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Fall 2021  
COURSE CRN: 17365

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Wednesdays  
5:30pm - 8:20pm  
Villard 300  
September 27, 2021 - December 5, 2021

José W. Meléndez, Ph.D.  
email: jmelende@uoregon.edu  
Office Hours: Hendricks 111

During the following times I will be available office hours:  
In person in my office, Hendricks 111 on Mondays 2:30pm-4:30pm & Fridays from 12-2:00pm  
via Teams or Zoom. Students can also schedule other times for individual appointments.

All email communication between students and the professor should be done from official uoregon.edu accounts. Please do not use other email accounts for communication (I will refrain from responding to emails from other accounts). **It is students' responsibility to check their uoregon.edu accounts and Canvas in a timely manner for class updates and communication. We will also be using a Teams Class site during the term for additional communication, note taking, and collaboration.**

\*Please note that the syllabus is subject to change as needed throughout the term. Students will be informed in a timely manner of any changes.

**In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.**

**In the event that the instructor of this course has to quarantine, this course may be taught online during that time.**

## 410/510: Community Organizing

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### Course Overview

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#### Description

This course will examine the role of community organizing as an empowerment strategy in under-represented/served communities, while also considering the relationship of community organizing to broader movements for social change, democracy, and civic engagement. Focus will be on action community-based organizing and participatory research, hence requiring students spend time doing field work. This includes developing key skills necessary for participating effectively in community-based projects. Students will gain knowledge of the theories, principles, and strategies of community-based engagement & research while strengthening their critical eye for identifying both the advantages and limitations of various approaches. This is an advanced course, requiring students to have at least introductory foundational knowledge of community organizing.

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## Structure

The current “times of trouble” that we are experiencing requires that we are flexible, improvise in the moment, and allow grace with one another. Indeed, this class will provide a form of experiment in the moment to practice our leadership abilities. Pulling from research and experience, I also know that in moments when things seem uncertain, providing anchors to structure routines is key to focus our attention. Therefore, our class will meet during the scheduled time, but will have two 10-minute intermissions. These intermissions will give us all an opportunity to step outside the classroom if needed, remove our masks to get a drink of water or a quick bite, or use the bathroom. Please note that at no time should **students** remove their masks while in the classroom.

The class will be structured as a Socratic seminar. It is my hope that the class time will be spent in high quality dialogue that critically engages with the readings, which are typically divided between theory, case studies, and methods. As such, coming prepared for class is not only about having done the readings and any related assignments, (that is a low standard), but students should be ready to engage with one another, participate in conversations, be open to being called on throughout the course, and volunteer to model and lead activities. Critical Thinking is the ability to read, write, **and** speak about issues. This requires both the ability to critically discuss class readings and ideas, but also the ability to relate to personal experiences and practice. Therefore, this class should be seen as brave space to take risks, to make mistakes, fail miserably, learn from practice, and try again. Please note how this level of engagement is geared towards active learning, aimed at achieving Praxis. **If** this is not an approach you think you will be comfortable with **then** I highly advise **against** you taking this class.

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## Course Learning Objectives

Students should be able to:

Identify and describe at least 3 different foundational theories of community organizing

Compare and contrast different approaches to community organizing

Practice and refine facilitation skills

Identify the components of motivational speeches and practice delivering one

Grant writing:

Practice creating research questions

Describe different methods to be used for research in community organizing

Explain a rationale for such an approach in a research grant

## Course Learning Outcomes

Students should be able to:

Use theories for guiding and justifying community organizing and mobilization

Identify key components for effective facilitation and motivational communication

Grant writing:

Use different methods for working with communities to identify needs, problems, and solutions

Argue for when and why a participant action research approach to community engagement is appropriate

Ask critical questions that aim to identify systemic opportunities for intervention

## Teaching Philosophy

My teaching is an extension of my community-based research and work, as I engage students with a pedagogical approach that bridges real-world community-based case studies to students' experiences and content knowledge. As an instructor, I use this approach to provide students with a framework for interdisciplinary and integrative learning and to guide students in engaging as agents of change. This process of *praxial* education helps students relate content knowledge to their own experiences and to ask questions about equity and participation in larger social issues. *Praxis* is coming to an understanding of one's social reality and being compelled to take social action. Thus, *praxial* education purposefully connects learning to community settings and civic action. This framework provides valuable practical experiences to draw on for students who are interested in a variety of careers in business, non/for profit organizations, government agencies, and academic fields.

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### Required Textbooks: Available through the library

Miguel A. De La Torre (2004). Handbook of U.S. Theologies of Liberation (2004). Chalice Press

Pyles, L. (2020). Progressive community organizing: Transformative practice in a globalizing world. Routledge.

Other readings available through Canvas

## Grade Evaluation:

This class is offered on either a graded or pass/no pass basis. Your grade will be determined based on the following:

<u>Assignment</u>	<u>Points of Grade</u>	<u>Notes</u>
1. Attendance	10	Individual
2. Discussion Board/Class Participation	25	MA/PhD students will lead class discussions
4. Motivational Speech	10	Individual Project
5. Participants Action Research Proposal Draft	15	Team Project
6. Participants Action Research Proposal Final	20	Team Project
7. Evaluation Notes	12	Individual Project
8. Evaluation Meeting	8	Individual Project
<b>TOTAL</b>	<b>100</b>	

A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C-70-72; D+ 67-69; D 63-66; D- 60-62; F 0-59

## Classroom Policies and Expectations

This is an in-person course: that means that, unlike asynchronous online/WEB courses, we will meet during scheduled class meeting times in Villard 300. I will accommodate illness and absences as described below. If you need additional flexibility UO encourages you to consider WEB courses. If you need accommodation related to a medical or other disability, you can set those up through AEC

Research indicates that students who attend class are more likely to be successful. Yet, given the unique circumstances we are in, I am cognizant that being present during our synchronous class meeting time may at times be a barrier (unforeseen circumstantial emergency). Yet, the ability for you to engage with your classmates and the content is no less important. To try to accommodate these circumstances the following will be done during this term: Class sessions will be recorded for students who must miss class to review and submit a make-up assignment to prevent the absence from impacting their attendance/participation grade.

Students will have to record a 4-6 minute response to the class recording. This recording can be questions on particular points we discussed, points to build on or add to our discussions, challenges or other considerations raised. Specific items from the missed class conversations and readings will need to be referenced. This recording will need to be posted on the Teams class page within 48 hrs. of the missed synchronous class for others to view. This structure is designed with the intent of creating an ongoing virtual dialogue between students across time and space. If the recording is not posted within 48 hrs., the missed synchronous class will be counted as an absence, which is .5 off your grade. If you need additional time, it is your responsibility to communicate with me to come up with an agreed upon date. Please note that the class recording will in no way be of the same caliber as what it was last year when classes were virtual via zoom.

## Class Etiquette

Class etiquette is taken into account in your participation grade. Please follow the CDC and UO campus guidelines for Covid-19.

### Good Classroom Citizenship

- Wear your mask over your nose and to your chin, and make sure it fits you well
- Stay home if you're sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive

Please also be respectful of each other's points of view. Casual conversation outside the main discussion is rude and will not be tolerated. To maintain academic integrity, freedom, and protect the privacy of your fellow classmates, only the formal recording of class by the professor is allowed. Any other recordings without prior written approval from the professor and your fellow classmates will be considered in violation of FERPA regulations. Additionally, do not read for other courses during class. Turn off cell phones and anything else that might ring during class. Do not look at your phone or text people in class. Do not surf the Internet during class. These are disrespectful to the class and to your peers. If there is an emergency that requires you to answer your phone, please excuse yourself politely and appropriately. Thank you.

### Late Assignment Policy

All assignments in this class are due through Canvas on the date that assignment is due. Late assignments *will* receive only partial credit (**.5 point off for every 24 hours late and I will not accept any assignments after five days**).

### Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

### Electronic Communication and Devices

If you email me a question during normal working hours (9-5pm, Monday through Friday) I will do my best to respond within 24 hours. Inquires made during the weekend will take me longer to respond to. Please remember that email correspondence is a reflection of your professional skill and maturity; therefore, take time to compose thoughtful and polite emails to myself and your other instructors.

You may use electronic devices to access course texts and assignments, or to complete in-class work. The use of electronic devices in the classroom should be considered in light of one overarching rule: be courteous and respectful of others and should only be on class content.

## Academic Misconduct

A student who submits work, at any stage of the writing process, which in whole or in part has been written by someone else, or which contains passages quoted or paraphrased from another's work without acknowledgment (quotation marks, citation, etc.), has plagiarized. Maintain your integrity when completing assignments and be overzealous to give credit where it is due. If you are ever unsure about what constitutes plagiarism, ask me in advance. Students who are found to have plagiarized work may be subject to various disciplinary actions, starting with a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. In cases of academic dishonesty, my policy is to file a complaint with the Office of the Dean of Students. Please do not take this lightly. For more information about violating academic integrity and its consequences, consult the University Student Conduct Code (available at <http://dos.uoregon.edu/social-misconduct>) By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. **This includes any of the online essays-for-hire industry related services.**

## Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <http://researchguides.uoregon.edu/citing-plagiarism>.

## Basic Needs and Your Well Being

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

[University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Your safety and wellbeing impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

## Accessibility

The University of Oregon is working to create inclusive learning environments. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>: 164 Oregon Hall at 541.346.1155 or [uoacc@uoregon.edu](mailto:uoacc@uoregon.edu).

## Inclusion Statement and Anti-discrimination Policy

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas, and backgrounds which is the lifeblood of the university

The College of Design promotes the strengths of our multicultural community through the Equity & Inclusion Committee. For more information about the Equity & Inclusion Committee and other student resources, please see:

<https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/>

**Additionally**, any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment may seek information and help at <https://safe.uoregon.edu>. A student can also call 541-346-SAFE, UO's 24-hour hotline to be connected to a counselor. **Please note that I myself am not a Designated Reporter.**

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### Schedule of Classes

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**Week 1** **Introduction—Why Organize? and Why It can be Transformative**  
**Wednesday, September 29th**

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**Required reading:**

- Freire, Paulo. (2005). Chapter 1, Chapter 2, *Pedagogy of the oppressed*. (Myra Bergman Ramos, Trans.). New York, NY: Continuum. (Original work published 1970). 43-86.
- Kennedy, M., & Mead, M. (1996). Serving in one's own community: Taking a second look at our assumptions about community service education. *Metropolitan universities: An international forum*, 7(1), 99-111.

Total pages: 66

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**Assignments: None**

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**Week 2** **What is Organizing? Models of Organizing**  
**Wednesday, October 6th**

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**Required reading:**

- Freire, Paulo. (2005). Chapter 3. *Pedagogy of the oppressed*. (Myra Bergman Ramos, Trans.). New York, NY: Continuum. (Original work published 1970). 87-124. (A-C)
- Pyles, Loretta. (2020). Progressive Community Organizing: Introduction, Ch.1 The Bedrock of Community Organizing pgs. 3-32. (G-K)
- Miguel, A. (Ed.). (2004). Introduction and Essay on God (By JoAnne Maria Terrell). *Handbook of US theologies of liberation*. Chalice Press. McCauley, E. . Pgs. 1-16. (L-S)
  - V-Z PICK YOUR READING OF CHOICE

Total pages: 82

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**Assignments: Canvas discussion board and leading class discussion/activity**

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**Week 3** **Religious and Spiritual Aspects of Organizing**  
**Wednesday, October 13<sup>th</sup>**

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**Required reading:**

- Pyles, Loretta. (2020). Progressive Community Organizing: Introduction, Chapter 12 Religious and Spiritual Aspects of Organizing, Pgs. 277-294. (All)
  - McCaulley, Esau (2020). Ch. 1 *African American Biblical Interpretation as an Exercise in Hope*. Pgs. 3-27 (ALL)
  - A chapter from Miguel, A. (Ed.). (2004). *Handbook of US theologies of liberation*. Chalice Press. (ASSIGNED)
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Total pages: Vary, but ~60 pgs.

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**Assignments: 1. With your partner, post a ~500 word summary of your chapter**

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**Week 4** **Social Change, Citizenship, and Civic Engagement**  
**Wednesday, October 20<sup>th</sup>**

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**Readings**

- Pyles, Loretta. (2020). Progressive Community Organizing: Chapter 4 Learning from Social Movements, pgs. 85-112. (V-Z)
- Pyles, Loretta. (2020). Progressive Community Organizing: Chapter 5 Community Organizing Frameworks, Pgs. 113-140. (A-C)
- Osuji, Chinyere. (2010). Building power for "noncitizen citizenship": A case study of the Multi-ethnic Immigrant Workers Organizing Network. In Milkman, R., Bloom, J., & Narro, V. (Eds.), *Working for justice: The LA model of organizing and advocacy* (pp. 89-106). Ithaca, NY: Cornell University Press. (G-K)
- O'Brien, Rory. (1998). An overview of the methodological approach of action research. In Richardson, Roberto. (Ed.), *Theory and practice of action research*. João Pessoa, Brazil: Universidade Federal da Paraíba. Retrieved from: <http://www.web.net/~robrien/papers/arfinal.html> **(L-S)**

Total pages: ~75

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**Assignments: 1. Canvas discussion board and leading class discussion**

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**Week 5** **Transformative Organizing: Meaning and the Nuts and Bolts**  
**Wednesday, October 27<sup>th</sup>**

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**Readings**

- Pyles, Loretta. (2020). Progressive Community Organizing: Chapter 2 Transformative Practice, pgs. 33-56. (L-S)
- Pyles, Loretta. (2020). Progressive Community Organizing: Chapter 3 Theories of Praxis, Pgs. 57-84. (V-Z)
- Pyles, Loretta. (2020). Progressive Community Organizing: Chapter 8 Communicating for Social Change: Issues Framing, Storytelling and Social Media, pgs. 191-212. (A-C)
- Obama, Barack. (1988). Why organize? Problems and promise in the inner city. *Illinois issues*, (August/September 1988), 40-42. (ALL)

**G-K PICK ANY OF THE PYLES CHAPTERS**

Total pages: 73

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**Assignments: 1. Canvas discussion board and leading class discussion**

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Week 6

**Motivational Speeches**  
Wednesday, November 3<sup>rd</sup>

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NO READINGS/Discussion Forum--Focus on Your Motivational Speech!

Assignments: **1. Motivational speech**      **2. Initial Grant Draft: Concept Application Due November 5<sup>th</sup> at 11:59pm**

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Week 7

**Strategies and Governance**  
Wednesday, November 10<sup>th</sup>

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Readings

- Pyles, Loretta. (2020). Progressive Community Organizing: Chapter 9 Strategy and Power, Pgs. 213-234. (G-K)
- Eyben, R., Harris, C., & Petitit, J. (2006). Introduction: Exploring Power for Change. *IDS Bulletin*, 37(6). 1-10. Retrieved from: [http://www.powercube.net/wp-content/uploads/2009/12/exploring\\_power\\_for\\_change\\_intro.pdf](http://www.powercube.net/wp-content/uploads/2009/12/exploring_power_for_change_intro.pdf) (L-S)
- Meléndez, J. W., & Martinez-Cosio, M. (2019). Designing for equitable civic engagement: Participatory design and discourse in contested spaces. *Journal of Civil Society*, 15(1), 18-41. (V-Z)
- Briggs, Xavier de Souza. (2008). Doing democracy up-close: Culture, power, and communication in community planning. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 237-243). New York, NY: Routledge. (A-C)

Total pages: 59

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Assignments: **1. Canvas discussion board and leading class discussion**

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Week 8

**Collaboration and Conflict**

Wednesday, November 17<sup>th</sup>

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Readings

- Pyles, Loretta. (2020). Progressive Community Organizing: Chapter 11 Intersectionality, Solidarity, and Liberation, Pgs. 255-276. (A-C)
- Day, Elizabeth. (July 19, 2015). #Black Lives Matter: The Birth of a New Civil Rights Movement. *The Guardian*. ~12 pgs. Retrieved from: <https://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement>. (G-K)
- Tammy, Kim (July 29, 2020). The Perils of “People of Color”. *The New Yorker*. ~6 pgs. (L-S)
- Changa, Anoa (January 22, 2021). Five Peachy Takeaways: Georgia’s grassroots organizing lessons will be valuable in the South for a long time coming. SCALAWAG. ~11pgs. (V-Z)

Total pages: 50

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Assignments: **Canvas discussion board and leading class discussion**

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Week 9

**Taking Action for Social Justice**

Wednesday, November 24<sup>th</sup>

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Readings

Your choice of which to take on the lead on

- Pyles, Loretta. (2020). Progressive Community Organizing: Chap. 13 Global Justice Amidst Climate Crisis, Pgs. 295-312.
- Wright, Robyn. (December 30, 2019). The story of 2019: Protests in every corner of the globe. *The New Yorker*. ~11 pgs. Retrieved from: <https://www.newyorker.com/news/our-columnists/the-story-of-2019-protests-in-every-corner-of-the-globe>
- Fisher, R., DeFilippis, J., & Shragge, E. (2018). Contested community: A selected and critical history of community organizing. In Cnaan, R.A., & Milofsky, C. (Eds.), *Handbook of community movements and local organizing in the 21<sup>st</sup> century* (pp. 281-297). Springer, Cham.

Total pages: 44

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Assignments: **Canvas discussion board & leading class discussion; 2. Final Grant Proposal Due Nov. 26<sup>th</sup> at 11:59pm**

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Week 10 **Reviewing Community Grants**  
Wednesday, December 1<sup>st</sup>

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Readings

You are to read all of the proposals assigned to your committee and take notes on them. We will spend the last session doing a mock committee review of proposals.

Total pages: 36

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Assignments: **Evaluation Notes Due by 2:59pm on December 1<sup>st</sup>.**

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Week 11 **No Final! Your final reflection evaluation piece on your discussion forum posts is due by December 8<sup>th</sup>**

## Assignments

### 1. Discussion Board 15 points MA/PhD students will lead class discussions

Although all students are expected to do all readings before class, every week MA/Ph.D. students will be assigned to take a lead in assigned readings. For the Wednesday readings, by 3pm of every Sunday before class, MA students are expected to post 2 questions as a point of departure for discussion on their assigned reading (one question per reading when more than 1 reading). **All** students are then asked to respond to 2 of the questions posted by Wednesday at 1:59pm. Responses need to be at least 150 words not counting direct quotes. Grading will review for the following factors when reviewing class discussions: staying on topic, direct references to readings, logic of argumentation, providing evidence with claims, being concrete and specific as opposed to general when appropriate, moving beyond summarizing to analysis and synthesis. Additionally, MA/PhD., students will be asked to take the lead in facilitating class discussions for the readings they have posted question on that supports the class in “making sense” of the reading.

All students will be assessed for **class participation (10 Points)**. This will include the depth of thinking and thoroughness of answers and the extent to which students practice the thinking out loud of the readings and their relation to students’ experiences and practices. Since the class is designed for you to engage with the material through discussions, exercises, and other interactive activities, contributions to class or small group discussions is key.

To say the above in another way: Every week **All** students do all the readings

- A. **Master/PhD.**, level students are assigned readings as their primary focus for Wednesday
  1. **MA/Ph.D.**, students need to post 2 questions for their assigned reading **by 3pm on Sundays**
  2. **MA/PhD.**, students will then take the lead in facilitating in class dialogues about the readings they were assigned.
- B. Then, **all** students, by **no later than 1:59pm on Wednesdays**, need to post a response to **2 questions from different readings**. Posts need to be at least 150-word response to each (2x 150 words).
- C. See the above for evaluation criteria.
- D. You are to post a 300-word reflection piece that is based on your learning trajectory as evidenced through your posts and participation throughout class. Based on this review of your own work, you are then to submit a reflection evaluation on canvas. This is due by December 8<sup>th</sup> at 11:59pm.
- E. **Ph.D.**, students need to pose 2 questions and answer 3 of their classmates’ questions (150 words X 3).

**2. Motivational Speech            10 points            Individual            Due November 3<sup>rd</sup> in Class**

Community organizing is about the ability to mobilize groups of people to believe in something greater than themselves and take action. To do this, community organizers need to excel at motivational speaking. Giving a speech is much more than the ability to present. It is about the ability to tell a story, to relate, to challenge and often times to provide an inspirational vision/future. Students are to prepare and deliver a 5-minute speech. Specific evaluation criteria will be given in advance.

**3. Participants Action Research Draft Proposal    15 points            Team Project    Due November 5th**

See handout for detailed instructions. In summary, this is the first draft of a grant proposal that you are writing as a team that uses a participant action research approach. The initial proposal will be approximately 5 pages in total. You will need to provide references (using APA citations format) from class readings in order to make a compelling argument. You will need to do additional research to round out your argument. This should not be seen as a research paper, but instead looking for where are holes in your knowledge base that could be addressed from sources outside of class. Do not hesitate to contact me should you have any questions.

**4. Participants Action Research Proposal Final    20 points            Team Project    Due November 26**

Having received feedback from me on your initial grant proposal you are to know address my feedback and expand your argument in key sections. Again, see the assignment sheet for more detailed instructions. This final paper should be about 7 pages long. I will be specifically looking for evidence that you have addressed in some way my feedback. Do not hesitate to contact me should you have any questions.

**5. Evaluation Notes            12 points            Individual Project            Due before December 1<sup>st</sup> class**

You will be placed in review committees. You are to read the grant proposals assigned to your committee and take detail notes on their strengths and weaknesses. More guidance will be provided closer to the due date. Nevertheless, expect that for each grant proposal you will need to submit about between 1-2 pgs. of notes.

**6. Evaluation Meeting            8 points            Individual Project            Final Day of Class December 1**

During the evaluation meeting, I will be paying close attention to how everyone contributes to the discussions and uses key concepts, methods, ideas from throughout the term to provide feedback on the grants.

**7. Reflection Piece on Discussion Boards            Individual Project            Due December 8**