General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number
Comparative Literature 4WSL

Course Title
Critical Reading and Writing with Service Learning

Indicate if Seminar and/or Writing II course
Writing II

1. Check the recommended GE foundation area(s) and subgroup(s) for this course

   Foundations of the Arts and Humanities
   • Literary and Cultural Analysis X
   • Philosphic and Linguistic Analysis X
   • Visual and Performance Arts Analysis and Practice

   Foundations of Society and Culture
   • Historical Analysis
   • Social Analysis X

   Foundations of Scientific Inquiry
   • Physical Science
     With Laboratory or Demonstration Component must be 5 units (or more)
   • Life Science
     With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

   This course addresses the GE Foundation Area of “literary and cultural analysis” by embedding that analysis in three related and equally critical fields from the above list: philosophy, history, and society. Put differently, literary and cultural studies are positioned in their philosophical, historical, and social contexts—through service learning.

   This allows students’ research to both gain and display a real-world impact. The broader Los Angeles community, so rich in oral histories and regional narratives, gives undergraduates an opportunity to see their studies in substantially broader settings, while simultaneously helping those young scholars to ponder a range of civic career options.

   Students, as a consequence:

   • Understand the role of narrative and the humanities overall in addressing social, historical, and philosophical issues around LA
   • Gain first-hand knowledge of community and charity organizations in the Los Angeles area
   • Implement effective analysis, interpretation, evaluation, and synthesis to topics encountered in recent events of consequence around the LA area
   • Craft college-level essays appropriate to the field through process-oriented “scaffolding” approach (brainstorming/prewriting, writing/responding, revising/editing, publishing/sharing)
   • Demonstrate appropriate mechanical and grammar proficiencies in academic writing

3. “List faculty member(s) who will serve as instructor (give academic rank):

   TBD, although the faculty TA supervisor will always serve as the Instructor of Record

   Do you intend to use graduate student instructors (TAs) in this course? Yes X No __________
   If yes, please indicate the number of TAs 1
4. Indicate when do you anticipate teaching this course over the next three years:

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5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE?  Yes ___ No  X
If yes, provide a brief explanation of what has changed.  N/A

Present Number of Units: _______  Proposed Number of Units: _______
6. Please present concise arguments for the GE principles applicable to this course.

- **General Knowledge**
  The course will help students understand that the literary texts they study are not isolated on the printed page. They instead interweave with the way communities speak and write of themselves—in real-world locations around Los Angeles.

- **Integrative Learning**
  Students will learn how to critically interrogate and engage various literary narratives plus their relevance to community concerns—as defined by UCLA’s Center for Community Learning. How, in a word, do communities tell their own history? How do shared stories keep families, streets, and regions stay together?

- **Ethical Implications**
  Students will explore the impact of storytelling upon a sense of belonging across a city where at least 185 languages are spoken at home (i.e., 54% of people in the LA area do not speak English among family members).

- **Cultural Diversity**
  The diverse, multiethnic population of Los Angeles today distinguishes the city as the cultural hub of the Pacific Rim. Residents define themselves with different narratives, using varied yet communal histories.

- **Critical Thinking**
  Students will engage critically with literary/oral texts and theory through a combination of interactive and process-oriented activities. These will be carried out through seminar-style discussion and related writing/research assignments.

- **Rhetorical Effectiveness**
  Ultimately, the course will ask how students can creatively gain access to, and ethically write about, larger questions that surround the language of communities within a global frame. They will also test those spoken or writing skills in the same communities.

- **Problem-solving**
  Students will develop the analytical and methodological skill sets necessary to conduct a well-thought and resourcefully executed exploration of topics-based research.

- **Library & Information Literacy**
  Since the primary focus of this class is “micro-social”—upon families, streets, and individual zip codes, many of the locally historical documents needed by students will be scattered across regional libraries. Students will often work alone.
(B) TOTAL Out-of-class time per week

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GRAND TOTAL (A) + (B) must equal at least 15 hours/week

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Example: The Literatures and Languages of Los Angeles Communities

It is important to note from the outset the principal aim of this document: to sketch the future outline of a Multiple Topics Course. This class will, ultimately, be offered in Comparative Literature and will therefore be potentially applicable/related to any one of the 185 languages spoken around Los Angeles. Our department is able to build literary research around any number of languages and related cultural practices. This makes one pedagogical template difficult.

To that multiplicity we can then add the remarkably complex crisscrossing of urban areas, regions, and zip codes that constitute the LA cityscape. Each is home to a different kind of self-definition, to a different set of stories, histories, and spoken values.

Consequently, the relevance of “local community” in a literary, service learning, or sociocultural course at UCLA will change with every instructor, pedagogical plan, and student body. Interest in a different aspect of community research and service learning will generate unique course content. As a result, this GE course outline offers a very basic structure or scaffolding that will serve as a guideline for future instructors, without insisting upon any one language, literary emphasis, or regional prominence.

Anything is – and should be – possible, since Los Angeles itself has no singular significance.

Course Description

The fundamental purpose of this course is very simple. We should begin by stating that CL 4WS comes from the Department of Comparative Literature, where academic interests many center upon:

- The relationship between translation and transnationalism
- Literary theory and emerging media
- The future of national literatures in an era of globalization
- Gender and sexuality studies
- East-West cultural encounters
- Human rights and global censorship
- Postcolonial and diaspora studies
- Experimental approaches to literature and culture

In a word, Comparative Literature is driven by simultaneous investigations into the differences and similarities between manifold kinds of storytelling. Those stories may come from different times, places, or media. In this instance, we are reducing
our scope a little by comparing the ways in which Southern Californian communities define themselves—and have been defined by the insistent writing of others.

Let us remember that we all live or operate in Los Angeles, where at least 185 unique languages are spoken at home. New York may boast a slightly higher number at 192, yet those languages are scattered across a larger population base. When we reflect, simultaneously, that 54% of Angelinos do not speak English in a family setting, it becomes clear that LA is blessed with a denser, richer cultural diversity than any US city. Los Angeles is brimming with stories from all over the world, both private and public, positive and negative.

When we speak of those noisy groupings, especially as real-world or “mappable” communities in California, then what holds them together are common values, frequently expressed in narrative forms. Communities write and speak of themselves—and thus gain a lasting sense of membership.

UCLA’s students in Comparative Literature investigate tales from all over the world, in many languages. They then go home and often use the same languages (verbally), yet may remain unaware of the connection between books, speech, everyday culture, and cross-generational community. This course is therefore designed to place students in UCLA endorsed community organizations, in order:

- That our youngest scholars see immediately the connection between literature and real life. Both are given meaning through (his)stories.
- That students view directly how the communities in which they live and work are driven by shared stories of membership (such as oral histories or activist politics)
- That our students can help to improve social groups by fostering newer, superior tales of belonging. Students will help communities to record their past in better ways, or perhaps brand their future with direct, civic enterprise
- That UCLA’s undergraduates ponder careers far from literature (such as community politics, business, or law) that are, surprisingly, yet directly informed by tales of collective value (by loud accounts of what’s good or bad, lawful or prohibited).

**Required Texts**

Since this is a Variable Topics course, texts cannot be defined or prescribed ahead of time. Faculty members and instructors in Comparative Literature require maximum flexibility, both linguistically and regionally (by choosing to celebrate different cultures around the city). Nonetheless, the readings of CL 4 WS should always, arguably include three core emphases:
• CULTURE: A selection of literary texts dedicated to the issue(s) at hand (for example, immigration/emigration, homelessness, faith, or struggles in the democratic process in Los Angeles)

• HISTORY: A history of the communities under discussion (within Los Angeles)

• MEDIATED DEBATE: Journalistic materials reflecting contradictory opinions on these issues in national media, all the way from well-intentioned activism to hate crimes. Sources both positive and negative must be given equal weight.

Course Learning Goals

Students completing this undergraduate course in Comparative Literature will:

• Understand the role of narrative and the Humanities overall in addressing civic issues
• Gain first-hand knowledge of community organizations in the Los Angeles area
• Implement effective analysis, interpretation, evaluation, and synthesis to topics encountered in the Humanities
• Craft college-level essays appropriate to the field through a process-oriented “scaffolding” approach (brainstorming/prewriting, writing/responding, revising/editing, publishing/sharing)

Service and the Rationale of Service Learning

In service learning courses, students learn through active participation in thoughtfully organized work within the community that is connected to academic, credit-bearing courses. At UCLA, students typically work 3-4 hours per week at a pre-approved off-campus site, for a minimum of 20 hours during the quarter.

Students work on meaningful projects designed in collaboration with their community partners and engage in reflection that is built into class discussions and graded assignments to create equal parts “service” and “learning.”

1. Service Learning: A Definition

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the
learning experience, teach civic responsibility, and strengthen communities. (National Service Learning Clearinghouse website.)

2. Preparation

Guest lecture(s) from Center for the relevant Community Learning Director; visit from community partners on first day of class; training to develop sensitivity re: the cultural/historical issues relevant to community partners; and/or readings and discussion about theory and practice of university/community partnerships.

3. Hours

Students must work at least 20 hours per quarter at their service learning sites and will be required to submit a timesheet signed by their site supervisor. Service hours must not replace seminar hours but should instead be factored into the expected out-of-class workload.

4. Community Partners

These, as suggested above, must remain open/undefined in the first proposal for a Varied Topics class, since the instructor, literature, language, and pedagogical agenda will change each time. Nonetheless, at this early stage we can say that the emphasis will fall upon community organizations whose role has been essential in the formation and maintenance of civic values. These might be Los Angeles civic centers, places of worships, political activist groups, local libraries, regional schools, sports teams, prisons, or other geographically definable communities in which social values are tried, tested, performed and preserved – as narratives.

All of those social spheres say who or what they are and justify their future existence with tales of the past. Group identity comes from shared stories.

5. Description of Meaningful Work.

This section again remains necessarily nonconcrete, but the student’s meaningful service work will be in the recording, comparing, contrasting, and even authoring of community narratives – as defined in L. Jason and D. Glenwick, *Handbook of Methodological Approaches to Community* (OUP, 2000)

*Personal stories are structured around individuals’ stories, whereas community narratives, analogously, are comprised of personal stories collectively forming the foundation of a group’s or community’s identity. Thus, the two levels are intimately intertwined with one another. Each community has a unique set of narratives that are a potential source of*
growth and a way for a community to creatively find its alternative narratives as a means of contrasting itself with other, competing, and dominant narratives in society. One primary approach to gathering personal stories and community narratives is through a life story methodology, in which participants describe key episodes in their lives or within the historical life of their community (such as high, low, or transition points).

Such stories, told by groups about themselves, underwrite feelings of membership and/or exclusion. Our students are already young scholars of storytelling. By working with local groups, they can (passively) understand how such assemblages define themselves and then (actively) help those same organizations to support, promote, or even fund themselves more successfully. Our students know the DNA of a successful narrative; they know what to say or write - in order to get things done.

6. Community Service Learning and Graded Course Assignments.

UCLA policy prohibits instructors from assigning points for the completion of service learning hours. Instead, points will be distributed across graded assignments that ask students to connect their service learning experience and with the course curriculum.

Participation Timetable:

Students must complete at least 20 hours of service learning between Week 2 and Week 10, which will be verified by the submission of signed timesheets from their community partners. However, active participation with service learning is gauged by a student’s capacity to synthesize and connect these experiences to the required academic writing and related assignments for this course.

Weekly Service Blog Entries:

The course blog is a private and confidential forum for students to make connections between service experiences, primary texts, other coursework, and to discuss sensitive topics and related questions through a peer-led platform. Each student is required to write three individual blog entries and to respond to three other entries written by their peers over the course of the term.
General Weekly Outline for a Varied Topics Course

WEEK ZERO: Introduction to Service Learning and Narratology

- Course introduction
- Introduction to service learning and community partnership
- In-class writing assignment

WEEK ONE: Chosen Literary Topic and Local/SoCal Community

- Guest speaker from an LA community
- Explanation of community history
- Examination of literary texts from the same community, culture, or civic issues
- Students justification of chosen community. How does it speak of itself?

WEEK TWO

- Student reports on community history, using interviews and local libraries.
- Search for commonalities with private histories of class participants.
- What common structural elements lie at the root of storytelling – and why?
- How do our chosen stories reflect – or reject – the emphases of the oral, real-world narratives recorded thus far?

WEEK THREE:

- Examination of communal storytelling in Los Angeles--in print and in society, written and spoken
- How can we compare and contrast literary and “lived,” social narratives?
- How does storytelling garner audience sympathy?
- How does it convince us?

Week Three Task. Provide a summary of one of the assigned stories and gathered oral histories. Make sure your summary addresses the following questions.

- **Setting:** Where and when does a story/text take place?
- **Characterization:** Who are the main characters? Who is the protagonist, antagonist, supporting characters?
• **Narration**: Who is telling this story? Is it a third person omniscient narrator or is it a character narrator?

• **Plot**: What is the central issue in the story? What is the conflict? How is it resolved?

*Reminder: Complete mandatory office hour #1 before end of Week 5*

**WEEK FOUR**

Critical analysis of narratives

- Further work with literary and civic narratives, speaking/telling of the same people, place, or events in Los Angeles.
- Creating of online database for activist purpose(s)
- The week’s dilemma: can a story or history ever be objective?
- Can we ever agree on the meaning of a story? How can we find consensus – and become a community of readers? How do voters, for example, choose between the stories told by political candidates?
- Overview of literary theories (1)
  - Literary criticism implies close reading more than evaluative judgment about a work of literature. Students choose a story they have encountered (literary or “lived”) and see which critical approach (i.e. feminism, Marxism, structuralism, etc.) one might apply to it. Is it possible to produce or interpret a story without some kind of ideology or “filter”?
  
- What does a *true* story look like – with pure documentary evidence?

**WEEK FIVE**

Overview of literary theories (2)

- Library Research prior to working solo in Regional Libraries
- Task: “Access the libraries’ databases and find four sources on your selected community narrative. Give the citation for those sources. Summarize the source and its content; how and why do you trust it?”
  - “Find some less reliable journalistic texts and explain their failings. Why do they speak of your chosen people unconvincingly?”
  
- “Report on your experiences so we can learn from one another. What search strategies and databases provided you the best results? How do you track and organize the articles you find?”

**WEEK SIX**

The Poetic Elements of Storytelling, Inside and Outside Books
1. Speaker
2. Imagery
3. Figurative language: simile and metaphor
4. Symbolism
5. Theme

- Defining the building blocks of a story.
- Defining the differences between writing and speech
- Examining storytelling outside of artistic practice in Los Angeles:

1. SoCal Law
2. SoCal Advertising
3. SoCal Politics
4. SoCal Medicine

**WEEK SEVEN**

*Reminder: complete mandatory office hour #2 before end of Week 9*

Ways to Interpret a Story (1)

Each discussion section is given a school of literary thought. The designated idea is then applied to the literary, spoken, and political tales of our chosen LA community. Does that theory help us to understand what a community is “really” saying? The successes and failings of each theoretical school are documented and shared, starting with:

Three Theories

1. Formalist Criticism
2. Biographical Criticism
3. Historical Criticism

- How many of these make sense when we look at our own communities?
- Which of these theories work, which fail, and—most importantly—which of them mask what we’re “really” trying to say?

**WEEK EIGHT**

Ways to Read a Story (2)

- Ideas of meaning outside of time, place, or people.
- Do the stories of Los Angeles communities unavoidably differ from one another?
• Or are their “timeless,” common elements across them all, defined by our minds, myths, or bodies?

Theories

1. Psychological Criticism
2. Mythological Criticism
3. Sociological Criticism
4. Gender Criticism

WEEK NINE
Ways to Read a Story (3)

• Maybe no one story ever has a single meaning?
• Perhaps the meaning of what we do is endlessly negotiated, negated, and fought for?
• In which case, how does the meaning of a story prevail over others?
• How are community voices heard? Why are some preserved and others rejected?
• How and why do political speeches succeed or fail?
• Why do some advertising campaigns work – while others lose enormous sums of money?

Theories

1. Reader-Response Criticism
2. Deconstructionist Criticism
3. Cultural Studies

Final Project Presentations

WEEK TEN
Finals – Monday-Friday, December 7-11

Paper clinic, discussing final research

Final Project Written Component due.
Policies and Expectations

Group meetings will be a mixture of lecture, discussion, and in-class activities. Students are expected to come to class prepared for the active discussion of reading materials and their service learning experiences. Assignments are due on the day stated on the syllabus; extensions will only be granted in extraordinary circumstances and even then by instructor approval alone.

The class will support various forms of intellectual involvement. Instructors will make a collective effort to respect all perspectives, and will not tolerate derogatory comments, disturbances, or other destructive behaviors. Discussion can be hard to follow if students are unprepared, late, or digitally distracted; therefore, consistent tardiness, cell phone, and internet use in the classroom are considered disruptive and will reflect in evaluations if made a habit.

Paper Guidelines:

Papers should be uploaded to Turn-It-In (accessible only through my.ucla.edu). Late and/or missed assignments will be interpreted as a lack of engagement and, subsequently, jeopardize one’s performance in the course. Late papers will be marked down 1/3 of a grade for each day late, including weekends. Papers should have a title page that includes a student’s name; UID number; instructor’s name; the class title and number; and date.

Papers should follow standard academic formatting and citation styles, which include Times New Roman, size 12 font, and with 1 inch margins.

Academic Integrity:

Presenting another author’s words or ideas as your own, whether intentionally or not, is a serious offense, both in academia and in the professional world. The course can be verbal, textual, or electronic in form: taking material from a book or an article, a class lecture or interview, the Internet, or any other source – and failing to attribute and document that source properly – constitutes plagiarism. Any paraphrase of another’s words or ideas also must be documented properly.

Instructors are required to report any suspected case of plagiarism to the Office of the Dean of Students for investigation and possible disciplinary action. For further information about plagiarism and how to avoid it, students can consult the Dean of Students’ website: (http://www.deanofstudents.ucla.edu/assets/documents/StudentCC.pdf).
Office Hours:

Office hours are the proper place to discuss any course-related concerns outside of seminar. All students will attend two meetings in office hours to address academic goals and general questions with formal writing assignments.

Resources

1. Academic Resources:

The Student Writing Center offers one-on-one sessions. 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. Locations: A61 Humanities; Rieber 115 (for dorm residents only). Phone: 310-206-1320. Website: [http://www.wp.ucla.edu/app/home/make-an-appointment](http://www.wp.ucla.edu/app/home/make-an-appointment)

2. Resources for Student with Documented Learning Needs:

The course is committed to improving inclusion for students with diverse learning abilities. If students wish to request resources for adaptive technologies and learning aids, they should contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, telephone: (310) 825-1501; (310) 206-6083 (telephone device for the deaf). [http://www.osd.ucla.edu](http://www.osd.ucla.edu)

Assignments

Participation is an important part of the final grade and more importantly, part of the learning process. In order to engage in productive dialogues and writing exercises, readings and complementary assignments should be completed before the class meeting for which they are assigned. Attendance in all sessions is mandatory and students will not pass the course if more than two sections are missed without instructor approval.

Much of the material discussed in class will deal with sensitive and provocative issues. Debate and disagreement is welcome as a necessary part of learning through a dynamic and engaging discussion. Students are expected to respect the ideas, opinions, and comments of other students, the professor, and any guest speakers or students.

Three Reading Responses:

These short papers (2-3 pages) should address the assigned readings for the class session, presenting positions on issues raised by the various authors. They are not
to be treated as the blog, but as formal written work. Students’ writing should not merely summarize the primary or secondary texts but rather raise questions, respond to issues, and otherwise provide a critical stance on the readings, in-class films, or topics covered. Personal elements (such as reflections on the service learning experience) may be incorporated but as only as brief, focused means of engaging the core notions or arguments taken up in the response. Students should complete at least two of these responses by Week 5, and all five by Week 9.

**Revision Essay:**

As part of the process-oriented approach to writing in this course, students will revise one of the earlier response papers into a longer formal essay. The instructor will provide detailed instructions for this assignment. Before the final draft is due, students will have experienced in-class opportunities to workshop their writing both individually and with peers.

**Final Project:** The instructor will provide detailed instructions for the final project, which includes both written and oral components. The goal of the final project will be for the class to reflect upon service learning in a two-day mini conference.

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Course Description

The Medical Humanities is a growing interdisciplinary and international field of study that draws on the strengths of diverse academic fields, including literature, drama, film, history, and creative writing, in pursuit of healthcare research, training, and ethical decision-making. This course introduces students to major themes of the discipline such as bioethics, the history of medicine, disability studies, and global health and development from the vantage point of postcolonial literary studies. Some questions that will guide our engagement with these topics include: In what ways do colonial histories of racism, sexism, and geographical difference inform how we perceive “vulnerable” populations today? How have postcolonial writers used narrative form to explore the ethics of care in and beyond the “developing world”? And how reading literary representations of health care help us to better understand issues of social justice?

The 4W series fulfills the General Education “Foundation Category: Arts and Humanities-Literary and Cultural Analysis” and the GE Writing II requirements. The service learning section of Comparative Literature 4W offers undergraduates a unique opportunity to advance 1) conceptual and creative thinking; 2) effective communication and writing; and 3) independent and collaborative competencies based on the course material while collaborating with local community health organizations in the Los Angeles area. By performing service and reflecting upon it in writing, students will participate directly in the dialogue between health care and the humanities that the course examines.

Required Texts
Suzan-Lori Parks, Venus (1999)
Olive Senior, Dancing Lessons (2013)
Electronic Course Reader [Labeled “ER” in course seminar schedule]

Films
Julian Schnabel, Before Night Falls

Course Learning Goals and Service Learning Procedures

COURSE LEARNING GOALS

Students completing this undergraduate seminar in comparative literature will:

- Understand the role of narrative and the humanities in addressing global health issues
- Gain first-hand knowledge of community-health organizations in the Los Angeles area
- Implement effective analysis, interpretation, evaluation, and synthesis to topics encountered in the medical humanities
- Craft college-level essays appropriate to the field through process-oriented scaffolding approach (brainstorming/prewriting, writing/responding, revising/editing, publishing/sharing)
- Demonstrate appropriate mechanical and grammar proficiencies in academic writing

SERVICE LEARNING PROCEDURES

Service learning is a pedagogical approach that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Each week you will extend your academic capacities to support the work of one of our community partners and bring these experiences directly into the classroom by connecting what you learn in service to the literatures that we read. During the first day of class, you will meet our community partners and choose a project to work on. Our community partners are:
OPICA (Optimistic People in a Caring Atmosphere)
Established in 1979, OPICA is proud of its legacy as the First Adult Day Care Center in the City of Los Angeles and continues to be a model for program development and internships. OPICA—Optimistic People in a Caring Atmosphere—provides stimulating and therapeutic cognitive and sensory programs that actively engage people from early to later stages of memory loss and related neurological impairment. Our Day Center is open six days a week, seven hours per day, offering a continuum of care for all stages of memory loss.

Available Times and Duties:
OPICA is open M-F, 9am-4pm. Assistance from 10-3 is ideal but other hours may be possible if you consult with the site supervisor. Please note that on Fridays, service learning students will not be able to volunteer until noon. Students will support a variety of ongoing programs. Responsibilities may include: assisting with group activities such as exercise and art therapy; helping to plan events and fundraisers; and updating resource materials for members and families confronting Alzheimer’s and other forms of memory loss.

Please note that all service learners are required to submit verification of a negative TB test (within the last 12 months) at the start of their service learning.

Location and Transportation:
11759 Missouri Avenue, Los Angeles, 90025. From UCLA take Big Blue Bus 1 and get off at Santa Monica Blvd and Barrington. Walk a few blocks south to Stoner Recreation Center.

Contact: Mary Michlovich – mary@opica.org or (310) 478-0226

Website: www.opica.org

1. The Cancer Support Community Benjamin Center
Since 1982, Dr. Benjamin and the Cancer Support Community challenged the medical field to think beyond treating only the illness, and argued instead that treating the whole person will have a much greater effect. CSC helped the medical community understand and recognize the correlation between quality of life and health outcomes. Today the Cancer Support Community – Benjamin Center continues to serve people living in West Los Angeles and the broader Los Angeles community with a full menu of free-of-charge, essential programs overseen by licensed therapists: support groups, mind/body classes, educational and nutritional workshops, social activities, individual counseling sessions. All services are free of charge.

Available Times and Duties:
The Cancer Support Community is open M-Th, from 9am-9pm and Fridays, 9-5pm. Service learning students will have shifts between 9am-6pm Mon-Fri, and will assist the Operations Director, Program Director, Program Manager, and/or the Director of Development with various projects. Some projects may include research to support program development, updating manuals, handbooks, and presentations, making outreach calls for offsite and Spanish language programs (proficiency in Spanish speaking is preferred but not required), data entry, reception and assisting with preparations for fundraising events.

Location and Transportation:
1990 South Bundy Drive, Suite 100, Los Angeles, 90025. Take Big Blue Bus 2 and transfer at Bundy to Big Blue Bus 14 heading south. Get off at La Grange Avenue.

Contact: Sheila Hammer, MSW, LCSW, Program Director, (310) 314-2555 (main line), (310) 314-2564 (direct) shammer@cancersupportcommunitybenjamincenter.org

Website: http://www.cancersupportcommunitybenjamincenter.org/index.php
2. WISE and Healthy Aging

WISE & Healthy Aging is a multi-service, non-profit organization serving older adults and their families and caregivers throughout Los Angeles County. Headquartered in Santa Monica, the team at WISE & Healthy Aging works to promote and improve the well-being, independence and self-esteem of seniors, and to prevent premature institutionalization whenever possible. WISE & Healthy Aging enhances the independence, dignity and quality of life of older adults through leadership, advocacy and innovative services. Headquartered in Santa Monica, California, WISE & Healthy Aging continues the long tradition of service and outreach, with focus on the Los Angeles Westside as well as the surrounding communities with the greater City and County of Los Angeles.

Available Times and Duties:
WISE is open M-Fri, 9am-4pm. Assistance from 10-3 is ideal but any time during business hours should be possible as long as you consult the site supervisor. Service learning students will participate in a diverse array of adult day activities, including large group activities (e.g., exercise groups), small group activities (e.g., games, puzzles, and creating life histories), and one-on-one time with clients (initiating conversation and providing companionship). A unique feature of this site is that students have been encouraged to create their own activities using their talents (e.g., sing-alongs).

Please note that all service learners are required to submit verification of a negative TB test (within the last 12 months) at the start of their service learning.

Location and Transportation:
1527 4th St., 2nd Floor, Santa Monica 90401. Take Big Blue Bus 1 or 2 and get off at 4th street and Broadway (near Santa Monica Place mall and the 3rd Street Promenade).

Contact: Eva Jimenez (ejimenez@wiseandhealthyaging.org), or (310) 394-9871
Administrative Contact: Erica Simunovic (esimunovic@wiseandhealthyaging.org), or (310) 394.9871, ext 552

website: http://www.wiseandhealthyaging.org

3. Mar Vista Family Center

The Mar Vista Family Center (MVFC) provides low-income families with quality early childhood education, youth enrichment, and educational tools to allow them to create positive change in their lives and their community. MVFC operates on a sustainable and cooperative model through which families remain involved with the Center across generations from early childhood all the way through adulthood. Through its unique Shared Responsibility Curriculum Model, MVFC has helped transform a community once filled with urban gang violence and unsafe streets into a thriving, healthy community — and given its residents a safe space in which to learn, grow, and lead. Thus, in each of MVFC’s core program areas, parents, youth, and children all receive opportunities to learn, grow, and lead, while giving back to the community and strengthening familial bonds.

Available Times and Duties:
Service learning students will have the opportunity to develop and lead health and wellness workshops for children and youth attending MVFC’s programs. After-school programming and college preparation support are available for students in grades 1-12, M-TH, from 4-7pm, and specialized workshops are delivered for groups of girls (ages 9-12) from 4-6pm and for groups of boys (9-12) T/Th from 4-6. Workshops for youth ages 13-21 are offered on Fridays from 4:30-6:15. SL students should sign up for a regular weekday shift to work at MVFC and will work with the staff to identify 1 or 2 days when they will lead a health-related workshop for a particular age group later in the quarter. Some service learning hours may also be available during the mornings and early afternoons, when students could conduct research for their workshops and provide general support for MVFC’s programs; but you must be available to deliver at least one afternoon/evening health workshop.
Please note that all service learners are required to submit verification of a negative TB test (within the last 3 years) at the start of their service learning.

Location and Transportation:
5075 S. Slauson Avenue, Culver City 90230. Parking is available in the neighborhood and in the lot for the Rec Center at Culver/Slauson Park (right across the street). MVFC is also a short walk from Culver City Bus 6 stop at Sepulveda and Braddock—but Braddock is not well-lit in the evenings and it would be advisable to travel in groups and/or discuss alternate routes with MVFC staff members if you will be commuting at night. You can also consult with the Center for Community Learning about transportation options.

Contact: Blanca Diaz, Program Director (Bdiaz@marvistafc.org) and Lazaro Trinidad, Youth Leadership Coordinator (Ltrinidad@marvistafc.org); Main line: (310) 390-9607
Website: www.marvistafc.org

**Policies and Expectations**

**Meeting mechanics and etiquette:**
The format of class meetings will be a mixture of lecture, discussion, and in-class activities. Students are expected to come to class prepared for active discussion of reading materials and their service learning experiences. Assignments are due on the day stated on the syllabus; extensions will only be granted in extraordinary circumstances and by approval. A half-grade will be deducted for each day late.

As a matter of respect for each other and the course, we need to take seriously our time together in seminar. I acknowledge that there are many ways in which students may participate proactively in the classroom, and will give opportunities that support various forms of intellectual involvement. We will make a collective effort to respect all perspectives, and will not tolerate derogatory comments, disturbances, or other destructive behaviors. Discussion can be hard to follow if you are unprepared, late, or digitally distracted; therefore, consistent tardiness, cell phone, and internet use in the classroom are considered disruptive and will reflect in your evaluation if made a habit. Since we will be working with electronic materials in this seminar, please keep laptops, tablets, e-readers, etc. out of sight unless we are working with digital materials from the e-reader or other relevant resources.

**Paper guidelines:**
Papers should be uploaded to turn-it-in (accessible only through my.ucla.edu). Late and/or missed assignments will be interpreted as a lack of engagement and, subsequently, jeopardize your performance in this course. Late papers will be marked down 1/3 of a grade for each day late, including weekends. Papers should have a title page that includes your name, UID number, my name, the class title and number, and date. Papers should follow standard academic formatting and citation styles, which include Times New Roman, size 12 font, and with 1 inch margins.

**Academic integrity:**
Presenting another author’s words or ideas as your own, whether intentionally or not, is a serious offense, both in academia and in the professional world. The course can be verbal, textual, or electronic: taking material from a book or an article, a class lecture or interview, the Internet, or any other source, and failing to attribute and document that source properly, constitutes plagiarism. Any paraphrase of another author’s words or ideas also must be documented properly. UCLA takes plagiarism seriously: I am required to report any suspected case of plagiarism to the Office of the Dean of Students for investigation and possible disciplinary action. If you have any questions about when or how to document your sources, feel free to ask me at any time. For further information about plagiarism and how to avoid it, you can consult the Dean of Students’ website: (http://www.deanofstudents.ucla.edu/assets/documents/StudentCC.pdf).

**Instructor meeting and contact procedures:**
Do not hesitate to contact or meet with me if you have questions or need further assistance in the class. I respond to emails between 8am and 6pm, Monday-Friday, and will respond to your inquiries within 24 hours, except in the 24-hour period before a paper is due. Office hours are also a great resource for you to discuss any course-related concerns outside of seminar. If you are not available...
to meet during my normal office hours, I am happy to make alternate arrangements to meet with you. All students will attend 2 meetings in office hours to address academic goals and general questions with formal writing assignments.

**ADDITIONAL RESOURCES:**

**Academic Resources:**
The Student Writing Center offers one-on-one sessions. 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. Locations: A61 Humanities; Rieber 115 (for dorm residents only). Phone: 310-206-1320. Website: http://www.wp.ucla.edu/app/home/make-an-appointment

**Resources for Student with Documented Learning Needs:**
This course is committed to improving inclusion for students with diverse learning abilities. Please let me know if you have a documented learning, behavioral, and/or physical difference that may require a distinctive approach to maximizing your performance or experience in this class. If you wish to request resources for adaptive technologies and learning aids, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, telephone: (310) 825-1501; (310) 206-6083 (telephone device for the deaf). http://www.osd.ucla.edu

**Resources for Students on Health and Wellness:**
Students will face crisis or emergency situations on college campuses, and UCLA is no different. If you think you might have experienced sexual or interpersonal violence, there are resources on campus for your needs. Campus Assault and Resource Education (CARE) provides services for students who are survivors of violence. To access a CARE Counselor call 310-825-0768 (24/7) or utilize CAPS Walk-In Services. Student Care Managers, Mark Veldkamp (310-825-7291) and Karen Minero (310-825-0628), are available to support and advocate for UCLA students who are survivors of sexual assault, intimate partner violence, or stalking. Relatedly, Counseling and Psychological Services (CAPS) professionals are available to provide immediate assessment and intervention for students at risk of suicide, violence, and urgent emotional and psychological counseling. Contact CAPS to consult with a crisis counselor at (310) 825-0768 24-hours daily or a Student Care Manager at (310) 825-0628 or (310) 825-3894, Dean of Students at (310) 825-3871, or your residence hall staff if you are concerned about a student’s potential for violence.

**Assignments**

**Participation, Attendance, and Reading Assignments:** Participation is an important part of your final grade and more importantly, part of our learning process. In order to engage in productive dialogues and writing exercises, readings and complementary assignments should be completed before the class meeting for which they are assigned. Attendance in all sessions is mandatory and students will not pass the course if more than two sections are missed without instructor approval. If you intend to miss section for a religious observance, health issue, or another permissible reason, please contact me ahead of time, or as soon as possible, either in person or via e-mail. In this case, it is your responsibility to find out from a classmate the topics covered and/or to attend office hours that week. Additionally, all students are required to attend 2 meetings in office hours to address academic goals and general questions with critical reading and writing practices.

Class participation is important to the goals of this class and requires reading the material, analyzing it effectively, and pushing beyond the boundaries of what is presented in the material. In other words, participation will be graded not merely on your speaking up in class, but more importantly on your engagement with the material. Come to class prepared—which means not only reading the material but also having already identified themes and engaged your insights into the material and made connections between assigned readings and your service learning experiences. Much of the material discussed in class will deal with sensitive and provocative issues. Debate and disagreement is welcome as a necessary part of our learning through a dynamic and engaging discussion. We are expected to respect the ideas, opinions, and comments of other students, the professor, and any guest speakers or students.
**Service Learning Participation:**
Students must complete at least 20 hours of service learning between Week 2 and Week 10, which will be verified by the submission of signed timesheets from their community partners; however, please note that active participation with service learning is gauged by a student’s capacity to synthesize and connect these experiences to the required academic writing and related assignments for this course (see below). If an extenuating circumstance impacts your ability to complete the minimum required hours on time, you must provide documentation and consult with me as soon as possible.

**Weekly service blog entries:**
The course blog is a private and confidential forum for students to make connections between service experiences, primary texts, other coursework, and to discuss sensitive topics through a peer-led platform. Each student is required to write 3 individual blog entries and to respond to 3 other entries written by their peers over the course of the term.

**3 Reading Responses:**
These short papers (2-3 pages) should address the assigned readings for our class session, presenting your position on issues raised by the various authors. They are not to be treated like the blog, but as formal written essays and I may ask that read from them or relate what you wrote to the rest of the class. Your writing should not merely summarize the primary or secondary texts but rather raise questions, respond to issues you identify, and otherwise provide a critical stance on the readings, in-class films, and topics covered. Personal elements (such as reflections on your service learning experience) may be incorporated but as only as brief, focused means of getting at the points or arguments you take up in the response. You should complete at least 2 of these responses by Week 5, and all 5 by Week 9.

**Revision Essay:**
As part of the process-oriented approach to writing in this course, you will revise one of your earlier response papers into a longer formal essay. I will provide detailed instructions for this assignment. Before the final draft is due, you will have had in-class opportunities to workshop your writing both individually and with your peers. This assignment is due by Week 7.

**Final Project**
I will provide detailed instructions for the final project, which includes both written and oral components. The goal of the final project will be for the class to reflect upon service learning in a 2-day mini conference in relation to our course readings. You can prepare for the final project staying on task with your blog postings and completing the writing process activities over the course of the term.

### Evaluation

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
<th>% of Final Grade</th>
</tr>
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<tbody>
<tr>
<td>97-100% = A+</td>
<td>87-89% = B+</td>
</tr>
<tr>
<td>93-96% = A</td>
<td>83-86% = B</td>
</tr>
<tr>
<td>90-92% = A-</td>
<td>80-82% = B-</td>
</tr>
<tr>
<td>77-79% = C+</td>
<td>73-76% = C</td>
</tr>
<tr>
<td>70-72% = C</td>
<td>67-69% = D+</td>
</tr>
<tr>
<td>63-66% = D</td>
<td>Below 62 = F</td>
</tr>
</tbody>
</table>

- **Discussion Participation** – 15%
- **Blog entries and responses** – 20%
- **3 reading responses** – 25%
- **4-5 page revision paper** – 15%
- **Final Project + Presentations** – 25%
## Course Schedule
(Course Schedule is Subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar and Reading Schedule</th>
<th>Assignment Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 0: Introduction to Global Health Forms</strong></td>
<td>In-Class Writing Assessment</td>
<td></td>
</tr>
</tbody>
</table>
| Thursday, September 24 |  • Course introduction; introduction to service learning and community partnership  
  • First Assignment                                                                                                                                                |                      |
| **Week 1: Introduction to Global Health Forms**                                                                                                                      |                      |
| Tuesday, Sept 29 |  • Reading:  
  o Andrew Furco, “Service Learning: A Balanced Approach to Experimental Education” (ER)  
  o Rita Charon, “Reading, Writing, and Doctoring: Literature and Medicine” [ER]  
  o Ema Brodber, “Fiction in the Scientific Procedure” [ER]                                                                                                         |                      |
| Thursday, Oct 1 |  • Reading:  
  o Tiphanie Yanique, “How to Escape from a Leper Colony”  
  o Zbê Wicomb, “You Can’t Get Lost in Capetown”  
  o Lorna Goodison, “A Cure”                                                                                                                                           |                      |
| **Week 2: Invasive Procedures: Medical Science and the Colonized Body**                                                                                              |                      |
| Tuesday, Oct 6  |  Reading  
  • Excerpts from James Lind’s An Essay on Diseases Incidental to Europeans in Hot Climates (1786), John Clark’s Observations on Diseases in Long Voyages to Hot Countries (1733), and Johann Gottfried von Herder: “Organization of the Peoples of Africa” and “No Matter How Different the Forms in which Humankind Appears…” |                      |
| Thursday, Oct 8 |  Reading  
  • Venus (First Half)                                                                                                                                               |                      |
| **Reminder:** mandatory office hour round 1 sign up sheet available online                                                                                           |                      |
| **Week 3: Invasive Procedures: Medical Science and the Colonized Body**                                                                                              |                      |
| Tuesday, Oct 13 |  Reading  
  • Venus (Second Half)                                                                                                                                            |                      |
| Thursday, Oct 15 |  Group Activities: Staging Venus                                                                                                                                      |                      |
| **Reminder:** Complete mandatory office hour #1 before end of Week 5                                                                                                 |                      |
| **Week 4: Cancer Narratives and Environmental Health**                                                                                                                 |                      |
| Tuesday, Oct 20 |  • “Tin Men” from James George’s Ocean Roads  
  • Teresa Tewelsa’s “S’Pacific N/Oceans”                                                                                                                                |                      |
| Thursday, Oct 22 |  Poetry and Prose excerpts from Chantal Spitz, Craig Santos Pérez, and Hone Tuware                                                                                     |                      |
| **Week 5: Representations of HIV/AIDS**                                                                                                                               |                      |
| Tuesday, Oct 27 |  • Chapter excerpts from Reinaldo Arenas’ Before Night Falls  
  • Chapter excerpts from Patricia Powell’s A Small Gathering of Bones                                                                                               |                      |
| Thursday, Oct 29 |  • Chapter excerpts from Jamaica Kincaid’s My Brother and Oonya Kemadpoo’s All Decent Animals                                                                          |                      |
### Week 6:
**Immigrant Detention, Social Death, and Compassionate Release**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Tuesday, Nov 3</td>
<td>- Chapter excerpts from Edwidge Danticat's <em>Brother, I'm Dying</em></td>
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</tbody>
</table>
| Thursday, Nov 5 | - Chapter excerpts from Edwidge Danticat's *Brother, I'm Dying*  
- "TESTIMONY OF EDWIDGE DANTICAT FOR THE HOUSE IMMIGRATION SUBCOMMITTEE HEARING DETENTION AND REMOVAL: IMMIGRATION DETAINEE MEDICAL CARE"  
- Guest Lecture: Compassionate Release and Health Care Rights (Justice Now – Oakland, CA) |

### Week 7:
**Physical and Psychological Otherness**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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</table>
| Tuesday, Nov 10 | - Chapter excerpts from Patricia Grace’s *Potiki* and J M Coetzee’s *Life and Times of Michael K*  
- Ato Quayson’s "Looking Awry: Tropes of Disability in Postcolonial Writing" (2002) |
| Thursday, Nov 12 | - Earl Lovelace “Becoming a Madman” from *Salt* (1996)  
- Excerpts from Frantz Fanon’s *Black Skin, White Masks* and *Wretched of the Earth*  
- Olive Senior, “City Poem”  
- Jean Binta Breeze, “Riddym Ravings (The Mad Woman’s Poem)” |

**Reminder:** complete mandatory office hour #2 before end of Week 9

### Week 8:
**Aging and Intergenerational Relations**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
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<tbody>
<tr>
<td>Tuesday, Nov 17</td>
<td>- Olive Senior, <em>Dancing Lessons</em></td>
</tr>
<tr>
<td>Thursday, Nov 19</td>
<td>- Olive Senior, <em>Dancing Lessons</em></td>
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### Week 9:
**Aging and Intergenerational Relations**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, Nov 24</td>
<td>- Olive Senior, <em>Dancing Lessons</em></td>
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</tbody>
</table>
| Thursday, Nov 25 | - Olive Senior, *Dancing Lessons*  
- **Thanksgiving** |

### Week 10
**Aging and Intergenerational Relations**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
</table>
| Tuesday, Dec 1 | - Olive Senior, *Dancing Lessons*  
- Final Project Presentations |
| Thursday, Dec 3 | - Olive Senior, *Dancing Lessons*  
- Final Project Presentations |

**Finals – Monday-Friday, December 7-11**

Final Project Written Component due by Friday, December 11, 5pm  
See website for prompts and details - don’t forget to submit your essay on turn-it-in!
Approve or Deny a New Course Proposal

Required fields are marked with a red letter R.

**Comparative Literature 4WS**

**Critical Reading and Writing with Service Learning**

**Department** R Enter 7-character Browse for name code

```
COM LIT Comparative Literature
```

or

**Requested Course Number** R Enter 7-character code

```
COM LIT Comparative Literature
```

or

**Course Catalog Title** R Critical Reading and Writing with Service Learning

**Short Title** (19 character limit)

```

```

**Units** R

- Fixed: 5
- Variable: Minimum: , Maximum:
- Alternate: , or

**Grading Basis** R Letter grade or Passed/Not Passed

**Instructional Format** R Primary Format

- Seminar

Secondary Format

- Field Work

**TIE Code** R SEMR - Seminar (Research/Creative) [I]

**GE Requirement** R

- Yes
- No

If yes, submit a proposal to the GE Governance Committee.

**Major or Minor Requirement** R

- Yes
- No

If yes, submit program change memo to College or School Faculty Executive Committee.

**Requisites** Include enforcement level (enforcement, warning, none).

**Course Description** R Study and discussion of major literary texts with emphasis on literary and cultural analysis and expository writing. Service learning component includes meaningful work with community organizations in the Los Angeles area.

756 characters remaining

**Justification** R Justify the need and state the objectives for this new course. Identify effects on other courses in your department or on courses or curriculum in other departments. List departments and chairs consulted and summarize responses.

This course is designed to provide lower-division students with an opportunity to engage the critical study of literature and writing with community work in the greater Los Angeles area. Instructors will compile

36 characters remaining

A syllabus and/or reading list is required for new courses.
**Syllabus**  
File *COM LIT 4WS Syllabus_Linda.pdf* was previously uploaded. You may view the file by clicking on the file name.  
Choose File | No file chosen  
Upload syllabus file.  
Read the upload instructions for help.

**Supplemental Information**

**Grading Structure**  
Include midterm and final examination information.  
Discussion Participation: 15%  
Weekly Service Blog: 20%  
5 reading responses: 25%  
4-5 page revision paper: 15%  
937 characters remaining

**Effective Date**  
Winter ▼ 2017 ▼

**Discontinue Date**  
Select Term ▼ Select Year ▼

**Instructor**  
Name | Dana Linda | Teaching Fellow ▼ Next

**Quarters Taught**

- Fall
- Winter
- Spring
- Summer

**Contact**  
Name | JESSIKA HERRERA  
E-mail | jherrera@humnet.ucla.edu

**ROUTING STATUS**

**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figuracion (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040  
**Status:** Pending Action

**Role:** Dean College/School or Designee - Schaberg, David C (DSCHABERG@COLLEGE.UCLA.EDU) - 54856, 50259  
**Status:** Approved on 7/27/2016 10:33:45 PM  
**Changes:** No Changes Made  
**Comments:** No Comments

**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040  
**Status:** Returned for Additional Info on 7/27/2016 12:22:19 PM  
**Changes:** No Changes Made  
**Comments:** Routing to Dean Schaberg for Humanities approval.

**Role:** Department Chair or Designee - Herrera, Jessika Dee Ann (JHERRERA@HUMNET.UCLA.EDU) - 54631  
**Status:** Approved on 7/12/2016 1:41:00 PM  
**Changes:** No Changes Made  
**Comments:** Designee for Professor Efraín Kristal, Chair, Department of Comparative Literature

**Role:** Initiator/Submitter - Herrera, Jessika Dee Ann (JHERRERA@HUMNET.UCLA.EDU) - 54631  
**Status:** Submitted on 7/12/2016 1:39:25 PM  
**Comments:** Initiated a New Course Proposal

**REVIEWER'S ACTION**

For help with any element, click on its label link.

- **Action**  
  - Approved
  - Re-routed
  - Denied

**Required:** If you are a staff member acting as designee for a chair or faculty coordinator, note the name and role of the person you are representing in the comment box.
If approved with changes, this section must be completed. If approved with no changes, this section is optional. If denied or withdrawn, this section must be completed.

Maximum 1080 characters.

1080 characters remaining