I. COURSE DOMAIN AND BOUNDARIES

This course explores the substance and discursive processes of SED policy debates in the United States. We will focus on historical and contemporary policies concerning a set of interrelated challenges to social and economic development: the segregation and public subsidization of affluence, the concentration of poverty, the racialization of poverty and wealth, and economic development’s failure to create sustainable, living-wage jobs.

This course has three main goals:
1. Students will become familiar with the policy tools available for fostering healthy communities. We will discuss the intended purpose and real-world implementation of a range of local, state, and federal programs and policies.
2. Students will develop expertise around one specific program or policy within the field of social and economic development. They will synthesize the recent literature on this topic and develop a concrete policy recommendation.
3. Students will participate in public discourse around pressing policy questions. Through participation in public events, including government hearings, students will bridge academic knowledge and real-world problem-solving.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
</tbody>
</table>
III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital
audio recorder that records the classroom lecture/discussion and links that recording to
the notes taken by the student), may be used by students at the discretion of the
faculty member to support the learning activities in the classroom. These activities
include taking notes and accessing course readings under discussion. If a student
wishes to use a smart-pen or other electronic device to audio record lectures or class
discussions, they must notify the instructor in advance of doing so. Permission to use
recording devices is at the discretion of the instructor, unless this use is an
accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for
other coursework is distracting and seriously disrupts the learning process for other
people in the classroom. Neither computers nor other electronic devices are to be used
in the classroom during class for nonacademic reasons or for work on other
coursework. Nonacademic use includes emailing, texting, social networking, playing
games, instant messaging, and use of the Internet. Work on other coursework may
include, but is not limited to, use of the Internet, writing papers, using statistical software,
analyzing data, and working on quizzes or exams. The nonacademic use of cell phones
during class time is prohibited, and they should be set on silent before class begins. In
the case of an emergency, please step out of the room to take the call. The instructor
has the right to hold students accountable for meeting these expectations, and failure
to do so may result in a loss of participation or attendance points, a loss of the privilege
device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in
observing religious holidays that occur during periods when classes are scheduled.
Students are encouraged to arrange with their instructors to make up work missed as a
result of religious observance, and instructors are asked to make every reasonable
effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual
harassment and stalking: The University is committed to offering reasonable
accommodations to students who are victims of relationship or sexual
violence. Students are eligible for accommodations regardless of whether they seek
criminal or disciplinary action. Depending on the specific nature of the allegation, such
accommodations may include but are not limited to implementation of a no-contact
order, emergency housing, course/classroom assignment changes, assignment
extensions and other academic support services. If you need to request such
accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to
314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However,
to implement requests for accommodations, limited information will be shared with the
appropriate university administrator and/or faculty. The University will maintain as
confidential any accommodations or protective measures provided to an individual
student so long as it does not impair the ability to provide such measures.
If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

NOTE: All course readings can be accessed via Canvas under “Files.” The assigned readings listed below may be revised during the semester.

Week 1 (8/26): Welcome to the Course/Defining Structural Racism
UNIT I: Subsidizing the Affluent

Week 3 (9/9): What is TIF?

Week 4 (9/16): TIF Abuse: Case Studies & Solutions
On Case Studies:

On Solutions:
- Equitable STL. Community benefits agreements: A baseline guide.

Week 5 (9/23): Workshop: Translating Complex Policy Ideas

Week 6 (9/30): Integration or Gentrification?

UNIT III: Affordable Housing Strategies

Week 7 (10/7): Housing Choice Vouchers and Fair Housing
▪ National Apartment Association (2019). “It’s not the source, it’s the strings.”
▪ “Get the facts about Senate Bill 43”

Week 8 (10/14): Fall Break – NO CLASS

Week 9 (10/21): Tax Credit Investment Strategies

Week 10 (10/28): Place-Based Strategies
▪ Gravois-Jefferson Historic Neighborhoods Plan
▪ People’s Plan for Restructuring Toward a Sustainable Detroit

UNIT III: Equitable Economic Development

Week 11 (11/4): Competing Models of Economic Development
▪ Readings TBD

Week 12 (11/11): Living Wages
▪ Readings TBD

Week 13 (11/18): Section 3 and MBE/WBE Inclusion
▪ Readings TBD

Week 14 (11/25): Thanksgiving Week – No Class
UNIT IV: Policy Products

Week 15 (12/2): Framing Big Ideas
▪ Readings TBD

Week 16 (12/9): In-Class Activity: Policy Brief Workshop

Week 17 (12/16): Course wrap-up
Due: Policy Brief (final)

VI. ORGANIZATION OF COURSE

The course will meet for three hours weekly. Two or three times during the course, class sessions will convene in the community (off campus). The course content is split into three interrelated units. (1) “Subsidizing the Affluent” will explore policies that perpetuate economic and racial segregation, and will introduce solutions to those policies, (2) “Affordable Housing Strategies” focuses on alternatives in how to fund and where to locate low-income housing, (3) “Equitable Economic Development” focuses on policies and processes intended to build a just economy that works for all. The concluding unit will give students time and support to polish their policy briefs, the final assignment for the course. Each of the first three units will be comprised of a combination of lectures, class discussions and activities, and guest speakers.

VII. ROLE OF FACULTY AND STUDENT

Course expectations. The instructor will: prepare and deliver course material, be available to students after class and by appointment, and provide clear and timely feedback on student performance. The instructor expects students to: attend each class on time, complete all assignments in a timely manner, come to class having read all assigned readings, participate in class discussions, and provide the instructor with feedback about the effectiveness of the course.

Expectations for written work. All sentences must be comprised of students' own words. Ideas, information, and concepts that originated with any other source must always be noted as such and properly cited. Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.

Assignments should be completed in Times New Roman, 12-point font, double-spaced, with 1” margins. Assignments should be carefully proofread for spelling and grammar. Students are strongly encouraged to use the assistance of the Brown School’s Communication Lab and/or the University Writing Center.

Policy on late assignments. The instructor will accept late assignments for an extreme emergency. Health-related issues will need to be documented with a certificate from the doctor attesting to the student’s ill health. Except under extremely unusual circumstances, papers must be turned in at the beginning of class on the due date.
VIII. ASSIGNMENTS AND GRADING CRITERIA

NOTE: All assignments should be submitted in hard copy the day they are due.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(100-95)</td>
</tr>
<tr>
<td>A-</td>
<td>(90-94)</td>
</tr>
<tr>
<td>B+</td>
<td>(88-89)</td>
</tr>
<tr>
<td>B</td>
<td>(85-87)</td>
</tr>
<tr>
<td>B-</td>
<td>(80-84)</td>
</tr>
<tr>
<td>C+</td>
<td>(78-79)</td>
</tr>
<tr>
<td>C</td>
<td>(75-77)</td>
</tr>
<tr>
<td>C-</td>
<td>(70-74)</td>
</tr>
<tr>
<td>F</td>
<td>(≤69)</td>
</tr>
</tbody>
</table>

See Appendices for additional grading information.

Overview of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Reading Notes</td>
<td>Weekly (10 weeks in which readings are assigned)</td>
<td>10%</td>
</tr>
<tr>
<td>(2) “Where I’m From”</td>
<td>Sept 30</td>
<td>20%</td>
</tr>
<tr>
<td>(3) Policy Brief Proposal</td>
<td>Oct 21</td>
<td>5%</td>
</tr>
<tr>
<td>(4) Live Tweets</td>
<td>Nov 18</td>
<td>10%</td>
</tr>
<tr>
<td>(5) Public Event Journals</td>
<td>Nov 25</td>
<td>20%</td>
</tr>
<tr>
<td>(6) Policy Brief</td>
<td>Draft - Dec 9, Final - Dec 16</td>
<td>5%, 30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
(1) Weekly Reading Notes
Due: 10 weeks in which readings are assigned. The weeks skipped are up to you.

For each assigned reading:
(1) Summarize the main points from the article.
(2) Provide 2-3 questions for clarification or discussion.
(3) Provide some brief commentary on the article. Did you find the article helpful or interesting? Or not? Do you agree or disagree with the author’s perspective?

These notes can be typed or handwritten and will be turned in at the end of class (so that you can reference them during class). One purpose of this assignment is to prepare you to participate in class discussions. Therefore, reading notes will not be accepted late, and reading notes may not be submitted on a day that you do not attend class.

Reading notes will be graded pass/fail each week they are submitted.

(2) Personal Essay: “Where I’m From”
Due: Sept 30 at 9am (in hard copy)

Write a personal essay about the neighborhood where you grew up, one specific public policy that contributed to shaping that neighborhood, and how you were effected in a large or small way. If you moved during your childhood or adolescence, you may either choose one specific neighborhood or make observations across your experiences.

The policy that you consider could operate at the local, state, and/or federal level. The policy might operate in the arena of housing, education, immigration, law enforcement, elections, employment, health… The options are wide open for you to consider.

A successful essay will evoke a clear image of who you are—again, in some small, discrete way or more fundamentally—and where you are from. It will bring personal insight to a policy issue.

Your essay should be 4-5 pages long, double-spaced with 1” margins. You may format it as you like (APA, Chicago style, or other format), but make sure to adequately cite any outside sources. See Appendix 4 for grading system.

For an example of a personal essay in the spirit of this assignment, see: http://fumancenter.org/research/iri/essay/the-problem-of-integration
(3) Policy Brief Proposal  
Due: October 21 at 9am (in hard copy)

Submit a two-paragraph proposal describing the policy issue that you plan to address in your policy brief and articulating why you have chosen that particular topic. Attach a table summarizing at least 8 references (e.g., reports, books, book chapters, and/or academic articles) on your topic. Table columns should provide (1) full references for the source, (2) the geographic focus of the source (e.g., specific city or state?), and (3) a brief summary of the source.

(4) Live Tweets  
Due: Nov 18 at 9am (in hard copy)

Through this assignment you will help bring greater transparency to local government. In recent months, a number of entities in St. Louis—including news outlets, researchers, and the St. Louis Development Corporation—have been examining the use and misuse of local tax incentives for housing and economic development. (We will discuss these issues in detail in class.) The entities that review these incentives are the Land Clearance Reutilization Authority board (LCRA), the TIF Commission, the Board of Alderpersons’ Housing, Urban Development and Zoning (HUDZ), and the Board of Alderpersons’, and Neighborhood Development (ND). Schedules for these bodies will be shared with you as they are announced by the City of St. Louis. You may also want to follow TeamTIFSTL on Facebook.

(1) Create a Twitter handle (if you don’t already have one). The account may be anonymous or may identify you: It is up to you.

(2) Any time before October 31, attend an LCRA, TIF Commission, HUDZ, or ND hearing. Post to Twitter 10 live-tweets documenting the TIF or tax abatement proposals under consideration at that hearing. Tweet content might include:

a. Description of the content of TIF or tax abatement bills under consideration. What is the project? Where is it located? How many years of TIF or abatement are being requested?
b. Particularly poignant quotes from alderpeople or others.
c. Questions you may have about the process or content of the hearings.
d. Commentary on the bills under consideration. Do you think the City should support this development proposal? In 140 characters, why or why not?

Successful tweets will be clear, poignant, and varied. Consider including hashtags, such as #TeamTIF, #STLBOA, or #BB[+Number] (“BB” = “Board Bill”). Note that hashtags should not include spaces (“#taxabatement” not “#tax abatement”). You may also want to include Twitter handles for alderpeople (which will be provided to you) and/or your professors (e.g., @MollyMetzger).

If you are not able to attend any hearing in person, you may write your tweets based on the publicly available YouTube video for the hearing, which is typically posted within
24 hours of the hearing itself. (At present, only aldermanic hearings are recorded, not LCRA or TIF Commission hearings.) If you use this option, your tweets should be posted to Twitter as soon as possible after the hearing.

(3) Your submitted assignment should include your name and Twitter handle; the board/commission/committee name, date, and agenda for the hearing you attended; and your screenshots of your 10 tweets (including any subcomments). The author of the tweet that receives with the most retweets will receive a prize TBD.

(5) Public Event Journals
Due: Dec 2 at 9am (in hard copy)

This assignment requires you to attend three separate public events over the course of the semester. The events you attend are up to you, and could connect to your live tweets, your policy brief topic, and/or your practicum, if you like. Events could include public protests or demonstrations, public hearings held by government offices or legislative bodies, neighborhood association meetings, etc. **The main criterion for this assignment is that the event must include some kind of space for public participation, so attending a conventional academic lecture would not “count” for this assignment.**

For each event you attend, provide brief responses for Items A-F, and 1-2 pages for Items G and H below:

A. Title of the event
B. Time and location
C. Who organized the event?
D. What was the (stated) purpose of the event?
E. How was the event promoted? (How did you learn about it?)
F. Roughly how many people were in attendance?
G. Did you observe any troubling power dynamics in the event? Who spoke? Who listened? Were there any notable patterns by social class? By gender, gender identity, or sexual orientation? By race, ethnicity, national origin, or language? By age or ability? (1-2 double-spaced pages)
H. Do you consider this event a “success”? Why or why not? (1-2 double-spaced pages)

The final product should include all three journals in one document, for a total of roughly 10 pages. See Appendices 2 and 3 for additional details.
(6) Policy Brief
Complete Draft Due for Peer Review: Dec 9 (in hard copy; bring 4 copies)
Final Version Due: Dec 16 at 9am (by email to mmetzger22@wustl.edu)

Produce a policy brief (8-10 double-spaced pages, excluding figures, tables, and references) pertaining to a major issue in housing, economic development, or another area of social and economic development policy. Your focal policy can operate at the local, state, or federal level.

The policy brief must include: (1) an evocative title, (2) a 1-2 paragraph executive summary, (3) brief history, description, and importance of the issue, (4) identification of a problem with the existing policy addressing this issue, (5) a specific policy proposal, including consideration of who will implement this policy and (to the extent possible) the financial costs and benefits of your proposed policy, (6) a closing paragraph, and (7) a reference list in the standard format of your choice (APA, Chicago, etc.).

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competencies</th>
<th>DimensionsMeasured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Notes</td>
<td>C4</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Personal Essay</td>
<td>C1, C2, C3</td>
<td>Knowledge, Values</td>
</tr>
<tr>
<td>Live Tweets from Government Hearings</td>
<td>C5, C6</td>
<td>Skills</td>
</tr>
<tr>
<td>Policy Brief Proposal</td>
<td>C6</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Public Event Journals</td>
<td>C1, C2, C5, C6</td>
<td>Cognitive and Affective Processes, Skills, Values</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>C6</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>
### X. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (8/26)</td>
<td>Welcome to the Course</td>
<td>Reading Notes*</td>
</tr>
<tr>
<td>Week 2 (9/2)</td>
<td>Labor Day - No Class</td>
<td>-----</td>
</tr>
</tbody>
</table>

**UNIT I: Subsidizing the Affluent**

| Week 3 (9/9)  | What is TIF?                                | Reading Notes              |
| Week 4 (9/16) | TIF Abuse: Case Studies & Solutions         | Reading Notes              |
| Week 5 (9/23) | Workshop: Translating Complex Policy Ideas  | Reading Notes              |
| Week 6 (9/30) | Integration or Gentrification?              | Reading Notes + “Where I'm From” |

**UNIT II: Affordable Housing Paradigms**

| Week 7 (10/7) | Mobility Strategies                        | Reading Notes              |
| Week 8 (10/14)| Fall Break - No Class                      | -----                      |
| Week 9 (10/21)| Tax Credit Investment Strategies           | Reading Notes + Policy Brief Proposal |
| Week 10 (10/28)| Place-based Strategies                     | Reading Notes              |

**UNIT III: Equitable Economic Development**

| Week 11 (11/4)| Competing Models of Economic Development   | Reading Notes              |
| Week 12 (11/11)| Living Wages                               | Reading Notes              |
| Week 13 (11/18)| Section 3 & MBE/WBE Inclusion              | Reading Notes + Live Tweets|
| Week 14 (11/25)| Thanksgiving Week - No Class               | -----                      |

**UNIT IV: Policy Products**

| Week 15 (12/2) | Framing Big Ideas                          | Reading Notes + Public Event Journals |
| Week 16 (12/9) | Policy Brief Workshop                      | Policy Brief (draft)           |
| Week 17 (12/16)| Course Wrap-up                             | Policy Brief (final)           |

*10 sets of reading notes should be submitted over the course of the semester. The weeks you skip are up to you. Reading notes may not be submitted late and may only be submitted on days that you attend class.*
Appendix 1. Rubric for Live Tweets

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets assignment requirements (10 tweets, hearing info included, etc.)</td>
<td>5</td>
</tr>
<tr>
<td>Clarity and detail of information provided</td>
<td>40</td>
</tr>
<tr>
<td>Commentary conveys point of view, insight</td>
<td>40</td>
</tr>
<tr>
<td>Use of tags, hashtags, images</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Additional Comments:

Appendix 2. Sources for Finding Local Public Hearings
(for Public Event Journals assignment)

St. Louis City

https://www.stlouis-mo.gov/events/all-public-meetings.cfm


https://www.stlouis-mo.gov/government/departments/slcc/events/

St. Louis County

http://www.stlouisco.com/PropertyandRoads/PlanningZoningandSubdivisionInformation/PlanningCommission/PlanningCommissionMeetings
# Appendix 3. Rubric for Public Event Journals

This assignment requires you to attend three separate public events over the course of the semester. The events you attend are up to you, and could connect to your live tweets, your policy brief topic, and/or your practicum, if you like. Events could include public protests or demonstrations, public hearings held by government offices or legislative bodies, neighborhood association meetings, etc. **The main criterion for this assignment is that the event must include some kind of space for public participation, so attending a conventional academic lecture would not “count” for this assignment.**

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Points: Event 1</th>
<th>Points: Event 2</th>
<th>Points: Event 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Title of the event</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Time and location</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Who organized the event?</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. What was the (stated) purpose of the event?</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. How was the event promoted? (How did you learn about it?)</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Roughly how many people were in attendance?</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Did you observe any troubling power dynamics in the event? Who spoke? Who listened? Were there any notable patterns by social class? By gender, gender identity, or sexual orientation? By race, ethnicity, national origin, or language? By age or ability? (1-2 pages)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Do you consider this event a “success”? Why or why not? (1-2 pages)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 33.5
Appendix 4. Grading System for Personal Essay and Policy Brief
Adapted from http://www.tc.umn.edu/~jewel001/CollegeWriting/TEACH/grading.htm#Holistic%20Scoring

**High Pass (95-100):** (a) Contents show a very well developed thought process with excellent tone and voice, and superior development in quality and length. (b) Superior details exist in support of the central statements of the paper. (c) The thesis, topics, and sections of the paper are very well presented. (d) Paragraphs are very well constructed and offer clarity, grace, and power in organizing their contents. (e) There are few or no errors in grammatical usage, punctuation, sentence structure, and typing.

**Medium Pass (88-94):** (a) Contents show a clear, developed thought process with an appropriate tone and voice, and sufficient development in quality and length. (b) Good details exist to support the central statements of the paper. (c) The thesis, topics, and sections of the paper are clear and logical. (d) Paragraphs are of sufficient length and move with clarity from topic statement to explanation and proof and then to a conclusion. (e) Mechanics—grammatical usage, punctuation, sentence structure, and typing—are acceptable.

**Low Pass (75-87):** (a) Contents show an acceptable thought process with an acceptable tone and voice, and acceptable development in quality and length. (b) Reasonable details exist to support the central statements of the paper. (c) The thesis, topics, and sections of the paper are clear and logical. (d) Paragraphs are adequate in length, number, variety, and development to clarify the subject material. (e) There are a number of errors in grammatical usage, punctuation, sentence structure, and typing, but they are small enough and/or infrequent enough to not obscure the underlying contents.

**High Fail (65-75):** (a) Contents show an inadequate and/or unclear, developed thought process, there is a clearly inappropriate tone or voice, and/or there is inadequate development in quality and/or length. (b) There are insufficient details to support the central statements of the paper. (c) The thesis, topics, and/or sections of the paper are unclear and/or illogical. (d) Paragraphs are of insufficient length and/or developed in a confusing or inadequate manner. (e) Mechanics—grammatical usage, punctuation, sentence structure, and typing—are unacceptable.

**Fail (<65):** (a) Contents do not show a clear, developed thought process, there is a very inappropriate tone and voice, and/or there is an obviously insufficient development in quality and/or length. (b) Important details are missing that support the central statements of the paper. (c) The thesis, topics, and/or sections of the paper are unclear and/or illogical. (d) Paragraphs are of insufficient length and/or developed in a confusing or inadequate manner. (e) There are so many or such significant error in grammatical usage, punctuation, sentence structure, and/or typing that the paper is difficult or impossible to read in many or most places.

**Some Style Tips:**

Use active voice. Vary sentence length. Avoid “weak verbs” when possible.