

## **CIRCLE PROCESSES**

Fall 2008

### **Instructor**

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### **Course description**

This course will introduce participants to the peacemaking circle process and explore:

- foundational values and philosophy of peacemaking circles,
- conflict as opportunity to build relationships,
- creating safe, respectful space for dialog
- consensus decision making,
- structure of the circle process,
- facilitation of the circle process
- practical applications of circle process,
- problems and challenges in circles.

This course will use the peacemaking circle process as the primary form of group work.

### **Course objectives**

This course is intended to provide experience in the circle process as well as an understanding of the foundational values and key structural elements for designing and conducting peacemaking circles.

### **Texts**

#### *Required*

Pranis, Stuart and Wedge, **Peacemaking Circles: From Crime to Community**

Pranis, **The Little Book of Circle Processes: A New/Old Approach to Peacemaking**

#### *Recommended*

Rupert Ross, **Returning to the Teachings: Exploring Aboriginal Justice**

### **Course Requirements**

- Class participation
- Reading
- Course project paper

### **Class schedule**

Friday, November 7, 5:30-8:30pm

Saturday, November 8, 10am- 5pm

Sunday, November 9, 1-6pm

We will meet in the Discipleship Center

### **Reading assignments**

Before beginning of the course:

**The Little Book of Circle Processes: A New/Old Approach to Peacemaking**

Following the course meeting:

**Peacemaking Circles: From Crime to Community**

### **Course Project Paper Options**

- choose a topic of interest related to peacemaking circles, write a reflection paper on the topic
- organize a talking circle and describe the experience
- analyze an experience in your own life where you think a circle might have been useful (personal, work, school, . . . ) and suggest a design for the circle
- sit in on a circle (if there is anything available) and write a reflection paper about what you experience and observe
- other – check with instructor

Paper can be up to 10 pages (double spaced)

**Due date: December 5, 2008** submit by e-mail to: [kaypranis@msn.com](mailto:kaypranis@msn.com)

Course grade: 50% class experience; 50% project paper

Supplemental information for CJP graduate course syllabi: Approved 3/20/06; updated 7/28/08

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

*Writing* will be a factor in evaluation: EMU has recently 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)

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. See also the EMU Graduate Catalog <http://www.emu.edu/catalog/graduate/general/academics> under “Honesty” for the university policy.

*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.*

95-100 = A outstanding	90-94 = A- excellent	85-89 = B+ very good
80-84 = B good	75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing		

Graduate students are expected to earn A's and B's. A GPA of 3 is the minimum requirement for graduation.

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, Roselawn Ground Floor (432-4233).

#### *Course extensions and outstanding grades*

The following is CJP policy on course extensions: 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 a student does not fill out a course extension form in the agreed upon time a ½ grade will be docked for all coursework that was not completed by the end of the semester (regardless of whether or not an extension is subsequently approved). 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)**

<u>Criteria</u>	<b>A excellent</b>	<b>B competent</b>	<b>C below expectations</b>	<u>Comments</u>
<b>Content</b> <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> <li>- has clarity of purpose</li> <li>- has depth of content</li> <li>- displays insight or originality of thought</li> <li>-demonstrates quality and breadth of resources</li> </ul>	<ul style="list-style-type: none"> <li>- has clarity of purpose</li> <li>- has substantial information and sufficient support</li> <li>- contains some originality of thought</li> <li>-uses quality resources</li> </ul>	<ul style="list-style-type: none"> <li>- has clarity of purpose</li> <li>-lacks depth of content and may depend on generalities or the commonplace</li> <li>- has little originality of thought</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>-has some awkward transitions</li> </ul>	
<b>Conventions</b> <i>(appearance of the writing: sentence structure, usage, mechanics, documentation)</i>	<ul style="list-style-type: none"> <li>- has virtually no errors of conventions</li> </ul>	<ul style="list-style-type: none"> <li>- has minimal errors of conventions</li> </ul>	<ul style="list-style-type: none"> <li>- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation</li> </ul>	
<b>Style</b> <i>(personality of the writing: word choice, sentence variety, voice, attention to audience)</i>	<ul style="list-style-type: none"> <li>- is concise, eloquent and rhetorically effective</li> <li>-has nicely varied sentence structure</li> <li>-is engaging throughout and enjoyable to read</li> </ul>	<ul style="list-style-type: none"> <li>- displays concern for careful expression</li> <li>-has some variation in sentence structure</li> <li>-is generally enjoyable to read</li> </ul>	<ul style="list-style-type: none"> <li>- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés</li> <li>-has little variation in sentence structure</li> <li>-is not very interesting to read</li> </ul>	
<p>The weighting of each of the four areas is dependent on the specific written assignment and the teacher’s preference.</p>				<p><b><u>Grade</u></b></p>