

# **IDCR 151: Created and Called for Community (CCC)**

## **Messiah College, Spring 2017**

### **Course Syllabus**

section 09 - honors  
meets: M W F, 12:40-1:40 p.m.  
Boyer 336

instructor: James LaGrand  
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email: [JLaGrand@messiah.edu](mailto:JLaGrand@messiah.edu)  
office hours: Mon., 3-4 p.m.; Wed., 3-4 p.m.;  
Thurs., 10:30-noon; & by apt.

#### **Course Overview & Purpose**

The Created and Called for Community (CCC) course comprises the second half of Messiah College's curriculum for first-year students, following First Year Seminar (FYS). Together, FYS and CCC are designed to equip you with the intellectual skills and tools needed to succeed during the rest of your education at Messiah College. In particular, FYS and CCC as "w" courses both focus on writing. The ability to write accurately, clearly, and convincingly will serve you well both in the remainder of your college career (whatever your major), as well as in whatever vocation and profession you enter following your college career.

CCC also introduces you to the particular kind of community and institution that is Messiah College. Every college and university has its own distinctive history, identity, and mission. Messiah's history and identity are rooted in three strands of the Christian church known as Anabaptism, Pietism and Wesleyanism. Depending on your own background, one or more of these strands more or less familiar to you. We hope that this course helps you become familiar with basic elements of Messiah's identity, mission, and foundation. The purpose of the course isn't to force you to subscribe to certain ideas, but rather to cultivate a climate in which there can be better, deeper, and richer conversations about important issues precisely because they're informed by some common understandings. We hope that this process that begins this semester will continue through the rest of your college experience.

The CCC course will encourage you to have such enriching conversations with other first-year students--both in and out of class--in part by using a common curriculum. Some of the common readings assigned are classic texts which have been read by generations of college students. Others are more recent and speak to various contemporary issues and concerns. It's hoped that the CCC readings collectively will help shape your thinking about your values and convictions, and about what pathways in life might best allow you to express the gifts and talents God has implanted in you. This is a process that will start this year, but will continue in the years to come. It's hoped that the CCC course might play a small part in this vital process.

CCC, then, is an inter-disciplinary and common-learning course. It's not designed first and foremost to be a content-rich course. Rather, it's a "meaning-making course." It's hoped that over the course of this semester, you'll receive helpful resources to address the experiences, questions, and challenges that you'll face in the future in an informed and thoughtful fashion. And it's also a discussion-oriented course. One way to become equipped for this task is to meet and engage with people and ideas worthy of shaping you and your thinking. This semester, you'll have the opportunity to develop your thoughts alongside other people--the authors whose works we read, your instructor, and your classmates.

## Course Objectives

All sections of CCC share common objectives. As a result of completing the course, students will demonstrate the ability to:

1. explain the mission, confession of faith, and foundational values of Messiah College;
2. describe the biblical and theological implications of the Old Testament emphasis on being created in the image of God and the New Testament emphasis on becoming a new creation;
3. articulate defining characteristics of different kinds of communities, including those that are faith-based, academic, national, international, ethnic, interethnic, and professional;
4. develop a working definition of Christian vocation as it relates to reconciliation, service, and leadership;
5. write essays critically, using effective prose for particular audiences.

## The 3 C's of CCC

**Creation:** The first words of Scripture in some translations say that “in the beginning God created...” And so it seems fitting that you’ll begin exploring the theme of creation and creativity by studying the account of God’s creation in Genesis 1 and 2. You’ll examine both the natural and human creation, including the moral and ethical implications that flow from the understanding that every person is made in God’s image (or, in Latin, the *imago Dei*) and so possesses dignity and status. You’ll also consider how to be faithful stewards of creation and ways in which you can express the creative impulse God has implanted in you.

**Community:** All human beings throughout history, each of them made in God’s image, have lived within various types of groups or communities: families, groups of friends, churches, college campuses, neighborhoods, nations, and the worldwide or global community. The process of community-building brings with it both great rewards as well as challenges. Communities are inescapable, yet they place demands on us. In exploring this theme, you’ll examine the factors that strengthen and weaken community, and the challenges of community-building in a variety of settings. Along the way, you’ll consider both inspiring exemplars of community-building, as well as times and places where communities have fallen short and succumbed to the practices of segregation or racism or isolation or violence.

**Calling or Vocation:** Christian vocation requires us to consider not only what we do but also who we are. We’re called to personal transformation by practicing spiritual disciplines and called to social transformation by addressing injustice in the world. Exploring this theme in CCC, you’ll view some of the ways in which various people have served, look at where and how they’ve found their place in the world, look at vocation in various settings, continue the process of discerning your own vocation and place in the world, and look at some of the characteristics of Christian vocation—especially service, work, leadership, and reconciliation.

## Required Text

Messiah College, ed. *The CCC Core Reader*, 4<sup>th</sup> ed.

## Course Requirements

### **Personal analytical response paper: essay responding to one source (500-750 words)**

Write a paper responding to one of the readings on education (by Stanley Hauerwas, John Henry Newman, or Ernest Boyer). Choose one point / claim / argument in the reading and respond to it. You may choose your approach from among these options: agree or disagree, define by qualifying or amplifying a point, or compare or contrast two or three of the readings on some claim made.

**Community paper: academic essay with three sources (1250-1750 words)**

Choose one of the readings in the *CCC Core Reader* that touches on community. (The reading you choose could also involve creation because creation is impacted by and interdependent with community). You might choose a reading you really liked and which you want to pursue further. Or you might choose a reading you didn't like and argue against it. Or you might choose a reading you liked, but you want to qualify what it says. Whatever your own orientation to the course reading you choose, find two relevant scholarly/academic sources (books in Murray Library, e-books from a library database, articles from a library periodical database, etc.) to create a total of three sources for your paper. From these sources, argue something in particular about a particular community. Find a thesis in the process—say something particular. You may use the categories of invention that you learned in the response paper. You're required to have the first draft of your community paper evaluated and critiqued using the process approved by your instructor, and to respond to these critiques in ways that enhance and strengthen your paper before turning in the final draft.

**Vocation paper: academic essay with three sources (1250-1750 words)**

Your work on this paper will consist of four separate but related pieces that you'll combine to create a unified, coherent academic essay that will make an argument about vocation. Start by describing a problem somewhere in the world that needs to be addressed. Do a good job demonstrating what is wrong in this particular area. Prove to your reader that this is a genuine problem, and find appropriate evidence to help you do so. Keep in mind that if the problem you choose initially is too large or general, you'll need to pare down your topic in some way. Find an organization that is addressing this problem and describe what it does and how it does it, using its website and any other information on the organization itself. Find two relevant scholarly/academic sources that talk about the problem your organization is addressing. Use these sources to help you find out the range of approaches to your problem, the reasons for this range, and how the work of your organization work fits in. Examine the website of the organization you choose. Do a rhetorical analysis of its visual and verbal rhetoric. How does it persuade you or fail to persuade you that what it is doing is proper, effective, and commendable? What kind of language does it use? Has it been well edited? What do its images suggest? Would you recommend any changes to the organization's website or the organization itself that you think would make it stronger and more effective? Consider whether you might in the future consider supporting or joining this organization. If your organization is a charity, evaluate how it uses resources. Use the information found at either Charity Navigator [<http://www.charitynavigator.org/>] or Evangelical Council for Financial Accountability [<http://www.ecfa.org/>]. Also, if your organization is a charity, find out what percentage of your organization's funds is used for programming, for fund-raising, and for other administrative expenses. You're required to have the first draft of your vocation paper evaluated and critiqued using the process approved by your instructor, and to respond to these critiques in ways that enhance and strengthen your paper before turning in the final draft.

**Writing practices in this class:**

- 1) This class will use Writer's Help 2.0, Hacker Version, which is available to you on Canvas.
- 2) This class will use the Chicago notes & bibliography citation style.
- 3) This class will use the Turnitin software program toward the goal enhancing the student writing process and ensuring academic integrity throughout the process. In order to receive a grade for this course, students will need to successfully complete the Academic Integrity Module (video, policy and quiz) and receive a 12/12 on the quiz. TurnItIn is a software tool which identifies whether a writer properly employs and documents sources. TurnItIn compares students' submissions with online resources and available papers, providing a report to faculty for their information when providing feedback to students and grading the papers, all toward the end of improved student writing. All CCC students are required to submit their drafted assignments via Canvas, for review via TurnItIn. Your

instructor may also require hard copy submissions for grading. Your instructor will make the final determination of originality for each paper. Submitted papers will be retained in the TurnItIn database for comparison purposes.

**Class Participation:** CCC is a seminar course, and so faithful attendance and active participation in class discussion are essential aspects of the learning experience. You're expected to arrive on time and to be prepared to contribute to class discussions and activities by reading the assigned materials and considering the reading questions below. Being present but occupied by other things (including but not limited to studying for other classes, electronic communication, etc.) will be considered absent. All absences are considered unexcused unless you document a reason for your absence: illness, family emergency, intercollegiate athletics contest, academic or arts competition, or a class field trip. Many of our course readings this semester raise issues of personal, spiritual, and ethical significance. Because of this, they may well prompt some divergent responses among your CCC classmates, and even disagreement. This shouldn't surprise us and isn't a problem in and of itself--as long as the classroom maintains a culture of fairness, accuracy, and consideration for one another. In fact, one goal for CCC is to have discussions about issues of consequence that are *both* lively *and* civil. Admittedly, that delicate balance is sometimes difficult to maintain. But we want to work to avoid both purely subjective sharing of feelings about course texts, as well as nasty arguments more interested in winning than in seeking understanding. Our society certainly needs this balance. Hopefully, we can realize it in CCC.

### **Reading Engagement:**

Because deep and close reading in this class is essential, you'll be held accountable to it through a mixture of both in-class writing and (out-of-class) homework writing for which you'll receive credit or lose credit accordingly. These writing exercises are vital because they'll help you prepare for pondering, for class conversations, and for writing future papers.

During in-class writing (or "journaling") sessions, you'll be asked to respond on the spot to a question related to the reading assigned for that day. You're expected to come to each class prepared for this. Sometimes your teacher will instead assign a theme, topic, or question for you to write on in preparation for class as homework writing. These responses should be roughly between 300-500 words, and follow the pattern of your personal analytical response.

In-class writing and homework writing are important in this course, and so comprise 30% of the course grade. These writing opportunities are a wonderful way for you to become comfortable and fluent as a writer, and to think through ideas as you read. Whether you do this in a notebook or on the computer will be at the discretion of your teacher; either way it will be collected.

### **In-class final essay:**

At the last class meeting held during the week of final exams, you will write a final in-class essay, responding to a question provided beforehand about course materials that requires synthesis to come up with an answer.

### **Standard of Evaluation**

Your final course grade will be derived as follows:

Personal analytical response paper	10%
Community paper	25%
Vocation paper	25%
Class participation, incl. reading engagement & homework	30%
In-class final essay	10%

## **Grading Scale**

93-100	A	77-79.9	C+
90-92.9	A-	73-76.9	C
87-89.9	B+	70-72.9	C-
83-86.9	B	67-69.9	D+
80-82.9	B-	60-66.9	D
		Below 60	F

## **Additional Information on Grading**

**Criteria:** The purpose of all course assignments is to enhance your engagement with key ideas and to fulfill the learning objectives of this course. All assignments, including papers and projects, will be graded on quality of ideas, coherence, organization, and mechanics (grammar, spelling, citations, etc.).

**Formatting:** All papers must be typewritten; papers should be double-spaced using a 12-point font with one-inch margins on every side.

**Reference Guidelines:** Your assignments should conform to the citation guidelines of the Chicago style.

**Late Assignments:** If you cannot complete an assignment on time, please contact me in advance. If you do not complete an assignment on time and do not contact me, you will receive a zero for the assignment.

Except in unique circumstances, all late assignments will receive an appropriate point deduction.

**Final Grade:** Your final grade will be reduced if class participation and/or attendance do not meet expectations or will be enhanced if participation is exceptional.

## **Course Competencies and Expectations**

**Inclusive Language:** Please use inclusive language when speaking about or addressing human beings in written and oral communication. The process of change is not easy, and we must exhibit a spirit of grace as we help one another move toward greater hospitality in language.

**Academic Integrity:** Academic integrity is a central value of Messiah College. Essentially, academic integrity reflects one's personal integrity as it relates to ideas and information. Giving the impression that you have written or thought something that you have actually borrowed from another violates the precepts of academic integrity and thus our expectations of students.

## **Note on the Americans with Disabilities Act**

The CCC course in a distinct way reminds us that "every person is to be respected and valued, regardless of gender, race, nationality, status, or position, because each person is created in the image of God." This is the particular mission of the Office of Disability Services on campus. Any student whose disability falls within guidelines provided by the American with Disabilities Act should inform me at the beginning of the semester, noting any special accommodations/equipment necessary to complete the requirements for this course. Students with disabilities should register with the Office of Disability Services, which is located in Murray Library. If you have questions, please call extension 5358.

## Schedule

Mon., Jan. 30 - Considering Messiah College and its CCC or “Core” Course

Wed., Feb. 1 - Considering Education

Read: Preface in *CCC Core Reader*, pp. 1-2

Stanley Hauerwas, “Go with God” in *CCC Core Reader*, pp. 3-16

*Wed., Feb. 1, 7:00 p.m. - Convocation by Dr. Randall Basinger: “Locating Messiah College,” Parmer Hall. Write a 2-paragraph discussion post, the first paragraph summarizing Dr. Basinger’s presentation and the second paragraph responding to it.*

Fri., Feb. 3 - Writing Lab

Mon., Feb. 6 - Considering Education

Read: John Henry Newman, “What is a University?” in *CCC Core Reader*, pp. 17-28

Wed., Feb. 8 - Considering Education

Read: Ernest Boyer, “Retaining the Legacy of Messiah College” in *CCC Core Reader*, pp. 29-44  
Mission and Identity Statement, Confession of Faith, Foundational Values, and Community Covenant in *CCC Core Reader*, pp. 325-332

Fri., Feb. 10 - Writing Lab

Mon., Feb., 13 - Theologies of Creation

Read: Genesis 1-2 in *CCC Core Reader*, pp. 39-44

Wed., Feb. 15 - Theologies of Creation

Read: James Weldon Johnson, “The Creation” in *CCC Core Reader*, pp. 45-50  
Bruce Birch, “In the Image of God” in *CCC Core Reader*, pp. 51-68

Fri., Feb. 17 - Writing Lab.

Bring a rough draft of your personal analytical response paper to class for peer review.

**Final draft of personal analytical response paper DUE** by 10:00 p.m. by electronic submission.

*Feb. 17-24 - All first-year students enrolled in CCC are required to complete the Spring Transition Survey during the specified active period (approximately February 17th through the 24th). Any first-year student who does not complete the survey during the active period will receive a grade of incomplete in CCC. To receive a final grade for the class and therefore, to earn academic credit, the student will be required to submit an alternative, multiple-page written assignment.*

*Feb. 20-24 - Humanities Symposium on “Slavery and Justice from Antiquity to the Present”*

Mon., Feb. 20 - Human Creativity—Its Power and Potential

Read: J.R.R. Tolkien, “Leaf by Niggle” in *CCC Core Reader*, pp. 69-93

Wed., Feb. 22 - Human Creativity—Its Power and Potential

Read: Alice Walker, “In Search of Our Mothers’ Gardens” in *CCC Core Reader*, pp. 94-107

Fri., Feb. 24 - Librarian visit

Mon., Feb. 27 - Communities of Faith: The Church

Read: Exodus 19-20 in *CCC Core Reader*, pp. 108-113

Read: Matthew 5-7 in *CCC Core Reader*, pp. 114-123

Read: Acts 1-4 in *CCC Core Reader*, pp. 124-135

Read: Apostles' & Nicene Creeds in *CCC Core Reader*, pp. 136-139

Wed., Mar. 1 - Communities of Faith: The Church

Read: Harold Bender, "Anabaptist Vision" in *CCC Core Reader*, pp. 140-153

Friday., Mar. 3 - Writing Lab

Mon., Mar. 6 - Community in the Nation and its Challenges

Read: Clergymen of Alabama, "A Call for Unity" and

Martin Luther King, "Letter from Birmingham Jail" in *CCC Core Reader*, pp. 154-177

Wed., Mar. 8 - Community in the Nation and its Challenges

Read: Robert Putman, "Bowling Alone" in *CCC Core Reader*, pp. 178-197

Fri., Mar. 10 - Writing Lab. **Topic, working thesis, and preliminary bibliography for community essay DUE.**

*Mar. 11-19 - Spring Recess*

Mon., Mar. 20 - Communing with Friends

Read: Augustine, Confessions [excerpt] in *CCC Core Reader*, pp. 198-212

Robert Frost, "Mending Wall" in *CCC Core Reader*, pp. 213-215

Wed., Mar. 22 - Communing with Friends

**Marginal annotations and annotated bibliography for community essay DUE.**

*Fri., Mar. 24 - Reading Recess*

Mon., Mar. 27 - Writing Lab. **First draft of community essay DUE**

Wed., Mar. 29 - Writing Lab.

Fri., Mar. 31 - Writing Lab. **Final draft of community essay DUE**

Mon., Apr. 3 - Vocation and the Discernment Process

Read: Luke 10: 25-37 in *CCC Core Reader*, pp. 216-218

Jerry Sittser, "Distinguishing Between Calling and Career" and

"Discovering What We're Supposed to Do" in *CCC Core Reader*, pp. 273-304

Wed., Apr. 5 - Career Center visit

Fri., Apr. 7 - Writing Lab

Mon., Apr. 10 - Leadership and Work

Read: Plato, Allegory of the Cave in *CCC Core Reader*, pp. 238-248

Dorothy Sayers, "Why Work?" in *CCC Core Reader*, pp. 305-324

Wed., Apr. 12 - Librarian visit

**Topic, working thesis, and preliminary bibliography for vocation paper DUE.**

*Apr. 14-17 - Easter recess; no class meetings*

Wed., Apr. 19 - Service

Read: Albert Schweitzer, "I Resolve to Become a Jungle Doctor" in *CCC Core Reader*, pp. 249-262  
Henri Nouwen, "Adam's Peace" in *CCC Core Reader*, pp. 263-272

*Thurs., Apr. 20 - "Special Olympics Buddy Service Project" on Service Day. All CCC students participate.*

Fri., Apr. 21 - Writing Lab

**Marginal annotations and annotated bibliography for vocation paper DUE.**

Mon., Apr. 24 - Reconciliation

Read: 2 Corinthians 5:17-21 in *CCC Core Reader*, pp. 219-221  
Desmond Tutu, "God Believes in Us" in *CCC Core Reader*, pp. 222-237

Wed., Apr. 26 - Writing Lab

**First draft of vocation paper DUE.**

Fri., Apr. 28 - Writing Lab

Mon., May 1 - Wrap-up

**Final draft of vocation paper DUE**

**Fri., May 5, 1:30 p.m., In-class final essay**



## Appendix: Grading Rubric for papers

<b>Criteria</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
<b>Theme/Thesis</b> (analytical argument that forms a guiding principle for the essay)	thoughtful, original, & provocative or creative interpretation	well-framed argument maintained throughout the essay	thick description but without sharp focus; or, clearly stated but not followed up	vague or absent
<b>Comprehensiveness</b> (addresses all aspects of the chosen topic or question)	in-depth exploration	essentially complete	minimally complete	incomplete
<b>Conceptual Clarity</b> (communicates ideas clearly & with structural coherence)	consistently clear and well-designed	generally clear with solid organization	minimally clear and loosely organized	lack of clear communication or organization
<b>Evidence and Examples</b> (to support theme, argument, or observation)	effective, compelling synthesis of evidence and examples	complete, specific, and diverse evidence and examples	specific but incomplete	vague or absent
<b>Well-Crafted Prose</b> (style and mechanics of writing)	written with a distinctive style and voice	clearly written, with complete sentences and well-formed paragraphs	occasional lapses in grammar &/or form	significant problems in grammar &/or form

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Note: This rubric will not be used mechanically. However, it is likely that if most of the criteria examined in a persuasive essay are judged to be "advanced," then the essay will earn a grade in the "A" range. If most of the criteria are judged "proficient," a grade in the "B" range is likely. If "basic," then "C." If "below basic," then "D" or "F."

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