

**English 195 CE: Community and Corporate Internships**  
**UCLA Center for Community Learning**  
**Fall 2018**

**Taly Ravid, Coordinator/Instructor**

**Office Hours/Contact Information:**

**Hours:** Tuesdays, 12-4pm, Wednesdays and Thursdays 10am—2pm

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**Overview**

The Department of English and the Center for Community Learning (CCL) offer English 195CE for four units and for either a letter grade or pass/no pass. Like all internship courses offered through CCL, English 195CE requires active participation at an agreed-upon field site, weekly response papers, bi-weekly meetings with the Coordinator, and a final research paper. These requirements are outlined in more detail below.

**\*\*Note:** this course may not be applied toward requirements for the English major\*\*

Our work together will be geared toward close-reading and cultural analysis—thinking of the world as something we can interpret and analyze in much the same way we could a story, poem, or play. Literary scholars broadly define close reading as the practice of examining a text carefully (e.g. focusing on syntax, verb tense, word choice, genre, style, characterization, symbolism, etc.) in order to discern complex patterns of meaning. Cultural analysis applies this methodology to culture more generally—to everything from television to newspapers to social media.

You will be asked to read your internship experience and its professional field as texts, as if they have a story to tell about the larger world. You will also be asked to consider your own personal experiences as a student and as an intern in relation to the chosen readings, connecting your practical experiences with the theoretical and imagined ideas explored in the texts.

**Student Learning Outcomes**

Students enrolled in this independent study course will have the opportunity to:

- Define and apply the following core concepts: civic engagement, social responsibility, experiential learning, and close reading/cultural analysis;
- Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st-century work environments;
- Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from an academic discipline; and
- Explore how off-campus work experience contributes to an undergraduate's intellectual, personal, and professional development and informs future career choices.

## Enrollment Requirements

In order to enroll in English 195CE you must have at least a 3.0 GPA, be in junior or senior standing, and complete a course contract. Follow the steps outlined in the Enrollment Procedures handout that you received during your intake appointment to generate a contract.

## Course Requirements

1. **Discussion Sessions 20% (20 points)**
2. **Weekly Response Papers 40% (80 points)**
3. **Final Research Paper 40% (100 points)**
4. **Signed Timesheet (documenting 80-100 hours worked at an off-campus site)**
5. **Liability Waiver**

### **1. Discussion Sessions (20% of your grade) (5 total, 4 points each)**

Schedule and attend bi weekly discussion sessions with your coordinator (me) at the Center for Community Learning at least 5 times (including intake). Come to each 30-minute discussion session prepared to lead our one-on-one discussion about your internship, your weekly response papers, and your progress on your research paper. This course is an upper-division independent study and your participation score for each meeting is based not only on whether you are engaged and up-to-date on the readings and assignments, but also on how prepared you are to dig deeply and think critically about your internship experience and course assignments. Meetings that focus on superficial analysis or that consist largely of me asking you questions instead of you leading the conversation will not receive full credit. If you are concerned that you may forget things you want to talk about, come with notes prepared in advance.

**Scheduling Sessions:** Appointments can be scheduled in person at CCL (Murphy A265); by calling CCL at 310-825-7865; or by emailing the front desk at [cclmeetings@college.ucla.edu](mailto:cclmeetings@college.ucla.edu). Since I am not at CCL every day, I am unable to schedule appointments personally, and I cannot meet you outside my office hours. Plan accordingly. You are responsible for making your own appointments and for scheduling your 5 meetings evenly throughout the quarter (biweekly – i.e. every other week). Each meeting is worth 4 points. Showing up late and/or unprepared for a meeting will result in the loss of at least one point.

**Missed/Late/Cancelled:** If you arrive more than 10 minutes late, you will be asked to reschedule and the meeting will be worth only half credit. You may schedule only one meeting per week and **MUST** complete your second meeting by the end of Week 4 or the meeting will be considered late and will be worth only half credit. Repeated cancellation, especially same-day cancellations, are unacceptable, and may also result in a penalty. Any request to schedule meetings in consecutive weeks must be approved by the coordinator **IN ADVANCE** and may not be granted. Attending regularly scheduled meetings THROUGHOUT THE ENTIRE QUARTER is required in order to pass a 195CE course and failure to meet this expectation will likely result in an automatic grade reduction to C-/NP. You may be advised to drop at any point in the quarter if you are no longer in a position to pass the course and your site will be notified.

**2. Weekly Response Papers (40% of your grade) (8 total, 10 points each)**

Submit 2-3 page response papers (double-spaced, 12 point font, Times New Roman, 1 inch margins) via the course website by 6 PM each week (see the due dates below). You will be penalized for papers that are incorrectly formatted, too short, or incomplete. You may go over the page limit, but stay under 5 pages. You need to turn in 8 response papers total. Each weekly paper is worth 10 points. Response papers are docked 2 points for each day that they are late. **All work must be submitted to pass even if it is too late to receive any credit.** Submitting more than two papers over one week late is grounds for automatic “No Pass.”

**3. Final Research Paper (40% of your grade) (8-10 Pages, 100 points)**

Using at least 5 sources, complete a research paper of 8-10 pages (double-spaced, 12 point font, Times New Roman, 1 inch margins) due at 6pm on Friday of Week 10. The assignment ask you to examine a topic inspired by your internship—this isn’t an extended response paper; rather, you should develop a research-based argumentative analysis. You will have ample opportunity throughout the quarter to come up with a research topic and discuss it with me. As one of your weekly response papers, you will submit a paper proposal, and I must approve it in order for your paper to be accepted. You must use at least three academic sources and two reputable popular sources for the paper. Late papers will be docked 1/3 of a grade for each day late. Papers earning less than 75% are grounds for automatic “No Pass.”

**4. Time Sheet (Minimum 8 weeks/80 hours)**

Submit a timesheet—with your final paper, signed by your supervisor and documenting the hours that you have worked this quarter—to CCLE by 5pm on Friday of Week 10. Please upload your timesheet as a **legible** PDF or JPG file. To pass the course, interns must work at least 8 weeks during the 10-week quarter AND work a minimum total of 80 hours (approximately 8-10 hours/week). **Failure to complete the minimum requirements and submit a signed timesheet will likely result in an automatic grade reduction to C-/NP.** If for any reason you find that you must miss more than the equivalent of one week’s regular shift at your internship or if you must end your internship early, you **MUST** inform your coordinator IMMEDIATELY. Your coordinator will consult with your internship supervisor and Center administrators about appropriate steps and may advise you to drop the course if it is determined that you are not in a position to pass.

**5. Liability Waiver**

This waiver is available at the CCL office and required by UCLA for off-campus work.

**Grading Scale and Academic Integrity**

**Grading Scale**

<b>A</b>	<b>94-100</b>	<b>B-</b>	<b>80-82.9</b>	<b>D+</b>	<b>67-69.9</b>
<b>A-</b>	<b>90-93.9</b>	<b>C+</b>	<b>77-79.9</b>	<b>D</b>	<b>63-66.9</b>
<b>B+</b>	<b>87-89.9</b>	<b>C</b>	<b>73-76.9</b>	<b>D-</b>	<b>60-62.9</b>
<b>B</b>	<b>83-86.9</b>	<b>C-</b>	<b>70-72.9</b>	<b>F</b>	<b>0-59.9</b>

### **Academic Integrity**

All UCLA policies regarding academic integrity apply to 195CE internship courses, including but not limited to policies regarding **cheating, fabrication, plagiarism, multiple submissions, and facilitating academic dishonesty**. As specified in the UCLA Student Conduct Code, violations or attempted violations of academic integrity will be reported to the Dean of Students and may result in disciplinary action and/or expulsion from the university. UCLA's complete policy regarding academic dishonesty can be found at the following website: <http://www.deanofstudents.ucla.edu/>

### **Pass/No Pass**

Students taking the course on a Pass/No Pass basis must earn a C or better (75%) in EACH of the above categories. Additionally, ALL students must complete all of the requirements to pass English 195CE.

<b>Course Accommodations &amp; Campus Resources</b>
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### **Nondiscrimination Policy**

The UCLA Center for Community Learning is committed to a policy against discrimination on the basis of color, race, religion, sex, national origina, age, sexual orientation, gender identity and expression, disability and protected veteran status, or any other bias prohibited by UC policy and federal and state laws and regulations. We expect internship sites to adhere to applicable federal and state laws and UC policy re: nondiscrimination, and urge students to report incidents of bias/harrassment to the appropriate office at their internship site, to their internship coordinator, and/or to the Center of Community Learning administrators as soon as possible after the incident in question so that we can provide supportiv services (including working with campus partners to facilitate an early exit from the internship if needed). We also encourage students to pursue confidential support through Student Legal Services (<https://www.studentlegal.ucla.edu/>), CPAS (<https://www.counseling.ucla.edu/>), and other campus resources (<https://studentsincrisis.ucla.edu/Who-can-Help>).

### **Course Accommodations**

UCLA provides a wide range of resources to support students facing challenges, whether inside or outside the classroom. Consult the Student Care Managers program website for information about these resources, including information about confidential one-on-one consultation: <http://www.studentincrisis.ucla.edu/Who-can-Help>.

If you need to request an academic accommodation based on a documented disability related to your work in this course, please contact the Center for Accessible Education as soon as possible. CAE can be reached at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). You can learn more about their services by exploring their website at <http://www.cae.ucla.edu/>. Students should also notify their internship coordinator about any issues as soon as possible so that appropriate accommodations can be arranged with CAE well in advance of assignment due dates.

### **Communication with Sites & Campus Stakeholders**

In order to monitor the educational experience of undergraduate interns, the Center for Community Learning communicates with internship site supervisors for mandatory check-ins at least twice each quarter and provides sites with an online evaluation of their partnership with UCLA. As a matter of policy, sites must be notified at any point in the quarter if students are in danger of not passing the course or if they withdraw. As needed, we may also communicate with various campus stakeholders, such as the Dashew Center for International Students & Scholars, the Career Center, and Student Care Managers.

Readings and Assignments Schedule
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#### **Week One—No Response**

- No assignment due
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#### **Week Two Response: Analysis & Expectations**

- **Due:** Sunday, October 14, 2018 by 6PM, uploaded to the class website
- **Readings:** “The World is a Text” (Silverman & Rader); Internships Common Reading for 195CE (Introduction/“High Impact Educational Practices,”/“What Can You Learn from an Internship?”)

**Instructions:** Read the articles. Write a response paper incorporating BOTH a personal reflection of your experiences in your internship AND a thoughtful analysis of the assigned texts. Include your thoughts on BOTH articles in this response. You do not need to answer every question. Use the prompts/ questions below as a guide to help direct your response.

**Prompts/ Questions:** Reflect on Silverman and Rader's proposition that “the world is a text.” What is their main argument and what evidence do they use to support this claim? Do you agree with Silverman and Rader’s arguments? What are the potential issues or consequences for approaching the world in this manner and are there any issues that might arise that Silverman and Rader do not consider? Next, Reflect on the “Common Reading.” After reading, how do you define experiential learning and how does it differ from classroom-based approaches? What does it mean to be a “civic professional” and do you see the organization for which you are interning fulfilling a “civic mission” for its community? If yes, in what way and if not, how could your company or organization utilize its resources to benefit its community? Next, spend some time considering expectations for your internship. Feel free to describe what drew you to this particular site, but also try to imagine what you think the work there will be like. Take note of your assumptions about this profession as well as your assumptions about what you hope to learn during this internship. Do you have any fears or reservations about this position?

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### Week Three Response: Places of Work

- **Due:** Sunday, October 21, 2018 by 6PM, uploaded to the class website
- **Readings:** Editor's Introduction/"Spatial Segregation and Gender Stratification in the Workplace" (Spain)

**Instructions:** Read the introductory discussion (pg. 479-491) and then Spain's article (491-496). Write a response paper incorporating BOTH a personal reflection of your experiences in your internship AND a thoughtful analysis of the assigned text. You do not need to answer every question. Use the prompts/ questions below as a guide to help direct your response.

**Prompt/Questions:** Read the introduction and excerpt from Daphne Spain's article, then analyze her argument. What is her main claim and how does she support this claim? Do you agree with Spain's view of the impact of spaces on its inhabitants? While the article is dated (it was written in the 1990s), gender still has a large impact on the modern workplace—what are the current issues related to gender in today's workplace and how might we compare those issues to the ones Spain addresses? Spain focuses on the issue of privacy, but can you think of any other ways in which someone in a relative position of power might use the workspace to reinforce his or her dominance? Next, analyze the space where your internship takes place. You can approach this topic from any angle, from the neighborhood or the type of building it is in to the way the space is organized within the building (the rooms, cubicles, halls, doors, and windows, etc.) How are people divided in the space? Do you see any divisions occurring in the (perceived) gender, race, or age of employees? How does the organization of shared space affect the way work is done at your internship site? As an intern, do you interact with the workspace in a different way from other employees or supervisors? If you focus on the external building, does the internship/ company space interact with the community in which it sits? If so, in what way? If not, why do you think it does not?

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### Week Four Response: Technology and Communication in the Workspace

- **Due:** Sunday, October 28, 2018 by 6 PM, uploaded to the class website
- **Reading:** "Morphing Technology, Changing Literacies" (Herbert-Goodall); "Fitting the Pattern" (Wilks- web- link- poetry); "The Dream Life of Letters" (Stefans-web-link-poetry)

**Instructions:** Read the article and examine one of the poems. Write a response paper incorporating a personal reflection of your experiences in your internship, a thoughtful analysis of the assigned text, AND an analysis of one of the poems. You do not need to answer every question. Use the prompts/ questions below as a guide to help direct your response.

**Prompt/Questions:** Herbert-Goodall examines how poets are using new technologies to change both their method for producing art and the ways through which people interact with the resulting works. Briefly summarize Herbert-Goodall's article and spend a few minutes looking at ONE of the examples of interactive poetry provided. How does the experience reading this poem differ from reading a poem on a static page? Does the medium change the definition of the work? In what way? Based on your reading experience, would you still classify the poem as a poem or something else? Be sure to justify your response. Next, consider the role of technology in your internship experience. Herbert-Goodall discusses the impact of the medium on the way we receive and interpret information. What different media or interfaces do you use in your workspace (computers, landline phone, texts, emails, etc.)? How do you primarily get information as an intern and what is the most

popular way to communicate in your office overall? Do these different methods for communicating serve different purposes and why might someone choose one method over the other? How does the type of communication affect the way we speak or write or think (how brief we are, how much we standardize our spelling and grammar, whether we use shorthand or emotional indicators such as emojis, the level of formality, etc.) Does your company use any special or unique interfaces and does that introduce any new language or terms to the workplace?

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### **Week Five Response: Criticism, Debates and Ethical Concerns in Your Industry**

- **Due:** Sunday, November 4, 2018 by 6PM, uploaded to the class website
- **Note:** This response will involve more work than previous responses and further instructions will be forthcoming.

**Prompt/Questions:** For this response, identify and discuss an ethical or moral debate or concern that is unique to your industry. You may take a somewhat broad approach to this. For instance, if your internship consists strictly of script coverage for a production company, you can branch out and think of problems in the wider film or publishing industries. Describe and analyze the topic objectively by clearly explaining the main issue and outlining the main opposing viewpoints. Then, develop and explain your own stance on the topic. Also discuss what your industry has done, or what you think it should do, to address and resolve this dilemma. Finally, what evidence of this problem, if any, have you experienced in your day to day work at your internship?

You will need to review and incorporate either **one academic article or two non-academic sources**—stay tuned for more information on this portion of the assignment (via an email from me).

**Note:** This assignment is situated at a point in the syllabus to help you brainstorm potential paper topics—you'll notice that your proposal is due next week! This is a great opportunity to start doing some research and collecting sources.

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### **Week Six Response: Paper Proposal**

- **Due:** Sunday, November 11, 2018 by 6PM, uploaded to the class website
  - **Instructions:** see the instructions on the course website, and emails from me for details about this assignment.
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### **Week Seven Response: Character**

- **Due:** Sunday, November 18, 2018 by 6 PM, uploaded to the class website
- Reading: “The Fictional Among Us,” from *Why Do We Care About Literary Characters?* (Vermeule)

**Instructions:** Read the article. Write a response paper incorporating BOTH a personal reflection of your experiences in your internship AND a thoughtful analysis of the assigned text. You do not need to answer every question. Use the prompts/ questions below as a guide to help direct your response.

**Prompt/Questions:** Briefly summarize and then spend some time analyzing Vermule’s argument. What is her main argument and what evidence does she use to support this claim? Vermule both argues from the position of gossip as a product of what critics have called “the rise of the novel” and from the position that gossip is a biological and evolutionary consequence of human nature. While she never sides with one over the other, do you think it is more human nature or society (or both) that creates/ enables filling what she calls the “gossip shaped hole” in us? Does your own internship’s industry participate or benefit from the need for gossip/ stories? If so, in what ways and if not, why not? Next, analyze the personae of the people who populate your internship site as though they were characters. How do they dress, walk, and talk? Is there an official or unofficial uniform or dress code? What do these things say or not say about the kind of work they do, or about the way the company tries to present itself? Is there a sense of hierarchy in place that you can discern based on behavior or appearance? Would a visitor to the workplace be able to tell who holds which positions? As an intern, what is your persona in the workplace? How does the work you do connect with the larger goals of the company, and thus fit into the bigger picture that the company wants to present to an outside audience?

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### **Week Eight Response: Paper Draft *or* Analysis of Cultural Work**

- Due: Sunday, November 25, 2018 by 6PM, uploaded to the class website

#### **Options: (choose one)**

1. **Paper Draft:** Submit the first two to three pages of your final paper and be sure to include proper citations/and a tentative Works Cited list. Selecting this assignment option will provide you with thorough, concrete feedback on your academic writing and suggestions for improving your paper in advance of the final deadline.
2. **Analysis of Cultural Work:** This option asks you to analyze how your internship profession is represented in popular culture. Please select a specific film, television show, or written text to analyze. You could approach this topic directly and select a work that specifically represents your industry (for example, if you are working in film/TV, you could analyze an episode of *30 Rock* or *Entourage*). You can also approach the topic by analyzing a text that speaks to your experience in your workplace (for example, if your job has you working in a cubicle all day, you could analyze an episode of *The Office* or Herman Melville’s “Bartleby the Scrivener”). No matter what you choose, be sure to address how it does and does not reflect what you have witnessed during your internship. Pay special attention to how the genre or medium of the work you’ve chosen may put a spin on your industry. A sitcom about a lawyer, for instance, will offer a very different depiction of the field than a dramatic TV show or feature film.

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### **Week Nine Response: Final Reflections**

- Due: Sunday, December 2, 2018 by 6PM, uploaded to the class website

**Prompt/Questions:** Look back at the expectations you outlined in your first response paper and reflect on your overall experience. Who mentored you the most during your internship and who



could be a potential reference or networking resource for the future? What skills did you learn during this internship and what was your biggest accomplishment? After reading your first response paper, what have you learned about your internship's industry? About yourself? Has this internship helped you clarify your career goals? If so, in what way?

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### **Week Ten—Final Paper & Timesheet**

- Due: Friday, December 7, 2018 by 6 PM

**Instructions: Final papers** must be submitted to Turnitin on the class website. **Final timesheets** must be filled out clearly and fully, signed by your site supervisor, and uploaded as a PDF to the class website. I will be sending emails with additional final paper instructions.