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Theo 422/CATH 306 Christian Faith and Entrepreneurship: A University Capstone Experience

John McVea

Michael Naughton

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**CHRISTIAN FAITH AND ENTREPRENEURSHIP:
A UNIVERSITY CAPSTONE EXPERIENCE
(BRIDGE AND WRITING INTENSIVE COURSE)**

THEOLOGY 422/CATHOLIC STUDIES 306

Fall 2013

T-Th 8:00-9:40

Sitzmann 2nd Floor

INSTRUCTORS:

Dr. John McVea--Entrepreneurship Department

Email: jfmcvea@stthomas.edu

Office Phone: 962-4116

Office: 436 Schulze Hall, Minneapolis

Dr. Michael Naughton--Catholic Studies and Business Ethics and Law Departments

Email: mjnaughton@stthomas.edu

Mail #: 55S

Office Phone: 962- 5712

Office: Sitzmann Hall, 2055 Summit (Rm 302)

Please feel free to see either of us about any issues or problems that may occur during the semester, whether class related or not.

OFFICE HOURS:

Naughton: 7-8 T-TH and by appointment.

McVea: 10-12 T-Th and by appointment.

REQUIRED TEXTS: Course Packet (various articles); Michael Naughton and David Specht, *Leading Wisely in Difficulty Times*; C.S. Lewis, *The Great Divorce*; Josef Pieper, *Leisure as the Basis of Culture*, Pontifical Council for Justice and Peace, *Vocation of the Business Leader*

THE VOCATION OF THE STUDENT:

The end of education is to develop a habit of mind to help the student to see things in relation to each other, that is, to see things whole. Students should be “challenged to continue the search for truth and for meaning throughout their lives, since ‘the human spirit must be cultivated in such a way that there results a growth in its ability to wonder, to understand, to contemplate, to make personal judgments, and to develop a religious, moral and social sense.’ They should realize the responsibility of their professional life, the enthusiasm of being the trained ‘leaders’ of tomorrow, of being witnesses to Christ in whatever place they may exercise their profession” (John Paul, *On Catholic Universities*).

**If you need course accommodations due to a disability, please make an appointment in the Enhancement Program - Disability Services, located on the St. Paul campus in Aquinas Hall, room 110, 651-962-6315.

COURSE DESCRIPTION:

Who is a good entrepreneur and how does he or she contribute to the common good? This course pursues these questions within the Christian social tradition through an exploration of the theological relationship between work as a vocation and leisure as contemplation. Within this theological context, the course examines issues that arise during an entrepreneurial venture.

COURSE OBJECTIVES: (see John Paul II, *On Catholic Universities*, 16-20)

1. **Integration of Knowledge: To Provide a University Capstone Experience.** To provide an interdisciplinary engagement of entrepreneurial thought and theological reflection so students can begin to participate in an integrating experience of liberal and professional education.
2. **Dialogue Between Faith and Reason: To Engage in a Theologically Grounded Conversation.** To understand the theological reasoning behind the Christian tradition's understanding of work and leisure as the basis to a faith-filled response to entrepreneurial life.
3. **Ethical and Moral Implication: To Explore Institutional Possibilities.** To apply philosophical and theological knowledge to entrepreneurial issues and problems by helping the student to think through first principles of human action in relation to organizational policies and practices.
4. **To Enter into Public Discourse: To Argue Publicly.** To engage in dialogue with those of differing opinions in an open, critical, and creative way. This will entail discussions concerning the language we use to bridge faith and work within organizational life.

APPROACH TO LEARNING: In this class we will follow three main approaches to learning:

1. Textual analysis;

Students are required to study in depth a number of complex theological and philosophical texts. These texts will require details and in depth analysis. Students will be required to come to class with a deep familiarity and knowledge about the content of each reading. However, students will also be required to speculate about the deeper theological and philosophical meaning of the texts and to make connections and synthesize concepts from across the texts.

2. Case-based learning:

A number of classes will be conducted using the student centered learning process developed at Harvard Business School where students wrestle with complex, ambiguous, data rich cases. In preparing these case studies students are asked to take the role of the protagonist and to propose detailed solutions to the business challenge that they are facing. In resolving a different case each week students will be expected to develop higher-level generalizable principles that can be applied beyond the classroom experience. They will also be exposed to make connections between the concepts highlighted in the theological and philosophical texts, above, and suggested courses of actions for the case studies.

3. Writing to Learn:

This class has been designated as a Writing to Learn (WTL) course, in the Writing Across the

Curriculum program at UST. Much of the students' learning and discovery will take place in the context of writing. Writing to Learn courses are designed to help the student learn about the content of the course through frequent (but informal) writing assignments. Examples may include dialogue writing, case preparation, blogging, and discussion board entries.

COURSE REQUIREMENTS (Point value subject to change)

Item	Points	Rough Percentage
Participation	150	23%
Low Stakes Writing		
2 Class response papers	25	5%
6 Case assignments	100	15%
This I Believe Assignment	75	12%
High Stakes Writing		
Short Integrated Essays	150	30%
C.S. Lewis Paper	100	15%
Total	650	
Point value for each area is subject to modification		

1. **Participation (150 pts):**

(See Appendices of Syllabus for detailed participation rubric)

Due to the interactive and conceptual nature of this course, your constructive participation is necessary for the class to be beneficial. We encourage you and your classmates to perceive, interpret, and discuss the various issues from many different angles. We all have something to learn and something to teach, and we can only accomplish this task through attentive listening and constructive participation. In the spirit of solidarity and opposition, we respect diversity and academic freedom. The Catholic philosopher Josef Pieper put it this way: "Anyone who considers dialogue, disputation, debate, to be a fundamental method at truth must already have concluded and stated that arriving at truth is an affair that calls for more power than the autarchic individual possesses. He must feel that common effort, perhaps the effort of everybody, is necessary. No one is sufficient unto himself and no one is completely superfluous; each person needs the other; the teacher . . . needs the student." Your participation grade will be based on the following criteria:

- a. *Attendance:* If you are not in class you cannot participate. Absences will hurt your grade. There are legitimate reasons for absences, but unless the absence is because of some major event (such as a death in the family) you lose the points. Please be sure to keep us informed about the reasons for your absences. Your presence is necessary but not sufficient for a good participation grade.
- b. *Preparation for class:* In the schedule below, each reading assignment has a series of study questions. Be prepared to engage these questions in class. Also be ready to ask questions, especially good questions. Eva Braun made the distinction between asking a question for a problem to be solved and then moved on, and a question to be ask

- concerning a love to be explored which then moves you to deeper levels of understanding. Both questions are appropriate, but the second kind is more interesting.
- c. *Quality*: (see page 11 of this syllabus for detailed guidance) High quality answers provide well-reasoned arguments and conclusions backed by information from the readings. It is not sufficient to merely state your opinion.

2. **Low Stakes Writing (200pts).**

(See Appendices of Syllabus for detailed assignments)

Low-stakes writing assignments are intended to deepen the learning process and prepare students to come to class discussions better prepared for in depth learning. These assignments will also serve to highlight the different stages of the entrepreneurial thinking process. As low-stakes writing assignments, the intention is that the pieces are short, written once, not reviewed or drafted. Students will receive feedback in the form of “Excellent”, “Good”, “Fine”, or “Poor” without detailed commentary from the instructor. Guidelines for these categories will accompany each detailed assignment. The focus of this element of the course is in frequency and volume of writing as well as the requirements of each piece. It is intended that overall that these low stakes assignments will be graded “by the pound.” All students who meet the volume and minimum quality requires should expect to receive an A for this section of the course.

3. **High Stakes writing assignments (300pts)**

(See Appendices of Syllabus for detailed assignments)

The high stakes writing assignments represent 45% of the grade for the course. Throughout the course you will be asked to write short essays that focus on integrating theological and moral ideas in relationship to contemporary essays and films. Your grade for these essays will be principally based on how well you integrate, combine and contrast specific ideas from the theological and moral texts discussed in class with various contemporary issues. Your essays need to be well-written, text-based and integrative of the readings/film.

ADDITIONAL COURSE INFORMATION

Extra Credit: Throughout the semester opportunities arise for extra credit assignments such as reporting on special events and speakers. These assignments provide minimal point value. The maximum is 3 points per assignment, with a limit of three assignment Whatever the assignment is, you must make connections to class material in your write up. We encourage extra credit, but as a way to raise your grade it is extremely inefficient.

Disclaimer: This syllabus is not a contract, but a plan for action. The instructors reserve the right to alter its stipulations, upon prior notification to students.

Device Policy: Because this course wants active participation within class, the use of ipads, notebooks, mobile electronic devices (e.g. mobile phones, smartphones/PDAs, portable media players, etc.) as well as transporters or any other transforming devices are prohibited during class. Students who wish to appeal this policy can approach the professor in person with their reasons.

Tentative Schedule

I. Personal Vocation and the Problem of Leisure		
Date	Readings	Questions on Readings and Assignments
Th 9/5	Course outline and introduction	Syllabus and introduction to course ideas.
T 9/10	Naughton and Specht, <i>Leading Wisely in Difficult Times</i> , Introduction pp 3-11	Low stakes writing assignment (LSWA) 1 due: Using the reading <i>Leading Wisely</i> , explain where you see yourself on the work/leisure matrix and why (handout and lecture given on 9/5)? Provide a ½ page response on work and a ½ page response on leisure. Provide at least one story from your life that clarifies your placement in the matrix (due to jfmcvea@stthomas.edu and mjnaughton@stthomas.edu Monday 9/9 at noon).
Th 9/12	San Patrignano Community Case (Packet)	LSWA 2 due
T 9/17	McVea/Naughton: “The Damage Social Entrepreneurship . . .” (packet)	
Th 9/19	No Class	
T 9/24	Josef Pieper, <i>Leisure, the Basis of Culture</i> (Pieper, Ch. I-II)	<ol style="list-style-type: none"> 1. Explain the difference between <i>ratio</i> and <i>intellectus</i>, and describe their relationship. 2. What are the implications for social and ethical questions when <i>intellectus</i> is excluded from the knowledge of things? 3. What is the relationship of Pieper’s distinction between liberal and servile (useful) arts and your liberal and business education at UST?
Th 9/26	<ul style="list-style-type: none"> • <i>Leisure, the Basis of Culture</i> (Pieper, Ch. III) • Nicholas Carr, “Is Google Making Us Stoopid?” (packet) 	Case: Relate Pieper’s distinction of <i>ratio</i> and <i>intellectus</i> (from Chapter II) and <i>acedia</i> to Carr’s thesis. Be sure to articulate at least two connections.
T 10/1	<ul style="list-style-type: none"> • <i>Leisure, the Basis of Culture</i> (Pieper, Ch. IV) • Irvin Yalom, “Life in the Balance” (packet) 	High stakes writing assignment (HSWA 1) due: First Integrative Essay Due: (see instructions in appendix)
Th 10/3	Katherine McNeil	LSWA 4 due
T 10/8	Kavanaugh, <i>Last Words</i> (Packet); watch the movie <i>The Doctor</i> before class	Why, according to Pieper, would the doctor be considered a proletariat? How did the doctor become de-proletarized? (1 page) LSWA 5: Write up on Doctor/Pieper due
Th10/10	<ul style="list-style-type: none"> • <i>Leisure, the Basis of Culture</i> (Pieper, Ch. V) • David Foster Wallace, “Default Setting” 	<ol style="list-style-type: none"> 1. Why is feast the central act of leisure? 2. What relationship can we draw between the Catholic liturgy and the Catholic social tradition? 3. What are the connections (and disconnections) between Wallace’s essay/speech and what Pieper states on worship and feast?
T 10/15	<i>The Great Divorce</i> (C.S. Lewis, 1946)	HSWA 2A : Draft discussed in class (see instructions in appendix).

Th 10/17	<i>The Great Divorce</i> (C.S. Lewis, 1946)	HSWA 2B: C.S. Lewis paper due (see instructions in appendix).
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- Goods of Business
 - Good Goods:
 - Producing goods that are truly good
 - Case: bad goods—some of your cases on
 - Good Work:
 - Designing good work
 - Case: Ouimet and his practices
 - Subsidiarity Paper
 - Good Wealth
 - Property—what is capital
 - Ownership possibilities—ESOPs as one

Reell and Layoffs

II. Institutionalizing Three Goods of Entrepreneurship		
Date	Readings	Assignments
T 10/22	Timberland: Commerce and Justice (Packet)	LSWA 6 due
Th 10/24	<i>Vocation of the Business Leader</i> , Pontifical Council for Justice and Peace	1. Be able to articulate the 3 fold structure of the booklet and the 3 interdependent objectives of the business enterprise.
T 10/29	Naughton and Specht, <i>Leading Wisely in Difficult Times</i> , Conclusion 117-130	1. Why is faith so often ignored in business and why should it be taken seriously? 2. What are the three characteristics of practical wisdom and why are they so important to any business leader?
Th 10/31	Good Goods (or not) Case Cheat Sheet	
T 11/5	Aravind Eye	LSWA 3 due
Th 11/7	Good Work: UNIAPAC, Subsidiarity paper, TBD	
T 11/12	John—case on good work?	
Th 11/14	Good Wealth (and good work): Naughton and Specht, <i>Leading Wisely in Difficult Times</i> , “Should We Resort to Layoffs this Time?” pp 15-35.	1. Layout the pros and cons between layoffs and pay reductions. 2. Do you find yourself in agreement with the leadership’s position to move into wage reductions or do you think those employees who were advocating layoffs would have been a better decision? 3. What are the underlying principles that inform Reell as they address the possibility of layoffs? • Guest Speaker: Kyle Smith, CEO of Reell
T/11/19	Naughton and Specht, <i>Leading Wisely in Difficult Times</i> , “A Reflection: Seeing Things Whole and the Golden Rule” pp 36-48.	LSWA 8? How is practical wisdom played out in the Reell Case in light of this reflection (be sure to incorporate ideas from the last chapter of the book)? 1 page

Th 11/21	Naughton and Specht, <i>Leading Wisely in Difficult Times</i> , "Doing Your Best When Your Best Efforts Fail," pp 55-76.	Guest Speaker: Ed Mosel
T 11/26		LSWA 9 : <i>This I believe</i> assignment due
Th 11/28	Thanksgiving Break	
T 11/12	Property and Ownership Just Wages??	
T 10/29		
Th 10/31	Ownership Structure: Coops, ESOPs, Partnerships, Beneficial, Hybrids,	Finnegan's Beer—articles on coops; esops, article on hybrids, non-profit; REI; who owns the assets; profit distribution;

III. Social Entrepreneurship: Addressing the Challenge of Material and Spiritual Poverty

Date	Readings	Assignments
T 12/3	Property Caselets (Packet)	LSWA 7 due
Th 12/5	Charles Clark, Definition of Poverty; Charles Murray, <i>Coming Apart</i> (selections);	Grameen bank; PovertyCure
T 12/10	Christian Theological Response	Pope Francis; SRS; Scripture?; PovertyCure;
Th 12/12	No Reading	A Final Story: http://thestory.org/archive/the_story_332_Labor_Day.mp3/view
T 11/12/	<i>Schindler's List</i> (197-minute video; watch before class)	HSWA 3 : Second Integrative Essay Due: See instructions in appendix)

PRAYER OF ST. THOMAS
 GRANT O MERCIFUL GOD
 THAT I MAY ARDENTLY DESIRE
 PRUDENTLY EXAMINE
 TRUTHFULLY ACKNOWLEDGE
 AND PERFECTLY ACCOMPLISH
 WHAT IS PLEASING TO THEE
 FOR THE PRAISE AND GLORY OF THY NAME

ENTREPRENEUR'S PRAYER
(A.K.A. THE SERENITY PRAYER)
GOD, GRANT ME THE SERENITY
TO ACCEPT THOSE I CANNOT CHANGE,
THE COURAGE TO
CHANGE THE THINGS I CAN,
AND THE WISDOM TO KNOW THE DIFFERENCE.

Appendices Assignments

A. Low-stakes writing

1. Short response paper
 1. **Work/Leisure Response** (1 page, single space, 12 font Times Roman, 1 inch margin):
The goal of this assignment is to more clearly articulate one's understanding of work and leisure and the first principles that underlie this understanding. Before reading the assignment for Tuesday (9/13), explain where you see yourself on the work/leisure matrix and why (handout)? Provide a ½ page response on work and a ½ page response on leisure. Provide at least one story from your life that clarifies your placement in the matrix. If the categories of the matrix do not help, give your own version of work and leisure.

Email the assignment to both McVea (jfmvea) and Naughton (mjnaughton) by noon, Monday September 12.

2. **Case study assignments;** (to be handed out in class the week before each assignment is due).
 - ii. *San Patrignano 9/15*
 - iii. *The Doctor movie 9/29*
 - iv. *Katherine McNeil 10/6*
 - v. *Aravind Eye 10/25*
 - vi. *Timberland 10/27*
 - vii. *Property 11/13*
3. **Purpose of Business Response:** (Due 10/18) Provide a one page explanation on how you would define the purpose of business. In your answer, define what a business is for, what are its primary goods or tasks and how your experience and business education has influenced your response (1 page).
4. **"This I believe" Paper** (Draft due 10/12, final paper/presentation due on 11/4). Each week we will listen to a "This I believe" segment from the website at NPR.org. During the semester students are expected to keep notes on ideas for important beliefs that they hold on issues relevant to the class. Guidelines for the project are taken from the NPR website. *To guide you through this process, we offer these suggestions:*
 - i. Tell a story: Be specific. Take your belief out of the ether and ground it in the events of your life. Consider moments when belief was formed or tested or changed. Think of your own experience, faith, work, and family, and tell of the things you know that no one else does. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be real. Make sure your story ties to the essence of your daily life philosophy and the shaping of your beliefs.
 - ii. Be brief: Your statement should be between 350 and 500 words. That's about three minutes when read aloud at your natural pace.
 - iii. Name your belief: If you can't name it in a sentence or two, your essay might not

be about belief. Also, rather than writing a list, consider focusing on one core belief, because three minutes is a very short time.

- iv. *Be positive:* Please avoid preaching or editorializing. Tell us what you do believe, not what you don't believe. Avoid speaking in the editorial "we." Make your essay about you; speak in the first person.
- v. *Be personal:* Write in words and phrases that are comfortable for you to speak. We recommend you read your essay aloud to yourself several times, and each time edit it and simplify it until you find the words, tone, and story that truly echo your belief and the way you speak.

B. High Stakes Writing

Three Short Integrated Essays plus The Great Divorce paper : Hard copies of the assignments must be brought to class on the day it is due, since there will be time in class for revisions.

1. ***First Integrative Essay: Leisure and Time.*** (due 9/27) (50 pts.; 3 pgs, 1.5-spaced, Times Roman 12-pt, 1 inch margins): Analyze Yalom's essay in light of Pieper's ideas of the proletariat and the process of deproletarianization (define what Pieper means by these terms). In what ways is Yalom's patient (Philip) a proletariat and in what ways is he beginning to be deproletarianized? In your conclusion, explain why Pieper would still have concerns of Philip's understanding of leisure and Yalom's analysis?
 - a. **Creative Title:** provide a title that gives the reader a good sense of what you have written.
 - b. **Introductory Paragraph:** Help the reader to enter into what Pieper is trying to tell us. Use a metaphor, analogy, story, etc. to explain to the reader in a brief paragraph the main point of the paper.
 - c. **Description of Pieper's understanding of proletariat and the process of deproletarianization.** Describe these ideas using connections to other parts of his book, lectures and class discussion. Also describe these ideas in light of the analysis you plan to describe in Yalom's article.
 - d. **Integration:** connecting the specifics of Yalom's story to Pieper's concepts and arguments. More depth than breadth—that is, few examples with deep analysis.
 - e. **Conclusion:** conclude your paper with why Pieper would find Philip's leisure and Yalom's solution of balance not fully satisfactory.
2. ***Paper on The Great Divorce*** (due 10/13): (10/6, draft and 10/8, final). In approximately 5-6 pages (1.5-spaced, Times Roman 12-pt, 1 inch margins), please address the following topics (100 pts):
 - i. Introduction: What do you take to be the key points to *The Great Divorce*, especially in terms of the ideas we discussed in class? (1/2 pg)
 - ii. Experience: What experiences in your life especially connect with particular characters or events in the book? Mention at least 2 other characters other than those in the section below (1 page).

- iii. Integration: Evaluate Ikey/entrepreneur (Ch. 2 and 6), the academic/Bishop (the man with the gaiters) (Ch. 2 and 5) and the Artist (Ch. 9) in light of our discussion of work and of leisure throughout the course. Be sure to use different ideas of the course for each of the three different characters (the ideas are paired in the following way: *ratio/intellectus*, *acedia*/leisure, proletariat /deproletarizing, feast/celebration). Use only one idea from Pieper for each of the characters. In explaining Pieper's ideas, you need to give a *substantive definition of the terms*. You may use other ideas to support your argument such as virtue, vocation, careerism, subjective dimension of work, etc. The heart of the assignment lies in this section. Use notes from class, handouts and Pieper's text to develop connections between the above ideas of the course and Lewis' characters. Integrate how these three characters manifest or fail to manifest the ideas from the Pieper. In your answers, be as text-based as you can, however, use your own words as much as you can (3-4 pages). We would recommend the following three paragraph method for each of the three characters:
 - a. describe and define in detail the idea from class in such a way that will set up a deeper understanding of Lewis' characters;
 - b. describe Lewis' character in relation to this idea; and then make explicit linkages that integrate the idea and the character.
- iv. Conclusion: In this final section, provide some brief summary points on what the entrepreneur, bishop and artist have in common both in terms of what we have discussed in the course thus far and in terms how they are portrayed by Lewis? Build into your summary statement where all three characters go after their conversations. (1/2 pg)

3. ***Second Integrative Essay: "Schindler's List and the Good Entrepreneur."*** (100 pts)
 Watch the Movie: Just before turning the movie on, read the assignment below, then relax and watch the movie from start to finish—practice leisure. Let the movie speak to you—receive it, don't distract yourself with other unrelated issues. As you watch the movie, take some rough notes on ideas related to the assignment below. If possible, get a draft of the paper soon after watching the movie. Do not go to the web seeking insights on the movie. The web cannot help you in answering the questions below. It will only distract you and annoy us. The movie is available at the library in the Media Center.

Structure of the Paper

- i. Schindler's First View of Business: Describe Schindler's understanding of business at the beginning of the movie utilizing the three goods in the Vocation of the Business Leader. In describing his view of business, be sure that you explain how Schindler sees himself, profit, ownership, the Jewish workers, and the German military by referencing specific scenes from the movie.
- ii. Leisure: Schindler begins to see more fully what is happening when he witnesses the so-called "cleansing of the ghetto" (when he is on the horse with his mistress gazing at the little girl in red). How might this scene be described as an act of leisure according to Pieper? (be sure that you use Pieper explicitly here)
- iii. Schindler's Second View of Business: Describe Schindler at the end of the movie as a man and as an entrepreneur. Focus on his conversation with Itzhak Stern on the quality of the bombs and the problem of keeping the factory open. What *tensions* occur between Stern and Schindler and how are these tensions expressed in terms of the 3-fold model? How are the tensions resolved in the movie?

- iv. Conclusion: Back to Leisure: Describe how you felt before the movie and how you felt after the movie. Would you see the experience of watching this movie as leisure according to Pieper and if so how, if not, why not.
- *You must bring a hard copy to class, since you will have an opportunity as we discuss the film to add and revise ideas in class.*
 - *Evaluation:*
 - i. Formatting: 4 pages, 1.5-spaced, Times Roman 12-pt, 1 inch margins; proper spelling, punctuation, grammar, style and organization.
 - ii. Conceptual Clarity. A clear understanding of course ideas (4 goods of entrepreneurship, 3-fold model, leisure, deproletarizing, etc.).
 - iii. Integration and Depth of Insight: Key to this assignment is the integration of appropriate course ideas (be text-based and specific) in relation to appropriate and concrete scenes from the movie. Your integration should lead to deeper moral and spiritual insights on the movie, which enables you to see the whole.
 - *Learning Goals:*
 - i. Integration of Knowledge: To provide an interdisciplinary engagement of entrepreneurial thought and theological reflection.
 - ii. Ethical and Moral Implication: To apply philosophical and theological knowledge to entrepreneurial issues and problems by helping the student to think through first principles of human action in relation to organizational policies and practices.

Expectations for Class Participation

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus

on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3".

Grade	Criteria
0	Absent.
1	<input type="checkbox"/> Present, not disruptive. <input type="checkbox"/> Tries to respond when called on but does not offer much. <input type="checkbox"/> Demonstrates very infrequent involvement in discussion.
2	<input type="checkbox"/> Demonstrates adequate preparation: knows basic assignment or reading facts, but does not show evidence of trying to interpret or analyze them. <input type="checkbox"/> Offers straightforward information (e.g., straight from the assignment or reading), without elaboration or very infrequently (perhaps once a class). <input type="checkbox"/> Does not offer to contribute to discussion, but contributes to a moderate degree when called on. <input type="checkbox"/> Demonstrates sporadic involvement.
3	<input type="checkbox"/> Demonstrates good preparation: knows assignment or reading facts well, has thought through implications of them. <input type="checkbox"/> Offers interpretations and analysis of assignment material (more than just facts) to class. <input type="checkbox"/> Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. <input type="checkbox"/> Demonstrates consistent ongoing involvement.
4	<input type="checkbox"/> Demonstrates excellent preparation: has analyzed assignment exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). <input type="checkbox"/> Offers analysis, synthesis, and evaluation of assignment material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. <input type="checkbox"/> Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. <input type="checkbox"/> Demonstrates ongoing very active involvement.