

*Eastern Mennonite University/Center for Justice and Peacebuilding*  
**Practicum and Career Preparation**  
**PAX 681**

September 17, October 8 and 29, and November 19, 2010  
Fridays: 8:30 a.m. to 12:00 noon  
Hartzler Library 121

**Instructor:**

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**Course Description:**

This one credit course is designed to prepare second year CJP students for their upcoming practicum and to help them explore career options. The course will provide participants with the philosophy and purpose of the practicum experience, as well as review theories of practice and change that they will take with them into their practicum. The course will also examine how to access practicum sites and discuss how to best match students to a practicum. Career interests will be explored and job search websites accessed. Networking processes for the various fields included in Peacebuilding (Conflict Transformation, Restorative Justice, Trauma Healing, Development and Organizational Leadership) will also be discussed and students will develop or update their resumes.

**Objectives:**

- To prepare students for their practicum experience and to maximize the utility of that experience for future careers in peacebuilding.
- To coach students in preparing for a future career in peacebuilding, including discerning what aspect of the peacebuilding world they are most equipped to work in and where they most want to serve.
- To tie theories of practice and change to their practicum and their practicum to the goals of CJP.
- To explore the option of an independent consulting business for those students with an entrepreneurial bent.
- To explore Ph.D. programs in Peacebuilding for those students who desire a career in teaching and/or academic research.

**Texts and Articles:**

1. Prior to the first class on September 17, please read [Skills, Networks & Knowledge: Developing a Career in International Peace and Conflict Resolution](http://www.conflicttransformation.org/Home/articles/InterviewsArticles/tabid/73/Default.aspx) which can be found on the Alliance for Conflict Transformation Website: <http://www.conflicttransformation.org/Home/articles/InterviewsArticles/tabid/73/Default.aspx>

2. *Creating Frameworks for Possibility* in “The Art of Possibility: Transforming Professional and Personal Life.” Harvard Business School Press 2000 (Handout).
3. Other articles will be handed out in class and/or found on line. Please note that no books are required for this one-hour course.

### **Course Requirements:**

1. Group Research Project Paper related to a practicum site or career path. This includes interviewing faculty, staff and organizational leaders regarding careers in PB and/or networking strategies: 25%
2. Individual Project tying theories of change and practice to a practicum and the practicum to the student’s goals: 25%
3. Developing or Revising Resume: 25%
4. Class Participation: 25%

### **Evaluation, writing guidelines, miscellaneous**

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see 2<sup>nd</sup> page). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

*Academic Integrity Policy (AIP):* EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2010-11 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

*Grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.* Graduate students are expected to earn A’s and B’s. A GPA of 3 is the minimum requirement for graduation.

95-100 = A outstanding  
85-89 = B+ very good  
75-79 = B- satisfactory  
Below 70 = F failing

90-94 = A- excellent  
80-84 = B good  
70-74 = C passing

If you have received services in the past related to a *learning disability* or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library.

### **Course extensions and outstanding grades**

For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

**Writing Standards –Graduate Level (Grid Version)**

<b>Criteria</b>	<b>A excellent</b>	<b>B minimal expectations</b>	<b>C below expectations</b>	<b>Comments</b>
<b>Content</b> ( <i>quality of the information/ideas and sources/details used to support them</i> )	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows depth of content</li> <li>- applies insight and represents original thinking</li> <li>-demonstrates quality and breadth of resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows substantial information and sufficient support</li> <li>- almost always represents original thinking</li> <li>- uses quality resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- lacks depth of content and may depend on generalities or the commonplace</li> <li>- represents little original thinking</li> <li>- uses mostly quality resources</li> </ul>	
<b>Structure</b> ( <i>logical order or sequence of the writing</i> )	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses very effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically (but not fully) developed</li> <li>- uses some awkward transitions</li> </ul>	
<b>Style</b> ( <i>appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email</i> )	<ul style="list-style-type: none"> <li>- is concise, eloquent, and rhetorically effective</li> <li>- composes varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays concern for careful expression</li> <li>- composes some varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays some personality <u>but</u> lacks imagination and may be stilted</li> <li>- composes little varied sentence structure</li> <li>- frequently uses jargon and clichés</li> </ul>	
<b>Conventions</b> ( <i>adherence to grammar rules: usage, mechanics</i> )	<ul style="list-style-type: none"> <li>- composes well-constructed sentences</li> <li>-makes virtually no errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- almost always composes well-constructed sentences</li> <li>- makes minimal errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- usually has well-constructed sentences</li> <li>- makes several errors</li> <li>- makes word choices that distract the reader</li> </ul>	
<b>Source Integrity</b> ( <i>appropriate acknowledgment of sources used in research</i> )	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, cited correctly</li> <li>- includes reference page</li> <li>- makes virtually no errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, usually cited correctly</li> <li>- includes reference page</li> <li>- makes minimal errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes mostly credible paraphrases, sometimes cited correctly</li> <li>- includes reference page</li> <li>- makes several errors in documentation style</li> </ul>	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				<b>Grade</b>

*Approved by University Faculty April 28, 2004  
Revised by the Writing Committee April 2008  
Updated March 2009*