

Civic Engagement 195CE: Corporate or Community Internship
4 units Graded
Quarter 1

Coordinator: Evelyn Larios.
Email: elarios@college.ucla.edu or elarios@g.ucla.edu
Office hours: Tuesday, Thursday, Friday from 12:30pm – 4:30pm
*You must schedule appointments with the front desk

Faculty Sponsor: Douglas Barrera, Ph.D.
Email: dbarrera@college.ucla.edu
Office hours: By appointment

Office: Center for Community Learning
A265 Murphy Hall
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Phone: 310-825-7867
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Course Description

This course is the first in a three course series designed to provide Civic Engagement Minors with an academic context for off-campus work in a corporate, governmental or non-profit setting. Rather than employing one specific definition of civic engagement, the course will introduce students to various conceptualizations of this term. We will explore these varying definitions in depth, with the goal of helping students to develop their own personal definitions. Using course readings, written assignments, and field-based internship experiences, students will be asked to contemplate the meaning of civic engagement the context of one's own personal and academic experiences, and in relation to future professional aspirations.

Course Expectations

Students are responsible for completing weekly readings, and for providing a thoughtful and thought provoking written response to each assigned reading and/or assignment prompt. To earn full-credit for weekly assignments, students must submit response papers on time, provide evidence of having read the articles with an eye toward critical analysis, and answer the prompt thoughtfully and completely. Additionally, it is expected that written assignments will be properly formatted (**1 inch margins, 12 pt. Times New Roman font**) and checked for grammar and spelling. Points will be deducted for ongoing formatting/grammatical errors. It is also expected that students will listen to and respond to any feedback provided by the instructor and, when necessary, will incorporate this feedback in subsequent assignments. Failing to do so will result in a deduction of points on future assignments.

Course Requirements

- Submit internship contact information to your coordinator via email **by the end of week 2**
- A signed timesheet indicating 80-100 hours at an off-campus internship **Friday of Week 10**
- Five one-on-one meetings with your coordinator
- Weekly written assignments
- Final research paper

Signed Timesheet

A copy of the timesheet is available on the course website. You can submit your signed timesheet at the front desk by 4:30 pm on the Friday of **Week 10** or upload a scanned copy to the link on the website **by 5 pm on the Friday of Week 10**. You should plan to work at your internship 8-10 hours per week. Failure to submit a signed timesheet indicating at least 80 hours of work throughout the quarter is grounds for automatic failure.

Weekly Meetings – 4 pts. each

You will meet with your coordinator for 30 minutes every other week to discuss the readings, weekly assignments, and your work at your internship site. **Appointments are set up with the front desk directly.** To set up an appointment, please call, email, or stop by the Center for Community Learning (see contact information above). It is your responsibility to make your appointments, and to ensure that you have scheduled a total of five throughout the quarter. Failure to meet five times will result in a final grade deduction of 4 points per missed meeting.

Each meeting is worth 4 points, for a total of 20 grade points. Your first meeting should take place during weeks 1 or 2, and **must be completed by the end of week 2 at the very latest.** Ideally, you should meet with your coordinator every other week so that meetings are adequately spaced throughout the quarter. **All meeting changes or cancellations must be done with the front desk in advance of the meeting you are hoping to change. Failure to show up for a meeting without notification will result in an automatic 4pt. deduction from your final grade, and will require a make-up appointment.**

Weekly written assignments – 5 pts. Each

You will write a 2-3 page written assignment each week. **Assignments are to be double spaced, 12-point Times New Roman font, 1 inch margins.** Assignments will be graded on the quality of your response to the prompt, the quality of the writing, and the promptness of the submission. The content of these assignments varies each week and are based on a specific prompt provided by the instructor on the course website. These prompts will vary, and will ask you to respond to your internship experience, the course readings, current events, or you will be asked to make connections between all three. Additionally, you are required to turn in a short proposal for your final paper during week 5.

Written assignments are **due on Sundays by 11:59 PM** of the week they are assigned. Each written assignment is worth 5 points, for a total of 40 grade points. Late assignments will result in a 1-point deduction for each day late. **No credit will be awarded for assignments more than 2 days late.**

***Please see page 9 for more details on weekly writing assignments**

Final Paper Proposal – 5pts.

You will submit a proposal during week 5.

***Please see assignment details starting on page 10**

Final Paper – 35 pts.

You are required to write an 8-10 page research paper, due week 10

***Please see assignment details on page 10**

Point summary

Final grade breakdown

Meetings with instructor:	5 @ 4 pts each	=	20 pts
Weekly assignments:	8 @ 5 pts each	=	40 pts
Final Paper Proposal:	1 @ 5 pts each	=	5 pts
Final research paper:	<u>1 @ 35 pts</u>	=	<u>35 pts</u>
	Total	=	100 pts

Possible point deductions

Failure to submit timesheet with 80 hours	=	Automatic failure
Failure to attend all five one-on-one meetings	=	Automatic failure
Late weekly assignment	=	-1 pts/day
Late final paper	=	-2 pts/day

Academic dishonesty

All policies in the UCLA Catalog regarding academic dishonesty apply to this course, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may result in disciplinary action and/or expulsion from the university. UCLA's complete policy regarding academic dishonesty can be found at the following website: <http://www.registrar.ucla.edu/catalog/catalog11-12-835a.htm>

Students with disabilities

The Center for Community Learning makes every effort to accommodate students with disabilities. If you wish to request an accommodation, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, 310.825.1501 or 310.206.6083 (telephone device for the deaf). Website: www.osd.ucla.edu

Course Accommodations & Campus Resources

UCLA provides a wide range of resources to support students facing challenges, whether inside or outside the classroom. Consult the Student Care Managers program website for information about these resources, including information about confidential one-on-one consultation:

<http://www.studentincrisis.ucla.edu/Who-can-Help>. If you need to request an academic accommodation based on a documented disability related to your work in this course, please contact the Office for Students with Disabilities as soon as possible. OSD 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.osd.ucla.edu>. Students should also notify their internship coordinator about any issues as soon as possible so that appropriate accommodations can be arranged with OSD 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.

Civic Engagement Minor Learning Outcomes

1. Civic Engagement disciplinary knowledge base

Students develop a working knowledge of the scholarship on Civic Engagement as an academic discipline.

- Understanding of how civic participation in public life contributes to the overall quality of life in our communities;
- Familiarity with empirical research addressing cognitive and affective outcomes of service learning and community involvement; and
- Familiarity with various historical and contemporary means by which individuals and groups have attempted to create social change.

2. Development of a civic identity

Students gain an understanding of the social, cultural, and civic aspects of their personal identities.

- Define and describe the concepts of individual, group, and social identities in relation to the concepts of social power and privilege; and
- Demonstrate a critical self-reflection of their own assumptions, values, and stereotypes, and recognize the relative privilege and oppression of their various identities.

3. Social responsibility and social justice

Students develop an understanding of social responsibility and the implications of short-term community service versus sustainable social change.

- Recognition of the relationship between individual, group, community and societal well-being.

Students recognize systemic discrimination and its effects on both equity and inequity in communities and society.

- Examination of social issues in the context of the pursuit of social justice.

Students demonstrate an ability to analyze social structures in a manner reflective of possessing a critical consciousness.

4. Multicultural civic skill building

Students learn from and work reciprocally with diverse individuals, groups and organizations to build healthy, equitable, and sustainable communities.

- Ability to apply discipline-specific knowledge to contemporary or anticipated social issues;
- Ability to reflect critically about diversity, commonality, and democracy;

- Ability to employ intercultural communication skills, reciprocity, and responsiveness in working with members of the community; and
- Ability to enter, engage, and exit a community in ways that are respectful of its members.

5. Goals and commitments

Students graduate with a commitment to being a civically engaged global citizen

- Respect for cultural pluralism and multiple viewpoints
- A sense of responsibility both to yourself and to the community
- A desire to promote your vision of social justice locally and globally
- A willingness to participate actively in public life, address public problems, and serve your community.

Weekly Reading and Assignments

***All readings are on the course website**

	Reading(s)	Assignment(s)	Due Date
Week 1	No Reading	Submit Course Contract	
Week 2	<p>**Please complete written assignment before doing this week's reading**</p> <p>Link on course website to a blog post by Peter Levine, Associate Dean for Research and Lincoln Filene Professor of Citizenship & Public Affairs in Tufts University's Jonathan Tisch College of Citizenship and Public Service.</p> <hr/> <p><i>Critical Thinking Document</i></p>	See course website for assignment prompt	10/15
Week 3	<p><i>The civic and political health of the nation: A generational portrait</i> Keeter, Zukin, Andolina, & Jenkins: A Report for the Pew Research Center</p> <p>See course website for link to reading</p>	See course website for assignment prompt	10/22
Week 4	<i>What do we mean by civic engagement?</i> By Adler and Goggin	See course website for assignment prompt	10/29
Week 5	<p><i>What we don't talk about when we talk about service?</i> By Davis</p> <p><i>Citizenship Without Politics? A Critique of Pure Service</i> By: Drogoz</p>	<p>See course website for assignment prompt</p> <hr/> <p>Final Paper Proposal (See page 10 for details)</p>	<p>11/5</p> <hr/> <p>11/5</p>
Week 6	Reading for final paper – see assignment on course website for details	See course website for assignment prompt	11/12
Week 7	<i>Immigrants in our own land: The Chicano Studies movement at UCLA</i>	See course website for	11/19

	By: Rhodes	assignment prompt	
Week 8	<i>Chapter 3 in Why Community Matters: Hull House</i> by: Longo	See course website for assignment prompt	11/26
		Optional Final Paper Draft Due	11/26
Week 9	Current Events Article (see page 9 for details)	See course website for assignment prompt	12/3
Week 10	Reading for Final Paper	Final Paper Due	12/10

Assignment Details

1. Weekly Response Papers: 2-3 pages each

Weekly response papers are intended to help you to process the weekly reading and to reflect upon your internship experience in relation to the ideas presented in the readings and our conversations. The assignments are designed to help you to think critically about the concepts of civic engagement and how they relate to the work you are doing at your organization. You will be expected to **critically analyze and assess** the reading, not simply provide a summary of the article.

The difference between summarizing and thinking critically:

Summarizing is the process of taking larger selections of text and reducing them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. It is the distillation, condensation, or reduction of a larger work into its primary notions. When we summarize, we only care about what the author said, with an emphasis on the most important points.

Alternatively, critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication. You will be expected to think and write in a critical way about the articles each week. Thinking and writing critically does not necessarily mean criticizing, although this can certainly be an aspect of your response if you feel so inclined. **Use the following questions as a guideline to help you craft your response to the prompts provided each week.**

1. To which of the main points discussed in the article do you feel most connected?
2. Which points do you agree/disagree with? Why? What are your experiences that you have had that inform this perspective?
2. How do the main points connect to or not connect to your internship site and the work that they do to address/respond to a particular social problem?
3. How might you critique one or more of the main points made by the author? Utilize examples from your internship or any other experience you have had (volunteer, community organizing, involvement in campus activities/student groups, personal experiences, etc.) to illustrate the ways in which the author distorts, overlooks, or otherwise misses the point. What do you believe is an alternative to the perspective you are critiquing, and why?

2. Current Events Analysis – two to three pages

Choose a current events article that relates, in some way (however broadly or narrowly) to the work of your internship site. Only articles/pieces from reputable news sources will be accepted. These include: Major newspapers, radio broadcasts (NPR, Bloomberg, etc.) Ted Talks, Magazine articles, etc. An individual's blog post, Facebook post, etc. does not count as a reputable source.

This assignment has two parts:

- 1) Brief summary of the article and author's main points 2-3 paragraphs (this is the only assignment where a summary is appropriate!)
- 2) Critical analysis of the issue. Follow the guidelines provided above for weekly response papers.

3. Paper Proposal – 5 pts.

You will submit a 2-page description and preliminary outline of your paper **during week 5**. In this proposal, you are to address the following:

1. Introduction to your topic, including a preliminary research question or thesis statement.
2. Why you are interested in writing about this topic.
3. Why you think this topic is important to explore in a research paper.
4. How this topic relates to civic engagement and/or your specific internship site. Regardless of what you are writing about, there should be some connection to civic engagement or the to the work of your organization. Please explain these connections.
5. Bibliography **including at least three** scholarly sources you plan to use in your paper.

4. Final Research Paper – 35 pts.

This paper is meant for you to explore, in depth, an issue/area that is of interest to you. You can choose to write about any topic related to civic engagement broadly, or anything related to the specific social issue/problem that the organization you are interning at addresses (for example, homelessness, access to early childhood education, literacy, etc.). We will be exploring potential topics together in our meetings, and you will be required to submit a proposal outlining your topic **due week 5**

This is an academic style paper that should be 8-10 pages long (not including references). You must include at least five scholarly sources found from academic sources (databases, books, etc.) You are encouraged to utilize readings from class should they be appropriate for your paper topic however; only two course readings can count towards the 5 required academic sources. (note: you are allowed to use more than 2 course readings as long as they are in addition to the 5 required academic sources). You must adhere to the following formatting: double-spaced, page numbers, Times New Roman 12 point font, 1 inch margins, and a list of references (or works cited). You must utilize a standard citation format for your research papers (such as APA, MLA, Chicago Manual of Style, etc.). **You will be graded on the following: adhering to page and formatting guidelines, identifying a clear research/thesis question, and crafting a well-written and organized paper.**

The final paper is due on **by 11:59 on Sunday of week 10** and is worth 35 points. Turning in your paper late will result in a 2-point deduction for every day late. **Extensions will only be granted in the most extreme circumstances and must be pre-approved your coordinator more than 48 hours before the paper due date.**

4. Optional Assignment: Final Paper Draft – 0 points

You have the option of submitting a draft of your final paper during week 8. I will read your draft and provide you with feedback within a week of your submission. You will not receive extra points for submitting a draft. However, I will provide you with feedback that will help you to improve your final paper submission, which, if implemented, will ultimately improve your final paper grade.

Research and Writing Assistance

There is a wealth of research and writing assistance at UCLA to help you as you write your final papers. Please explore the following links, other resources will be provided throughout the quarter.

Powell Library Research Assistance:

<http://library.ucla.edu/support/research-help/drop-and-scheduled-research-assistance/schedule-research-consultation-powell-library-inquiry-labs>

Charles E. Young Research Library Research Assistance:

<http://library.ucla.edu/support/research-help/drop-and-scheduled-research-assistance/charles-e-young-research-library>

24/7 UCLA Online Research Assistance

<http://library.ucla.edu/support/research-help>

UCLA Undergraduate Writing Center

<http://wp.ucla.edu/index.php/home>

The Undergraduate Student 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.

Purdue University Writing Lab Website

<https://owl.english.purdue.edu/owl/>