**Disability Studies 195 CE: Community Internship Quarter 1 (Fall 2020)**

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**COURSE DESCRIPTION**

Disability Studies 195 CE provides a consecutive 2-quarter internship experience required for the Disability Studies minor.  The Disability Studies community internship is a chance to connect theory to practice. Students will apply theories learned in disability studies courses, get first-hand experience in disability-related fields, see how disability is constructed and framed by different organizations, and analyze different salient models of disability mobilize in advocacy, service, policy, and research.

This internship course is designed to provide an academic context for remote work in one of three types of governmental or non-profit settings: students can choose to provide direct service to differently abled individuals or their families, engage in research related to disability studies, or work on policy issues related to disability studies. Students will work independently with the internship coordinator to think through models of disability observed at their site, construct a series of reading assignments that examine disability studies issues related to their internship duties, and craft a final paper topic that will link disability studies concepts to their personal experience.

\*\*Both quarters must be completed at the same internship site.

\*\*\*In light of the COVID-19 pandemic, it is mandatory that ***all*** internship hours be completed ***remotely****.* In other words, *in person* internships will not be approved for course credit.

**195CE 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, ableism/paternalism, disability social justice/activism, and social vs. medical models of disability;
* 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;
* Explore how a remote work experience contributes to an undergraduate’s intellectual, personal, and professional development and informs future career choices

**ENROLLMENT REQUIREMENTS**

In order to enroll in Disability Studies 195CE you must have at least a 3.0 G.P.A. and you must 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. 5 Meetings with Coordinator
2. 8 Weekly Response Papers of 2-3 pages
3. Final Research Paper of 8-10 pages
4. Signed timesheet documenting at least 80 hours worked at internship site

**Grading Scale**

A 100-93    B+ 89-87    B- 82-80     C  76-73    D+ 69-67    D- 62-60

A- 92-90 B   86-83    C+ 79-77    C- 72-70    D   66-63    F   59-0

**Grading**

20% Bi-Weekly Meetings (5pts x 4 meetings (no points for intake))

40% Weekly Writing Assignments (10pts x 8 assignments; 2 pts off for each day late)

40% Final Paper (reduction of 1/3 of a grade for each day late; ie: A to A-, etc)

Students taking the course on a Pass/No Pass must earn an overall grade of a C or better (73%) in order to earn a grade of Pass in the course. NOTE: Disability Studies Minors must take the course for a letter grade in order to apply it toward the minor. Additionally, be advised that your internship will be notified at any point in the quarter if you are in danger of not passing this course—regardless of whether you are taking the course for a letter grade or Pass/No Pass. *You should also know that regardless of student performance, all site supervisors are contacted at least twice during the term for mandatory check-ins.*

**Discussion Sessions (20% of final grade)**

Schedule and attend **bi-weekly** discussion sessions with your coordinator at the Center for Community Learning at least 5 times, including intake. Come to each 30-minute discussion session prepared to discuss your experiences at your internship, your weekly response papers, and your progress on your research paper. To receive full credit you must be prepared to have an engaged, interactive meeting. ***\*See rubric at the end of the syllabus .***

You are responsible for scheduling your 5 meetings evenly throughout the quarter (biweekly – i.e. generally every other week). **Appointments can be scheduled three ways:**

1. Independently through “my.ucla”
* Academics Tab
* “My Appointments”
1. Call CCL at 310-825-7865
2. Email the front desk at cclmeetings@college.ucla.edu.

Each meeting is worth 5 points. Showing up late and/or unprepared for a meeting will result in the loss of at least one point. 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 same-day cancellations may also result in a penalty.

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.

**Weekly Response Papers (40% of final grade)**

Submit **2-3 page response papers** (double-spaced, 12-point Times New Roman font, 1-inch

margins) via the course website by **Sunday at 11:59pm**, beginning Sunday of Week 2. You must

turn in **8 response papers total**. **Each response paper is worth 10 points**.

Late papers will  receive a 1 point deduction per day late. Submitting more than two papers over one week late is grounds for automatic “No Pass” or an equivalent reduction in letter grade.

***\*Please review the weekly response paper rubric at the end of the syllabus.***

Weekly response papers are designed to help you contextualize your internship experience; therefore, whenever possible you are encouraged not just to be descriptive but also analytical.  Think critically about your experience with the organization, the staff and community at large. Think about how your experiences and observations are affecting your understanding of the organization and their work. Please see weekly outline below for weekly response prompt topics.  Since these are designed to help you engage with and reflect on what you’re doing, if one week you would like to address something that isn’t reflected in the topics, feel free to propose an alternate idea or reading. A more detailed explanation of weekly response papers is included at the end of this syllabus.

\*\*Students will be allowed up to **1** make up assignment on their lowest scored weekly response. If student chooses to make up an assignment, the make up assignment will be due at the *latest* **by Sunday of Week 10 (12/13)** by **11:59pm**. This is a *hard* deadline, anything submitted after the due date will be considered late and will no longer count towards make up credit.

**Final Research Paper (40% of final grade)**

Submit your paper on CCLE using the Turn-it-in tool by **5pm on Friday of Week 10**. Late papers will be penalized 1/3 of a grade for each day late.

Final papers should be **8-10 pages** and should be inspired by your work at your internship site. During the first quarter of your internship, **your research paper should *review the existing literature* in a field related to disability studies and to your internship**. Your first quarter’s final research paper must have a ***minimum* of five Disability Studies scholarly sources**.  Assigned course readings will not count toward this minimum requirement. While your paper may include a mix of academic and non-academic sources, you must have at least five **scholarly/academic** sources.

The UCLA Disability Studies Minor webpage (www.uei.ucla.edu/dsminor.htm) includes several helpful links. Click on Minor Requirements. On the right side of the screen you will see a section entitled “Supplemental Documents.” Then click on [**UCLA Library Disability Studies Research Guide**](http://guides.library.ucla.edu/disability-studies) to access these resources.

**Time Sheet**

Submit a timesheet with your final paper, signed by your supervisor and documenting the hours that you have worked this quarter. 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.

**ADDITIONAL POLICIES**

**Academic Integrity**

All UCLA policies regarding academic integrity apply to 195CE internship courses, including

policies regarding plagiarism. When warranted, infractions 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 a the following website: <http://www.registrar.ucla.edu/catalog>

**Nondiscrimination Policy**

The UCLA Center for Community Learning is committed to a policy against discrimination on the

basis of color, race, religion, sex, national origin, age, sexual orientation, gender identity and

expression, disability and protected veteran status, or any other basis 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/harassment to the appropriate office at their internship site, to their internship coordinator, and

/or to the Center for Community Learning administrators as soon as possible after the incident in

question so that we can provide supportive services (including working with campus partners to

facilitate an early exit from the internship if needed). We also encourage student to pursue

confidential support through Student Legal Services ([https://www.studentlegal.ucla.edu/)](https://www.studentlegal.ucla.edu/%29), CAPS

([https://www.counseling.ucla.edu/)](https://www.counseling.ucla.edu/%29) and other campus resources ([https://www.studentincrisis.ucla.edu/Who-can-Help)](https://www.studentincrisis.ucla.edu/Who-can-Help%29).

**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, Student Care Managers, the Dean of Students, and the Office of Equity, Diversity, and Inclusion.

**Disability Studies 195 CE Quarter 1 Outline**

*\*Note that prompts have multiple parts: a general reflection and guided questions related specifically to the week’s reading assignments. Be sure to address ALL parts of the response prompt in order to receive full credit.*

**Week 1: Enrolling in the Course, Starting at Your Internship Site**

Readings:

No readings.

Assignments:

Submit your Course Contract by **Friday, October 16th, 2020** by 12pm and begin your internship hours.

*\*\*Schedule an interview with your supervisor in order to answer the* ***Prompt for Week Six***

**Week 2: Your Internship As a Site for Experiential Learning**

Readings:

* Peters, M., Castaneda, C.R., Hopkins, L., and McCants. (2010). Recognizing Ableist Beliefs and Practices and Taking Action as an Ally. In M. Adams, W. J. Blumenfeld, C. R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Reading for diversity and social justice* (Second ed., pp. 528-531). New York: Routledge.
* Sweitzer, H.F. and M.A. King. (2009). Surveying the Landscape. In *The Successful Internship*. Pp 5-8 Brooks-Cole.
* Evans, N. J., Broido, E. M, Brown, K. R., & Wilke, A. K. (2017). Chapter 2: Disability models. In *Disability in higher education: A social justice approach*. - Pp. 54-90 *[pp. 80-90 is a table summary of the chapter]*

**Written Assignment - Response Paper Prompt:**

1. In your own words, try to succinctly describe your model of disability. (The model of disability that you feel is most similar to how you understand disability). Do you subscribe to one of the models in the Evans et al. reading, have your own model, or subscribe to a combination of the models? Describe.
2. Describe a previous experience working in a community setting (e.g. volunteer work, internships, or service-learning courses). What role(s) did you play in this setting, and what did you learn from this experience?
3. Using the Peters, Castaneda, Hopkins, and McCants article, discuss three examples of how ableism operated on an individual, institutional, and cultural level in this previous experience (note one example for each level).
4. Using the Sweitzer and King article, define “experiential learning.” How will experiential learning at your DS 195CE internship enrich your experience in the Disability Studies minor and provide you with an opportunity to recognize ableist beliefs/practices in a workplace setting? Be sure to note where your internship is and your duties within your internship.

*Additional Assignment:*

Familiarize yourself with the UCLA Library’s Research Resources. Watch the “Mapping Your Research Ideas” video, start planning your research process, and take note of the various Research Guides and Research Specialists available.

**\*For Week Seven, you may submit a response that details how you utilized these various resources throughout the quarter**. Start using them now to help you in your process.

<http://www.library.ucla.edu/support/research-help/start-your-own-research-guide-or-tutorial>

<http://www.library.ucla.edu/support/support-students/get-help-your-papers-projects>

**Week 2 - Assignment DUE: Sunday, October 18th by 11:59pm**

**Week 3: How is Disability Framed at Your Internship Site**

Readings:

* Remen, R. N. (1999). Helping, Fixing or Serving? In *Shambhala Sun*, Retrieved December 2007.
* Rich, S. (2015). Screens. In *Accessing the Future.* Pp. 66-72.
* Wang, E. W. (2019). High-functioning. In *The Collected Schizophrenias.* Pp. 43-58.

Response Paper Prompt:

1. Discuss why you selected your internship site and what you hope to gain from this internship experience.
2. What populations are served by your internship site? How do you interact with the populations served in your role as an intern?
3. What types of client information do you have access to at your internship site? How do you get this information / learn about your clients’ disability?
4. Using the Remen article, define “helping,” “fixing,” and “serving.” How does your internship site seek to help, fix, and/or serve people with disabilities?
5. Using the Evans et al. (2017) article from Week 2, choose two models of disability and define how they are different (ex: the “medical” and “social” models). Which model(s) of disability does your internship site ascribe to? How does your internship site ascribe to this (or these) model(s) of disability?

**Assignment DUE: Sunday, October 25th by 11:59pm**

**Week 4: Background on Your Internship Site:**

*You have options this week!* ***All students will answer Prompt #1****. However, depending on your type of internship, you will choose either Option A or Option B listed under Prompt 2.*

Readings:

* Lewis, B. (2010). A Mad Fight: Psychiatry and Disability Activism. In L.J. Davis (Ed.), *The Disability Studies Reader*, 3rd Edition. (pp. 160-176). New York: Routledge
* Mingus, M. (2015). “Changing the Framework: Disability Justice.” *Leaving Evidence*, n.d. Web. 4 June 2015.

*Option B Readings:*

* McCormack, C., & Collins, B. (2010). Can disability studies contribute to client centered occupational therapy practice? *British Journal of Occupational Therapy, 73* (7), 339-342.
* Connor, D.J., Gabel, S.L., Gallagher, D.J., & Morton, M. (2008). Disability studies and inclusive

education – implications for theory, research, and practice*. International Journal of Inclusive Education*, *12*(5-6), 441-457.

***Optional Podcast:***

* <https://disabilityvisibilityproject.com/2019/07/14/ep-55-self-advocacy/>

Prompt #1:

What is the mission statement/purpose of your internship site? When, how, and by whom was the organization formed? How are the population(s) served by your organization represented by the organization (e.g., if your organization serves people with Autism, are there people with autism on the board of directors or in significant leadership positions)? How is your organization currently funded, and how might this funding influence how your organization operates?

Prompt #2:

Option A: Read both the Lewis and Mingus articles and discuss some of the key features of disability social justice/activism (including access and interdependence). How does your organization’s mission statement/purpose align with the goals of disability activism/justice?

Option B: Students who are working in an occupational therapy or education setting or whose career interests lie in those areas, may substitute the Connor et al. (2008) and the McCormack & Collins (2010) article for either the Lewis or Mingus article.

If you select Option B, then you will discuss (a) how your organization’s mission aligns with the goals of disability justice or activism and (b) how your internship site reflects client-centered therapy and/or educational practices grounded in disability studies or disability studies in education. Lastly, if your internship does NOT reflect a disability studies framework, why do you think this is the case?

**Turn in your completed “Mapping Your Research Ideas” Diagram with Your Prompt**

**Assignment DUE: Sunday, November 1st by 11:59pm**

**Week 5: Your Final Paper’s Research Proposal**

Readings:

Select an article/chapter that you will cite in your final paper.

(Readings **must be pre-approved** by coordinator, please email selected article for approval by Wednesday of Week 5)

Prompt:

What topic will you be writing about for your final research paper? How did you select this topic? How has your internship experience this quarter influenced your understanding of your topic?

Discuss how the article/chapter you’ve chosen for this week will be used in your final paper.

At the end of your response paper for this week, include your paper’s thesis statement, scope, significance, and a list of 3 sources with 2-3 sentences about how they will inform your research.

**Assignment DUE: Sunday, November 8th by 11:59pm**

**Week 6: Your Work as an Intern & Interviewing Your Supervisor**

Readings:

* Sinclair, J. (1993). Don’t Mourn for Us, *Our Voice, 1(*3).
* Video: Please watch the Amanda Baggs’ “In My Language” <https://www.youtube.com/watch?v=JnylM1hI2jc>
* Matthews, M. (2019). Why Sheldon Cooper Can’t Be Black: The Visual Rhetoric of Autism and Ethnicity. *Journal of Literary & Cultural Disability Studies*, *13*(1), 57-74.

Prompt:

***\*NOTE: YOU WILL NEED TO SCHEDULE AN INTERVIEW WITH YOUR SUPERVISOR TO ADDRESS THESE QUESTIONS (Specifically the questions under Training and Supervision).***

What work are you doing as an intern that feels meaningful to you and why? How effective do you feel in your role as an intern in addressing the key issues of your organization or clinic? How do you agree or disagree with the approach your organization takes in effectively addressing the key issues associated with your organization?

Using the Sinclair and the Baggs video, discuss why individuals have difficulty conceptualizing autism as a way of being. In your experience at your internship, how have you conceptualized disability? Reflecting on the Matthews article, have there been discussions about how disability and other social identities intersect (e.g., gender, race, socio-economic status, generational status, age, etc.)? What can you learn about working in the field from your supervisor? How do you relate or not relate to your supervisor's path to their profession?

**\*Training and Supervision:** Who is your supervisor? What is their role within the organization or clinic (aside from “supervising”)? What led to their being in the field? What is their training and experience in the field? How long have they been in the field? In what ways, if any, are they working to improve their organization/clinic?  What piece of advice do they wish they were given prior to entering the field? One piece of advice they’d leave with you (whether it be Professionally, or regarding entering the field more broadly)?

*(Feel free to assert any additional questions during the interview that you feel will be useful to note that you do not see listed above)*

**Assignment DUE: Sunday, November 15th by 11:59pm**

**Week 7:  Utilizing UCLA’s Research Resources**

Readings:

* Goodley, D. (2013). Dis/entangling critical disability studies. *Disability & Society*, *28*(5), 631-644.
* Velarde, M. (2018). Indigenous Perspectives of Disability. Disability Studies Quarterly, 38(4).

***Optional Podcast:***

<https://disabilityvisibilityproject.com/2019/11/18/ep-64-disabled-teachers/>

Prompt:

You may choose one of two options this week:

OPTION 1:

What research resources offered by UCLA’s Library System have you utilized this quarter? How did the “Mapping Your Research Ideas” and Research Guides help you with your project? How did your research specialist help you in your research process?

Have you used these resources in your previous classes? Why or why not? How did using these resources make this research experience different from your other research experiences at UCLA?

OPTION 2:

Choose two of the five insights of critical disability studies outlined in Goodley (2013). These are: (a) theorizing through materialism (b) bodies that matter (c) inter/trans-sectionality (d) global disability studies and (e) self and Other.  What are the main points of the two insights you selected? How do they potentially challenge or contribute to your idea for your final paper? Do they offer new insights to how disability studies may or may not apply to your internship site? Overall, did any of the insights or critiques surprise you? If so, why?

**Assignment DUE: Sunday, November 22nd by 11:59pm**

**Week 8:  Rough Draft of Final Research Paper**

Readings:

No readings due for the week.

Prompt:

Submit a **five-page draft** of your final paper, including a **Works Cited page** that contains all your sources.

**Assignment DUE: Sunday, November 29th by 11:59pm**

**Week 9: Reflection on Personal Development**

Readings:

No readings due for the week.

Prompt:

Discuss a few valuable lessons you have learned from your internship and the readings on disability studies. How will your internship be different next quarter? What are your goals for your next quarter?

**Assignment DUE: Sunday, December 6th by 11:59pm**

**Week 10: Final Research Paper**

**Due Friday of Week Ten (December 18th) by 5PM**

***\*\*This is a hard deadline\*\*.***

**The guidelines for the weekly meetings, response papers, and final research paper are included below.**

**Disability Studies 195 CE: Community Internship Quarter 1**

**Final Paper Guidelines**

General Requirements

* **8-10 pages, double-spaced, with 1-inch margins**
* **Minimum of five *Disability Studies scholarly sources*.** Assigned course readings may be included in your Works Cited but will not count toward this minimum requirement. You may include non-Disability Studies and/or non-scholarly sources, but these will not count toward this minimum requirement
* Submit your paper on the CCLE site by **5 p.m.** on Friday of Week 10.
* Late papers will receive a deduction of 1/3 of a letter grade for each day late

Paper Topic Ideas

Your final research paper topic is your choice. Your paper should be inspired by your work at your internship site, but you may interpret this prompt in multiple ways:

1. You may write **directly about your internship experience**, using your 10-weeks of experience as ethnographic participant observational data to build your argument. For instance, if you are working in an arts-based program for children with learning disabilities, you could write about why arts-based approaches to interventions align with a social model of disability and most benefit children with disabilities. To prove this argument, you could write about what you observed at your internship site as supportive data.
2. You may write about a **topic related to your internship experience** without directly discussing your internship. For instance, if you are working at a site that provides medical care for children with Autism, you could write about Autism more generally—about the history of Autism diagnosis, about different approaches to Autism intervention, etc. For this paper, you would not necessarily need to discuss your specific experience at your internship.

Choosing Your Paper Topic

In choosing your paper topic, it may be helpful to think about:

1. Your career goals and how they relate to your internship. If you are interested in becoming a PI/SI/Care Provider, you may want to research the history of the field, major interventions in the field, or something that will give you a good understanding of your future career.
2. Your general interest in your internship site. Why did you choose this site? What else do you want to learn about it?

Finding Your Five Disability Studies Scholarly Sources

* Some good online DS Journals include: [Disability & Society](http://www.tandfonline.com/loi/cdso20#.VbuLfZNViko), [Disability Studies Quarterly](http://dsq-sds.org/), [Review of Disability Studies](http://www.rds.hawaii.edu/ojs/index.php/journal/index), [Canadian Journal of Disability Studies](http://cjds.uwaterloo.ca/index.php/cjds), and [Journal of Literary and Cultural Disability Studies](http://online.liverpooluniversitypress.co.uk/loi/jlcds)
* Some good anthologies include: *The Disability Studies Reader* Volumes 1-4
* Once you find an article/book/chapter that works well for your paper, check the Works Cited for that source. You should be able to find additional sources that will work well for your research paper.

**Disability Studies 195 CE: Community Internship**

**Discussion Meeting Guidelines**

General Requirements

* Attend 5 biweekly meetings, including your Intake Appointment
* Schedule your meetings with the Front Desk Staff ahead of time to ensure that they are biweekly and that we meet five times. Appointments can be scheduled by calling CCL at 310-825-7865;  by emailing the front desk at cclmeetings@college.ucla.edu: or independently via “my.ucla”.
* **You may schedule only 1 meeting per week, and your second meeting must be scheduled by the end of Week 4 or the meeting will be considered late and will be worth only half credit**
* Your fifth meeting cannot be scheduled during Finals Week—these appointments are for Intakes only
* **Bring at least 3 questions to each discussion meeting so that you can lead a rigorous discussion of the readings/weekly prompt, as well as critically reflect on your internship experience. These questions may be directly about the readings, about ideas from your response paper(s), or about your internship experience (in some way critically connecting the course concepts to what you are experiencing at your internship site)**

General Goal of Weekly Meetings

Our 30-minute weekly discussion sessions are designed for you to critically engage with your internship experience, weekly readings, and response papers. To receive full credit, you must be prepared to have an engaged, interactive meeting. **Showing up late and/or unprepared for a meeting will result in the loss of at least one point. If you arrive more than 10 minutes late, you will be asked to reschedule and the meeting will be worth only half credit.** 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

Grading Rubric

* **5/5:** Came to meeting on time, with 3 discussion questions. Led a critically engaged 30-minute discussion that covered the course readings, Weekly Responses, and Internship Experience
* **4/5:** Came to meeting on time, with 3 discussion questions. Led a critically engaged 25-30 minute discussion that covered at least two of the categories (readings, responses, and internship experience)
* **3/5:** Came to the meeting late, with 2 discussion questions. Led a moderately engaged 20-25 minute discussion that covered at least two of the categories
* **2/5:** Came to the meeting late, with 1 discussion question. Led unengaged 15-20 minute discussion that covered only one of the categories
* **1/5:** Came to the meeting late with 0 discussion questions. Led unengaged 10-15 minute discussion that covered only one of the categories
* **0/5:** Failed to attend meeting and/or to reschedule the meeting in advance

**Disability Studies 195 CE: Community Internship**

**Weekly Response Guidelines**

General Requirements

* **2-3 full pages, double-spaced, with 1-inch margins**
* Microsoft Word is preferred over PDF documents.
* Submit your response on the CCLE site by **11:59pm on Sundays**
* Late papers will receive a deduction of 1 point for each day late
* **All work must be submitted in order to pass the course, even if the paper is too late to receive credit**
* Please save all documents as follows: Last Name, Response #  (e.g. Solone\_Response1)

General Goal of Response Papers

Weekly response papers are designed to help you contextualize your internship experience; therefore, whenever possible you are encouraged not just to be descriptive but also analytical. Think critically about your experience with the organization, the staff and community at large. Think about how your experiences and observations are affecting your understanding of the organization and their work.

Grading Rubric

* **10/10:** Answers each part of the prompt. Cites the assigned articles **with page numbers** and demonstrates a strong understanding of the article’s argument/concepts. Thoughtfully relates articles’ argument/concepts to internship experience.
* **9/10:** Answers all but one part of the prompt. Cites the assigned articles **with page numbers** and demonstrates a good understanding of the article’s argument/concepts. Does a good job relating articles’ argument/concepts to internship experience.
* **8/10**: Answers all but two parts of the prompt. Cites the assigned articles without page numbers and demonstrates a good understanding of the article’s argument/concepts. Does a decent job relating articles’ argument/concepts to internship experience.
* **7/10:** Answers all but three parts of the prompt. Cites the assigned articles without page numbers and demonstrates a decent understanding of the article’s argument/concepts. Fails to relate articles’ argument/concepts to internship experience.
* **6/10:** Fails to answer majority of prompts’ questions. Cites the assigned articles without page numbers and fails to demonstrate an understanding of the article’s argument/concepts. Fails to relate articles’ argument/concepts to internship experience.
* **5/10 or Lower:** Fails to answer prompt, cite readings, and relate readings to internship experience.