

**English 195 CE: Community and Corporate Internships**  
**UCLA Center for Community Learning**  
**Fall 2020**

**Comfort Udah, Coordinator/Instructor**

**Office Hours/Contact Information:**

**Hours:** Mondays, Tuesdays, Wednesdays, 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 site, weekly response papers, bi-weekly meetings with the Coordinator, and a final research paper. These requirements are outlined in more detail below.

**Internship work for Summer 2020 must be conducted and supervised remotely. Biweekly meetings will be via videoconference (Zoom). (See details below.)**

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.

Please note: this course may *not* be applied toward requirements for the English major.

**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 30%**
- 2. Weekly Response Papers 40%**
- 3. Final Research Paper 30% (100 points)**
- 4. Signed Timesheet (documenting minimum of 80 hours worked REMOTELY at internship site)**
- 5. Liability Waiver**

#### **Discussion Sessions (20% of your grade) (30 points: 5 total, 6 points each)**

Schedule and attend biweekly discussion sessions with your coordinator (me) via Zoom video conference at least 5 times (including intake).

You may choose to use Zoom on your mobile device or computer. **Your video MUST be on during your meetings.**

Be 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 Biweekly Meetings: Once students are officially enrolled in the course and have been assigned to their coordinator, students will be able to schedule their biweekly meetings through MyUCLA by going to the “Academics” tab, “Advising & Academic Services,” “Appointments.” Students are required to schedule four meetings and should schedule them every other week. All meetings should be scheduled well in advance to ensure that students receive the meeting times that work for them. Meetings can be scheduled for weeks 3 through 10. No meetings will be held during finals week.

Missed/Late/Cancelled: If you are 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.

**Weekly Response Papers (40% of your grade) (80 points: 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 11:59PM on Monday 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 in 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.”

**Final Research Paper (30% 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 on Friday of Week 10. The assignment asks 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.”

**Internship Hours and Timesheet (Minimum 8 weeks/80 hours)**

To pass the course, interns must work remotely for their internship site at least 8 weeks during the 10-week quarter for a minimum of 80 hours total (approximately 8-10 hours/week). If you know that you must miss more than 8 hours during any given week throughout the quarter and will be unable to meet the minimum requirement, please let your UCLA internship coordinator know right away so they can determine how to best advise you. If an unforeseen circumstance arises mid quarter which impacts your ability to complete your hours, please consult your UCLA internship coordinator as soon as possible to create a plan to move forward. Failure to complete the required hours is grounds for substantial grade penalty.

**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**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

**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.

## **Course Accommodations & Campus Resources**

### **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 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

### Week One—No Response

- No assignment due
- Intake appointments

### Week Two Response: Analysis & Expectations

- Due:** Wednesday Oct. 14th at 11:59pm on 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 thoughtful analysis of the texts, AND a personal reflection of your experiences in your internship. 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? Are there any potential issues or consequences for approaching the world in this manner? Anything that Silverman and Rader do not consider? (If you find yourself wanting to argue that reading the world as a text might lead to “overanalyzing,” pause for a second and ask yourself what you mean by that.) Also, think about how you might employ the practices of close reading that Silverman and Rader describe in your internship and in your daily life. 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?

### Week Three Response: Places of Work

- Due:** Monday at Oct. 19th 11:59pm on 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 thoughtful analysis of the

texts, AND a personal reflection of your experiences in your internship. 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.). Consider how all of this is changed and/or affected in the context of a virtual workspace. 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?

#### **Week Four Response: Short Fiction, “Orientation”/Close Reading**

- ❑ **Due:** Monday at Oct. 26th 11:59pm on the class website.
- ❑ **Reading:** “Orientation” by Daniel Orozco. You can read the story here: <https://fsgworkinprogress.com/2011/05/17/orientation-by-daniel-orozco/>
- ❑ **Instructions:** Read Orozco’s story, “Orientation,” then read the prompt below and also read the handout on Close Reading ( under “Assignments/Docs” on the course website), THEN READ THE STORY AGAIN! Write a response paper incorporating a thoughtful analysis of the text, and—if you’d like—a personal reflection of your experiences in your internship.
- ❑ **Prompt/Questions:** Every time we read something (a novel, a poem, a film, a song, a billboard, a tweet), and draw a conclusion about what it means, we engage in interpretation. Close Reading means becoming attuned to this process of interpretation: making explicit how and why we're coming to the conclusions we're coming to, recognizing the choices the writer has made in their writing, and how our own biases and assumptions shape our reading.
- ❑ Now that you’ve read the text twice, write a response paper that tries to articulate what you think this story is about. What is it trying to say about the contemporary workplace? How does it describe the culture of the workplace? How does the culture of the workplace spill over into the daily lives of the employees? How does the story move from the very mundane details of office culture (memos, manuals, the phone system, official emails, cubicles/desks) to the very intimate details of the employees’ emotional lives? How does Orozco tweak the mundane details of office culture so that they

suddenly become creepy and unsettling? Who is the narrator of the story? Who is the narrator speaking to? What does this particular narrative voice do to our understanding of the story? What is the effect of some of the over-the-top details that the narrator tells us about some of the employees? What does the title mean? What kind of orientation is this? (Is the narrator initiating someone into the office world...or into the sad realities of the “real world?”) What KIND of story is this (what genre)? Horror? Comedy? Satire? Realism? Does it straddle several genres simultaneously? Does categorizing the story’s genre affect how we understand it? Did this story resonate for you in any way, given some of your own first-day experiences at your internships? Use specific quotes from the story to support your argument about what the story means (at least three quotes). Remember: you do not need to answer ALL of the questions that I’ve posed in this prompt—you can choose what captivated you the most. Or if there’s something you noticed about the story that isn’t covered by one of the questions in the prompt, by all means, write about THAT.

### Week Five Response: /Close Reading

- ❑ **Due:** Monday at Nov. 2nd 11:59pm on the class website.
- ❑ **Viewing:** *The Island President* Film.
- ❑ **Recommended Reading:** “Slow Violence” by Rob Nixon - <https://www.chronicle.com/article/slow-violence/>
- ❑ **Instructions:** Watch the Jon Shenk film on the former president of the Maldives, *The Island President*. You can access the film through the course CCLE website. If you’re so inclined, read through the Rob Nixon piece (link above). It might be helpful to you in terms of conceptualizing some of the topics in Shenk’s film for your own response paper. Your job here is to do a close reading of some element of the film. You can choose to focus on a specific scene (The opening scene? One of the summit or protest scenes? How does this documentary film make use of spectacle and/or charisma? Does this film have a protagonist? What does it mean for a non-fiction film like this to have a protagonist? How does this affect the “cause” covered in the film? What narrative does the film construct about the various entities, characters, and spaces it represents? Consider some of the particular political or cultural issues that the film takes up (Neoimperialism? Indigeneity? Public Policy? Race relations? Gender politics? Consumerism? Capitalism? Climate refugees?). You could choose to focus on a single line of dialogue or a single moment that stood out to you and make an argument for its thematic importance to the film as a whole. You could choose to pay attention to a particular moment that made you FEEL something, and then try to articulate what it made you feel and HOW it made you feel that way. You could also choose to focus on something else entirely that I haven’t mentioned here.
- ❑ **Prompt/Questions:** Whatever you choose to focus on, make sure that you pay special attention to the visual details that help the film make its point. How are the shots framed in the scene you’re discussing? Are they wide shots (where we can see an entire room, an entire office, a full landscape, a bird’s eye view)? Are they close up shots (that zoom us in on a character’s face or on a particular detail)? Where are the characters in the frame and what does their staging say about their relationships to each other? What does the

camera want us to focus on? What is it choosing to show us? What's the editing like? (Jumpy? Smooth? Evenly paced? Slow? Fast?) Are the shots/scenes long and lingering, or punchy? What's the pacing like? And what overall effect does that have on how we take in the film? What's the music like? All of these elements (the cinematography, the editing, the music, the settings) contribute to our interpretation of what's happening on the screen. All of these elements make us feel something. Use these details to support your argument about the scene or issue you're focusing on. I chose to include this film and this assignment here at this point in the quarter because you've had a bit of background at this point that has primed you to do a close reading, AND because you'll all be writing an argumentative close reading for your final paper.\* You've read "Reading the World As A Text" about how we interpret and assign meaning to cultural objects, and how our interpretations shape our values as individuals and as a culture. You've also read the Spain article about how space affects our psychology and behavior, and how office space can contribute to a certain kind of de-facto, institutional stratification based on race, sex, and class. These same concerns come up in the story "Orientation," so as you write your response papers, I'd like you to keep these readings in your minds in relation to *The Island President*. How does the film handle some of the same kinds of bureaucracy and office politics we see in "Orientation," for instance? How does *The Island President* compare? How would the film's objectives and even its protagonist's cause interact with a similar office space?

\*An argumentative close reading: For your final papers, you'll be choosing a text (a film, an episode of TV, a brand), and you'll be coming up with your take on what it's trying to say. And you'll give concrete examples from the text itself in order to illustrate how you've arrived at your conclusion about what it means. I want to give you a chance here, with this response paper, to practice close reading of a visual text.

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

- ❑ **Due:** Monday Nov. 9th at 11:59pm on the class website.
- ❑ **Note:** This response will involve more work than previous responses, as you will need to incorporate either one academic source or two non-academic sources into your paper. Further instructions are on the course website under "Assignments/Docs".
- ❑ **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?
- ❑ **Note:** This assignment is situated at a point in the syllabus to keep you brainstorming 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.



**Week Seven Response: Paper Proposal**

- ❑ **Due:** Monday Nov. 16th at 11:59pm on the class website.
- ❑ **Instructions:** see the specific instructions for the paper proposal **and for the Final Paper Prompt** on the course website, under “Assignments/Docs”.

**Week Eight Response: Paper Draft**

- ❑ **Due:** Monday Nov. 23rd at 11:59pm on the class website.
- ❑ **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.

**Week Nine Response: Final Reflections**

- ❑ **Due:** Monday Nov. 30th at 11:59pm on 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?

**Week Ten—Final Paper & Timesheet**

- ❑ **Due:** Friday Dec. 4th at 11:59pm on the class website.
- ❑ **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.