

PRACTICAL THEOLOGY IN CONGREGATIONS (PTC)

PX 20031 AND 20032/20131 AND 20132

Spring 2019 (Continued from Fall 2018)

Tuesday Evenings 6:00-8:00PM | Wednesday afternoons 1:30-3:20PM in Fellowship Hall

LEARNING CULTIVATOR: Marcus Hong, mhong@lpts.edu

CREDIT: See Fall 2018 Syllabus

COURSE DESCRIPTION: See Fall 2018 Syllabus

PREREQUISITES: See Fall 2018 Syllabus

GOALS: See Fall 2018 Syllabus

TEACHING METHODS: See Fall 2018 Syllabus

Class Policies

See Fall 2018 Syllabus

Assignments and Readings

BOOKS: Other readings will be distributed in class or on CAMS.

- Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit*. New York, NY: Rowman & Littlefield, 2017.
- Nouwen, Henri J.M. *Creative Ministry*. New York, NY: Image Books/Doubleday, 1971, 2003.

Choose 1 of the following:

- Martin Luther King, Jr., *A Testament of Hope*. New York, NY: HarperCollins, 1991. [selections](#)
- Malcolm X and Alex Haley, *The Autobiography of Malcolm X*. New York, NY: Random House, 1964, 1999.
- Pauli Murray, *An Autobiography, 2nd Edition*. Knoxville, TN: University of Tennessee Press, 1989.

REFLECTIVE FIELD NOTEBOOK: See Fall 2018 Syllabus

SMALL GROUPS: See Fall 2018 Syllabus

EPORTFOLIOS: *****Year-long project.** See Description in the Fall 2018 Syllabus.

For the SPRING SEMESTER, students should revise their "About Me" section, and upload a minimum of 4 other artifacts with reflective paragraphs that address 1) Worship, 2) Proclamation, 3) Formation, and 4) Public Ministry. They should also be prepared to present about their ePortfolio, giving rationale for why they chose the content, pictures, color, and other media that they chose for the website.

CONGREGATIONAL PROJECTS: Instructions for each will be given in class before the projects are due. For the Spring, these projects include 1) Asset-Based Community Development Project – Parts I-V, and 2) TWO Case Studies. Please bring your completed projects to class, either digitally or in print. If digitally, please e-mail your project to Marcus before class.

GRADING: Placement supervisors will evaluate field-based experiences on a pass/fail basis. Students who demonstrate facility with skills listed in MDiv Program Goals and SLOs and who meet the terms of their Administrative Agreement and Learning Covenant will receive a passing grade for their two unit congregational placement. A passing grade from the field-based setting is mandatory to pass PTC.

Assignment Breakdown

Reflective Field Notebook	40%
Small Group Participation	10%
ePortfolio	20%
Congregational Projects	<u>30%</u>
	100%

Grade Scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	<60

Schedule¹

	TOPIC	Date	Practice
Week 1	Relational Ministry	Feb 12 13	SPIRITUAL FRIEND OR DIALOGUE JOURNALING
Week 2	No Class – Black Church Studies Consultation	Feb 19 20	
Week 3	Case Study Presentations 3	Feb 26 27	
Week 4	Crucial Conversations and Fear+Less Dialogues	Mar 5 6	
Week 5	Asset-Based Community Development Part I	Mar 12 13	
	RESEARCH AND STUDY WEEK	Mar 19 20	
Week 6	<i>Processes for Positive Change (Supervisors, Panel Discussion)</i>	Mar 26 27	ORA ET LABORA
Week 7	Case Study Presentations 4	Apr 2 3	
Week 8	No Class - Grawemeyer	Apr 9 10	
Week 9	Asset-Based Community Development Part II	Apr 16 17	
	No Class – After Easter Sabbath	Apr 23 24	
Week 10	<i>Practicum Panel (Supervisors)</i>	Apr 30 May 1	
Week 11	Gleanings and Good-byes	May 7 8	

Week 1 – FEB 12 and 13 – Relational Ministry

Introduction to the semester.

DISCIPLINE: Introduced to Two New Spiritual Disciplines in Class – Choose one.

READINGS: Textbooks “Engaging in Public Ministry”;
 “Engaging in a Non-Profit Context”
On CAMS Andrew Root, *The Relational Pastor*, ch. 13-15;
 Rick Ufford-Chase and Aric Clark, *Faithful Resistance*, ch. 9;
Memoir MLK, *Testament of Hope*, Intro and p. 417-450
 Malcolm X, *Autobiography*, Forward, Intro, ch. 1
 Murray, *Autobiography*, Intro, ch.1-2

NOTEBOOK: 1) Practice – Who in your life has acted as a soul friend or spiritual mentor?
 2) Readings and Class – What is your reaction to Andrew Root’s claims about the relational and prayerful basis of ministry? Where do you see Ufford-Chase and Clark’s distinction between connectionalism and solidarity at work in your church/regional governing body/denomination?
 3) Memoir – Which one did you choose? Why? What do you expect to experience?
 4) Field Experiences – How have you experienced relational ministry at your Field Ed site?

PROJECTS: N/A

¹ This course has been planned so that all tasks total between 10 and 14 hours per week. Each week, you can expect to spend 2 hrs in class, 1-2 hrs on your Notebook, 2-6 hrs reading, and 2-6 hrs on other tasks, including spiritual practices. It will behoove you to work or plan ahead. Readings are listed according to 1) the two required textbooks; 2) CAMS readings; 3) *suggested* pacing for memoirs. Pacing for the memoirs rests on the premise that you read 5-10 pages of the memoir every day. These memoirs are to act as companions along the way, to be read slowly, to be pondered. Nevertheless, you can read at your own pace.

Week 2 – FEB 19 and 20 – NO CLASS – Black Church Studies Consultation

Please attend at least one part of the Black Church Studies Consultation, held on campus this week. If you cannot attend, please let Marcus know and choose another extracurricular event (either on campus or elsewhere). Spend time reflecting on this event in your notebook.

PRACTICE: BEGIN YOUR CHOSEN PRACTICE

READINGS: Memoir MLK, Testament of Hope, p. 450-490;
Malcolm X, Autobiography, ch. 2-3
Murray, Autobiography, ch. 3-5

NOTEBOOK: 1) Practice – If you feel comfortable, post your responses to the questions that guide the practices for this semester. If not, answer the following questions: What was life-giving about your spiritual practice this week? What was a struggle?
2) Readings and Class – Reflect on your experience of the BCS Consultation.
3) Memoir – What word or phrase from your memoir most encourage you?
4) Field Experiences – How might what you experienced at the BCS Consultation (or your chosen event) meaningfully impact the ministry at your FE Congregation?

PROJECTS: Case Studies

Instructions: All students should write a case study dealing with either “a first experience” or an event that raises issues pertaining to pastoral identity, pastoral authority, or some aspect of ministry. The experiences can be either positive or negative, but must contain some important matter you would like to discuss with your small group. Handouts that detail a model for case studies were given in Week 3 of the Fall Semester. They are also on our CAMS course site.

E-mail your case studies to your Marcus by this Friday (Feb. 22). He will select two students per each small group to present their case next week. These students should make physical copies for all small group members.

Remember: confidentiality. Please remove any identifying details about anyone involved in the event. All physical copies should be collected and destroyed after class next week.

Week 3 – FEB 26 and 27 –Case Study Presentations 3

In small groups for case study presentations.

PRACTICE: CONTINUED...

READINGS: Memoir MLK, Testament of Hope, p. 5-42
Malcolm X, Autobiography, ch. 4-5
Murray, Autobiography, ch. 6-8

NOTEBOOK: 1) Practice – If you feel comfortable, post your responses to the questions that guide the practices for this semester. If not, answer the following questions: What was life-giving about your spiritual practice this week? What was a struggle?
2) Readings and Class – Reflect on writing your third case study. How have you grown?
3) Memoir – Are there any resonances between your memoir and your case study?
4) Field Experiences – Your Case Study counts as your reflection for this week.

PROJECTS: Begin working on your Asset-Based Community Development Project, PARTS I-III. These first three parts are due in class on March 12 and 13. Instructions are on our CAMS website, and were handed out in class.

Week 4 – MAR 5 and 6 – Crucial Conversations and Fear+Less Dialogues ePortfolios Workshop 3

The first half of class will be discussion and workshopping of Crucial Conversations and Fear+Less Dialogues. The second half of class will be spent workshopping ePortfolios.

PRACTICE: Continued...

READINGS: On CAMS Ellison, Fear+Less Dialogues, Introduction;
***WATCH VIDEO of Fear+Less Dialogue:
<https://youtu.be/sCeEqEoeBhI>
Patterson et al, Crucial Conversations, Chapter 11
Memoir MLK, Testament of Hope, p. 75-98; 518-554; 224-230;
Malcolm X, Autobiography, ch. 6
Murray, Autobiography, ch. 9-11

NOTEBOOK: 1) Practice – If you feel comfortable, post your responses to the questions that guide the practices for this semester. If not, answer the following questions: What was life-giving this week? What was a struggle?
2) Readings and Class – Describe how you reacted to the FEAR+LESS Dialogues video. What surprised you? What encourage you? What discouraged you?
3) Memoir – Imagine a conversation between Dr. Ellison and your memoir author. What would they say to each other?
4) Field Experiences – Have any conflicts, or moments of disagreement emerged in your Field Education placement? Are there any conversations that need to be had in order to move forward?

PROJECTS: ABCD Project Parts I-III are due next week.

Week 5 – MAR 12 and 13 – Asset-Based Community Development Part I

Class will be spent entirely in small group, talking about the readings and presenting initial findings of your Asset-Based Community Development Projects.

PRACTICE: Continued...

READINGS: Textbook Nouwen, "Organizing,"
On CAMS Corbett and Fikkert, When Helping Hurts (excerpts)
Online Albert Nolan, "[Four Stages of Growth](#)" (hyperlink)
Memoir MLK, Testament of Hope, p. 491-517; 43-53;
Malcolm X, Autobiography, ch. 7-8
Murray, Autobiography, ch. 12-14

NOTEBOOK: 1) Practice – If you feel comfortable, post your responses to the questions that guide the practices for this semester. If not, answer the following questions: What was life-giving about your spiritual practice this week? What was a struggle?
2) Readings and Class – Reflect on Nouwen's proposal about the importance of integrating contemplation and action, the social activist and the inward-looking person. Where do you see the dynamics between these two aspects of "organizing" at work in what Corbett and Fikkert, on the one hand, and Nolan on the other have to say about the posture with which one approaches communities?
3) Memoir – What quote from this week's readings most challenged you?
4) Field Experiences – Your ABCD Project counts as your Reflection for this week.

PROJECTS: N/A

RESEARCH AND STUDY WEEK – MAR 19 and 20

Enjoy this week away from the classroom!

PRACTICE: Continued...

READINGS: Memoir MLK, Testament of Hope, p. 106-111; 117-125; 201-223
Malcolm X, Autobiography, ch. 9-10
Murray, Autobiography, ch. 15-17

NOTEBOOK: 1) Practice – If you feel comfortable, post your responses to the questions that guide the practices for this semester. If not, answer the following questions: Reflect on your experience of your chosen spiritual practice. What was most helpful about it? What was most difficult? Would you engage in this practice again?

2) Readings and Class – Looking back over the first half of the semester, what themes have emerged in your course work and reflections? Read through your previous notebook entries. This can include all FOUR parts of your NOTEBOOK.

3) Memoir – Halfway through your memoir, what has most surprised you? How is your memoir forming you as someone called by God?

4) Field Experiences – Share a recent story from your field education placement, either positive or negative.

PROJECTS: N/A

Week 6 – MAR 26 and 27 – Group Process for Positive Change

Supervisors invited. Panel Discussion followed by Small Group.

PRACTICE: Introduction to Ora et Labora

READINGS: On CAMS Richard Osmer, Practical Theology, ch. 4;
Mark DeVries, Sustainable Youth Ministry, ch. 4-6;
Soong-chan Rah, Many Colors, ch. 10

Online [Positive Change in Congregations](#), [Group Process](#), [Ten Assumptions of Appreciative Inquiry](#), [Doing Change Differently](#) (click each hyperlink to access these four resources)

Memoir MLK, Testament of Hope, p. 289-302
Malcolm X, Autobiography, ch. 11-12
Murray, Autobiography, ch. 18-21

NOTEBOOK: 1) Practice – What spiritual disciplines been helpful for you during times of change?

2) Readings and Class – Have you ever been part of a congregation undergoing significant change? What happened? What perspective do this week's readings bring to that experience? If you have not experienced congregational change, among Osmer, DeVries, and Rah, which do you imagine being most helpful in navigating change? Why?

3) Memoir – What themes of change or stories of transformation have you encountered in your chosen memoir?

4) Field Experiences – Discuss with your supervisor: Has your congregation ever utilized a group process in order to facilitate change? What process did they utilize? What did they find helpful about it? What did they find unhelpful?

PROJECTS: Case Studies due. See above in Week 2 for further guidance. **E-mail your case study to Marcus by Friday, Mar. 29.**

Week 7 – APR 2 and 3 – Case Study Presentations 4

In small groups for case study presentations.

PRACTICE: Ora et Labora

READINGS: Memoir MLK, Testament of Hope, p. 555-597
Malcolm X, Autobiography, ch. 13-14
Murray, Autobiography, ch. 22-25

NOTEBOOK: 1) Practice – Which breath prayer did you choose? What was your experience?
2) Readings and Class – Reflect on your experience of writing your final case study. Which case study was the most difficult to write? Which has born the most fruit in your congregation? Which do you imagine will be the most important for your future ministry?
3) Memoir – What parts of your memoir have you had difficulty reading? Which parts are challenging for you to resonate with?
4) Field Experiences – Your Case Study counts as your Field Education Reflection this week.

PROJECTS: Your Asset-Based Community Development Projects, Parts IV and V are due in two weeks.

Week 8 – APR 9 and 10 – NO CLASS – Grawemeyer Award Lecture

Please attend the Grawemeyer Award Lecture, held on campus this week. If you cannot attend, please let Marcus know and choose another extracurricular event (either on campus or elsewhere). Spend time reflecting on this event in your notebook.

PRACTICE: Ora et Labora

READINGS: Memoir MLK, Testament of Hope, p. 597-633; 54-63; 126-131;
Malcolm X, Autobiography, ch. 15-16
Murray, Autobiography, ch. 26-28

NOTEBOOK: 1) Practice – What poem, passage of scripture, or prayer did you choose to memorize? If you didn't choose one from the packet, please put in your reflection text or a video or some other way of enabling me to engage with what you chose. Why did you choose this? What was your experience of this practice?
2) Readings and Class – Reflect on your experience at the Grawemeyer Lecture.
3) Memoir – The Grawemeyer Book, *The End of White Christian America*, expects a seismic change in how the United States will look, demographically, going forward. What has changed in the United States since the time of your memoir author? What hasn't changed? What do you hope will change?
4) Field Experiences – How might what you experienced at the Grawemeyer Lecture (or your chosen event) meaningfully impact the ministry at your FE Congregation?

PROJECTS: Your Asset-Based Community Development Project, Parts IV and V are due next week in class.

Week 9 – APR 16 and 17 – Asset-Based Community Development, Part II

In Small Group, presenting your Asset-Based Community Development Project.

PRACTICE: Ora et Labora

READINGS: Memoir MLK, Testament of Hope, p. 634-653;
Malcolm X, Autobiography, ch. 17-18
Murray, Autobiography, ch. 29-31

NOTEBOOK: 1) Discipline – Which of the two practices did you choose? Why? What was your experience of this practice?
2) Readings and Class – Write a description of the event that you attended at the Festival of Theology. What did you experience? What did you learn?
3) Memoir – If you could ask your memoir author one question, what would it be? Why?
4) Field Experiences – Your Asset-Based Community Development Project counts as your Field Education Reflection for this week.

PROJECTS: E-mail Marcus a question that you would like to ask our Practicum Panel two weeks from now.

WEEK AFTER EASTER – NO CLASS – APR 23 and 24– SABBATH

Please spend time resting this week, if you are able.

Week 10 – APR 30 and MAY 1 – Practicum Panel

Supervisors Invited. Panel Discussion followed by Small Group.

PRACTICE: Ora et Labora

READINGS: Memoir MLK, Testament to Hope, p. 303-328; 64-72;
Malcolm X, Autobiography, ch. 19
Murray, Autobiography, ch. 32-33

NOTEBOOK: 1) Practice – What was it like to listen to someone for 30 minutes?
2) Readings and Class – Please put the questions that you wrote for our practicum panel here.
3) Memoir – As we finish reading our final memoir, what do you take away from what you have read? What will stick with you for a long time?
4) Field Experiences – As you say goodbye to your placement and wind down your time, what have you learned about ministry? What have you learned about yourself? What will you miss? What are you looking forward to?

PROJECTS: Be working on your ePortfolio, uploading artifacts and reflections. Also, you might want to begin filling out your final evaluation, due in two weeks.

Week 10 – MAY 7 and 8 – Gleanings and Good-byes

Supervisors Invited.

PRACTICE: N/A

READINGS: Memoir MLK, Testament to Hope, p. 231-286;
Malcolm X, Autobiography, Epilogue
Murray, Autobiography, ch. 34-Epilogue

NOTEBOOK: 1) Practice – We finished Ora et Labora last week. Reflect upon your experience of this spiritual practice. What was most helpful about it? What was most difficult? Would you engage in this practice again? Also reflect upon spiritual practices for this semester.

2) Readings and Class – Reflect on this semester. What has been the greatest source of learning for you? Which course readings (other than memoirs) were most impactful? What would you have changed about the course? Why? What has been most helpful about creating an ePortfolio? What has been most frustrating?

3) Memoir – What themes have emerged throughout your reading of all of our memoirs this year (considering looking back through old entries)? What have you learned? Which memoir would you read when times get tough?

4) Field Experiences – Your final evaluation counts as your reflection for this week.

PROJECTS: You will be meeting in groups over finals week to present and reflect on your ePortfolios.

Your Final Evaluations for the semester are due NEXT WEEK (May 15).

REFLECTIVE FIELD NOTEBOOK RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Theological Reflection	15		Strong and consistent theological reflection on ministry and pastoral vocation. (10-15 pts)	Some evidence of theological reflection on ministry and pastoral vocation. (7-9 pts)	Little evidence of theological reflection on ministry and pastoral vocation (4-6 pts)	This area is not addressed in any fashion. (1-3 pts)
Engagement With Course Materials	15		Consistent, deep engagement with spiritual disciplines, class sessions, course readings, and field placements in ways that are integrative, inform practice, and contribute to student's self-understanding and perspective of congregational life. (10-15 pts)	Tentative and surface engagement with course materials. (7-9 pts)	Superficial engagement with course materials in ways that leave out aspects of the course that have obvious bearing on matters the student encounters. (4-6 pts)	No engagement with course materials. (1-3 pts)
Writing style & mechanics	10		Communicates clearly and provides good documentation. (7-10 pts)	Some communication errors. Proper documentation usually provided. Some parts unclear or disorganized. (4-6 pts)	Writing is acceptable, but often unclear and disorganized. Proper documentation missing. (2-3 pts)	Abundant grammatical, spelling, and documentation errors. Writing indecipherable. (1 pts)
TOTAL	40 pts.		Comments:			

CASE STUDY RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Background	4		Provides helpful context. (4 pts)	Provides some context. (3 pts)	Provides little meaningful context. (2 pts)	This area not addressed in any fashion. (1 pt)
Description	10		Brief, but thorough description of events with details that are important to the analysis, evaluation and reflection. (6-10 pts)	Brief and fair description with enough details to make sense of analysis, evaluation and reflection. (4-5 pts)	Cursory description or overly long description with either insufficient or extraneous details. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Analysis	4		Meaningful analysis with themes that make connections between the description, the evaluation and the theological reflection. (4 pts)	Clear analysis with themes that make some connections between the description, the evaluation, and the theological reflection. (3 pts)	Superficial analysis with themes that do not seem to draw from the case or provide material for the evaluation and reflection. (2 pts)	This area is not addressed in any fashion. (1 pt)
Evaluation	6		Thoughtful, thorough evaluation of the case, with evidence of good self-reflection and good questions that open up group discussion. (6 pts)	Good evaluation of the case, with evidence of self-reflection and some insightful questions for group discussion. (4-5 pts)	Cursory evaluation of the case, with little evidence of self-reflection and generalized questions. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Theological Reflection	10		Clear and creative reflection that pulls together biblical and/or theological themes in ways that emerge organically from the case. (6-10 pts)	Good reflection that pulls out themes that make some sense in the context of the case. (4-5 pts)	Reflection does not address biblical or theological themes, themes are disconnected from the case. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Writing style & mechanics	6		Clear communication. (4-6 pts)	Some parts unclear or disorganized. (3 pts)	Writing often unclear, disorganized. (2 pts)	Writing indecipherable. (1 pt)
TOTAL	40 pts.		Comments:			

ASSET-BASED COMMUNITY DEVELOPMENT PROJECT RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Part I	6		Presents a thorough, careful overview of the demographics in the congregation's context. (4-6 pts)	Presents a meaningful overview of the demographics in the congregation's context. (3 pts)	Presents a cursory summary of the demographics in the congregation's context (2 pts)	This area is not addressed in any fashion. (1 pt)
Part II	6		Utilizes at least 3 websites to obtain meaningful data about the assets and needs in the congregation's context. (4-6 pts)	Utilizes at least 2 websites to obtain good data about the assets and needs in the congregation's context. (3 pts)	Utilizes only 1 website. Data is superficial. (2 pts)	This area is not addressed in any fashion. (1 pt)
Part III	6		Presents an engaging, detailed and descriptive look at the congregation's context. (4-6 pts)	Presents a meaningful look at the congregation's context. (4 pts)	Presents a superficial look at the congregation's context. (2 pts)	This area is not addressed in any fashion. (1 pt)
Part IV	8		Innovatively brings together insights from Parts I-III in a way that demonstrates sensitive insight (6-8 pts)	Brings together insights from Parts I-III, but with some confusing or ungrounded assertions. (3-5 pts)	Does not seem rooted in the data obtained in Parts I-III. (2 pt)	This area is not addressed in any fashion. (1 pt)
Part V	8		Strong reflection on theological vision for addressing a particular need, rooted in the congregation's culture and the context. (6-8 pts)	Adequate theological reflection, with a link or two to the congregation's culture and context. (3-5 pts)	Superficial reflection that does not address theology, and seems unmoored from the congregation and its context. (2 pts)	This area is not addressed in any fashion. (1 pt)
Writing style & mechanics (only for Part 3)	6		Clear communication. Good documentation (if needed). (4-6 pts)	Some errors hinder communication. Some parts unclear or disorganized. (3 pts)	Writing is often unclear and disorganized. (2 pts)	Writing indecipherable. (1 pt)
TOTAL	40 pts.		Comments:			

ePORTFOLIO RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Selection of Artifacts	10		All five categories (Worship, Proclamation, Formation, Public Ministry, and Vocational Identity) clearly represented by at least one artifact. Selection demonstrates careful thinking about the category and offers meaningful perspective unique to the student and their placement. (8-10)	All five categories clearly represented by at least one artifact. The selection of artifacts demonstrates understanding of the categories and offers some perspective that relates to the student and their placement. (5-7)	At least half of the categories represented by one artifact. Most artifacts make sense in their categories. Selection demonstrates some thought, though with limited grasp of categories. Artifacts only loosely related to the student and their placement. (2-4)	One or fewer of the categories is represented. OR The artifacts presented do not seem to relate to any of the five categories. (1)
Reflections	10		All reflections clearly and creatively describe why artifacts demonstrate learning in their category. (8-10)	Most reflections describe why artifacts demonstrate learning in related category. (5-7)	A few reflections demonstrate some insight into the learning that the artifact represents. (2-4)	Missing, or do not show why artifacts demonstrate learning. (1)
Accessibility of Design and Appropriate Use of Multimedia	10		Design demonstrates intentionality and thoughtfulness in 1) <u>accessibility</u> : the size, color and format of the website (including fonts and images) contribute to the site's accessibility and readability and are used consistently; 2) <u>multimedia</u> : all multimedia used (including, but not limited to any artifacts) is appropriate for the intended audience and contributes to website's overall tone. (8-10)	The ePortfolio demonstrates some intentionality and thoughtfulness in the two areas of design accessibility and appropriate multimedia use, but is not always consistent or evidences mismatches in tone or intended audience. (5-7)	Both accessibility and multimedia use do not demonstrate intentionality and thoughtfulness consistently throughout. <u>OR</u> One of the two areas of accessibility and multimedia use is not attended to as coherently or as consistently as the other. (2-4)	Haphazard Design is difficult to understand. Chosen Multimedia either do not work (broken links, indecipherable audio; fuzzy pictures or video) or do not match the intended tone and audience. (1)
Clarity	10		The ePortfolio achieves clarity in 1) <u>expression</u> : the writing is clear and easy to understand; 2) <u>navigation</u> : the website is easy to navigate; 3) <u>organization</u> : the website is organized in a way that makes sense. (8-10)	The ePortfolio mostly achieves clarity in all three areas, though some aspects may be confusing. (5-7)	The ePortfolio is clear in only one of the three areas; or lacks clarity in most of the three. (2-4)	The ePortfolio is difficult to read, frustrating to navigate and haphazardly organized. (1)
TOTAL	40		Comments			