

Public Policy and Community Service, 225
Applied Civic Methodologies
Spring Semester, 2011
Quantitative Literacy Course

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You would need a very big map of the world in order to make Port William visible upon it. In the actual scale of a state highway map, Port William would be smaller than the dot that locates it. In the eyes of the powers that be, we Port Williamites live and move and have our being within a black period about the size of the one that ends a sentence. It would be a considerable overstatement to say that before making their decisions the leaders of the world do not consult the citizens of Port William. Thousands of leaders of our state and nation, entire administrations, corporate board meetings, university sessions, synods and councils of the church have come and gone without hearing or pronouncing the name of Port William. And how many such invisible, nameless, powerless little places are there in the world? All the world, as a matter of fact, is a mosaic of little places invisible to the powers that be. And in the eyes of the powers that be all these invisible places do not add up to a visible place. They add up to words and numbers.

...for better or worse our lives are woven together here, one with one another and with the place and all the living things....

...if we can't live together, we can't live at all. Did you ever think about that?

Wendell Berry, *Jayber Crow*

Applied: adj: put to practical use; esp.: applying general principles to solve definite problems

Civic: adj: of or relating to a citizen, a city, citizenship, or civil affairs

Methodologies: n. pl.: a body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures; the analysis of the principles or procedures of inquiry in a particular field

Merriam Webster's *New Collegiate Dictionary*

Throughout his poetry and fiction, Wendell Berry explores the life of a particular, albeit fictional, place—Port William, Kentucky. In *Jayber Crow*, Berry writes long and elegantly about the dissipation of that place over time: the loss of common ground, the destruction of a Port William public, the slow and painful erosion of the underpinnings of community. Berry's fiction is grounded in the lived experience of his own place, Port Henry, on the Kentucky River, in Henry County, Kentucky. In many ways, Berry's representation of Port William is an elegiac hymn to lost rural places and their native culture. Yet, the purpose of elegy is not to "review and revive that which is past" (Mark Helprin, *Memoir from Antproof Case*). Instead, the purpose of elegies such as Berry's is to tell truth to the living and to provide insights and tools necessary to challenge, confront, and ultimately propose workable and attainable alternatives to the processes and policies that lead to the dissipation and destruction of rural

places. In part, this same commitment to truth telling about the places of our lives led to the creation of the Appalachian Center for Community Service and the Department of Public Policy and Community Service at Emory & Henry College. Both the Center and the major are built on two guiding principles. All persons have it within them to be effective citizens and to make significant contributions to the lives of their places. All places have the resources and abilities to be safe and good places for all people. From this ground, PPCS seeks to provide students with the civic, intellectual, and moral skills and tools to build strong communities—in all the places of their lives.

As part of this ongoing and evolving educational process, and in response to comments from graduates working in places throughout the region and beyond, the Department of Public Policy and Community Service offers *Applied Civic Methodologies*. This course is designed to give students opportunities to inquire into and analyze the practice and methods of building communities, equipping citizens, ensuring democratic participation in a place, and the democratic formation and just implementation of public policy.

Central to understanding and building the civic life of a place are both quantitative and qualitative methods. This course satisfies the College's requirement that all students take a quantitative intensive course. During the semester, students will gather quantitative data on a particular place, and use that data to undertake a partial quantitative analysis for that place. Using other data, more qualitative in nature, and integrating concepts of place, social capital, and mediating structures, students will develop a profile and a narrative for that place. With these two profiles, students will evaluate the overall differences in an understanding of a place offered through qualitative and quantitative methods. The goal is for students to come to see that both approaches, both qualitative and quantitative methodologies are necessary for an honest understanding and appraisal of a place.

***Applied Civic Methodologies* has four learning goals for students:**

1. To provide an overview of and introduction to many of the methods necessary for community building and empowering citizens
2. To explore the theory and a sample of the methods of effective place-based work
3. To understand the differences between qualitative and quantitative place-based research methods and the circumstances in which each might be used effectively for sustainable community development initiatives
4. To gain insight into the democratic management of nonprofit agencies and organizations, particularly grant writing, volunteer management, legal issues, board development, budget procedures, and relationships with philanthropic foundations

Because of being a part of this semester-long conversation, through journals, essays, and exams, students will effectively:

1. Articulate an understanding of stories, social capital, mediating structures, place, culture, and conflict
2. Demonstrate an awareness of the range of tools available for effective place-based work, including but not limited to family and community stories, oral histories, community-base research, needs surveys, asset-based development, needs-focused development
3. Practice qualitative and quantitative analysis of selected data

4. Evaluate when and where to use qualitative and quantitative methods to empower communities
5. Review various grant proposals and demonstrate the strengths and weaknesses of each
6. Articulate the role of boards of directors, mission statements, fiscal management, personnel management, endowment management, capital campaigns in building and sustaining effective nonprofits
7. Articulate a personal vision for their own work in the places of their lives

Berry's novel *Jayber Crow* takes its name from the principal character, Jayber Crow, who works as Port William's barber. Crow knows the place of Port William intimately and well, having observed its common life for nearly all of his life. More than an object to be observed, Port William becomes an active, defining force in Crow's life, shaping his consciousness, giving context, depth, and purpose to his commitments, politics, and service. For Crow, Port William is more than a demographic profile, economic data, and collected census figures, although it is partly that. Crow's Port William is also a place defined in the often-told stories and memories of its people. A keeper of Port William's collective memory, Crow understands that the stories of that place are just as critical, perhaps even more so, than how the place is recorded in the county courthouse, an atlas, or a gazetteer. Just so with the Appalachian Center for Community Service and the Department of Public Policy and Community Service and with *Applied Civic Methodologies*.

Place, both defined in the tables and profiles of economic and demographic figures, and in the stories and life histories of its citizens, is a clear and particular force on the choice of texts and readings for this course, informing both the goals for student learning and the means of achieving those goals. Students will read and discuss a variety of articles and essays that focus on the interactive, social, cultural, environmental, geographical, political, and historical processes that constitute any given place. Some of these readings go to the quantitative aspects of place: demographic, economic, and resource profiles. Other readings go to the qualitative, and perhaps more difficult, aspects of place: the diversity of cultures, the persistence of human conflict, the role of stories in defining the people of a place, the complex issues and questions of sustainability, the vitality of collective memory, and the importance of civic associations. Yet, when taken together, both quantitative and qualitative approaches foster a fuller and more complex, at the same time humane, understanding of a place, a reality that Wendell Berry suggests in his novel, *Jayber Crow*.

A significant portion of the class sessions will focus on Dick Cuoto's *Making Democracy Work Better*, particularly the concepts of social capital and mediating structures. Taken together, these three core ideas, place, social capital, and mediating structures form the theoretical thread, the defining foundation of this course and much of what the Appalachian Center for Community Service, the Department of Public Policy and Community Service, and Emory & Henry College as a whole seek to be about in the world. Other readings are more "how to guides," offering very specific and concrete suggestions for effective leadership, but always in the context of these three defining ideas.

At the end of the course, we will read Kai T. Erikson's *Everything In Its Path*, the story of the catastrophic flood on Buffalo Creek in Mingo County, West Virginia. On initial examination, this text exemplifies a participatory approach to writing and talking about community and the civic culture of a place, its loss, and the struggle to rebuild in the face of economic structures and cultural biases bent on the destruction of community. However, when put in the context of that place, when seen in the complex web that constitutes that place, other issues soon become apparent in this book. We will turn to

Erickson to explore the ways that critical thinking and difficult questions are perhaps the most important civic methods that can be applied in any place.

Most of the texts for the course were selected for their long-term value as reference works for community builders and citizens engaged in securing the future of their places. We may not read every page in every book, we may not discuss every reading assignment in class, but you will find these texts to be valuable resources, making important contributions to your library and your vocation, as you begin to chart your course as a citizen committed to working in a place.

More than a general principle or value, place is also a concrete and tangible geographical, environmental, historical, social, and cultural experience. *Applied Civic Methodologies* undertakes its investigations and learning in the context of lived places, particularly that of the communities of McDowell County, West Virginia and Washington County and Grayson County in Virginia. This work is the result of long-term partnerships built over many years and many projects, with many aspects and foci. These places will determine the framework for a range of questions, investigations, analyses, and conversations undertaken in this course as we learn what it means to serve a place and practice a place-based citizenship. More generally, *Applied Civic Methodologies* focuses on place in the Appalachian regional context and in the larger context of the American South, and twenty-first century America. In the context of this course, the pedagogical framework place offers suggests that these methodologies are applicable in the general context of American places and experiences, regardless of region, urban, rural, and suburban. The decision to focus on place means that *Applied Civic Methodologies* is not so much an abstract discussion of various methods and procedures but provides students with practical, *applied*, experience. Students will have various smaller case studies by which they investigate, apply, and report on the methodologies under consideration.

Each class will begin with a ritual. In these moments, one student each day will bring a quote, song lyric, poem, art, photograph, or other expression that calls attention to experiences of place, either locally, in Southwest Virginia, in Appalachian, in America, or globally. In addition to the quote, students will have responsibility for bringing the question of the day, designed to foster conversation growing out of the readings for the day. Both the question of the day and the quote will be given to the instructor to be compiled into a collection of quotes and questions at the end of the semester. The care a student takes in preparing the ritual and the appropriateness of the question to the day's reading will be reflected in that student's class participation grade. Later in the syllabus, the ritual is explained in detail.

As with nearly every class in the PPCS family, *Applied Civic Methodologies* has a journal requirement. Students are expected to keep a journal in which they make entries two or three times each week. Periodically, the instructor will provide journal prompts that offer opportunities to link classroom discussions with the experiences of lived places. Successful journals demonstrate the student's willingness and increasing ability to apply critical thinking skills to the questions with which the class is working, to risk themselves in honest ways, to struggle with big questions for which there is often no right or clear answer, and to push themselves to ask themselves the most difficult issues that are raised by readings, class discussion, other experiences, and reflection.

While every core course in the PPCS curriculum has a service component, the diversity of methodologies and the extent of work associated with these courses, advises against a specific community component. However, all of the work in the classroom grows out of and returns to lived places, shaped and defined at the same time as shaping and defining those places.

Quizzes, attendance policies, exams, and other elements of the course are explained in detail in the latter parts of this syllabus.

From time to time, we may find that readings need to be expanded or re-evaluated because they are too long or not thorough enough. Some gaps and dissonances in readings, class discussions, and in the course outline not readily apparent now, will become easily recognizable in practice. Flexibility and good humor are required of instructor and students. Ample notification will be given, should changes need to be made.

Early in his life, Jayber Crow determines that he ought to be a preacher and attends a Baptist seminary. Through the process of inquiry and as he learns the skills of critical thinking, Crow's questions begin to bring him to realize that perhaps the ordained ministry is not his calling. He "feels his life changing" in ways that he cannot imagine or foretell as he labors day and night with the questions of his life. Finally, burdened beyond all telling with questions that seem to have no answers, he goes to the most difficult of the seminary's professors, Old Grit, asking for help with the thorniest and most unrelenting of his questions. Instead of answers, the professor, borrowing from the poet Rainer Rilke, tells Crow that he has "been given questions to which you cannot be given answers" and that he "will have to live [these questions] out—perhaps a little at a time." When Crow asks him how long that will take, Old Grit responds that although he doesn't exactly know, "it may take you as long as you live." Old Grit then concludes by telling Crow, "it may [even] take longer" (Berry, Wendell. *Jayber Crow*. Washington, D.C.: Counterpoint Press, 2000, pages 53-54). Struggling with those questions eventually leads the young man back to the place of his birth and rearing, to Port William, defining and shaping his life in that place. Eventually those questions are answered by his life's journey and work in Port William.

Applied Civic Methodologies is preeminently about the raising of very difficult questions: about ourselves, about American culture and society, about place, and about the ways to build democracy in a place, to open community for all people of a place, and to empower people—*citizens*—to take responsibility for the future of their places. Some of these questions have no ready or easy answers and may very well take a lifetime or more to answer. All of these questions will lead us to a better and more effective citizenship in the places of our lives.

I am glad that you are here. Please honor this place and us with your hard work, your open mind, and your questions. Welcome to the journey.

Reading Material

Amnesty International. *Letter Writing Guidelines*.

Archer, Bill, "Keystone Bank Officials Found Guilty on All Counts" *Bluefield Daily Telegraph*, October 22, 2001.

Archer, Bill. "Keystone City Council asks that boarded bank's windows be painted." *The Bluefield Daily Telegraph*, February 7, 2000.

Associated Press, "Judge sentences Keystone executives, orders \$12 million in restitution." March 28, 2002.

Archer, Bill. "Where Did Keystone's Money Go?" *Bluefield Daily Telegraph*,

- Barry, Bryan A. Strategic Planning Workbook for Nonprofit Organizations Revised and Updated, Fieldstone Alliance, 1997. **(Barry)**
- Berry, Wendell. Jayber Crow: The Life Story of Jayber Crow, Barber, of the Port William Membership, as Written by Himself. Washington, D.C., Counterpoint Press, 2000. **(Berry)**
- Bobo, Kim, et. al. *Organizing for Social Change*, Third Edition, Washington, D.C.: Seven Locks Press, 2001, pages 128-154.
- Couto, Richard. *Making Democracy Work Better: Mediating Structures, Social Capital, and the Democratic Prospect*. Chapel Hill: The University of North Carolina Press, 1999, pages xii-xv, 37-69. **(Cuoto)**
- Engen, John R. "The Collapse of Keystone." *Bank Director*. April 1, 2001, Volume 11, number 2.
- Erikson, Kai. *Everything In Its Path: The Destruction of Community in the Buffalo Creek Flood*. New York: Simon and Schuster, 1976. **(Erikson)**
- Federal Reserve Bank, McDowell County West Virginia (profile of an economically distressed county)
- Festen, Marcia and Marianne Philbin. *How Effective Nonprofits Work: A Guide for Donors, Board Members, and Foundation Officers*. Forum of Regional Association of Grantmakers, 2002.
- Geever, Jane C. and Patricia McNeill. *The Foundation Center's Guide to Proposal Writing*. Fifth Edition. New York: The Foundation Center, 1993.
- Hodel, Martha Bryson. "Another Keystone officer admits looting bank; testifies against former colleagues." *Associated Press*, October 3, 2001.
- Klein, Kim. *Fundraising for Social Change*. Fifth Edition, Chardon Press Series, 2007.
- Mattessich, Paul W. *The Manager's Guide to Program Evaluation: Planning, Contracting, and Managing for Useful Results*, Fieldstone Alliance, 2003 **(Mattessich)**
- Messina, Lawrence, "Keystone directors want out of lawsuit." *The Charleston Gazette*, October 13, 2000.
- Messina, Lawrence. "Apparent fraud takes Keystone bank from best to bust Depositors' *The Charleston Gazette*, September 2, 1999.
- O'Hara, Terrence. "Big Bank Scandal Unearthed in Tiny W.Va. Town," *Washington Post*, October 19, 1999,
- Rosso, Henry A. and Associates, Eugene R. Tempel, editor, *Hank Rosso's Achieving Excellence in Fund Raising, Second Edition*, Jossey-Bass
- Singer, Stephen. *Millions Vanish from West Virginia Bank*. *Associated Press*, October 26, 1999.
- Stanley, Talmage A. Transcript of Interview with Billie Jean Cherry, March 21, 1995, Keystone, West Virginia.
CR 26-41

Stirewalt, Chris. "Keystone struggles to carry on Bank closure caused city slump, business failures, revenue loss." *The Charleston Gazette*, April 26, 2001.

Writing Business Letter Essentials.

Schedule of Classes, Questions, Subjects, and Readings

Date	Subject	Reading
1. 10 M	Rationale for course; review of syllabus; introductions; personal stories and the empowerment of people—who are you and why have you taken this course, what do you hope to get from it.	Introduction
1.12 W	How can you quantify a life? Personal stories and the empowerment of people; what are methodologies and why is it important to study them? What are civic methodologies? What is civic life? Personal stories—what enables you to feel powerful and trusted with a community's life? Select teams for quantitative data gathering	Berry 1-54 What are the questions of your life? What questions does your place raise for you? What does it mean for their to be questions for which there is no right or one certain answer? With what questions do you struggle for which there is no right answer, but only an honest response?
1.14 F	Place—What makes a place and why place is important to civic methodologies	Berry 55-106
1.17 M	MLK Day, No Class	
1.19 W	Place—The struggles for honest answers. What makes a place and why place is important to civic methodologies;	Berry 109-155 What does it mean for there to be questions for which there is no right or one certain answer? With what questions do you struggle for which there is no right answer, but only an honest response?
1.21 F	Place—The question of values; what are the values of a place?	Berry 156-206 What values does Berry ask us to consider; what values are in conflict in Port William?
1.24 M	Place—What makes a place and why place is important to civic methodologies; Life as Place; Place as Life; place relationships—personal stories of place—what place has helped shaped your identity—what is it that makes that place important to you; what conflicts define that place; living the questions of a place	Berry 207-260 The role of third places in public life and in the question of Values.
1.25 W	The civic methods and civic values of life stories; analysis of a story of place	Berry 261-319 What does it mean to abide in a place?
1.28 F	Qualitative analysis of life stories: finding the hidden and implied meanings	Berry 320-363 What are the implications of Berry's vision?

Date	Subject	Reading
1.31M	Social Capital	Couto xiii-36 Where does your home county compare with Appalachia as Couto represents it; how does your team's county compare with Appalachia as Couto presents it? What implications can you draw from this for questions of social capital and place?
2.2W	Social Capital	Couto 37-69 Please bring Berry with you to class. How do you see these questions, concepts, and issues affecting the place of Port William?
2.4 F	Social Capital and Public Policy	Cuoto 70-92 What does Brumley Gap suggest to you about social capital and place?
2.7 M	Place and Social Capital: Putting place to work and working for a place	Cuoto 92-111 Public or private or does it matter?
2.09 W	Place, and Social Capital: Putting place to work and working for a place	Cuoto 137-146—Appalachain Land Study SPREADHSHEETS ARE DUE
2.11F	Place, and Social Capital: Putting place to work and working for a place	Cuoto 147-171--FAHE
2.14M	QL	QL—Lab work, plotting data; place TBA
2.16W	QL	QL—Lab work, plotting data, place TBA
2.18 F	QL	QL—Lab work, plotting data; place TBA
2.21 M	Place and a vision for leadership	Applying quantitative data and social capital to understand leadership in a place Packet 1
2.23 W	Place and a vision for leadership	Applying quantitative data and social capital to understand leadership in a place Packet 2
2.24 Th	LYCEUM: Brother Towns	Attendance Required
2.25 F		Circle
2.28 M	Mid-Term	
3.2 W	No Class	
3.04F	No class	
3.14 M	Leadership for mediating structures	Cuoto 239-301
3.16W	What is a nonprofit?	Effective nonprofits, packet 1
3.18F	Communicating, the old-fashioned way, beyond the social network	Letter writing, packet
3.21 M	Bringing people together	Meeting facilitation, packet
3.23W	Strategic Planning for Place: a three-part relational process	Barry, 1-40
3.25F	Strategic Planning for Place: a three-part relational process	Barry, 41-94
3.28M	Evaluation from place: a three-part relational process	Mattessich, 1-32
3.30W	Evaluation from place: a three-part relational process	Mattessich, 33-82
4.1F	Fund raising from place: a three part relational process	Rosso, 1-68

Date	Subject	Reading
4.4 M	Fund raising from place: a three part relational process	Rosso, 166-176
4.6 W	Fund raising from place: a three part relational process	Rosso, 177-199, and handouts from Geever
4.8 F	Fund raising from place: a three part relational process	Rosso, 289-300
4.11 M	Larger Questions; analysis of a method; the power of a place's perspective	Erikson 9-48
4.13 W	Larger Questions; analysis of a method; the power of a place's perspective	Erikson 51-93
4.15 F	Larger Questions; analysis of a method; the power of a place's perspective	Erikson 94-132
4.18 M	Larger Questions; analysis of a method; the power of a place's perspective	Erikson 135-185
4.20 W	Larger Questions; analysis of a method ; the power of a place's perspective	Erikson 186-245
4.25M	Larger Questions; analysis of a method ; the power of a place's perspective	Erikson 246-259
4.27	Final Circle	

Course Requirements

Grading System	Grading Scale	Letter	Percentage
Quiz 150	600-552	A	100-92
Participation 60	551-540	A-	91-90
Q. Methods 120	539-528	B+	89-88
Journal 100	527-492	B	87-82
Mid-term 70	491-480	B-	81-80
Exam 100	479-468	C+	79-78
	467-432	C	77-72
Total 600	431-420	C-	71-70
	419-408	D+	69-68
	407-372	D	67-62
	371-360	D-	61-60
	359—	F	59—

Quizzes

There will be 18 unannounced 10-point quizzes on the reading material. The lowest three grades will be dropped. If the student misses class and hence a quiz because of a college-sponsored and announced event (sports team travel) or if the student is ill and misses class and hence a quiz, the student

may make that quiz up. However, the student must do this within three days of the absence and on the student's own initiative; the instructor will not take responsibility for asking the student to take the make up quiz. Moreover, should a student arrive late to class, hence missing a quiz, and it is a tardiness not related to either of the outlined reasons, the student may not make up that quiz.

Quantitative Literacy Proficiency

Quantitative Literacy and the Civic Methodologies of Place

The Applied Civic Methodologies course examines quantitative and qualitative methodologies involved in the practice of a place-based citizenship. The course also helps students fulfill the College's expectations for students to achieve proficiency in certain aspects of quantitative literacy. Our aim in this course is to integrate the quantitative literacy component throughout the curriculum, connecting with, informing, and broadening all other aspects, topics, questions, and issues addressed over the semester-long conversation. What follows are the specific steps and processes this integration will take.

1. On the second day of class, students will self-select into three different teams. Each team will focus its quantitative research on one of particular places, identified by the instructor. The place teams will be:
 - a. Fries, Grayson County, Virginia
 - b. Keystone, McDowell County, West Virginia
 - c. Meadowview, Washington County, Virginia
2. Beginning immediately, each team will begin gathering census figures for the locality for which the team is responsible.
 - a. The following figures are required
 - i. Average size of household (number of persons living in household)
 - ii. Median household income
 - iii. Percentage of household living in substandard housing
 - iv. Percentage of households led by a female
 - v. Percentage of children living below the poverty line
 - vi. Percentage of households living below the poverty line
 - vii. Percentage of population living below the poverty line
 - viii. Educational attainment, percentage of persons 25 years old or older with a high school degree
 - ix. Educational attainment, percentage of persons 25 years old or older with a degree above high school
 - x. Percentage of persons in the workforce
 - xi. Percentage of persons 65 years old or older
 - xii. Percentage of persons 18 years old or younger
 - xiii. Racial diversity of total population, percentage of persons listed as white or Caucasian
 - xiv. Racial diversity of total population, percentage of persons listed as black or nonwhite
 - b. These figures must be found in the Census reports for the following years (N.B: not all of these figures will be found in each year, nor will all of the years be

available through the internet. Students must brace themselves for the unpleasant reality that they will have to go to the library and look for data not available through electronic devices! It's called work.)

- i. 1960
 - ii. 1970
 - iii. 1980
 - iv. 1990
 - v. 2000
 - vi. 2010
- c. Each student on the team will enter the data for each year on an Excel spreadsheet. This means that while the team will certainly work together to find the figures, each team member will be responsible for entering the data on his or her own spreadsheet.
 - d. In addition to the data for the county team, each student will find the same data for the same years for his or her home county. This data will also be entered on the same spreadsheet. Therefore, each student will develop a spreadsheet that will have the same data as the other members of the team, but will also have data that is individual to that student, representing that student's home county (unless two students are from the same county).
 - e. Each student will submit a completed spreadsheet with all of the data (team and individual) on Wednesday, February 9. The student must submit both a digital copy and hard copy, keeping at least one copy of the spreadsheet for personal use.
3. February 14, 16, 18, the class will meet in one of the College's computer labs to work with Mark Hainsworth to plot this data and begin the process of analysis.
 4. Each student must submit both a digital and a hard copy of the plotted data. Date: TBA.
 5. The writing and reading assignments on February 21 and 23 will draw on this plotted data and subsequent analysis.
 6. Integration of the quantitative data and analysis will be a component of the mid-term exam.
 7. Integration of the quantitative data and analysis will be a component of the work of the class throughout the remainder of the semester's conversation.
 8. Integration of the quantitative data and analysis will be a critical component of the journals for the semester.
 9. Grading
 - a. Timeline, Due Dates, and Grade Points

Item	Date	Points
Team selection	January 12	
Completed spreadsheet	February 9	15
Plotting workshop	February 14, 16, 18	15
Plotted data and analysis	TBA	20
Integration of data and analysis into class discussions, Journals, and other related work		20

Integration into mid-term exam	40
Effectiveness of team participation	10
Total	120

Exams

Format will be discussed in class.

Class Participation

Students are expected to come prepared to discuss the assigned reading and the status of ongoing work associated with the course. Students will be graded on (a) the seriousness of effort (i.e., whether or not he/she comes to class prepared, and whether or not he/she is physically, emotionally, intellectually, and spiritually present); (b) the nature of interaction with other class members (i.e., whether the student listens carefully and respectfully to what others say, willingness to challenge others and defend his/her point of view, and whether the student provides opportunity and encouragement for others to participate); (c) contributions to any small group discussions; (d) willingness and ability to interact thoughtfully with guest speakers; (e) willingness to share experiences from his/her work in places; (f) participation in any formal oral presentations the student's team is required to make; and (g) the quality of overall effort. **Part of effective class participation also means that all cell phones and paging devices will be turned off. Students who are observed using cell phones, texting, utilizing other social networking programs or devices, or employing laptops during class will find their class participation grade significantly and adversely affected.**

Attendance

Students are expected to attend all classes and will be penalized for more than two absences. **Five points will be deducted from the final grade for each absence over two.**

Journals

Students will keep a journal, with two (2) to three (3) entries or more per week. Journal prompts, or questions, will be assigned throughout the term and will reflect the issues and questions addressed in class, including students' presentations. Completion of these prompts will be in addition to the other journal entries. Sometimes, the instructor will ask students to return responses to specific journal prompts, at other times, the instructor may ask for all journals to be returned for reading. Journals will need to be 2-3 pages, typed, double-spaced, with 11 or 12-point font. They should give attention to appropriate grammar usages, spelling, sentence structure, and the mechanics of effective written communication. Successful journals will use inclusive language.

Five points will be deducted from the final course grade each time a journal is not complete and/or not handed in when required.

Class Rituals, Opening Questions

Nearly every class session will begin with a class ritual. Each student will have opportunity to select a quote, bring song lyrics, poem, a work of art, or some other expression that corresponds or relates to the readings and topics for discussion on that day. This ritual need not be more than a minute or two in length. Following the opening ritual, the student will then be responsible for posing a question to the class that directly relates to the readings assigned for that day. The question must be designed to foster conversation growing out of the readings for the day. The day's question needs to make specific and direct reference to a portion of the reading, draw the class' attention to the readings and their complexity, and focus the class' attention on the big questions and important issues before us, as the student sees and understands them, at the same time connecting the question to the quote for the day. Failure to devise a question that does this will result in a much lower class participation grade for the day. Sound preparation, thoughtfulness, and insightfulness of questions will count positively toward the class participation grade. Lack of preparation will also reflect in the class participation grade. These questions will be the basis for the start of the conversation. By this means, students will have opportunity both to share of themselves and to shape the direction of conversation on the day they have the ritual.

Port William had little written history. Its history was its living memory of itself, which passed over the years like a moving beam of light. It had a beginning it had forgotten, and would have an end that it did not yet know.... Port William repaid watching. I was always on the lookout for what would be revealed. Sometimes nothing would be, but sometimes I beheld wondrous sights.

Wendell Berry, *Jayber Crow*

