## **PART I:**

**Welcome to Disability Studies 195 CE!**

Spring 2024 | GSI: mads le

[insert new bruinlearn link here]

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DS 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 mobilized in advocacy, service, policy, and research.

This internship course is designed to provide an academic context for off-campus, *remote* work in one of three types of governmental or non-profit settings: students can choose to provide direct service to disabled 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 graduate student instructor 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.

DS 195CE is a 4-unit course that should be taken for a letter grade. Completion of the course fulfills one upper division elective course requirement for the DS minor. *Students are required to work a* ***minimum*** *of 80 hours total*(about 8-10 hours per week) at their internship site over the course of at least eight weeks of the academic quarter in order to pass the course. *Failure to meet the minimum hour requirement may result in an automatic Fail/No Pass.*

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**Meet your faculty and GSI:**

In order to enhance your success in this class, you will be supported throughout the quarter by our team of instructors and graduate student instructor (GSI). Please remember that we are all here to help you and welcome all the questions or concerns that you may have. **You are required to make an appointment for office hours (which essentially serve as your bi-weekly meeting requirement)**. During these times, we are available to answer any questions you have related to reading, assignments, or chat about your interests in the subject or trajectories for the future. Office hours are a very relaxed, casual space that are designed to support you in whatever ways you need. Feel free to come alone, or drop in with a friend. We encourage collaborative learning in this space, and we hope that you will reach out to me as your instructor, as well as to your peers to help you succeed in this class.

**\*\*\*We do realize that everyone’s schedule is different and understand if you cannot make the designated office hours. Please email me, and we will make sure that we work to find a time that works best for you. Always remember, we are here to support you!\*\*\***

| Name | Role | Field of Study/ Teaching &/or Research Interests | Contact information: Email / Phone Number  / Office # | Office Hours |
| --- | --- | --- | --- | --- |
| mads le | GSI (Graduate Student Instructor) | Information Studies, Disability Studies, Asian American Studies | [madsl@college.ucla.edu](mailto:madsl@college.ucla.edu) | Weds | Thurs: 9:30am-12:30pm / 1:00pm-4:30pm |
| Victoria Marks | Faculty | Disability, Art |  | By appointment |

**Learning Goals:**

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

● Define and apply the following core concepts: civic engagement, social responsibility, self-reflexivity, standpoint, and experiential knowledge; stigma and passing; and transition;

● 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

**Course Organization:**

As this is an independent studies course, this course consists of 1-on-1 biweekly meetings between myself (TA) and you (the student). Attendance for bi-weekly meetings is mandatory. During biweekly meetings we will discuss the weekly readings, develop your writing, and work on relevant essential skills to help you at college. You should always plan to come in with at least 3 questions or topics to cover during each meeting.

Due to ongoing concerns regarding COVID-19, this course will be taught differently than it has been in the past. All meetings will be conducted remotely. We promise to do our best to deliver an engaging and fun course despite the challenges posed by the pandemic. We ask that you, the student to please:

* Be flexible and patient with us and flexible as we adapt.
* Refer back to this syllabus and the section syllabus throughout the course, as it will evolve as circumstances change.
* Stay up to date on UCLA’s response to COVID-19 through this [website](https://newsroom.ucla.edu/stories/coronavirus-information-for-the-ucla-campus-community).
* Additional resources for remote learning are [here.](https://www.teaching.ucla.edu/resources/student-remote-learning)

**Remote Learning Privacy:** We will be using Zoom, CCLE/Canvas videos and other technologies in this course. The UCLA Student Code of Conduct, which includes Section 102.28: Expectation of Privacy, makes it clear that taking any screenshots or sharing any recorded materials or slides with anyone outside of this course is not allowed, as each of us has a “reasonable expectation of privacy.” We do encourage you to turn on your video during discussions if you are able but understand that this is not always possible. If you have concerns about participating over Zoom, please feel free to contact your GTA and Dr. Rensel.

#### ***Technologies We’ll Use:***

| **Technology** | **What We’ll Use It For** | **How to Access** |
| --- | --- | --- |
| Zoom | Holding class meetings; office hours; group meetings | Go to ucla.zoom.us to download your free Zoom pro account |
| Canvas/ BruinLearn | Course announcements; resources; sharing assignments and syllabus; turning in assignments; linking to Perusall | Canvas: |
| MyUCLA | Posting and tracking your grades throughout the course | [my.ucla.edu](https://my.ucla.edu/) |

**Course Materials;**

A textbook will **not** be required for this class, and all assigned readings will be posted to CCLE in the folder for the corresponding week. Please make sure to check the *current week’s folder* for the most updated copies of all the course readings. The course website can be found here: (<https://bruinlearn.ucla.edu/courses/181587>).

In order to complete all assignments, you will need an internet connection, and a device that can connect to the internet. We know that WiFi connections can be unreliable and spotty at times, therefore, if you are in any way concerned about submitting an assignment, please reach out to any professor or your discussion section TA. Further, if you have any concerns about access technology or internet service, please let us know so that we can determine the resources necessary to help you.

# ***General success in 195 CE: Succeeding In This Class and Cultivating an Inclusive Classroom Together***

We expect students to develop a “Growth” mindset. If you receive a low grade on assessment, do you believe it is because you are just not good at this subject, or do you see it as an indication that you can grow? This is one small example, but you can absolutely change your mindset and approach challenges and successes to benefit your learning. We believe that all students have the ability to be successful in this course, and that challenges should be viewed as learning opportunities. This includes those of you who would say that you’re not a ‘humanities person’. As you begin this course, please consider what you need to do to develop a growth mindset, and approach all course activities and assessments with this in mind.

There are many ways for you to show us what and how you are learning through your preparation, participation in biweekly meetings, written assignments and final papers. This class is structured to help you and your classmates get the support and guidance you need to succeed. The coursework is intended to encourage practices that will help you learn the material better, and that you can take with you throughout your college career and beyond.

# **Assignments and Participation**

In this course, you will be graded based on your achievement (on criteria on rubrics) on the following activities:

| **Activity** | **Percentage of Grade** |
| --- | --- |
| End of course surveys | 5% |
| Attendance and Participation (Bi-Weekly meetings) | 30% |
| Writing Reflections (7 total) | 25% |
| Final Paper | 40% |

## [CLICK HERE FOR FULL GUIDELINES FOR ALL ASSIGNMENTS AND REQUIREMENTS](https://docs.google.com/document/d/1YwlulvOP8mK5qvrpW8SX5ikHCvwclqOyeEp4j5D8l4g/edit#heading=h.o5yydjoawmw9)

***Meetings:***  *\*\*Please note: All meetings* ***must*** *be scheduled* ***24 hours in advance.*** *I understand that life and circumstances occur, thus, in the event that you need to reschedule, please email me as soon as you can. \*\**

Once students are officially enrolled in the course and have been assigned to their Graduates Student Instructor, 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 biweekly** meetings (along with one group meeting) and should schedule them **every other week**.

**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 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.

\*\*Students are expected to come prepared to **all** meetingsguiding questions or topics to discuss.\*\*

***Weekly Reflections*:**

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. A lack of critical reflection will result in point deductions. Think about how your experiences and observations are affecting your understanding of the organization and their work. 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.

Students will have the option to submit their **weekly** responses through *one of four (4) ways* UNLESS OTHERWISE SPECIFIED (such as Week 1’s google form, or discussion board assignments):

1. **2-3 page response paper** (double-spaced, 12-point Times New Roman font, 1-inch margins) via the course website
2. **A PowerPoint Presentation:** All PowerPoints should be a minimum of 4 slides (not including a cover slide or works cited [which is expected]). Students are expected to address ***all components*** of the weekly response questions. Each question should yield a minimum 4-5 sentence response in order to receive full credit.
   1. \**Depending on the prompt for the week, you can consider making each question its own slide in order to meet the 4-slide minimum.*
3. **An Audio Response:** All audio responses should address ***all components*** of the weekly response questions. All audios must be a minimum of 4 minutes long and a maximum of 10 minutes long.
4. **Other:** If there is another submission option that you feel best caters to your learning style please feel free to email me to receive approval at **least 3 days prior** to assignment submission.

Note: You must turn in **7 weekly responses total**. **Each response is worth 10 points**. Late responses will receive 1 point deduction per day late. Submitting more than two responses over one week late is grounds for automatic “No Pass” or an equivalent reduction in letter grade.

***Assignment Extensions;*** *Although I understand that life and unforeseen circumstances may occur, all extensions must be requested* ***at least*** *24 hours in advance. Final Papers, however, are a hard deadline and extensions may only be granted if there are strenuous or emergency-related conditions.*

***Final Paper:***

Submit your paper on CCLE by **11:59pm on Wednesday of Finals Week.** Late papers will be penalized 1/3 of a grade for each day late.

Final papers should be **8-10 pages (for *first quarter students*)** and should be inspired by your work at your internship site. For students enrolled in DS 195 CE for their first quarter, your paper should discuss a topic in disability studies more broadly or a topic as it relates to your specific internship. For ***first quarter students***, your final research paper must have a ***minimum* of 10 sources, five of which should be Disability Studies scholarly sources**. While your paper may include a mix of academic and non-academic sources, you must have at least five scholarly/academic sources.

Final papers should be **14-16 pages (for *second quarter students*)** and should be inspired by your work at your internship site. For second quarter students, your research paper should build off your review of DS literature related to your internship to **develop a proposal (e.g., a resource, program, new approach to teaching or outreach) that would strengthen the work of your site, based on research and principles within disability studies.** For ***second quarter students*** your Final Paper **should have a minimum of 15 sources*.*** While your paper may include a mix of academic and non-academic sources, you must have at least five scholarly/academic sources.

**ONE (1) MANDATORY GROUP MEETING IN EVEN/ODD WEEK**

In light of the feedback I received regarding this course during Fall 2023, all students are expected to sign up **for 1 mandatory group meeting** **during either week 5 or 6.** The purpose of this meeting is to do a shared check-in meeting, meet your peers, begin developing your final paper topic, and/or further discuss your internship experience with your peers.

*The group meeting sign up sheet will be dispersed* ***Week 3****, and all students are expected to sign up for a group slot Sunday going into week 4. However if any of the time slots listed do not work for you–* ***email me Friday of week 3*** *expressing what times do in fact work for you.*

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.

**Course Grading Scale:**

Your grade for this class will be dependent upon attendance/participation, reading reflection and papers. The final letter grade you receive for this class will be based on achievement of criteria on rubrics (not on a curve) and based on the following scale:

Grading Scale

A+ 97-100%

A 93-96%

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 < 60%

**Disability Studies 195 CE Weekly Response &** **Course Schedule:**

\*Note: The schedule and readings are all subject to change. Please make sure you are frequently checking the syllabus and CCLE for all updated information.



### **Week 1 | Intakes, Enrolling in the Course, Starting/Continuing at Your Internship Site**

### **ALL Students:**

* [Fill out this form](https://forms.gle/ypjPSuNdCmw8EDNc7) to let me know:
  + What weeks you will be meeting with me
  + What times work best for your **ONE (1) mandatory group** meeting in Weeks 5 or 6

### **Week 2 | Disability Studies as an Interdisciplinary Field**

**ALL Students:**

* **[CONTINUED]** [Fill out this form](https://forms.gle/ypjPSuNdCmw8EDNc7) to let me know:
  + What weeks you will be meeting with me
  + What times work best for your **ONE (1) mandatory group** meeting in Weeks 5 or 6
* **Introduce yourselves on the Discussion Board!** Please share your Name, Pronouns (if you have them/feel comfortable), Internship Site, and one question you’d love answered before you graduate or one piece of advice you wish someone told you before graduating (this can be ANYTHING as long as it is appropriate e.g. Should I take a gap year? Do these internship experiences really help me on the job market?)
* Please read through the “CCE Common Reading” as you prepare to begin working with your internship. **Submit your Course Contract & Learning Agreement.**

**Week 3 | Critically Engaging with your Internship**

**Assignment DUE on**

**FOR ALL:**

* If you have not done so already, please familiarize yourself with the Undergraduate Writing Center (<https://wp.ucla.edu/wc/>) for future reference.

***First quarter students only*:**

1. On our Bruinlearn [Discussion board page](https://bruinlearn.ucla.edu/courses/181587/discussion_topics/878847), post a 300 (minimum)-500 (maximum) word discussion post to Bruinlearn with **ONE** discussion question for your peers to answer. Additionally, you will need to **RESPOND to one of your peers’ discussion posts** with ~200 words (maximum) words.
2. Read Mia Mingus’ “[The Medical Industrial Complex Visual](https://leavingevidence.wordpress.com/2015/02/06/medical-industrial-complex-visual/)” and **CHOOSE one of the following prompts for your discussion board posts:**
   1. As emerging healthcare workers and disability advocates, identify where you might fall on the Medical Industrial Complex (MIC). Describe an experience while working at your internship site that you found interesting or challenging while working in the MIC and how disability studies has helped you contextualize or process this experience (can be anytime from Weeks 1-3).
   2. Based on all the contradictions of the MIC, what do you think a supportive healthcare system looks like to you? (i.e. what are characteristics of anti-ableist support?)

***Second quarter students only: Identify Relevant Readings for the Quarter***

**Q2 Assignment Part 1:** Starting to think about your final paper, what have you noticed at your internship site that could be changed, added, or enhanced based on your Quarter 1 paper? (e.g., the internship site’s programs, the site’s theory behind their practices, etc.). If you were running this organization, what would you change and why? (1-2 sentences)

**Q2 Assignment Part 2:** Draft a reading list for the quarter that includes ***at least four***, recent disability studies readings (2010-2021) that you will use to build out your literature review for your proposal. You are encouraged to contact a research librarian for a remote consultation to assist with gathering relevant sources: <https://guides.library.ucla.edu/disability-studies>. Readings should be related to your research interests for your paper topic for this quarter. These readings should be drawn from academic sources. [**Note**: In the event that you find new sources between 1/21 and 2/3– your *finalized* list of readings will be submitted **Week 4, Sunday, April 28 by 11:59pm**]

***For Weeks 4, 6, & 7:***Read one of your selected readings and answer the following questions:

**(1)** What is the author's central claim or argument? **(2)** What are the author's supporting arguments? **(3)** What evidence does the author provide to support/prove their thesis? **(4)** What does the author hope to achieve with the piece? What is the purpose of the work? **(5)** How are the arguments relevant to your proposal?

* **REQUIRED**: Set up an appointment with the Undergraduate Writing Center (before Week 7) to look at your Q1 paper and get feedback on refining and expanding this paper into a proposal<https://wp.ucla.edu/wc/>.
  + You could ask for feedback on the organization of your current paper, as well as how to synthesize what you have into a literature review that will be the basis for your proposal.
  + You could ask for feedback on what areas of your Q1 paper might need more development, resources, or evidence to support your research or claims.
  + You could ask for examples of proposals to support how to adjust, or model, your paper into proposal.

### **Week 4 | Self-Determination and Anti-Ableist Vocabulary**

**Assignment DUE on Bruinlearn:**

***First quarter students only:***

**Q1 ASSIGNMENT PART 1:**

* Watch the “[Mapping Your Research idea](https://www.youtube.com/watch?v=jj-F6YVtsxI)” Video
* Turn in a completed “Mapping Your Research Ideas” Diagram with your regular writing assignment below

**Q1 ASSIGNMENT PART 2: Select one (1) of the two readings/prompts to address below:**

* [I’m a Black Woman with Cerebral Palsy & I didn’t think I’d make it to Adulthood](https://www.refinery29.com/en-au/black-women-cerebral-palsy-disability) by Imani Barbarin (<https://www.refinery29.com/en-au/black-women-cerebral-palsy-disability>)
* **Prompt 1:** What are examples of self-advocacy that Imani Barbarin shares? How does she practice self-advocacy? How does your internship site encourage self-advocacy? How do you see disabled people at your site engaging in self-advocacy?
  + Starting to think about your final paper, what have you noticed at your internship site that could be changed, added, or enhanced? (e.g., the internship site’s programs, the site’s theory behind their practices, etc.). If you were running this organization, what would you change and why?

**-OR-**

* Johnson, Cyree Jarelle. “Disease Is Not A Metaphor.” <http://www.blackgirldangerous.org/2013/07/2013729disease-is-not-a-metaphor/>
* **Prompt 2:** Early on in Jarelle’s essay, the reader is challenged to reflect upon the ways in which our everyday language – whether speaking of being “‘crippled’ by debts” or “‘paralyzed’ by fear” – often serves to re-entrench able-bodied supremacy. What are some examples of ableist language that you find yourself or others within your communities using? How can we work to create a more intentional vocabulary, one which serves to challenge rather than reinforce hegemonic conceptions of our bodies and their place in the world? Does your internship site attempt to shift away from ableist language? If so, how does this shift support the communities you serve/work with? If not, what kinds of changes might you suggest? [reading and question re-adapted from [*Sins Invalid Study Guide*](https://static1.squarespace.com/static/5bed3674f8370ad8c02efd9a/t/5c305c924d7a9c0f3df31164/1546673314833/study+guide_questions_02_14-1.pdf)*]*

***NOTE FOR NEXT WEEK:*** *You will need to have a selected reading of your choice approved by the Graduate Student Instructor by Wednesday to complete next week’s assignment.*

***Second quarter students only:***

* Please refer to [Week 2](#bookmark=id.tqi2d3kk3025) for your ongoing weekly prompt
* **Submit your finalized reading list for the quarter.**

### **Week 5 | Planning Your Final Paper**

**Assignment DUE:**

**For ALL:**

* Select and discuss a recent (2014-2023) article from the [*Disability Studies Quarterly*](https://dsq-sds.org/index.php/dsq/) or [*Disability & Society*](https://www.tandfonline.com/journals/cdso20) that relates to your areas of interest for your paper topic. **Readings must be pre-approved by the Graduate Student Instructor (email article title and link by Wednesday, May 5, 2024). All articles from DSQ are available for free online.**
  + Watch this video for tips for finding an article of interest to you/your potential research topic: <https://youtu.be/bgnGGK_21sE?si=6IlgfwOph9gb_bKA>
* ***Second quarter students:*** This reading should be one from your reading list *(****you do not*** *have to do two readings this week)*

***First quarter students only:***

1. What is the author's central claim or argument?
2. What are the author's supporting arguments?
3. What evidence does the author provide to support/prove their thesis?
4. What does the author hope to achieve with the piece? What is the purpose of the work?
5. How are the arguments relevant to your proposal?

***Second quarter students only:***

* Describe what you plan to write about in your final research paper. What kind of program, policy, or research project will you propose for your final paper? How has the program, policy, or research project you are proposing grown out of your internship experiences / observations over the past two quarters? How will you build off of your research paper from last quarter? If your topic is different from last quarter, discuss your reason for the change in your topic.
* Discuss the main argument of the article/chapter you’ve chosen for this week and why you selected it for your proposal (how do you plan on using it). How does this article inform your research project? How do you plan to incorporate disability studies frameworks, sources, arguments into your proposal?

**Week 6 | Disability Justice in Recent Media on Disability**

**Assignment DUE:**

**REMINDER**:

* Q2 students are expected to have scheduled an appointment and met with someone at the Undergraduate Writing Center **before** **week 7**. You all will submit a brief *1 paragraph summary* of your experience for **next week.**

***First quarter students students only:***

1. **Read the following:**
   1. Sins Invalid 10 Principles of Disability Justice: <https://www.sinsinvalid.org/blog/10-principles-of-disability-justice>
2. **Watch *ONE* of the following:**
   1. ***Unpacking Immigration & Disability Justice***:<https://www.youtube.com/watch?v=OX6rWu1xsWE> [No CC]
   2. **Beyond Disability Rights; Disability Justice: Leah Lakshmi Piepzna-Samarasinha**: <https://youtu.be/n_sw6Hjtfg8?si=GKqzCHbhZ9y4xkzl> [with CC]
   3. ***Sins Invalid: An Unshamed Claim to Beauty*** [Kanopy – available via the UCLA Library - <https://www.kanopy.com/en/product/158896> ]
3. **Answer this prompt**: Using the Sins Invalid 10 Principles of Disability Justice, choose 2 principles that resonate with you and share why. How do you see these principles emerging at your internship (this quarter)? How do you see these disability justice principles discussed in what you chose to watch?

***Second quarter students only:***

* Please refer to [Week 2](#bookmark=id.jqxujtxpur3w) for your ongoing weekly prompt

### **Week 7 | Disability and the Workplace**

**Assignment DUE:**

**For ALL:**

As outlined in the syllabus, you were all encouraged to explore the **writing center,** **before** **week 7 [Q1 optional, Q2 required]**. If you did, submit a brief *1 paragraph summary* of your experience as a part of your weekly reflection. **Feel free to use the following questions to guide your response:**

**Undergraduate Writing Center**

1. How was your overall experience with the Writing Center?
2. Was this your first time making an appointment or had you met with someone at the Writing Center prior to this appointment?
3. What types of feedback did they provide you with as it pertains to your final paper?
4. Would you utilize this resource again?
5. Other general thoughts and feedback?

***First quarter Students***

***Assignment OPTION 1:*** Submit an outline for your final research paper in preparation for your first draft due next week. The outline should be 2-pages double spaced and a works cited page.

1. An outline should include:
   1. Research topic
   2. Thesis statement
   3. 3 supporting case studies, pieces of evidence, or data
   4. Conclusion
   5. Works Cited page

***Assignment OPTION 2:***

Gillies, J. (2012). University Graduates with a Disability: The Transition to the Workforce. *Disability Studies Quarterly*, 32(3).

**-OR-**

Disability Visibility Podcast – Episode 64: Disabled Teachers:<https://disabilityvisibilityproject.com/2019/11/18/ep-64-disabled-teachers/>

**Answer these prompts:**

1. Discuss Gillies’s article or Disability Visibility Podcast and some of the challenges graduates with a disability face in their transitions into the workforce.
2. How do you see yourself leveraging your internship experience as you prepare to graduate? [e.g., in your desired career, job search, graduate school plans].

***Second quarter students only:***

* Writing center reflection
* Please refer to [Week 2](#bookmark=id.jqxujtxpur3w) for your ongoing weekly prompt

**Week 8 | Rough Draft of Final Paper & Peer Review**

**ALL STUDENTS:**

1. First draft of final paper **DUE** on [Google drive](https://drive.google.com/drive/folders/1j98mwMqAjKZ5_v9C_XYqGVPLq_x6g6QZ) by **Saturday, March 2**
2. Submit your completed peer review form to Bruinlearn [week 8 assignment page](https://bruinlearn.ucla.edu/courses/181587/assignments/1515066) by **Monday, March 4 @ 11:59 PM**

**NOTE:** In order to receive full credit for this week, you will need to submit your completed peer review form on Bruinlearn **AND** have both your draft and peer review forms in your google folders.

**Directions for Peer Review submission:**

1. **To find your peer review partner:** go to our [bruinlearn page](https://bruinlearn.ucla.edu/courses/181587) then click > “People” tab > go to the “Peer review groups” tab > look for your name and group number
2. **To do your peer review:** 
   1. Download the correct quarter peer review document inside the folder or from bruinlearn
      1. [Quarter 1 Peer review form](https://docs.google.com/document/d/1nHYb02duZObqusfQypqf69bHSJ8L9g7PhWBuPEGU_Vs/edit?usp=drive_link)
      2. [Quarter 2 Peer review form](https://docs.google.com/document/d/11ipJQiHFk5dLpnQy3EFQ7CiQvoB_pXcCz_fWOkrbvSk/edit?usp=drive_link)
   2. Coordinate with your partner to ensure you both upload your drafts by **Saturday, March 2, @ 12:00 PM**
   3. Read and complete your peer review form by **Saturday, March 2, @ 12:00 PM**
   4. Upload a copy of your completed peer review form to your google folder for your partner
   5. Submit your completed peer review form to bruinlearn [week 8 assignment page](https://bruinlearn.ucla.edu/courses/181587/assignments/1515066) by **Monday, March 4 @ 11:59 PM** for the weekly assignment credit

**Directions for Rough Draft submission:**

1. **To submit your rough draft (for both credit and peer review partner access)**:
   1. Go to this Google drive > [[FOR STUDENTS] 195CE Peer Review](https://drive.google.com/drive/folders/1j98mwMqAjKZ5_v9C_XYqGVPLq_x6g6QZ) > Look for your peer review group number **FOLDER** > **Upload** your rough draft to the correct group # folder

***First quarter students only:***

* Submit a five-page draft minimum (double spaced) of your final paper, in addition to a Works Cited page, to your peer review partner.

***Second quarter students:***

* Submit a three-page draft minimum (double spaced) of the new/additional section (program/policy proposal) of your final paper to your peer review partner.

**Week 9 | March 4 - 8: Peer Review Edits**

**ALL STUDENTS:**

* Go over the feedback and suggestions from your peer reviewer and begin responding and/or making changes to your rough draft.

**NOTE**: A part of your final paper rubric will be that you must have made substantial and notable edits from your first draft using your peer review or mads’ feedback.

**Week 10 | March 11 - 15: [OPTIONAL EXTRA CREDIT] Self-Reflection and Transition to the Workforce DUE: Mar 17, 2024 12:00 PM**

**ALL STUDENTS:**

* **OPTIONAL EXTRA CREDIT ASSIGNMENT**: Self-Reflection and Transition to the Workforce
  + **Reading:**
    - Ryerson University. (2009). Critical Reflection: An integral component to experiential learning.
  + **Prompt:** 
    - Select **two** of the reflection questions from the Ryerson University (2009) article to respond to, **please include the questions you are responding to in your write-up**. In addition, describe the most and least meaningful components of the internship course. If you could change the course in any way, how would you change it? Provide at least 2 suggestions.

**Finals Week | March 18 - 22: Final Paper & Timesheet due**

**Final paper due on WEDNESDAY, March 20 @ 11:59 PM**

**See Guidelines for your quarter below:**

[195CE 1st Quarter Final Paper Guidelines](https://docs.google.com/document/d/1e5HVoLLbrcK5sxZfWjv0_hocNjApu0D1C4HZVtikilk/edit)

[195CE 2nd Quarter Final Paper Guidelines](https://docs.google.com/document/d/1tkUWF6juRfoe0ECbnBuQuvvCPr3jtAqgxR_QzCimu74/edit)

**Academic Accommodations:**

In creating an inclusive classroom, we want to make sure that every student's needs and accommodations are met. If you have a disability that requires you to need extra assistance, extra time or adapted lessons, you are entitled to, and we encourage you to, reach out to the Center for Accessible Education (CAE) to discuss your accommodations. Once you register, please make sure your “Letter of Accommodation” is viewable to us, so we can be notified and ensure that we meet your requirements to support your learning. Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at Murphy Hall - A255 (310- 825-1501).

**Website:** [www.cae.ucla.edu](http://www.cae.ucla.edu/)

**Phone Number:** 310-825-1501

**Campus Location:** Murphy Hall, A255

**Other Campus Resources:**

* Academic Counseling: Academic Advisors aim to collaborate with you to support your academic, professional, and personal development. We encourage you to contact your academic advisor early and often to ensure your success during your first year.
  + **Website**: <https://www.registrar.ucla.edu/Academics/Academic-Counseling>
* Title IX Office: Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. **If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at The CARE Advocacy Office for Sexual and Gender-Based Violence**, 1st Floor Wooden Center West, **Email**: [CAREadvocate@careprogram.ucla.edu](mailto:CAREadvocate@careprogram.ucla.edu)**, Phone**: 310.206.2465. In addition, **Counseling and Psychological Services (CAPS)** provides confidential counseling to all students and can be reached 24/7 at 310.825.0768. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, [titleix@conet.ucla.edu,](mailto:titleix@conet.ucla.edu) 310.206.3417. Reports to law enforcement can be made to UCPD at 310.825.1491
* Counseling and Psychological Services (CAPS): CAPS provides counseling services to students who are in need of support in any way 24 hours a day, 7 days a week. Appointment can be made by contacting CAPS during their office hours Monday - Friday 9 am - 4 pm. Crisis support is available 24/7 by phone at 310-825-0768.
  + **Website**: [www.counseling.ucla.edu](http://www.counseling.ucla.edu/)
  + **Phone Number:** 310-825-0768
  + **Campus Location**: John Wooden Center, 221 Westwood Plaza
* Undergraduate Writing Center (UWC): The UWC is available by appointment through 25 minute to 50 minute appointments to support your academic writing needs. They may also have 30 minute same-day drop-in appointments available. Please check their website to view availability and make an appointment. The UWC is open Monday - Thursday 10 am - 6 pm and Friday 10 am - 3 pm, with evening hours Sunday - Thursday 6 pm - 9 pm.
  + **Website**: <https://uwc.ucla.edu/>
  + **Phone Number:** 310-206-1320
  + **Email**: [wcenter@g.ucla.edu](mailto:wcenter@g.ucla.edu)
  + **Campus Location:** Kaplan Hall A61
* UCLA Library: The UCLA library is a great resource to help you with any of your research needs, including finding relevant sources and evaluating their context. Please visit the library website for all your needs.
  + **Website**: <https://www.library.ucla.edu/>.

There are MANY other campus resources that are available to support you in all aspects of your life. We encourage you to check out these websites to see any programs or supports on campus that may help towards ensuring your overall success at UCLA.

* Campus-Wide Student Services: <https://www.studentaffairs.ucla.edu/student-services>
* Current Students Resources: <https://www.ucla.edu/students/current-students>
* Consultation & Response Crisis Resources: <https://studentincrisis.ucla.edu/resources>
* Student Affairs Guidebook: <https://www.studentaffairs.ucla.edu/guidebook>

**Academic Integrity:**

Each of you has worked very hard to be here and brings a multitude of valuable and unique skills to UCLA and to this course. Unfortunately, the structure of academia, is often hyper-competitive, spurring anxiety, an “everyone for themselves” mentality, and a desire to “be the best.” All of these pressures can make it seem like plagiarism is the only option. However, plagiarism does everyone a disservice: it negates the hard work of the person whose work is plagiarized, it creates an unfair balance of effort among students, and most importantly, when someone plagiarizes it represents a lost opportunity to learn and to grow. We’ve designed this course to give you lots of opportunities to do your best work, with routine check-ins and opportunities for improvement. Please respect your classmates and yourself by not plagiarizing or cheating.

Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam computer program, oral presentation, or other work) must either be the Student’s own work, or must clearly acknowledge the source. (*UCLA Student Conduct Code, Section 102.01c: Academic Dishonesty—Plagiarism.*) N.B.: Students who represent as their own AI-generated output will be subject to the plagiarism penalties and policies outlined by the Dean of Students.