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# Community Literacy Center Internship

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Requirements and Schedule, Fall 2020

*I have more potential than I thought.*  
Participant in men's jail workshop

**Welcome to the CLC!** As an intern with the CLC, you will have opportunities to blend academic and experiential learning through two primary focus areas: program design and facilitation and administration and leadership. You'll also have a chance to participate in direct public engagement work. Each component invites you to develop and apply theoretical practices of literacy learning to campus and community contexts and encourages leadership experience under the close supervision of experienced faculty members and community partners.

In the first semester of your CLC internship, you learned how to facilitate community writing workshops and read and discussed a series of shared texts at our bi-weekly staff meetings. Such readings included scholarly essays (such as Linda Flower's "Community Literacy" or essays coauthored by former CLC interns), curriculum projects, program evaluations, reflective essays, and other print and online documents related to community literacies. Hopefully, these texts helped you establish your interest areas and directed your CLC teaching and outreach work last fall.

In this second semester of the internship, you will have the opportunity to participate in a special project emerging from our collective interests in community literacy. We'll develop this work collaboratively and, when possible, with our larger campus and community audiences. These might include a range of written documents including curriculum plans, publicity documents, program recommendations, white papers, editorials, community announcements, and our refreshed CLC website.

## Course Objectives:

- To apply the advanced critical thinking and communicating skills developed in prior coursework to community-based program design/facilitation and outreach.
- To develop and refine communication skills through a variety of rhetorical situations (such as grant writing, program publicity and materials, or evaluation documents) and engagement techniques.
- To apply academic research skills to a range of community literacy and outreach activities.
- To participate in developing sustainable relationships with and advocacy for literacy and education groups in the greater Fort Collins community.
- To work collaboratively with CLC staff/interns, faculty, and community partners.

**"Stories are compasses and architecture, we navigate by them, we build our sanctuaries and our prisons out of them, and to be without a story is to be lost in the vastness of a world that spreads in all directions like arctic tundra or sea ice."**

**— Rebecca Solnit,  
The Faraway Nearby**

# ENGAGEMENT WORK

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Below is a general description of the engagement work you will participate in through program design and facilitation and administration and leadership.

**1. Program Design and Facilitation:** You will work directly with the CLC's SpeakOut! writing workshops at the local jail/community corrections or with local youth centers). This is a two-semester commitment and requires significant curriculum development, community collaboration, program facilitation, and evaluation design.

- Co-facilitate a weekly writing workshop with 2-3 volunteers
- Support the development of volunteers
- Develop curriculum for weekly workshop
- Provide verbal and written response to the writing of SpeakOut! Participants
- Document lesson plans and activities in SpeakOut! Materials archive
- Maintain attendance and permission forms for one workshop

**2. Administration and Leadership:** You will also have opportunities to contribute significantly to the development of the CLC through community partner building, document design, and general participation in the infrastructure of our campus office. All interns participate in the following activities related to professional development:

- Attend and contribute to bi-weekly staff meetings (Eddy 107, 10:00am-12:00pm, Fridays)
- Staff the (likely virtual) CLC office (3 hours weekly) (includes preparing workshop lessons, responding to writers' work, updating attendance and participant data, engaging in special collaborations (CSU courses, UK-US writers' exchange), promoting CLC/SpeakOut work)

*What more might you be asked to do?*

- Develop or revise program documents (e.g. write the journal intro!) and policies
- Contribute to annual assessment and revision of the SpeakOut! training manual
- Create a short training or recruiting videos for volunteers
- Participate in grant proposal research and writing

## Required Materials

1. Workshop materials (mostly provided by CLC)
2. Scholarly and public essays on community literacy and social engagement (available through our E487 Canvas Course page)

“The prison therefore functions ideologically as an abstract site into which undesirables are deposited, relieving us of the responsibility of thinking about the real issues afflicting those communities from which prisoners are drawn in such disproportionate numbers. This is the ideological work that the prison performs—it relieves us of the responsibility of seriously engaging with the problems of our society, especially those produced by racism and, increasingly, global capitalism.”

— **Angela Y. Davis,**  
**Are Prisons Obsolete?**

# Public Engagement & Reflection (Writing) Assignments

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## Fall 2020 (Remember!)

**Monthly SpeakOut! Discussions (on Canvas):** The purpose of the discussions is to offer you a (collective) space on our Canvas course page for thinking through the community literacy research and engagement that you will be exploring. Some discussions will function as a record of and reflection upon your community teaching; others will prompt you to theorize and make connections across the community literacy practices and philosophies raised in our shared readings (and prep you for f2f conversations about them). The discussions will also be our way of building a shared record of this particular moment and your contribution to the larger efforts of the CLC. Each entry should be about 400-500 words in length and should connect your monthly accomplishments to larger issues within the community literacy world. **Due: Post your response to the prompt and at least one peer before the 1<sup>st</sup> of each month.**

**SpeakOut! Newsletter Writing:** The SpeakOut! newsletter is published twice each semester and aims to connect our wider set of volunteers and teaching alums through articles, research, and writing on the issues that emerge from and respond to the SpeakOut! program. As an intern, you'll have two tasks:

- 1) To write one 500 word article for the SpeakOut! facilitator newsletter on an issue that is meaningful to you and your experience, and
- 2) to nominate and write an introduction for a writer who will be featured in one newsletter.

**Due: November 1 (or sooner!).**

**Semester 1 Reflection:** At the end of the semester, you will complete a 4 page (1000 word) reflection on your internship experience to date. This is an opportunity for you to reflect upon your experiences with your community project, CLC professional development and your emerging philosophies about community literacy. **Due: December 18 (Finals Week) (email submission encouraged).**

## Spring 2021:

**Monthly SpeakOut! Discussions:** Same as fall 2020. Each entry should be about 400-500 words in length and should connect your monthly accomplishments to larger issues within the community literacy world. **Due: Post your response to the prompt and at least one peer before the 1<sup>st</sup> of each month.**

**Volunteer Training/Appreciation:** Contribute to the planning and facilitation of a Spring 2021 volunteer training/appreciation event. **Due: February-May.**

**SpeakOut! Newsletter Writing:** Same as fall 2020. Two pieces will be due: a 500 word article on an issue that is meaningful to you and your experience, and a nomination and introduction for a writer who will be featured in a spring issue. **Due: March 1 (or sooner!).**

**2021 Collaborative Public Engagement Project:** This year our collaborative engagement project is going to focus on digital engagement—primarily web-based communication and celebration of community writing. More details to come! **Complete by May 1, 2021**

**Semester 2 Internship Evaluation:** At the end of the semester, you will complete an evaluation of your internship experience (survey and reflection). This is an opportunity for you to reflect upon your experiences and influence the design of future internships. **Due: May 14 (digital submission).**

I have no doubts that when the girls have particularly happy or sad experiences, they will turn to their pens and write out their feelings to go to bed with a little more mental clarity and a lot of relief.  
~Former intern reflecting on youth workshop

## Course Requirements

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**Required Reading, Participation, and Attendance:** Selected articles will be provided in hard copy and in digital form. The Baca book will be provided. This internship requires active participation in both staff meetings, office hours, and community fieldwork. Please read assigned texts thoughtfully and write your monthly discussion postings seriously and consistently. We have made many resources available to you on the shared Canvas course page, our CLC google drive, in the office and on our CLC website. Also check out the more public-facing SpeakOut! website here: <https://speakoutclc.wordpress.com/>

**Grades:** Grading for the Spring 2021 internships is pass/fail for all students. Grades are based upon your active participation and the requirements listed above. Please come talk with us about any concerns you have.

**Open-Door Policy and Accommodations:** If you have questions at any time, please contact Tobi or Mary Ellen by email or drop by the office. Any student eligible for academic adjustments because of a learning disability or medical condition should contact the Office of Resources for Disabled Students for development of appropriate accommodations. We can make accommodations only after receiving appropriate documentation from the Office of Resources for Disabled Students.

**Plagiarism and Integrity:** Do not submit someone else's work as your own nor quote or paraphrase someone else's language without acknowledging its source. Please see the student handbook section on Academic Integrity for further details. The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. In cases of suspected academic dishonesty, all instructors at CSU are required to forward documentary evidence to the Office of Conflict Resolution and Student Conduct Services. The Office of Conflict Resolution and Student Conduct Services will ensure due process and advise instructors regarding appropriate disposition of the case. Further, CSU has adopted an Honor Pledge, effective Summer 2011. Please see additional information about the Honor Pledge: *"I have not given, received, or used any unauthorized assistance."*

**Safety, Reporting and Resources:** Recently the English Department recommended that faculty increase the visibility of our policies on Title IX reporting and student resources. I am happy to share them here and encourage you to talk with me about any experiences that I might be able to help you find resources for. Here is the official language that CSU has adopted:

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources: Emergency Response 911, Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350, and the Colorado State University Police Department (non-emergency) (970) 491-6425. For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

The **CSU Principles of Community** are inclusion, integrity, respect, service, and social justice; these principles undergird the University's mission, and we believe they should guide the interactions of all students, faculty, and staff—on and off campus and especially within our community engagement work. We aim toward the following:

- Be inclusive by welcoming all your peers of all identities, talents, and abilities as members of the CSU community.
- Have integrity by being accountable for your actions and acting ethically and honestly.
- Be respectful of all members of the CSU community by contributing to an environment where freedom of expression, critical discourse, and the advancement of knowledge are valued.
- Engage in service by giving your time, talents, and resources to promote one another's well-being.
- Support social justice by treating others with fairness and equity and challenging prejudice.

**Important information for students on COVID-19:** All students are required to follow public health guidelines in any university space, and are encouraged to continue these practices when off-campus(es). Students also are required to report any COVID-19 symptoms to the university immediately, as well as if they have potentially been exposed or have tested positive at a non-CSU testing location. If you suspect you have symptoms, please fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>).

- If you have COVID symptoms or know or believe you have been exposed, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you; if you report to your instructor that you will not attend class due to symptoms or a potential exposure, you are required to also submit those concerns through the COVID Reporter. If you do not have access to the internet to fill out the online COVID-19 Reporter, please call (970)491-4600.
- If you report symptoms or a positive test, your report is submitted to CSU's Public Health Office. You will receive immediate, initial instructions on what to do and then you will also be contacted by phone by a public health official. Based on your specific circumstances, the public health official may: choose to recommend that you be tested and help arrange for a test conduct contact tracing initiate any necessary public health requirements or recommendations and notify you if you need to take any steps
- If you report a potential exposure, the public health official will help you determine if you are at risk of contracting COVID. For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site** (<https://covidrecovery.colostate.edu/>).

Calendar (Spring 2021)	Internship Focus & Reading	Intern Responsibilities & Deadlines
<b>Weeks 1 &amp; 2 (Jan 19-29)</b> Meeting #1: Friday, Jan 22, 10am-12pm: Zoom meeting: <a href="https://zoom.us/j/97782057477">https://zoom.us/j/97782057477</a>	Welcome Back! <ul style="list-style-type: none"> <li>Read "Prisoners write about COVID" story  <a href="https://www.cpr.org/2020/05/07/prisoners-write-about-covid-19-who-cares-when-the-disposable-die/">https://www.cpr.org/2020/05/07/prisoners-write-about-covid-19-who-cares-when-the-disposable-die/</a></li> </ul>	<ul style="list-style-type: none"> <li>Ensure your data &amp; files from Fall 2020 are all updated.</li> <li>Prep for your first spring workshop</li> <li>Connect with any new volunteers</li> </ul>
<b>Weeks 3 &amp; 4 (Feb 1-12)</b> Meeting #2: Friday, Feb 5 10am-12pm: Eddy 104	<ul style="list-style-type: none"> <li>Read Jacobi/Tuthill essay draft on self-care</li> <li>Read "Expressive Writing with Teens at Risk" by Richard Gold</li> <li>Read: CSU Water Center grant proposal</li> </ul>	Start your workshop!  <b>Due: SpeakOut! Dialogue #5 (Feb 1)</b>
<b>Weeks 5 &amp; 6 (Feb 15-26)</b> Meetings #3: Friday, Feb 19 10am-12pm: Eddy 104 & 4-6 online group training	<ul style="list-style-type: none"> <li>Read/Listen to PEN Prison Writing's Works of Justice journal, Temperature Check issues 10: <a href="https://pen.org/temperature-check-10/">https://pen.org/temperature-check-10/</a> and 7 <a href="https://pen.org/temperature-check-7/">https://pen.org/temperature-check-7/</a></li> </ul>	Try out some collaborative writing with your groups.  **Tentative Save the Date: Feb 19, 4pm-6pm (Spring Training with speakers and training boxes)**
<b>Week 7 &amp; 8 (Mar 1-12)</b> Meeting #4: Friday, March 5	Read the following two chapters in the <i>Circulating Communities</i> book: <ul style="list-style-type: none"> <li>Chapter 3: "Respect, Writing, Community: Write Around Portland" by Sara Guest, Hanna Heuschwander, and Robyn Steely (49-69)</li> <li>Chapter 4: "Listen to my Story: The Transformative Possibilities of Storytelling in Immigrant Communities" by Mark Lyons (71-81) and <a href="https://lithub.com/translating-this-broken-world-how-to-tell-a-refugees-story/">https://lithub.com/translating-this-broken-world-how-to-tell-a-refugees-story/</a></li> </ul>	Start thinking about the journal. Encourage writers to submit and revise their best work.  <b>Due: SpeakOut! Dialogue #6 (Mar. 1)</b> <b>Due: Newsletter writings (Mar. 1)</b>
<b>Week 9 &amp; 10 (Mar 15-26)</b> Meeting #5: Friday, March 19	Read <i>Breathe into Ground</i> , the 2020 PEN Prison Writing Awards book	Continue supporting writers' submission of their best work.
<b>Week 11 &amp; 12 (March 29-April 9)</b> Meeting #6: Friday, April 2	Read <i>Breathe into Ground</i> , the 2020 PEN Prison Writing Awards book  Engagement Team Project Day: we'll check in on our collaborative projects.	<b>Due: SpeakOut! Dialogue #7 (April 1)</b> **Journal production week--all submitted work vetted and turned in by April 11**
<b>Week 13 (April 12-16)</b>	Spring Break: Get outside and enjoy some lovely words (or just sit)!	
<b>Weeks 14-15 (April 19-30)</b> Meeting #7: Friday, April 23 (zoom)	Planning for readings/journal launch; finding closure in community literacy work **Don't forget to have writers complete program evaluations this week.**	<b>Due: Collaborative Engagement Project (April 30)</b>
<b>Week 16 &amp; Finals Week (May 3-14)</b> Meeting #8: Friday, May 7 (zoom)	Celebrate new <i>SpeakOut Journals</i> with virtual readings & celebrations	<b>Due: SpeakOut! Dialogue #8 (May 1)</b> <b>Due: Final CLC Evaluation/Reflection (email by 5/14)</b>