach to organizational demands, such as team, conflict and stakeholder management for optimal outcome. They will have completed a concrete action plan to successfully impact their careers and organizations.

Additionally, because of increasing conflict in the workplace, students will be empowered and armed with strategies and tactics that will help effectively manage and reduce conflict that exists in departments and across lines of business.

Ultimately, this course will provide a unique immersion and create benchmarked deliverables for students to implement immediately. Lastly, students will spearhead an “Individual Leadership Challenge”, developing a timely action for their own development.

Course sessions will be conducted synchronously on NYU Zoom, which you can access from the course site in [NYU Brightspace](#).

## **Expectations**

### Learning Environment

SPS classrooms are diverse and include students who range in age, culture, learning styles, and levels of professional experience. To maintain an inclusive environment that ensures all students can equally participate with and learn from each other, as well as receive feedback and instruction from faculty during group discussions in the classroom, all course-based discussions and group projects should occur in a language that is shared among all participants.

### Classroom Expectations

As graduate students, you are expected to conduct yourselves in a professional manner and engage and collaborate with your classmates. Here are our guiding principles:

- Side conversations should be avoided.
- Be prompt for class and wait until assigned time to enter the classroom.
- Minimize distractions around you.
- Laptops may be used to take notes, and use of mobile phones and smartphones should be avoided.
- Eating and drinking is not permitted in the classroom.
- Be respectful of everyone.
- Everyone should participate.

You play an important role in creating and sustaining an intellectually rigorous and inclusive classroom culture. Respectful engagement, diverse thinking, and our lived experiences are central to this course and enrich our learning community.

### Participation

You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class.

Students will endeavor to contribute to the class while demonstrating their knowledge and abilities on exams and course projects, thus enabling faculty to give them a fair grade. Ultimately, everyone must do their very best and get the grade they earn.

You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class.

### Assignments and Deadlines

Students are expected to submit all assignments listed in “Course Outline” by the due date. Missed or late assignments, unless previously justified and approved by the faculty, will not be graded. Thorough reading and analysis of all reading assignments for each class session (each class date reflects the readings that will be discussed on that date in the syllabus outline. The first class is NO exception. Prior to that class students must read any assigned readings for that session and participate fully in class. The Faculty reserves the right to make any changes to this outline as and when s/he deems appropriate.

All assignments must be uploaded to the folder on Brightspace labeled “Assignments”. Each assignment sub-folder will include the detailed assignment description and grading criteria/rubric. Failure to submit three or more assignments on time will result in reduction of a full letter grade.

Students missing a session should find out what was covered in a missed session by speaking to a fellow classmate and checking the Brightspace course site to review all the resources provided by faculty. Students may contact faculty to verify if make-up assignments for an excused absence are available.

All students are required and graded based on their demonstration of critical thinking to the various course themes. See “Assessment Strategy” below for details.

The Faculty will endeavor to make the course informative and pragmatic with a focus on application to business. Students are strongly encouraged to take advantage of the online course evaluations that are distributed to their NYU email address. Providing constructive feedback for the faculty and for the University is extremely helpful as it allows us to continuously identify areas of strength and areas needing improvement in our courses. ***Course evaluations will end at midnight on the last day of class.***

Please submit all assignments to the appropriate section of the course site in [NYU Brightspace](#). If you require assistance, please contact me BEFORE the due date.

### Course Technology Use

Class sessions will be in person and will **not** be available on Zoom.

However, in the event we must meet virtually (in case of an emergency), that would require use of Zoom and technology (e.g. laptop, personal computer) for learning purposes. Establishing an environment of mutual respect and exchange in the virtual classroom requires even stronger commitment to presence in discussions and full attention to the course materials presented in class. Microphone/speakers and webcam are REQUIRED for participation in class. Due to continuous interactivity throughout the course, students ARE EXPECTED to be visible and audible at all times. Students are required to inform faculty in case of a compelling and/or legitimate reason not to use their webcam and request authorization to keep it off. Students without active video must make extra effort to participate and demonstrate engagement.

Technology challenges can occur at the most inconvenient times, due to internet connection, power loss, or a server being down. Students must be prepared to deal with these potential disruptions.

In the event of a course downtime or a system performance issue, there are a few steps that students must take to be able to continue their course work during technology failure:

In the event of connection problems or downtime during classes:

- If losing connection with Brightspace, students shall notify faculty via e-mail immediately, and repeat login steps until able to reconnect. If unable to reconnect, ask faculty for makeup assignments to compensate for lost activities.
- If faculty loses connection during a session, students shall continue with ongoing activity and remain on Brightspace for 10 minutes. If faculty is unable to reconnect after 10 minutes, students shall log off and watch for faculty's e-mail confirming session restart.
- If less than an hour is lost, students shall watch for an e-mail with further instructions, materials and/or assignments so they can carry on with their work.
- If more than an hour of class time is lost or if faculty is unable to teach a class due to unforeseen circumstances, s/he will propose date(s) & time(s) to compensate for time/content missed.

### Feedback and Viewing Grades

I will provide timely meaningful feedback on all your work via our course site in NYU Brightspace. You can access your grades on the course site Gradebook.

### Attendance

Students are expected to attend all class sessions and be on time. Lateness may have a negative impact on assigning final grades. Missing one hour of a class or more will be considered an absence of the entire class. Attendance will be taken into consideration and unexcused absences may impact a student's final grade. Each unexcused absence may result in a student's final grade being lowered by a full letter grade. A student who has three unexcused absences may earn a Fail grade. Students are expected to behave in a professional manner and attend all classes unless otherwise discussed with the faculty. Students remain responsible for timely delivery of due assignments during any absence.

Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. In the case of religious observance or civic obligation, this should be reported in advance.

Refer to the [SPS Policies and Procedures](#) page for additional information about attendance.

### **Textbooks and Course Materials**

Required course materials are listed below.

#### **Required:**

Required readings provide the conceptual background for classroom discussions, assignments, exams and projects. Students are expected to understand and retain the overall theory and key content points in a reading assignment so that they can demonstrably apply it in learning activities.

The required readings consist of book chapters, case studies and articles. It is critical that students ACCESS THESE MATERIALS BEFORE the classes as directed, since face to face time will be limited and will not allow for reading during sessions. Detailed instructions will be provided prior to classes in which they will be discussed.

#### **REQUIRED READINGS:**

Required Reading (articles & case studies) The required reading for this course consists of articles and case studies that can be obtained electronically from Harvard Business School Publishing. It is critical that you access these materials PRIOR TO the course start date to be prepared for the course. No pre-work is required for the first class session – other than to begin thinking about what “leadership” and “team building” are all about.

- Harvard Business Review Course Pack: <https://hbsp.harvard.edu/import/107450>
- Cost: \$17.00
- DiSC Workplace Assessment: Free link will be provided.
- TKI Conflict Instrument Assessment & Team Conflict Workbook: Provided by Instructor at no cost.

### Recommended:

- 7 Habits of Highly Effective People, The (Stephen R. Covey) Free Press (\$15.95) • ISBN-13: 978-0743269513
- Leadership Theory and Practice – Northouse; ISBN 978-1506362311 Sage Publications 2019.

### Grading | Assessment

Your grade in this course is based on your performance on multiple activities and assignments. Since all graded assignments are related directly to course objectives and learning outcomes, failure to complete any assignment will result in an unsatisfactory course grade. All written assignments are to be completed using APA format and must be typed and double-spaced. Grammar, punctuation, and spelling will be considered in grading. Please carefully proof-read your written assignments before submitting them for a grade. I will update the grades on the course site each time a grading session has been completed— typically three (3) days following the completion of an activity.

<b>INDIVIDUAL LEARNING – 50% of Total Grade</b>		<b>%</b>
<u>Content Application &amp; Critical Thinking</u> - based on application of course themes and ability to articulate, reason and substantiate ideas, viewpoints and actions		
	- Class introduction in Forums at program start	
	- Weekly Learning Journal in Forums - Students register reflections and key takeaways from each class, which may include their perspective on leadership, personal learning and insights from readings and discussions, and how themes relate to own experience. Students can substantiate viewpoints by referencing articles, videos, books and other resources.	10%
	- Demonstration of Critical Thinking - Students will be evaluated based on their ability to conceptualize, apply, analyze, synthesize, probe, relate and/or evaluate course themes. Review below links for foundational understanding:  - Questions to Provoke Critical Thinking - <a href="https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/questions-critical-thinking">https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/questions-critical-thinking</a> - Critical Thinking Skills - <a href="http://www.educatorstechnology.com/2012/07/a-quick-guide-to-21st-century-critical.html">http://www.educatorstechnology.com/2012/07/a-quick-guide-to-21st-century-critical.html</a>	20%
	- TKI Assessment	P/F
	- Everything DiSC Workplace Assessment	P/F

	- Evidence of Reading Assignments (discussion in class or written submission)	P/F
<u>Individual Leadership Challenge</u> - Each student shall select an individual challenge related to own leadership to apply course concepts and frameworks. The challenge must be time bound, relevant and have clear objective(s), with a defined implementation plan. Grading is based on quality and feasibility of student's challenge, depth of analysis and strength of action/implementation plan.  <u>Important:</u> Students are expected to share a high-level overview of their selected challenges and action plans, with the goal of promoting collective learning and benefiting from peer coaching. *		20%
<b>GROUP LEARNING – 50% of Total Grade</b>		%
<u>Participation, Engagement and Exchange in Class</u> - based on consistency, quality of entries/comments and contribution to the groups' learning		
	- Consistency and quality of overall entries/comments/exchange during live sessions and posts in Brightspace. Each student shall substantively comment on post from <u>at least 2 classmates</u> in all Forum activities.	10%
	- Session Review - At start of each class, one student will be assigned to review and comment on classmates' key takeaways, share own viewpoints, learning and critical reflections from previous class.	5%
	- *Presentation of Individual Leadership Challenges	5%
<u>Leadership Spotlight</u> - Working in teams is a fundamental skill for strong leadership, justifying the team project titled "Leadership Spotlight". Students will work in randomly selected teams and engage a leader who in their opinion represents the concepts, models and/or behaviors discussed in course, preparing him/her for a live discussion with the class. It can be an executive they know professionally or a leader with a unique business experience. This is not a biographical retrospective - the leader shall present an overview of his/her trajectory, lessons learned and things s/he would do differently, liaising experiences with course content.		30%



	<p>- <b><u>Deliverable</u></b>: Bring a guest leader to talk about his/her trajectory. Prior to the session, conduct an insightful interview with the leader, and help his/her preparation, by educating him/her about course specific themes, discussing his/her experience and lessons learned, and selecting specific aspects/experiences in the leader's life that will be most valuable to the class.</p> <p>- <b><u>Format</u></b>: It is recommended but not required that the team prepare a few slides to support the leader's presentation. This is particularly helpful to keep sessions on time and in case of nervousness.</p> <p>- <b><u>Time</u></b>: Plan for a total of 30 minutes, dedicating 2-3 minutes to introduce the leader and explain the reason(s) for their choice, 15-20 minutes for the leader's talk, and 5-10 minutes for Q&amp;A.</p>	
	<p>Grading Details:</p> <ul style="list-style-type: none"> <li>- 0-10 POINTS for engagement and preparation of leader</li> <li>- 0-5 POINTS for Individual contribution - teams must submit the template provided with detailed breakdown with meeting dates, activities performed, attendance, roles, responsibilities and contribution.</li> <li>- 0-10 POINTS for overall coordination and timely moderation during Q&amp;A</li> <li>- 0-5 POINTS for peer evaluation of team members in the Leadership Spotlight</li> </ul> <p>NOTE: All other students may earn 3-5 POINTS, depending on their own advanced preparation, quality of questions to guest speakers and critical thinking demonstrated during Q&amp;A.</p>	
	<p>- Additional scenario analyses, classroom discussions and other activities TBA</p>	P/F
<b>TOTAL</b>		<b>100%</b>

See the [“Grades” section of Academic Policies](#) for the complete grading policy, including the letter grade conversion, and the criteria for a grade of incomplete, taking a course on a pass/fail basis, and withdrawing from a course.

## Course Outline

**Start/End Dates:** 01/22/2024 -05/06/2024 | Mondays

**Time:** 06:20pm -- 08:55pm

**No Class Date(s):** Monday - 2/19/2024 and 03/18/2024

**Special Notes:** Spring Break 03/18/24 - 03/24/24

## PRE-WORK

- PRE-1: Read course syllabus and confirm acceptance in Assignments by 01/22
- PRE-2: Post your introduction on Forums by 01/21. Read and comment on a minimum of TWO classmates' introductions on Forums by 01/22/2024



**Session 1 – 01/22/2024****Topic Description: Managers and Leaders**

- Welcome, Student & Faculty Introductions
- Management versus Leadership
- Review of Leadership Values
- Learn What A Leadership Statement Looks Like
- Your Personal SWOT Analysis
- Guidance for Individual Leadership Challenge

**Assignments:****Assignments & Deadlines**

- **CL1-1: This is a two-part assignment.**
  - Part 1: Create a Learning Journal, to keep a record of personal insights and learning from each class, 1-2 paragraphs per student, 200-300 words. Create a collaborative Learning Journal in Forums (NYU Class), registering personal insights, key takeaways and/or learning from each class. Corroborate your viewpoints with related links, videos, and articles. This is NOT A SUMMARY of class content, rather, your critical reflection about how a theme affects you and why, how what we discussed resonates or differs from your experience, how you justify something, or what/how you will apply something discussed in each class. Also include a reflect of the Part 2 reading assignment. Reflection from Class and Part 2 of the assignment (article on Managers and Leaders) due by 01/26
  - Part 2: Review and comment on a minimum of TWO classmates' posts. Substantive posts/exchange among students are considered for grading. Comments on classmates' posts due by 01/29
- **CL1-2:**
  - Your assignment will be to complete reading "Managers and Leaders: Are They Different" (Abraham Zaleznik) due by 01/29 – be prepared to participate in a dialogue about your thoughts on last class and the article during class on 01/29.

**Session 2 – 01/29/2024****Topic description –**

- Key takeaways and personal insights from previous class – at the start of each class, one student will lead a dialogue with classmates' on key takeaways, share his/her own viewpoints, learning and critical reflections from previous class, and seek out opinions from classmates.
- Tuckman's Four-Phase Model
- Guidance for "Leadership Spotlight" and Team Selection
- Review Roadblocks and Concerns for your Individual Leadership Challenge Assignment

**Assignments:**

- CL2-1: Read "What Leaders Really Do" (John Kotter) for Session #2 by 02/05/2024
- CL2-2: Submit Individual Leadership Challenge items 1 through 4: 1. Leadership Values 2. Description of what kind of leader you want to be, 3. Roadblocks 4. Concerns by Class 4 – 02/12/2024
- CL2-3: Team Selects a "Spotlight Leader" (by 03/04/2024 – before Session 6)

### **Session 3 - 02/05/2024**

#### **Topic description – Importance of Culture and Diversity in the Workplace**

- Key takeaways and personal insights from previous class and What Leaders Really Do
- Diversity in the Workplace and Cultural Uniqueness
- Review Personal Motivation and Personal Board of Directors
- Mental Models

#### **Assignments:**

- CL3-1: Find an article about Emotional Intelligence through an Internet Search and bring it to class for discussion. Be prepared to summarize the salient points of the article by Session 4 – 02/12/2024.
- CL3-2: Learning Journal – submit personal insights and learning from Class 3 and CL3-1 Article by 02/05. Review and comment on a minimum of two classmates' posts. Comments on classmates' posts due prior to Session 4 – 02/12/2024.
- CL3-3: Prepare Individual Leadership Challenge items 5, 6, and 7 (describe your style, Personal Board of Directors, and Mental Models). Due prior to Session 4 (02/12/2024).

### **Session 4 – 02/12/2024**

#### **Topic description – The Role and Importance of Individual Emotional Intelligence and Emotional Intelligence of Groups**

- Key takeaways and personal insights from previous class
- Emotional Intelligence of Individuals
- Traits of Strong Leaders

#### **Assignments:**

- CL4-1: Prepare one slide with an overview of your Individual Leadership Challenge, to present during Class 7. Due by 03/11
- CL4-2: Read and analyze The Team That Wasn't (Suzy Wetlaufer; 1994) [11 pages. Publication date: Nov 01, 1994. Prod. #: 94612-PDF-ENG. Due by 03/11

### **Session 5 – 02/26/2024**

#### **Topic description – Leadership Styles and Trust**

- Key takeaways and personal insights from previous class
- Goleman's Leadership Styles
- Building Trust In The Workplace

#### **Assignments:**

- CL5-1: Learning Journal – submit personal insights and learning from Class 5 by 03/01 Review and comment on a minimum of two classmates' posts by Class 6 - 03/04/2024.

### **Session 6 – 03/04/2024**

#### **Topic description – Leading and Influencing Others – Part I – Coaching and Mentoring**

- Key takeaways and personal insights from previous class
- Elevating Performance through Talent Management
- Coaching and Mentoring
- Team Selections: "Spotlight Leader" ([CL2-3](#))

**Assignments:**

- CL6-1: Learning Journal – submit personal insights and learning from Class 6 by 03/08  
Review and comment on a minimum of two classmates' posts by 03/11
- CL6-2: Prepare Individual Leadership Challenge items 8, 9, 10 (emotional intelligence and your leadership style, building trust) by 03/11

**Session 7 – 03/11/2024****Topic description – Leading and Influencing Others – Part II – The Team That Wasn't**

- Key takeaways and personal insights from previous class
- Overview of Individual Leadership Challenges (CL4-2)
- Presentation of One Slide Per Student on Individual Leadership Challenge Sections 1-10
- Review Case Analysis of "The Team That Wasn't"
- Motivational Factors

**Assignments:**

- CL7-1: Learning Journal – submit personal insights and learning from Class 7 by 03/15.  
Review and comment on a minimum of two classmates' posts by 03/25.

**Session 8 – 03/25/2024****Topic description – Leading and Influencing Others – Part III – Productive Conflict**

- Key takeaways and personal insights from previous class
- Conflict and Leadership Effectiveness: The 5 Conflict Styles
- Influence Strategies

**Assignments:**

- CL8-1: Learning Journal – submit personal insights and learning from Class 8 by 03/29. Review and comment on a minimum of two classmates' posts by 10/29
- CL8-2: Prepare Individual Leadership Challenge, item 10 (conflict style). By 11/1/2023
- CL8-3: Take DISC Assessment by the day prior to Session 10 – 04/08.

**Session 9 – 04/01/2024****Topic description – Leading High Performance Teams – Culture Code**

- Leadership Spotlight Presentations
- Key takeaways and personal insights from previous class
- Review of Culture Code
- Review of High Potential Talent

**Assignments:**

- CL9-1: Learning Journal – submit personal insights and learning from Class 9 by 04/05.  
Review and comment on a minimum of two classmates' posts by 04/08
- CL9-2: Submit "Leadership Spotlight" template detailing meeting dates, roles & responsibilities, and individual contributions to overall guest participation - from guest selection and preparation to actual presentation, meeting moderation and acknowledgement post-presentation. Due by 04/15.

**Session 10 – 04/08/2024**

**Topic description – Leadership Spotlights and DISC**

- Leadership Spotlight Presentation
- DISC (assignment 8-3 due the day prior)

**Assignments:**

- No assignments this week.

**Session 11 – 04/15/2024****Topic description – Leadership Spotlights and Feedback**

- Leadership Spotlight Presentation
- Key takeaways and personal insights from previous class
- Individual Leadership Challenge Presentations
- The Art of Giving and Receiving Feedback

**Session 12 – 04/22/2024****Topic description – Leadership Spotlights and Change**

- Leadership Spotlight Presentation
- Change Leadership - Leaders and Organizational Change

**Session 13 – 04/29/2024****Topic description – Individual Challenge Presentations and Crucial Conversations**

- Key takeaways and personal insights from previous class
- Individual Leadership Challenge Presentations
- Crucial Conversations
- Change Leadership – The Change Cycle

**Session 14 – 05/06/2024****Topic description – Individual Challenge Presentations and Wrap Up**

- Key takeaways and personal insights from previous class
- Individual Leadership Challenge Presentations

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**NOTES:**

The syllabus may be modified to better meet the needs of students and to achieve the learning outcomes.

The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. The School of Professional Studies (SPS), its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the [SPS IDBEA Committee](#)*).

## New York University School of Professional Studies Policies

1. Policies - You are responsible for reading, understanding, and complying with [University Policies and Guidelines](#), [NYU SPS Policies and Procedures](#), and [Student Affairs and Reporting](#).
2. Learning/Academic Accommodations - New York University is committed to providing equal educational opportunity and participation for students who disclose their dis/ability to the [Moses Center for Student Accessibility](#). If you are interested in applying for academic accommodations, contact the [Moses Center](#) as early as possible in the semester. If you already receive accommodations through the Moses Center, request your accommodation letters through the Moses Center Portal as soon as possible ([mosescsa@nyu.edu](mailto:mosescsa@nyu.edu) | 212-998-4980).
3. Health and Wellness - To access the University's extensive health and mental health resources, contact the [NYU Wellness Exchange](#). You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.
4. Student Support Resources - There are a range of resources at SPS and NYU to support your learning and professional growth. For a complete list of resources and services available to SPS students, visit the [NYU SPS Office of Student Affairs site](#).
5. Religious Observance - As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. Refer to the [University Calendar Policy on Religious Holidays](#) for the complete policy.
6. Academic Integrity and Plagiarism - You are expected to be honest and ethical in all academic work. Moreover, you are expected to demonstrate how what you have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; and thus recognizing others' published work or teachings—whether that of authors, lecturers, or one's peers—is a required practice in all academic projects.

Plagiarism involves borrowing or using information from other sources without proper and full credit. You are subject to disciplinary actions for the following offenses which include but are not limited to cheating, plagiarism, forgery or unauthorized use of documents, and false form of identification

[Turnitin](#), an originality detection service in NYU Brightspace, may be used in this course to check your work for plagiarism.

Read more about academic integrity policies at the NYU School of Professional Studies on the [Academic Policies for NYU SPS Students](#) page.

7. Use of Third-Party Tools - During this class, you may be required to use non-NYU apps/platforms/software as a part of course studies, and thus, will be required to agree to the “Terms of Use” (TOU) associated with such apps/platforms/software.

These services may require you to create an account but you can use a pseudonym (which may not identify you to the public community, but which may still identify you by IP address to the company and companies with whom it shares data).

You should carefully read those terms of use regarding the impact on your privacy rights and intellectual property rights. If you have any questions regarding those terms of use or the impact on the class, you are encouraged to ask the instructor prior to the add/drop deadline.