

**EDUCATION 195CE:
Community Internship in Education and Social Transformation**

Spring 2021

Graduate Student Instructor: Alison Munzer

Office Hours: Tuesdays 9-11 am; Wednesdays 11 am – 1 pm; Thursdays 9-11 am

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COURSE DESCRIPTION

Civic engagement is the cornerstone of healthy, multicultural democracies and is an essential component of individual and social transformation for the betterment of society. Developed in collaboration with the UCLA Center for Community Engagement, *Education 195CE Community Internship in Education and Social Transformation*, provides a structured and guided internship experience designed especially for Education and Social Transformation (EST) majors, but open to all majors. The purpose is a practical application—through advocacy, service, teaching, research and/or other activities—of theories, values, and skills indicative of the EST program. Students will gain first-hand experience with the possibilities and challenges of community organizations addressing social justice issues, with the goal of fostering authentic relationships that can assist student commitments to future civic engagement work.

An important component of this course is that students are required to meet biweekly, one-on-one with the Graduate Student Instructor (GSI) to provide an intentional, structured, and supportive community engagement experience. Weekly reading and reflection assignments are utilized to allow students to critically engage with topics related to internship experiences. Students craft a research topic linking internship-related concepts with their personal experience in the workplace, culminating in a final 8-10 page research paper or project. Additionally, students enrolled in the course must submit a timesheet signed by their internship site supervisor indicating the completion of at least 80 hours of service at their internship over the course of at least 8 weeks of the quarter of enrollment.

This course serves as the second in a three-course sequence designed to satisfy the community engagement requirement for the EST major project. Although there are currently no prerequisites for this course, it is strongly recommended that *Education 180: Orientation to Community Engagement* be taken prior to your enrolling in this course and internship work.

ELIGIBILITY

Students are eligible to enroll in EDUC 195CE if they have completed at least 90 units (junior standing) and are in good academic standing (3.0+ GPA).

¹ I aim to respond to e-mails within 24 hours Monday through Friday; my response time may be longer over weekends and holidays.

Internships should provide students with 8-10 hours per week (80-100 hours per quarter) of substantive, meaningful work in which the students serve as the primary beneficiary of the experience. Students must be actively engaged in an internship for at least 8 weeks of the quarter in which they are enrolled. 195CE cannot be taken for retrospective internships.

Off-campus non-profit organizations, government agencies, or corporate settings with a focus on education or education-related topics are eligible. Internships may be paid or unpaid but must offer students training, supervision, and networking opportunities in a professional work setting. The Department of Labor and State of California require students who intern at a for-profit company to either be paid or receive academic credit for the internship.

During quarters in which UCLA is operating in a remote or hybrid setting, internships must be 100% remote and require no in-person training or activities. Students must acquire their internship prior to seeking enrollment in 195CE.

ENROLLMENT

EDUC 195CE is a *contract course* offered in collaboration with the Center for Community Engagement (CCE). In order to enroll, students first need to fill out a course contract on myUCLA. Detailed instructions for enrollment can be found on [CCE's website here](#). After the course contract has been created, students are required to obtain the signature of their internship site supervisor on both the course contract and a letter of agreement which stipulates the responsibilities of UCLA and the internship site in supporting the student during the internship. Please note: students are NOT responsible for acquiring signatures of the faculty of record or department chair. Students will then need to schedule a 195CE intake appointment with the Graduate Student Instructor via myUCLA. Once the intake appointment has been scheduled, students will receive a link to an online form to upload the signed contract and letter of agreement. During the intake appointment the Graduate Student Instructor will review student eligibility and provide an overview of course content and expectations. Once the Graduate Student Instructor approves the student contract, they will email the department Student Affairs Officer all necessary paperwork for student enrollment. Students will then be approved for enrollment by the Education department. Once approved, students will be enrolled by the Education department and can view their enrollment on their myUCLA Study List.

195CE LEARNING OUTCOMES

- Define and apply the following core concepts: civic engagement, social responsibility, and experiential learning;
- 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 off-campus work experience contributes to an undergraduate's intellectual, personal, and professional development and informs future career choices.

EDUCATION 195CE LEARNING OBJECTIVES²

Through community engagement, course readings, course assignments, and regular meetings with the Graduate Student Instructor, students will be able to:

1. Understand and think critically about the possibilities and complexities the role of community engagement in individual and social transformation.
2. Learn about community organizations within a specific political, social, economic, cultural and historical context.
3. Interrogate community engagement theories and pedagogies compared to real-life complexities.
4. Establish authentic relationships and networks with community organizations and communities they serve.
5. Reflect on own positionality and agency in relation to community partners, broader community-based actions, and civic engagement concerning individual and social transformation.

ZOOM PLATFORM

Until further notice, all meetings with the Graduate Student Instructor will be held through Zoom videoconferencing digital platform. All students are required to read through instructions and setup Zoom accounts through UCLA Zoom <https://ucla.zoom.us>. Student guidelines can be found at the bottom of the Resources for GSE&IS Faculty and Students page <https://gseis.ucla.edu/continuity-planning/>, including free Spectrum internet (for those who qualify)

REQUIRED TEXTS/READINGS

Students can purchase required texts online at UCLA Bookstore. All other required and recommended weekly readings and resources will be posted on our UCLA CCLE course page.

Donahue, D. M., & Plaxton-Moore, S. (2018). *The student companion to community-engaged learning: What you need to know for transformative learning and real social change*. Sterling, VA: Stylus Publishing, LLC.

RECOMMENDED TEXTS/READINGS

Howard, T.C., Camangian, P. Edwards, E.J., Howard, M, Minkoff, A.C., Orange, T. Tunstall, J.D., & Watson, K.T. (2019). *All students must thrive: Transforming schools to combat toxic stressors and cultivate critical wellness*. Rexford, NY: International Center for Leadership in Education.

² The learning objectives of this course align with the EST Program Learning Goals:

3. Students will demonstrate an **understanding of education and educational institutions in social, cultural, and historical contexts** and impact of these contexts on educational ideals and practices, and on society as a whole;
4. Students will demonstrate an **understanding of organizational cultures and dynamics** and the ability to analyze and critique global, national, and local educational policies for effective leadership in promoting equity and liberation rather than stratification and oppression;
6. Students will demonstrate the **ability to apply these understandings to** imagine, assess, and implement solutions to specific problems in education, either individually or through collective effort, in local, regional, national and international settings;
7. Students will demonstrate the **ability to communicate clearly and cogently**; and
8. Students will demonstrate **understanding of multiple perspectives, diversity, pluralism, and social justice**.

COURSE POLICIES AND UNIVERSITY RESOURCES

1. Student Code of Conduct

Students are expected to be familiar with university policies on conduct within the class and on campus, specifically on cheating and plagiarism and associated penalties. See (<https://www.deanofstudents.ucla.edu/studentconductcode>). Please note academic dishonesty consists of plagiarism in writing assignments. According to Senate Regulation A-306 (<https://senate.ucla.edu/regulations/chapter1#bootstrap-fieldgroup-accordion-item--section-4-grades-3>), if the instructor suspects a student of academic dishonesty, the instructor is required to report this suspected incidence to the Office of Student Conduct (<https://www.deanofstudents.ucla.edu/Contact-Us>).

2. Students with Disabilities

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. In order to ensure accommodations, students need to contact the CAE within the first two weeks of the term. For more information visit <https://www.cae.ucla.edu>.

3. Undergraduate Writing Center

The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer. Sessions can focus on how to approach an assignment, on formulating a thesis, on fleshing out a plan/outline for a draft, on reading a draft with the writer to check for clarity and flow, on incorporating and citing sources, on revising a paper based on instructor feedback, or on tackling grammar or sentence structure problems. (<http://wp.ucla.edu/wc/>).

4. Title IX Resources

UCLA prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, there are a variety of resources to assist you. **CONFIDENTIAL RESOURCES:** You can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, A233 Murphy Hall, CAREadvocate@careprogram.ucla.edu, (310) 206-2465. Counseling and Psychological Services (CAPS) also provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. **NON-CONFIDENTIAL RESOURCES:** You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2255 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491, <https://equity.ucla.edu/about-us/our-teams/title-ix/>. These offices may be required to pursue an official investigation.

5. Psychological Health, Well-Being, and Resilience

UCLA is renowned for academic excellence, and yet we know that many students feel overwhelmed at times by demands to succeed academically, socially and personally. Our campus community is committed to helping all students thrive, learn to cope with stress, and build resilience. Remember, self-care is a skill that is critical to your long-term success. Here are some of the many resources available at UCLA to support you:

- **Counseling and Psychological Services (CAPS):** <https://www.counseling.ucla.edu/> Provides counseling and other psychological/mental health services to students. Walk-in hours are Monday- Thursday 8am-4:30pm and Friday 9am-4:30pm in John Wooden Center West. Crisis counseling is also available 24 hours/day at (310) 825-0768.
- **Ashe Student Health and Wellness Center:** <http://www.studenthealth.ucla.edu> Provides high quality and accessible ambulatory healthcare and education by caring professionals to support the academic success and personal development of all UCLA students.
- **Healthy Campus Initiative (HCI):** <https://healthy.ucla.edu> Provides links to a wide variety of resources for enhancing physical and psychological well-being, positive social interactions, healthy sleep, healthy eating, healthy physical activity and more.
- **Campus and Student Resilience:** <https://www.resilience.ucla.edu/> Provides programs to promote resilience and trains students to help support their peers.
- **UCLA Recreation:** <https://www.recreation.ucla.edu/> Offers a broad array of services and programs including fitness, yoga, dance, martial arts, meditation, sports, and much more.
- **Equity, Diversity and Inclusion:** <https://equity.ucla.edu/> Committed to providing an equal learning, working and living environment at UCLA and supports a range of programs to promote these goals campus-wide.
- **UCLA GRIT Coaching Program:** <https://www.grit.ucla.edu/> GRIT stands for Guidance, Resilience, Integrity and Transformation. In this program, UCLA students receive individualized support from trained peer coaches to manage stress, fostering positive social connections, set goals, and navigate campus resources.

6. Resources for Students Dealing with Financial Stress

- **Bruin Shelter:** <http://www.bruinshelter.org/> Provides a safe, supportive environment for fellow college students experiencing homelessness by fostering a collaborative effort between universities, community-based organizations, and service providers.
- **The CPO Food Shelter:** <http://www.cpo.ucla.edu/cpo/foodcloset/> Provides free food for any UCLA student who may be experiencing hunger and/or struggling to attain food due to financial hardships.

7. Mobile Phones and Computer Devices

Please turn off mobile phones at the beginning of meetings and internship experiences. Any disruption of meetings or internships due to the audible beeping or the use of mobile phones is treated as a violation of Section 102.13 of the UCLA Student Conduct Code (<https://www.deanofstudents.ucla.edu/studentconductcode>). Additionally, during meetings and internship experiences, all computer devices used in class must be for note taking purposes only.

COURSE REQUIREMENTS

1. **Internship Hours and Timesheet:** 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 Graduate Student Instructor (GSI) 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 GSI as soon as possible to create a plan to move forward. Failure to complete the required hours is grounds for substantial grade penalty. You will submit a scanned copy of your signed, tallied time sheet on the course web site Week 10.
2. **UCLA Collaboratory – Summary Report of Your Internship Production:** The Center for Community Engagement is launching an effort to more systematically collect data on the internship sites, activities, and production that UCLA student interns contribute to these companies and organizations. We plan to create a directory of internship sites to inspire and guide future students seeking internships. In addition, the department offering the 195CE course will review your summary report of activities and output, and select 1-5 internships to showcase on the UCLA Collaboratory, an online platform that features UCLA's community engaged work.

Assignment Details: To complete this assignment, you will be asked to share information about your internship site and your role as student intern. You will be submitting this assignment through a Google form, linked [here](#). The Google form has more specified instructions. Due Week 9.

3. **Weekly Written Assignments (40%):** You must complete eight weekly written assignments and submit them as a Word document on the course website by 11:59 PM (PST) on Sundays. Late papers are accepted with points deducted (out of 5 points, 1 point will be deducted every day that it is late). All papers must be submitted by the end of the quarter to receive a final grade.

Required format: essay format, minimum 2-3 pages double-spaced, Times New Roman 12pt font, and 1" margins.

The written assignments are designed to help you make connections between your academic work, your internship experience, and your professional interests. A successful response paper will:

(1) Answer the questions corresponding to each assignment completely and accurately in the student's own words. Alternatively, if the student has spent substantial time trying to understand the concepts and finds they are still unclear, the student may describe in detail, in their own words, what about the concept doesn't make sense.

(2) Include reflection that demonstrates the student is challenging themselves to think critically and analytically about their internship through the lens of the weekly theme.

(3) Include a question or topic to discuss at our next meeting. This question should be able to inspire substantial discussion, and can be about the readings, your site, or both. You don't need to be able to answer the question. Not including this question will result in a one-point deduction from your response grade.

You can expect to receive my feedback on the graded assignment within 7 days of submission.

4. **Biweekly Meetings with Graduate Student Instructor (GSI) (20%):** Once students are officially enrolled in the course and have been assigned to their graduate student instructor, students will be able to schedule their 30-minute 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 (biweekly). All meetings should be scheduled at once 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.

Meetings are student-led. You should come prepared with questions and topics to discuss. The bi-weekly meetings are intended to help you understand and reflect upon your internship experience, develop a more complete understanding of the course material, and offer support as you develop a research paper or project. Each meeting is also an opportunity to develop your leadership and communication skills. Thirty minutes can be quite short, and students are encouraged to make these meetings as interesting and personally productive as possible. Writing an agenda is not required, but it may help you organize the meeting.

Successful meetings will touch on both the student's internship experience and the course content. The student will be engaged for the duration of the 30-minute meeting, meaning the student offers topics to discuss, is prepared to discuss them, and responds to the GSI's questions or replies (you can think of this as "yes, and-ing"). You may find it helpful to review your weekly response papers prior to the meeting. Each meeting is worth 5 points (*note: the intake meeting is not graded*). Showing up late and/or unprepared for a meeting will result in a loss of at least one point. If you arrive more than 10 minutes late, you will be asked to re-schedule and that 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. 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. Attending regularly scheduled meetings throughout the entire quarter is required in order to pass this 195CE course and failure to meet this expectation will likely result in an automatic grade reduction to C-. 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.

For questions about scheduling, email: 195ceinfo@college.ucla.edu.

5. **Final Research Paper or Project (40%):** Write an 8-10 page double-spaced research paper. The paper must integrate readings relevant to your internship and the study of education. The purpose of the research paper is to allow you to learn more about some aspect of your work that you otherwise would not. For example, you could write an analysis of legislation that informs the work of the organization, a history of a social movement that shaped your field, or an ethnographic analysis of your workplace. You are encouraged to discuss possible topics for your paper with the Graduate Student Instructor early in the quarter, and several of the weekly assignments will help you develop a draft. **The final paper should include a minimum of five scholarly, peer-reviewed sources.** Typically, students reviewing existing scholarly literature (as opposed to working with primary source data) should use many more than 5 sources. The final paper is due by midnight Friday of Week 10. Submit your paper on CCLE using the Turn-it-in tool. Late papers will receive a grade reduction of 1/3 of a letter grade for each day late unless arrangements have been made in advance. Use APA style formatting (no need for a title page or abstract).

Alternatively, you may decide to design and complete a final research project that encapsulates your internship experiences. If you choose this option, you will work with the GSI and your internship site supervisor to develop a project that satisfies course requirements. This can include but is not limited to an empirical research project, policy brief, advocacy campaign, program/workshop series development, or social media/website platform. **Optional projects must be approved by Week 6.**

GRADING STRUCTURE

- **40%:** Eight weekly writing assignments (2-3 pages double-spaced, unless length is otherwise specified; 5 points each)
- **20%:** Four bi-weekly meetings with your coordinator (*in addition to* the intake meeting, 5 points each)
- **40%:** Final research paper (8-10 pages double spaced)
- Signed Timesheet reflecting at least 80 hours at internship site

EXTENSIONS

I am happy to offer extensions on various assignments due throughout the quarter; however, students must proactively initiate an extension request at least 24 hours before an assignment is due. Late work submitted without an extension request will be graded as late.

If you are taking the class P/NP, you must adequately fulfill *every* one of the requirements to pass. In addition, you must earn a C or better (anything above 73%) to pass. Neglecting to submit the Timesheet or complete 80 hours at your internship will likely result in an automatic grade reduction. Note: Students who are taking this course to fulfill the Community Engagement requirement for the Education and Social Transformation Major or are taking this to fulfill a requirement for the Education Studies Minor **MUST** take the course for a letter grade.

Grade Scale

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

In order to monitor the educational experience of undergraduate interns, the Center for Community Engagement 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.

WEEKLY SCHEDULE

Week 1: The Successful Community-Engaged Internship <i>March 29 – April 4, 2021</i>
Required Readings <ul style="list-style-type: none">• 195CE Common Reading – excerpts from Sweitzer & King (2009) <i>The Successful Internship</i>
Recommended Readings <ul style="list-style-type: none">• Howard et al., <i>All Students Must Thrive</i>, Introduction• Adichie, The Danger of a Single Story (video)
Reflection Question(s): No assignments are due.
Week 2: Learning in Community <i>April 5-11, 2021</i>
Required Readings <ul style="list-style-type: none">• Donahue & Plaxton-Moore (2018) Chapter 1 – Imperatives: Why we do community-engaged learning (p. 7-22)
Recommended Readings <ul style="list-style-type: none">• Howard, <i>All Students Must Thrive</i>, Chapter 1: Developing Racial Literacy and Cultural Awareness in Schools and Classrooms• Coaston (Vox), The Intersectionality Wars
Reflection Questions: How do you define community? How do the quotations at the beginning of the chapter support or challenge you to think differently about community? What surprises you about how they frame your relationship to community? What opportunities or challenges are evoked with regards to learning in community? How did you prepare for this experience? What knowledge do you have of the justice issues and communities the organization serves? How does learning (and serving) remotely influence your responses?
DUE: SUNDAY, APRIL 11 BY 11:59 PM (PST) VIA CCLE
Week 3: Expectations, Site Descriptions, and Initial Reflections <i>April 12-18, 2021</i>
Required Readings <ul style="list-style-type: none">• Donahue & Plaxton-Moore (2018) Chapter 2 – Benefits: What we gain from community-engaged learning (p. 23-30)
Recommended Readings <ul style="list-style-type: none">• Howard, <i>All Students Must Thrive</i>, Chapter 2: How to Create a Trauma-Aware Learning Environment• Davis, <i>What We Don't Talk About When We Talk About Service</i>

Reflection Questions: What do you hope to gain from your community-engaged learning experience? How do you define and conceptualize working toward the *common good* in this internship? What are you looking to get out of this experience? What are your expectations of your role? Describe the site and provide first reflections on your experiences. How does learning (and serving) remotely influence your responses?

DUE: SUNDAY, APRIL 18 BY 11:59 PM (PST) VIA CCLE

Week 4: Civic Dispositions to Counter Savior Complex

April 19-25, 2021

Required Readings

- **Donahue & Plaxton-Moore (2018) Chapter 3** – Dispositions: Who we are called to be as community-engaged learners (p. 31-55)
- **Yosso, T. J. (2015).** Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, 8(1), 69-91.
- **University of Memphis, Module 4:** Asset-Based Community Engagement
<https://www.memphis.edu/ess/modules/index.php>

Recommended Readings

- **Straubhaar, R. (2015).** The stark reality of the ‘White Saviour’ complex and the need for critical consciousness: a document analysis of the early journals of a Freirean educator. *Compare: A Journal of Comparative and International Education*, 45 (3), 318-400.
- **Remen, R. (1999).** Helping, Fixing, or Serving?
<https://www.uc.edu/content/dam/uc/honors/docs/communityengagement/HelpingFixingServing.pdf>
- **Watson, All Students Must Thrive**, Chapter 3: Confronting Implicit Bias and Microaggressions in the Classroom: Distinguishing Intent from Impact
- **Boyte, Reinventing Citizenship as Public Work**

Reflection Questions: What civic dispositions do you value? How can civic dispositions counter savior complex? How have you demonstrated/practiced civic disposition(s) with your community partners? What are the funds of knowledge, the ways of knowing and understanding that draw on a community’s strengths and wisdom? What is the cultural wealth, the art, the stories, the history that exists in the community? What are the ideas, insights, and webs of relationship that exist in the community? What members of the community are leading and contributing to positive change? How does learning (and serving) remotely influence your responses?

DUE: SUNDAY, APRIL 25 BY 11:59 PM (PST) VIA CCLE

Week 5: Responsibilities to Self, Organization, and Community

April 26 – May 2, 2021

Required Readings

- **Donahue & Plaxton-Moore (2018) Chapter 4** – Responsibilities: What we need to do as community-engaged learners (p. 57-70)
- **UCLA ED&IS Mission and Values**
<https://gseis.ucla.edu/about/mission-values/>
- **Stanford University: Principles of Ethical and Effective Service**
<https://haas.stanford.edu/about/about-our-work/principles-ethical-and-effective-service>

Recommended Readings

- **Orange**, *All Students Must Thrive*, Chapter 4: Designing Culturally Responsive Learning Experiences
- **Harvard Ed. Magazine**, [The New Age of Student Activism](#)

Reflection Questions: What responsibilities have you been tasked with thus far in your internship? How have you addressed the responsibilities of making human connections, professional behavior, communication, and critical reflection so far? How does learning (and serving) remotely influence your experiences and responses?

Final Paper/Project Preparation

- Come prepared to discuss the topic(s), research question(s), and/or areas of relevant education research for your final paper or project
- If you are interested in submitting a research project, come prepared to discuss what the final “product” might look like **and** reach out to your site supervisor to solicit their feedback and ideas on a relevant and useful project
- Bring potential citations (e.g. peer-reviewed articles, books, scholars)

DUE: SUNDAY, MAY 2 BY 11:59 PM (PST) VIA CCLE

Week 6: Unpacking Positionalities and Privileges

May 3-9, 2021

Required Reading

- **Camacho, M. M. (2004)**. Power and Privilege: Community Service Learning in Tijuana, *Michigan Journal of Community Service Learning*, Summer, 31-42.
- **University of Memphis, Module 2: Power and Privilege**
<https://www.memphis.edu/ess/module2/index.php>

Recommended Readings

- **Villenas, S. (1996)**. The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. *Harvard Educational Review*, 66 (4), 711-731.
- **McIntosh, P. (1988)**. White privilege: Unpacking the invisible knapsack. In P. Rothenberg (Ed.), *Race, Class, and Gender in the United States*, 6th ed. New York: Worth Publishers, p. 188-192.
- **Minkoff**, *All Students Must Thrive*, Chapter 5: Promoting Critical Wellness with Young Learners
- **Abrams, Fregene, & Awadallah**, [Discourse and Debate: Is performative activism inherently bad?](#)
- **Davis & White**, The New Face of Corporate Activism

Reflection Questions: Describe your positionality in relation to your internship site and the community you’re serving. What are some privileges you bring with you to the experience and the community? How has your understanding of your positionality changed during your internship experience? How does learning (and serving) remotely influence your responses?

Final Paper/Project Preparation

- Outline two potential topics for your final research paper or project. Be sure to indicate how each topic has been inspired by your internship experience and connects to the field of education.
- If you are interested in submitting a research project, describe the final project (and product) in detail; include feedback you have received from discussing this assignment with your site supervisor
- **NOTE: THIS IS THE DEADLINE FOR RECEIVING APPROVAL ON THE OPTIONAL FINAL PROJECT**

DUE: SUNDAY, MAY 9 BY 11:59 PM (PST) VIA CCLE

Week 7: Extending Service Through Research

May 10-16, 2021

Required Reading

- **Two external readings** (e.g. peer-reviewed articles, book chapters) that are relevant to your final research paper or project.

Recommended Readings

- **Tunstall**, *All Students Must Thrive*, Chapter 6: Creating a College-Going Culture
- **Evans, Hemphill, Han, & Kitchens**, [Embracing Equity: Our Liberation is Bound Together](#)

Reflection Questions: None this week; see final paper/project preparation for weekly written assignment.

Final Paper/Project Preparation

- Indicate what research question you have decided to pursue for your final paper or project. Then find two scholarly articles relevant to your research and summarize those articles in at least 1 paragraph each. Be sure to indicate how each article has deepened your understanding of your internship field and how it will inform the argument you will be making in your paper or project.

DUE: SUNDAY, MAY 16 BY 11:59 PM (PST) VIA CCLE

Week 8: Using Research to Address Educational Issues

May 17-23, 2021

Required Readings

- **Three external readings** (e.g. peer-reviewed articles, book chapters) that are relevant to your final research paper or project. These readings should not be the same as the ones you selected for Week 7.

Recommended Readings

- **Camangian**, *All Students Must Thrive*, Chapter 7: “It’s Not So Much... for a Grade”: Humanization as Real Social Emotional Learning

Reflection Questions: None this week; see final paper/project preparation for weekly written assignment.

Final Paper/Project Preparation

- Submit the first two pages of your final research paper or project and a list of your sources with 1-2 sentences about how each source will help support your paper's argument. Your opening paragraph should include a clear thesis statement, underlined so that I can find it. Your sources should be presented in APA citation style.

DUE: SUNDAY, MAY 23 BY 11:59 PM (PST) VIA CCLE

Week 9: Transformation – Social, Educational, Personal

May 24-30, 2021

Required Readings

- **Donahue & Plaxton-Moore (2018) Chapter 5** – Transformations: How community-engaged learning changes us (p. 71-84)

Recommended Readings

- **Edwards**, *All Students Must Thrive*, Chapter 8: Helping the Unseen: Providing Educational Equity for Students Experiencing Homelessness
- **Howard et al.**, *All Students Must Thrive*, Conclusion
- **Hicks-Peterson**, *Disrupting Injustice and Mobilizing Social Change*

Reflection Questions: How would you define “transformational learning”? Did you experience any transformational learning this quarter? If so, how? If not, why not? How does learning (and serving) remotely influence your responses?

DUE: SUNDAY, MAY 30 BY 11:59 PM (PST) VIA CCLE

UCLA Collaboratory: Summary Report of your Internship Production

The Center for Community Engagement is launching an effort to more systematically collect data on the internship sites, activities, and production that UCLA student interns contribute to these companies and organizations. We plan to create a directory of internship sites to inspire and guide future students seeking internships. In addition, the department offering the 195CE course will review your summary report of activities and output, and select 1-5 internships to showcase on the UCLA Collaboratory, an online platform that features UCLA's community engaged work.

Assignment Details

To complete this assignment, you will be asked to share information about your internship site and your role as a student intern. You will be submitting this assignment through a Google form, linked [here](#). The Google form has more specified instructions.

Week 10: Can Research Be Service-Oriented, Community-Engaged?

May 31 – June 6, 2021

FINAL RESEARCH PAPER AND SIGNED TIMESHEET DUE FRIDAY, JUNE 11, AT 11:59 PM (PST).

EDUC195CE: Community Internship Discussion Meeting Guidelines & Rubric

General Requirements

- Attend 5 biweekly meetings, including your Intake Appointment
- Schedule your meetings online ahead of time to ensure that they are biweekly and that we meet five times. Appointments can be scheduled through myUCLA:
 - “Academics” tab → “Advising and Academic Services” section → “Appointments” → “Create Appointment” → “195CE Course”
- **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 1 question and 2 topics/issues 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 and topics 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 re-schedule 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 a least 1 question **and** 2 topics/issues. 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 a least 1 question **and** 2 topics/issues. 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 only 2 discussion questions, topics, or issues. Led a moderately engaged 20-25 minute discussion that covered at least two of the categories.
- 2/5
 - Came to the meeting late, with only 1 discussion question, topic, or issue. Led unengaged 15-20 minute discussion that covered only one of the categories.
- 1/5
 - Came to the meeting late with 0 discussion questions, topics, or issues. 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.

EDUC195 CE: Community Internship Weekly Response Guidelines & Rubric

General Requirements

- **2-3 full pages, double-spaced, with 1-inch margins**
 - Include a question or topic to discuss at our next meeting. Not including this question will result in a one-point deduction from your response grade.
- Microsoft Word is preferred over PDF files or GoogleDocs
- Submit your response on the CCLE site by **11:59 pm 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_Week # (e.g. Munzer_Week 2)

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
 - Deeply engages with the prompt (though doesn't necessarily need to address every question or element directly). Cites the assigned readings **with page numbers** and demonstrates a strong understanding of the readings' argument/concepts. Thoughtfully relates readings' argument/concepts to internship experience. Includes a question or topic to discuss at our next meeting.
- 9/10
 - Deeply engages with the prompt (though doesn't necessarily need to address every question or element directly). Cites the assigned readings **with page numbers** and demonstrates a good understanding of the readings' argument/concepts. Does a good job relating readings' argument/concepts to internship experience.
- 8/10
 - Clearly engages with the prompt (though doesn't necessarily need to address every question or element directly). Cites the assigned readings without page numbers and demonstrates a good understanding of the readings' argument/concepts. Does a decent job relating readings' argument/concepts to internship experience.
- 7/10
 - Somewhat engages with the prompt. Cites the assigned readings without page numbers and demonstrates a decent understanding of the readings' argument/concepts. Fails to relate readings' argument/concepts to internship experience.
- 6/10
 - Fails to engage with the prompt. Cites the assigned readings without page numbers and fails to demonstrate an understanding of the readings' argument/concepts. Fails to relate readings' argument/concepts to internship experience.
- 5/10 or Lower
 - Fails to answer any part of the prompt, cite readings, and relate readings to internship experience.

EDUC195CE: Community Internship Final Research Paper or Project Guidelines & Rubric

Final Research Paper (40%): Write an 8-10 page double-spaced research paper. The paper must integrate readings relevant to your internship and the study of education. The purpose of the research paper is to allow you to learn more about some aspect of your work that you otherwise would not. For example, you could write an analysis of legislation that informs the work of the organization, a history of a social movement that shaped your field, or an ethnographic analysis of your workplace. You are encouraged to discuss possible topics for your paper with the Graduate Student Instructor early in the quarter, and several of the weekly assignments will help you develop a draft. **The final paper should include a minimum of five scholarly, peer-reviewed sources.** Typically, students reviewing existing scholarly literature (as opposed to working with primary source data) should use many more than 5 sources. The final paper is due by midnight Friday of Week 10. Submit your paper on CCLE using the Turn-it-in tool. Late papers will receive a grade reduction of 1/3 of a letter grade for each day late unless arrangements have been made in advance. Use APA style formatting (no need for a title page or abstract).

<u>Element</u>	<u>Points</u>
Main Idea, Thesis, Argument	___/10
Analysis and Evidence	___/10
Connection to Internship	___/10
Organization and Mechanics	___/10
TOTAL	= ___/40

OR

Final Research Project (40%): Alternatively, you may decide to design and complete a final research project that encapsulates your internship experiences. If you choose this option, you will work with the GSI and your internship site supervisor to develop a project that satisfies course requirements. This can include but is not limited to an empirical research project, policy brief, advocacy campaign, program/workshop series development, or social media/website platform. Optional projects must be approved by Week 6.

<u>Element</u>	<u>Points</u>
Relevance to Internship	___/10
Application of External Research	___/10
Connection to Course Readings and Themes	___/10
2-3 Page Write-Up	___/10
TOTAL	= ___/40