

Syllabus – English 195CE

GSI: Christina Moe Simmons

OH: M, W-F 9:00am - 1:00pm by appointment only

Enrollment Requirements

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. **Please note: this course may not be applied toward requirements for the English major.** Like all internship courses offered through the Center for Community Learning, English 195CE requires active participation at an agreed-upon site, weekly response papers, individual biweekly meetings with your GSI, and a final research paper.

In order to enroll in English 195CE you must have at least a 3.0 GPA, be of junior or senior standing, and complete a course contract. Follow the steps outlined in the Enrollment Procedures online prior to your intake appointment to generate a contract for enrollment consideration.

Internship work for Winter 2025 may be conducted and supervised remotely, hybrid, or in person. All one-on-one biweekly meetings with Alex will be via video conference (Zoom).

Welcome

Our work together will be geared toward close-reading and cultural analysis—thinking of the world as something we can interpret 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 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.

Table of Contents

- [1. Meet your Instructor](#)
- [2. Learning Goals](#)
- [3. Course Organization](#)
- [4. Course Materials](#)
- [5. Succeeding In This Class and Cultivating an Inclusive Classroom Together](#)
- [6. Assignments and Participation - Course Requirements](#)
- [7. Course Grading Scale](#)
- [8. Courses and GE Credits](#)

[9. Course Schedule](#)

[10. Academic Accommodations](#)

[11. Other Campus Resources](#)

[12. Academic Integrity](#)

1. Meet your Instructor

Name	Research Area(s)	Contact Information	Office Hours
Christina Moe Simmons	Black Speculative Literature through the Transatlantic, specializing in science-fiction and horror	cmsimmons@college.ucla.edu	You will self-book appts. on MyUCLA. See below for details.

2. 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, 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.
- Explore how off-campus work experience contributes to an undergraduate's intellectual, personal, and professional development and informs future career choices.

3. Course Organization

This course is an upper division independent-study class with me. You will meet with me for 30 min every other week, beginning either Week 3 or Week 4 (your choice of when to start, but once you choose, you must stick to either odd or even weeks). For the first meeting I will require your camera to be turned on, but after that you may choose to have it on or off. In terms of online privacy: no screenshots or recording of video or audio.

4. Course Materials

All materials for the course will be posted on Bruin Learn. Each week's prompts are on the syllabus, and additional materials and Turnitin.com links for assignments are located under the appropriate week. In order to access the film assignment and databases for the research paper, you will need to turn on your campus VPN if you are off campus. Instructions for setting up the VPN can be found here: <https://www.library.ucla.edu/computers-computing-services/connect-campus>.

5. Succeeding in This Class and Cultivating an Inclusive Classroom Together

You are expected to come prepared to discuss the week's assignments and your internship experiences. If you have concerns about your internship, I encourage you to speak with me so that we can address any issues (more on that below).

6. Assignments and Participation – Course Requirements

- A. Biweekly Discussions 30%
- B. Weekly Response Papers 40%
- C. Final Research Paper 30%
- D. Signed Timesheet (documenting minimum of 80 hours worked at internship site)

Biweekly Discussions (30% of your grade) (100 points: 5 meetings, 20 points each)

Schedule and attend biweekly one-on-one discussions with your coordinator (me) via Zoom video conference at least 5 times (4 meetings plus the intake meeting). *This course is an upper-division independent study.* Your participation score for each meeting is based on how engaged and up-to-date you are on the readings and assignments, as well as on how prepared you are to think critically about your internship experience and the course assignments. Be prepared to lead our discussion about your internship, your weekly response papers, and your progress on your research paper. *Please come with a meeting agenda and notes prepared in advance.* Meetings that consist largely of me asking you questions, instead of you leading the conversation, will not receive full credit.

Scheduling Biweekly Meetings:

Once you are officially enrolled in the course, you must schedule our biweekly meetings through MyUCLA by going to the “Academics” tab → “Advising & Academic Services” → “Appointments.” After our initial intake meeting, you are required to schedule four meetings during the quarter, one every other week. All meetings should be scheduled well in advance to ensure that you find meeting times that work for you. Meetings can be scheduled for weeks 3 through 10. **Please do not schedule more than the required five appointments.**

Missed/Late/Cancelled: You will receive half credit for your meeting if any of the following occur:

- You are more than 5-10 minutes late (you will also be asked to reschedule).
- The meeting does not fall on the correct week.
- You cancel less than 24 hours before the meeting time (unless you have an emergency).

If any of these situations occur **more than once**, the student will receive an automatic grade reduction to C-/NP. Repeated cancellations will 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.** 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 internship site will be notified.

Weekly Response Papers (40% of your grade) (80 points: 8 response papers, 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 11:59 PM on **Sunday** each week, starting Week 3 (see due dates below). You will be penalized for papers that are incorrectly formatted, too short/long, or incomplete. You must turn in 8 response papers; each is worth 10 points. Response papers are docked 2 points for each day 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 an automatic “No Pass.”

Final Research Paper or Creative Option (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 by 11:59 PM on Friday of Week 10. The assignment asks you to examine a topic inspired by your internship. This is NOT an extended response paper; rather, you should develop a research-based argumentative analysis. 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.”

or

Give me 3-5 really excellent pages of your own creative writing (a particular scene, dialogue, whatever--just has to be quite polished). Then for 2.5 pages, analyze your own creative writing, akin to the close reading skills we have been working on throughout the term. That is, have a thesis statement that you prove with textual evidence, analyze your own writing techniques, find patterns, determine the lens as if you weren't the author but a literary critic. Last, write 2.5 pages of reflection on your writing process. This would be an account of the affective/psychological side to your writing process or the piece in particular. Put yourself on the couch, so to speak, and write about who you are as a writer (your hang ups, your victories, your process, etc).

Timesheet (0% of your grade) (Required to pass the course)

Failure to submit a signed timesheet confirming the minimum of 80 hours, any discrepancies in timesheet by posted deadline may result in formal reporting to Dean of Students with possibility of F/NP.

Please let your GSI know as soon as possible if you believe you may not be able to complete this requirement 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 GSI as soon as possible to create a plan to move forward. Failure to complete the required hours is grounds for substantial grade penalty as outlined above.”

Grading penalty

The five bi-weekly meetings with your GSI are a critically important element of the 195CE course, each one counting for 6% of your total course grade. There are a variety of circumstances which will result in a grading penalty:

- There is a 10 minute grace period. If you are running more than 10 minutes late to the meeting, it will be considered a missed meeting and you will need to reschedule. You will receive half-credit for the rescheduled meeting.

- Being unprepared to lead the discussion with your GSI (e.g., without having submitted required assignment or having read required material) for a meeting will result in receiving half-credit

I welcome 24-hours advance notice to cancel and reschedule for full credit; note that the rescheduled meeting must happen within two weeks of the original scheduled meeting.”

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

8. Courses and GE Credits

You will receive general credits, but the units do NOT count for credit towards the English major.

9. Course Schedule

IMPORTANT: Weekly response papers should be written like essays, not like numbered responses. You do not need to answer every question listed below—they are just to get you thinking. Please choose a few (2–3) questions and formulate a response that considers the issues those queries raise.

Weeks One & Two: Intake Appointments

! No assignments due

Week Three Response: Analysis & Expectations

! 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 2–3-page response paper incorporating a thoughtful analysis of the texts and a personal reflection of your experiences in your internship. Include your thoughts on BOTH articles in your response. Use the prompts and questions below as a guide to direct your response; you do not need to answer or respond to them all.

! Prompts/Questions:

- (1) 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 think that reading the world as a text might lead to overanalyzing, explore the stakes.
 - Think about how you might employ the practices of close reading that Silverman and Rader describe in your internship and in your daily life.
- (2) Reflect on “Common Reading.”
 - After reading, how do you define experiential learning?
 - How does experiential learning differ from classroom-based approaches?
 - What does it mean to be a “civic professional”?
 - Do you see the organization for which you are interning fulfilling a “civic mission” for its community? If yes, in what ways? If not, how could your company or organization utilize its resources to benefit its community?
- (3) Finally, 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 Four Response: Places of Work

! Readings: Editor’s “Introduction”; “Spatial Segregation and Gender Stratification in the Workplace.”

! Instructions: Read the introductory discussion (pg. 479–491) and then Daphne Spain’s article (491–496). Write a response paper incorporating a thoughtful analysis of the texts and a personal reflection of your experiences in your internship. Include your thoughts on BOTH pieces.

! Prompt/Questions:

- (1) Read the introduction and excerpt from 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?
- (2) 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, windows, etc.). Consider how all of this is changed and/or affected by a virtual workspace (if applicable).
 - How are people divided in the space?
 - Do you see any divisions in the (perceived) gender, race, or age of employees?
 - Does the organization of shared space affect how employees perform work at your site?
 - As an intern, do you interact with the workspace in a different way from other employees?
 - 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 not?

Week Five Response: Short Fiction – “Orientation” Close Reading

! Reading: “Orientation” by Daniel Orozco (link on Bruin Learn).

! Instructions: Read Orozco’s story, then write a 2–3-page close-reading analysis.

! Prompt/Questions: Every time we read, watch, or listen to 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 writers have made in their writing, and examining how our own biases and assumptions shape our reading.

Your response paper should thoughtfully analyze one of the texts and connect this discussion to your personal experiences from your internship. Your paper should include *at least 2 quotations from “Orientation”* to support your argument. You can use the questions below to get you started, but don’t try to answer all of them—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, by all means, write about it.

Here are some questions to get you started:

- 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 become 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 the 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 realities of the “real world?”)
- What is this story’s genre? Horror? Comedy? Satire? Realism? Does it straddle several genres?
- Does categorizing the story’s genre affect how we understand it?
- Did this story resonate for you in any way, given your own first-day experience at your internship? If so, how so? If not, how did your experience differ?

Week Six Response: Close Reading

! Viewing: *The Island President* film; dir. Jon Shenk.

! Recommended Reading: “[Slow Violence](#)” by Rob Nixon.

! Instructions: Watch *The Island President*, a film on the former president of the Maldives. You can access the film through the course Bruin Learn website. If you’re so inclined, also read through the Rob Nixon piece, which might help conceptualize some of the topics in Shenk’s film.

! Prompt/Questions: Using a few of the questions below, write a 2–3-page close-reading paper that analyzes how the film represents bureaucracy and office politics. How does it treat this subject in a new way? You can choose to focus on a specific scene or compare several; but whatever you choose, your paper must explain your formal evidence (cinematography elements, editing, music, setting, etc.) in terms of its thematic importance to the film as a whole. The film deals with many topics you can choose to focus on, including neo-imperialism, indigeneity, public policy, race relations, gender

politics, consumerism, capitalism, and climate refugees. Whatever you choose, make sure that it connects back to an experience of employment.

Formal Questions

- 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), or close-up shots (that zoom 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?
- 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?
- What is the music like? Is it diegetic (in the story world) or extradiegetic (just for us viewers)? In what way is this layering choice significant?

Thematic Questions

- How does this documentary film make use of spectacle and charisma?
- Does this film have a protagonist? If so, what does it mean for a non-fiction film like this one to have a protagonist, and does that focus shape the "cause" covered in the film?
- What narrative does the film construct about the entities, characters, or spaces it represents? Feel free to narrow down your choice as appropriate for the response's length.

Week Seven Response: Criticism, Debates, and Ethical Concerns in Your Industry

! Instructions: Write a 2–3-page paper proposal for your final research paper. In addition to the prompt below, please also consult the specific instructions for the paper proposal and the directions for the final paper prompt (both on the Bruin Learn course website). This response will involve more work than previous responses, as you will need to incorporate *either one academic source or two reputable non-academic sources* into your response paper. You should use this assignment to begin researching for your final paper.

! 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 could branch out and think about some problems in the wider film or publishing industries. Just be sure to narrow your topic to a manageable scope for this length of paper.

- (1) Begin researching the topic using a combination of scholarly and non-scholarly sources. These could include articles on JSTOR and other library databases, academic books, newspaper articles, and articles from industry journals. I am happy to discuss research resources with you; the campus librarians are also available for research consultations.
- (2) Begin your response paper with a clear and objective description of the issue that you are

- analyzing. Clearly explain the topic, detail the crux of the debate, and outline the main opposing viewpoints. Also discuss what your industry has done to address and/or resolve this dilemma.
- (3) Develop and explain your own stance on the topic, including your input on what you think the industry should do, to resolve the issues you have discussed.

Week Eight Response: Paper Draft

! Paper Draft: Submit the first 2–3 pages of your final paper to Bruin Learn. Please include proper citations in Chicago style and a tentative works cited. If you would like to turn in an equivalent assignment that better suits your workflow—such as an introductory paragraph and detailed outline with at least one close reading—please discuss it with me before the deadline.

Week Nine Response: Peer Review and Final Reflections

! Prompt/Questions: Look back at the expectations you outlined in your first response paper and reflect on your overall experience in a 2–3-page personal response paper. 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?

Week Ten: Final Paper & Timesheet

! Instructions: Final papers must be submitted to Turnitin on the class website. Final timesheets must be filled out, signed by your site supervisor, and uploaded as a PDF to Bruin Learn.

10. Academic Accommodations

UCLA provides a wide range of resources to support students facing challenges. 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.

11. Other Campus Resources

Please note that your VPN must be on to access many of these resources from off campus.

[MLA International Bibliography](#)

[Oxford English Dictionary](#)

[Interlibrary Loans](#)

[Undergraduate Writing Center](#)

[CLICC laptop loans and library study rooms](#)

[Counseling and Psychological Services \(CAPS\)](#)

[UCLA's Mindful Awareness Research Center \(MARC\)](#)

12. 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 here: <http://www.deanofstudents.ucla.edu/>

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.