University of Mississippi Common Reading Experience

A Resource Guide: Integrating *The Education of a Lifetime* into the Classroom

Written by EDHE, Library, and Writing and Rhetoric Faculty and Staff
2015-2016
# Table of Contents

1. Using *The Education of a Lifetime* in the Classroom  
   - Why does UM have a Common Reading Experience program?  
   - Why was *The Education of a Lifetime* selected?  
   - How do I teach a memoir?  
   - How do I encourage students to read?  
   - How do I lead a class discussion?  
   - How do I deal with controversial topics?  
   - How do I build instruction around the book’s themes?  
   - What library resources are available?  
   - What events or speakers are being planned for the fall semester?  
   - What if one of my students has a disability and needs the book in a different format?  

2. University Structures and Nomenclature  
   - Organizational hierarchy at the University of Mississippi  
   - Terms and phrases  
   - Source of revenues for a public university  

3. UM/Khayat Major Events Timeline  

4. Integrating *The Education of a Lifetime* into EDHE 105/305  
   - Themes  
   - Class discussion prompts  
   - In-class activities  
   - Group project assignments  

5. Integrating *The Education of a Lifetime* into WRIT 100/101  
   - Discussion starters  
   - In-class essay prompts  

6. Appendix  
   - Sample rubrics

*An electronic version of this Guide is available in the EDHE_105-305_Instructors_2015-2016_Fall Blackboard course under “Content” and on the Department of Writing and Rhetoric website at http://rhetoric.olemiss.edu/teachers/cre/*.
Chapter 1: Using *The Education of a Lifetime* in the Classroom

**Why does UM have a Common Reading Experience?**

The Common Reading Experience provides a shared intellectual experience for new members of the UM community. Through reading and considering a common book, new students engage with each other and with UM faculty in exploring issues relevant to today’s global community. The Common Reading Experience helps students understand the expectations of college-level academic work, the nature of scholarly inquiry, and the values of an academic community. The program also enriches new students’ campus experiences through co-curricular programs and events related to the book. The Common Reading Text is used in all EDHE classes, all Writing 100/101 classes, and, often, other classes on campus.

**Why was *The Education of a Lifetime* selected?**

The Common Reading Text is chosen by a committee made up of UM faculty, staff, and students. This year’s selection was chosen after careful consideration of dozens of potential options. Robert Khayat’s book offers an examination of several important issues in academia as well as a personal consideration of UM’s history and development. The book presents a view of the University through the eyes of a student, an athlete, a professor, and an administrator.

**How do I teach a memoir?**

The Common Reading Experience provides students and teachers in all disciplines a chance to interact with a shared text. Certain ways of examining texts, such as analysis, may feel like foreign territory to some teachers; however, analysis is a skill that is useful in all areas of education and beyond and can be approached in ways with which teachers are comfortable. Many literature classes feature longer discussions and seminar papers, but work with the Common Reading Text does not need to be so in-depth or take up entire class periods. Try to implement short in-class discussions, homework assignments, response papers, or journal writings using the themes and prompts listed in this guide. Or ask students to examine the choices Khayat makes as a writer (style, structure, dialogue, etc.) and how they impact us as readers. Consider how Khayat adds details from the past and recalls scenes from his perspective. What drawbacks does this type of writing have? Why? This resource guide should provide starting points for discussions, homework, and/or writing assignments that will challenge students.
How do I encourage students to read?

Before assigning reading:

- Preview *The Education of a Lifetime* with students. Introduce the book during class. Explain how the book will be used in the course and how it will help students meet learning outcomes. Share your own excitement about the book, perhaps describing some favorite passages, events, or characters.
- Help students understand the depth of reading required. Display a passage and model critical reading strategies such as text annotation and marginalia.

As students read:

- Provide focus questions for students to consider while they are reading. (See the “Questions for Incoming Students” at the end of *The Education of a Lifetime.*) Ask them to respond to those questions in writing before the next class.
- Have students identify and submit a discussion topic or question via email after they have read an assignment but before the next class meeting. Use their topics and questions as the basis for class activities.
- Require students to keep a reading response journal in which they comment on or question the reading assignment.
- Ask students to underline several passages from a reading assignment. In class, ask students to discuss one of their underlined passages.

After students have read:

- Use class time and activities to build on, rather than summarize, the reading assignment.
- At the start of class, assign a one-minute paper in which students identify both the most crucial part of the reading assignment and an unanswered question they have about the reading assignment.
- During the first few minutes of class, ask students to write about links between the reading assignment and the topic being discussed in class.
- Distribute one or two questions that build on the reading assignment. Use the think-pair-share protocol. Students first consider the question(s) on their own. Then they discuss the question(s) with a partner. Finally, they share their results with the class.
How do I lead a class discussion?

A good class discussion, like any part of teaching, should be structured yet open to improvisation. Here are some pointers for leading a discussion based on what students have read (or even their attendance at an event).

Preparation before the class meeting:

Though you may have already read the book, be sure to review what the students are reading for your class meeting. Make a list of what you would like your students to learn from this exercise in order of importance.

- For instance, you might make priority one that students understand what they read.
- Then you might select a couple of scenes or events in the book that seem important or interesting (or even puzzling – just because you are leading class discussion does not mean you have to have all the possible answers).
- Perhaps you have selected several themes in the book as your focus. You might choose scenes that relate to education, the South, campus diversity, or football.
- You can also ask students to respond to a specific quote or passage.
- Jot down a few notes so you can access them easily during your class discussion. Annotate your own text.

Class time:

- Establish respect. Class discussion is a time for exploration, and the classroom is a safe environment for students to say what they are thinking. Remind students of the first rule of the University creed: “I believe in respect for the dignity of each person.” Be sure students are listening carefully to each speaker and taking his or her ideas seriously.
- Before discussion, ask students to reflect on a directed, yet open, question in a five- to ten-minute writing. Encourage students to keep writing throughout the allotted time even if they run out of things to say. They will surprise themselves with this unstructured writing. This writing is not a quiz with one correct answer. Ask them questions such as “What do you think is the significance of X?”; “How is X different from today?”; “Why did X do what he or she did?” You could also ask them to do a close reading of a particular passage, perhaps even comparing it to another passage.
- Avoid general questions, such as “What did you think of the reading for today?” or “What did you find interesting?” These are dead-end questions and will lead to short discussions.
- To mix things up, you may also have them work together in groups of three to find discussion starters or answers to your questions.

Other ideas and approaches:

- Different classes have different personalities. Some will be naturally chatty, and others will be naturally quiet. Just make sure the environment in which they speak is a safe one and continue to encourage discussion in different ways if something is not working.
• Some students will direct their comments just to you. Encourage them to talk to each other, perhaps by rearranging the classroom setting.
• If you had them write a response, invite students to share what they wrote.
• If you had them work in groups, invite a representative from each group to share what they found.
• Encourage students to point to specifics in the text. Ask them where they see what they see.
• Invite students to read sections out loud.
• Be open to where the conversation takes you. Sometimes students will pick up on details that you didn’t see.
• Try not to let the class discussion go over fifteen to twenty minutes. Students are most productive in that time frame.
• At the end of the discussion, recap the major points made or ask students to do so.
• The “Questions for Incoming Students” section at the end of the paperback edition lists some good discussion questions. Course-specific discussion prompts are also included in the course-specific sections of this guide.

How do I deal with controversial topics?

Some issues in The Education of a Lifetime may spark controversy in the classroom. Issues that may generate controversy include but are not limited to racism, Civil Rights, sexism, access to higher education, politics, religion, and tradition.

If a student raises a controversial issue unexpectedly, you may want to:

1. Acknowledge the student’s remark.
2. Acknowledge that other students may hold different views or positions.
3. Assess your willingness to continue the discussion further.
4. Assess other students’ willingness to continue the discussion further.

The following guidelines may be helpful for facilitating planned discussions of controversial issues:

1. Articulate a clear purpose for the discussion (for example, how the discussion is related to course objectives).
2. Establish ground rules, such as listening without interrupting the speaker, questioning ideas rather than criticizing individuals, offering at least one piece of evidence to support each point made, using “I” statements rather than “you” statements.
3. Be an active facilitator by redirecting students who are off topic or participating too actively, ensuring students are not put on the spot as spokespersons for certain groups, providing opportunities for all students to participate (orally or through writing), and being attuned to students’ emotions.
4. Summarize the discussion at the end of class and obtain student feedback.
How do I build instruction around the book’s themes?

1. The book weaves many themes: education, sports, leadership, teamwork, money/fundraising, negotiation, race relations, pride, tradition, perseverance, national and international perception, family, campus beautification, cultural enrichment, and others.

2. A class focusing on the theme of campus perception might look like this:
   - Individually, students identify and write about a passage that illustrates the theme of campus perception. (five to seven minutes)
   - As a class, students discuss the passages they have chosen. (ten to fifteen minutes)
   - With partners, students list positive and negative aspects of UM’s public image and how Khayat’s book addresses them or if it addresses them. (five to ten minutes)
   - Student pairs report their findings to the entire class. (ten to fifteen minutes)
   - Homework: Students use the Internet to identify public comments about a UM news story (positive or negative) and analyze what they read. Here are some questions for them to consider: What is the general tenor of the comments? What are the extremes? What stereotypes are present, and why do they matter in terms of global perception?

What library resources are available?

- [http://guides.lib.olemiss.edu/cre2015](http://guides.lib.olemiss.edu/cre2015)

  Explore this online guide to *The Education of a Lifetime* featuring full text articles, videos, and more.

- **Robert Khayat Exhibit: The Education of a Lifetime UM 2015 Common Read**

  View memorabilia, awards, and news items from Robert Khayat’s years at UM in the 2nd floor display case in the J.D. Williams Library. On display until November 30, 2015.

  *(Compiled by Melissa Dennis and Jennifer Ford, Library)*

- **Extra copies of the book**

  Five copies of the book are available for 24 hour checkout from the J.D. Williams Library. These books are at the reserve desk at the main circulation desk.

What events or speakers are being planned for the fall semester?

All events are free and open to the public. Students are highly encouraged to attend.

- **First Year Convocation**

  Author and former Ole Miss Chancellor, Robert Khayat, is our guest speaker for First Year Convocation, Tuesday, August 25th at 7:00p.m., Tad Smith Coliseum. Meet the
author and bring your copy of *The Education of a Lifetime* to be signed after the ceremony.

- **Ole Miss Symbols of Controversy**

  Dr. Leigh McWhite and Dr. Charles Reagan Wilson will discuss some of the symbols of controversy during Khayat’s years, including the Confederate flag and the mascot. Date: TBD, early September.

- **Chancellor Khayat’s Campus**

  Jeff McManus (Landscape Services) will lead a walking tour on campus and share stories from his new book coming out this fall about leadership secrets from Robert Khayat. Date: TBD, one evening in late September.

- **A Day in the Life of a Student Athlete**

  Join in the discussion with a panel of Ole Miss Rebel football coaches and players for a candid look into the unique challenges and experiences of a college education from an athlete’s perspective. Date: TBD, October.

- **Third Time’s A Charm: What Phi Beta Kappa Meant for Ole Miss**

  Panel of past PBK presidents will discuss the implementation of Phi Beta Kappa at the university under Robert Khayat’s leadership. Date: TBD, October.

- **People from the Pages**

  Characters from the book share their stories and experiences of working closely with Robert Khayat on some of the university’s great achievements. Date: TBD, November.

**What if one of my students has a disability and needs a copy of the book in a different format?**

Students with disabilities should visit Student Disability Services in 234 Martindale as soon as possible at the beginning of the semester. SDS provides classroom accommodations to all students on campus who disclose a disability, request accommodations, and meet eligibility requirements. SDS will be able to help your student acquire a copy of the CRE book in an appropriate format. The SDS website has some helpful resources for instructors, which are located at [http://www.olemiss.edu/depts/sds/SDSFaculty.htm](http://www.olemiss.edu/depts/sds/SDSFaculty.htm).
Chapter 2: University Structures and Nomenclature

Prepared by Dr. Patrick Perry, Director of Luckyday Programs, Division of Student Affairs

This section of the Common Reading Resource Guide is to provide a better understanding of the organizational structure of the university. You will also find explanations of commonly used phrases/words within the Common Reading.

Organizational hierarchy at the University of Mississippi

Every university, along with its unique history, has an organizational structure that differs from other institutions. It is also important to realize that structures also change throughout the life of an institution. The information below represents the current structure of the University of Mississippi.

The Chancellor

The Chancellor is the person in charge of the university. At other schools the title of the person in charge of the university may be “President.” In fact, at the University of Mississippi we had two Presidents prior to the title being changed to “Chancellor” during the Presidency of Frederick Barnard in 1858. Although the Chancellor is ultimately in charge of the entire university, one of the primary roles of the Chancellor at the University of Mississippi is fundraising. The Chancellor is in charge of the Oxford campus as well as the Medical Center in Jackson and the University of Mississippi at Grenada, Tupelo, Booneville and Desoto.

The Provost

The Provost of the University of Mississippi is the person in charge of the day-to-day operations of the institution. The Provost is also the leader of all academic units at the institution and holds the title of Vice Chancellor for Academic Affairs. Eleven academic deans at the institution report to the Provost. (See the organizational chart on page 9.) Each School or College at the university is composed of departments headed by a Chair who reports to the Academic Dean. Faculty members at the university report to their Department Chairs.

Vice Chancellors, Associate Provosts, and other administrators

To support the work of the Chancellor and Provost, UM employs other administrators who specialize in areas including Business and Finance, Multicultural Affairs, Institutional Research and Assessment, Student Affairs, Alumni Affairs, Information Technology, Intercollegiate Athletics, International Programs, etc.
The University of Mississippi
Organizational Chart for the Oxford Campus
Academic Deans

Interim Chancellor
Dr. Morris H. Stocks

Interim Provost/Vice Chancellor for Academic Affairs
Dr. Noel Wilkin

Interim Dean, School of Law
Professor Deborah H. Bell

Dean, College of Liberal Arts
Dr. Lee Cohen

Dean, School of Business Administration
Dr. Ken Cyree

Dean, School of Education
Dr. David Rock

Dean, Graduate School
Dr. John Kiss

Interim Dean, General Studies
Dr. Anthony Ammeter

Dean, School of Pharmacy
Dr. David Allen

Dean, School of Applied Sciences and Social Work
Dr. Velmer Burton

Dean, Patterson School of Accountancy
Dr. W. Mark Wilder

Dean, Meek School of Journalism and New Media
Dr. Will Norton, Jr.

Dean, School of Engineering
Dr. Alexander Cheng
Terms and phrases

Flagship university – the term “flagship university” is typically used to describe the first university in a state and may indicate that the institution is a land, sea, and/or space grant institution or any combination of these classifications. Some definitions also note that a flagship university may also be the institution within the state with the largest amount of research activity. Flagship may also indicate, but not necessarily, the selectivity of the institution.

Deferred maintenance – this term is often used to describe required maintenance that has been delayed in an effort to save on costs. Roof repair, carpet replacement, air conditioning/heating maintenance, and general building sustainability and improvements are a few examples that may occur at a university.

Cultural enrichment – experiencing a different culture. Exposing yourself to something new. In the Common Reading text, Chancellor Khayat attended the opera La Bohème and referenced the event as cultural enrichment and something that he would never forget.

Tenure – the promotion process in which some faculty members move through the ranks of assistant, associate, and full professor. Effective teaching, research, and service are the key factors for evaluation towards achieving tenure, and each of these factors is evaluated by the individuals within their academic departments. The process of achieving tenure typically takes several years but may vary depending upon the educational institution.

Intellectual incest – phrase used by Chancellor Khayat in the Common Reading referencing the tendency of faculty to disapprove of individuals who earn multiple degrees from the same institution. Chancellor Khayat, having earned his bachelor’s and law degree from the University of Mississippi, attended Yale at the age of 42 and earned a Master of Laws degree in order to strengthen his academic credentials.

Sources of revenues for a public university

In the Common Reading book Chancellor Khayat talks about university business practices. UM was in need of not only better ways to manage the funding it had but also in need of additional funding through private gifts. Chancellor Khayat talks about his fundraising role in several parts of the book. University revenue sources change each year but the following bar graph shows the operating revenues for the University of Mississippi in the fiscal year ending June 30, 2014.
University of Mississippi
Total Operating Revenue
Year Ended June 30, 2014

- Tuition and Fees
- Auxiliary Enterprises
- State appropriations
- Federal and state grants
- Private Grants, G&C
- Other

Source: Office of Administration and Finance
### Chapter 3: UM/Khayat Major Events Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1844</td>
<td>UM chartered by Mississippi State Legislature</td>
</tr>
<tr>
<td>1848</td>
<td>UM opens with first class of 80 students</td>
</tr>
<tr>
<td>1854</td>
<td>UM Law School opens</td>
</tr>
<tr>
<td>1861</td>
<td>Classes interrupted by Civil War</td>
</tr>
<tr>
<td>1882</td>
<td>UM becomes co-educational</td>
</tr>
<tr>
<td>1885</td>
<td>S. Isom, 1st female faculty member in Southeast, hired</td>
</tr>
<tr>
<td>1903</td>
<td>UM School of Medicine established</td>
</tr>
<tr>
<td>1956</td>
<td>Khayat enrolls</td>
</tr>
<tr>
<td>1962</td>
<td>UM is integrated</td>
</tr>
<tr>
<td>1966</td>
<td>Khayat graduates from UM Law School</td>
</tr>
<tr>
<td>1970</td>
<td>Khayat begins teaching at UM Law School</td>
</tr>
<tr>
<td>1995</td>
<td>Khayat appointed UM Chancellor</td>
</tr>
<tr>
<td>1997</td>
<td>Croft Institute and Honors College established</td>
</tr>
<tr>
<td>2006</td>
<td>James Meredith statue dedicated</td>
</tr>
<tr>
<td>2008</td>
<td>UM hosts Presidential Debate</td>
</tr>
<tr>
<td>2009</td>
<td>Khayat retires/Dr. Dan Jones appointed Chancellor</td>
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</tbody>
</table>
Chapter 4: Integrating *The Education of a Lifetime* into EDHE 105/305

The common reading book selection is used each year in EDHE 105/305 courses primarily as a framework for class discussions, projects, and writing assignments that explore social themes and/or issues from the book. A goal of EDHE 105/305 instructors is to use the text (with a focus on those themes and issues) to teach students how to explore and vocalize their personal reactions, to understand and appreciate both the things that make them different from their peers and the things that they have in common, and to effectively and respectfully voice their own opinions and viewpoints.

**Themes**

Below is a list of themes from the book that can be used in class discussions, in-class activities, or group projects. Instructors should feel free to choose their own themes; these are provided as broad examples.

**College experiences:**

- Perceptions of UM before arrival
- What it’s like to be a freshman
- Adults that help with the transition
- Broadening your cultural experiences
- Teamwork
- Choosing a major
- The “spectacle of college football”
- Rejection/failure
- Insider/outsider

**Accomplishments as Chancellor:**

- Fundraising
- Buildings
- Landscaping
- New institutes
- Inauguration
- Race relations
- Flag controversy
- Leadership team
- Goal setting
- Phi Beta Kappa
Higher Education in general:

- Funding
- Governance
- IHL
- Role of Chancellor
- Structure/org chart
- Becoming a professor

Class discussion prompts

Traditions and symbols
- How do you define “tradition”?
- How long do you think a symbol has to be connected with an organization (like UM) before it becomes tradition?
- Is it possible for a symbol to mean different things in different contexts?
- Is it possible for the meaning behind a symbol or tradition to change over time?
- What is more important—the original meaning behind a symbol or tradition, or the way in which it is currently perceived?

Chancellor search
- After reading the book, what qualities do you think are important in a good Chancellor?
- The last two Chancellors had strong connections to UM and the State of Mississippi. What do you think is more important—a Chancellor who has an intimate understanding of the State and the University, or one who can bring new perspectives and outside experience to the table?
- If you were the new Chancellor, what would be on your list of top goals for the University? (See page 86 of The Education of a Lifetime.)

Sports: then and now

- Khayat recalls in the book that scalpers were asking exorbitant amounts for tickets to the Ole Miss vs. LSU game in 1959 and that over 67,000 fans attended the game. The numbers are pretty similar to ticket prices and attendance figures for a modern match-up of highly-ranked, unbeaten teams, in spite of the fact that today games are easily viewed on television, tracked online, etc. Why do you think college sports are still so important to us?
- The Ole Miss football team of Khayat’s day was viewed as a national title contender. For the most part, the team has not had any such distinction since then, until recently. Do you think the success of our athletic programs affects national opinion of the University? Does it affect how you feel about the University overall? Do you think the success of athletic programs contributes to the success of academic programs at the University? Why or why not?
In-class activities

Khayat contributions scavenger hunt

This is a team scavenger hunt that will take place during one class.

Our campus is full of buildings and landmarks that relate to Chancellor Khayat. Your team will have one hour to find as many of these items as possible. Here’s the tricky part: no clues will be provided! Your group must identify the places! (You can use your book and electronic devices.) When you find a building or landmark, take a photo of your group in front of it. Report back to class in 45 minutes and the team with the most items wins THE GRAND PRIZE!!

Problem solving brainstorming session

This may work best later in the semester so that students have a better understanding of the issues confronting our university.

Divide the class into 4-5 groups, providing each group with 5-6 index cards and an envelope.

1. Instruct each group to write down a problem they feel exists at the University on an index card. Alternatively, you may start with a brainstorm session, list problems, and then provide each group with one to start or let the groups select a problem.
2. Have each group provide a group name on their card and on the envelope, then put the card in the envelope and pass it to the next group.
3. As each group receives an envelope with a problem card in it, have them read the problem and discuss a solution. Have them write their solution on another index card, put it in the envelope with the problem card, and pass it to the next group.
4. Continue until each group’s envelope comes back around to them. Have each group read all of the solution suggestions and decide/explain to the class which one they think is the best and why.

In-class debate

Choose one of the controversial issues or themes described in this guide and write a proposition statement. For example:

Example #1 – Resolved: All symbols of the Confederacy must be removed from our campus.

Example #2 – Resolved: Nationally, the University of Mississippi is perceived in a positive light.

Divide the class into two or more groups with one or more sides taking the affirmative position and the other side(s) the negative. Allow 10 to 15 minutes for research and drafting arguments. Each side then presents its case in the following format:

1) Affirmative constructive speech
2) Negative constructive speech
3) 5-minute work period
4) Negative rebuttal speech
5) Affirmative rebuttal
6) 5-minute work period  
7) Negative rebuttal  
8) Affirmative rebuttal  
9) Decision

Variation: Require research and preparation outside of class. Make teams of 2-3 and use the debate as the group project assignment.

**Group project assignments**

**Teach the class**

*Note to instructor: Consider choosing themes listed on pages 13-14 of this guide or using library resources found at [http://guides.lib.olemss.edu/cre2015](http://guides.lib.olemss.edu/cre2015).*

Your assignment is to teach your classmates about the book by engaging them in the discussion topics assigned to your group. Each presentation must be 10-15 minutes long. On the day of the presentation, each group must submit a brief outline or “study guide” which provides the main points. The only “rule” is that you are not allowed to simply recite what you believe to be the main points. Develop a class activity or game, write a song, perform a skit, make a video, use visual aids, etc. Be creative! Also, if you choose to use a PowerPoint presentation, be advised that you MUST have another visual aid or activity to go with it. PowerPoint presentations alone will not count as an aid or activity. To get started, find some passages or parts of the book that fit with your assigned themes and consider how you could get the class discussing what the author is trying to teach us about these themes, etc.

The outlines that each group provides along with the presentations will constitute how the book will be covered on the final exam. So teach your classmates well, read the entire text if you have not already done so, and pay careful attention to the other presentations.

“Did you know about…”

*Note: This is a specific example of a “Teach the Class” group project.*

While Dr. Khayat was Chancellor, several important university units were created:

- Honor’s College  
- Croft Institute  
- Trent Lott Institute  
- William Winter Institute for Racial Reconciliation

Your group will explore one of these units in order to give your classmates a deeper understanding of its history, mission, and current activities. Your 10-15 minute multimedia presentation will be based on your tour of the facility, online research, and interviews with directors, staff members, and students.
Tours

Your group will be assigned one of these categories of items that were mentioned in the book:

- Institutes/Honors College
- Landscaping
- Buildings built during Khayat’s years

Your group will design a walking tour of your category for your classmates.

Requirements:

- a study guide or information sheet
- a tour guide
- connections with *The Education of a Lifetime*
Chapter 5: Integrating *The Education of a Lifetime* into WRIT 100/101

The first-semester, first-year writing courses—WRIT 100 and WRIT 101—use the Common Reading Text as the basis for an in-class essay exam. In this assignment, students are given a prompt pertaining to the Common Reading Text and asked to write an essay during the allotted class time. Some teachers may also use the book to help teach reflection, writing strategies, rhetorical choices, analysis, argument, research, audience awareness, and a variety of other skills. Further, many classes will participate in group discussion related to the book. First-year writing courses use the Common Reading Text as a basis for student reading and writing rather than as a literary study.

**Discussion starters**

1. In a couple of places in *The Education of a Lifetime*, Khayat avows that he will not respond to anonymous letters and that he wants “open lines of communication” (97). How and why is Khayat’s declaration important now in an age of widespread anonymous internet postings? What are the drawbacks and benefits of anonymous web posting? What do you think Khayat feels about anonymous blog messages or social media sites like Yik Yak? Why?

2. Khayat enlists a public relations firm to review University of Mississippi symbols such as Colonel Reb, “Dixie,” the Confederate flag, and the nickname Rebels. Have students discuss why Khayat would want outside opinion on these symbols and what information a public relations firm can provide that people inside the University cannot.

3. Khayat suffered from two severe attacks of pancreatitis about 39 years apart. He later partially credits a preacher from Moss Point holding an all-night prayer session for his recovery from the first episode and then credits Dr. Jean Gispen for her medical knowledge the second time around. Why do you suppose Khayat lists such vastly different reasons for his recoveries? What does this reveal about Khayat? Is this in any way commentary on medical care in Mississippi? In America?

4. One criticism of *The Education of a Lifetime* is that the organization is confusing, that it moves around in place and time too much. Agree or disagree, and propose alternative patterns of organization.

5. In Chapter 71, Khayat discusses his decision to overrule the original Civil Rights monument because of his perception that the language was too negative (290). Using that passage as a starting point, discuss the ways in which the language we use to discuss or commemorate events shapes our perception of those events.

6. In Chapter 45, Khayat relates the story of the Paris family’s efforts to ensure the window with the intertwined Star of David and cross would be a permanent part of the chapel. Use that event to discuss the power of design and visual symbols.
7. In Chapter 42, Khayat describes watching the UM 1962 riot on television with his Redskins teammate Bobby Mitchell. He notes that despite his assurances that the images coming across the screen weren’t the real Mississippi, Mitchell told him, “Bob, you must be crazy. I’m never coming to Mississippi” (166). Use that incident to discuss the differences between verbal and visual rhetoric.

8. In his discussion of his years as a college student, Khayat never mentions that the University was segregated. Why do you think he made the decision to omit that discussion? What effect might that discussion have had on the book if he had chosen to include it?

9. Chapter 13 is devoted to Khayat’s experiences in New England. He ends that chapter with the words, “… we returned to Oxford in 1981. I came back with an increased appreciation of the strengths of our state and the warmth of our citizens. But I also saw more clearly the challenges facing our people and our culture . . . particularly in education” (63). Use that event to discuss the ideas of context and point of view. How can a new context change a student’s or writer’s perceptions? Also, discuss why Khayat uses the words “our people and our culture” when referring to citizens in the same country. What are the bigger picture implications in readily demarcating geographical areas?

**In-class essay prompts**


2. In 2000, noted scholar John Hope Franklin spoke in front of the Phi Beta Kappa delegates and urged them to vote “yes” to granting the University of Mississippi a chapter. Franklin noted of UM, “I have participated in discussions with their students and faculty, and I can say, without hesitation, that they are doing as good a job addressing the issue of race as any university in America” (243). Using evidence from the text, write an essay in which you point to examples of what Franklin might have meant when he gave his endorsement. Cite using MLA style.

3. Khayat writes that when he was young he “learned the principles of sharing, waiting your turn, and helping each other, as well as learning patience and tolerance for the shortcomings of others and ourselves” (43). He says his family “depended on teamwork” (43). Compose a thesis-driven essay in which you identify and analyze two or three examples of how Khayat used this learning and appreciation for teamwork in his life. Cite using MLA style.

4. Not long after becoming chancellor, Khayat ordered an audit of all University of Mississippi property. He claimed his previous questions about the budget were all answered with “that’s how we’ve always done it” (127). Why do you think this phrase bothers Khayat? How does it have larger implications in Khayat’s goals for UM? Write a thesis-driven essay in which you analyze why the phrase “that’s how we’ve always done it” was particularly troubling to Khayat and how it had a larger meaning for him beyond just the university budget. Cite using MLA style.
5. A notable aspect of Khayat’s chancellorship was the amount of private gift donations he secured as chancellor. In fact, The University of Mississippi went from being broke to having a sizeable endowment during Khayat’s years in charge. What factors contributed to such gains? Write an essay in which you analyze how Khayat was able to secure so much money for UM and why so many people donated large sums during his tenure. Point to specific examples in the text. Cite using MLA style.

6. In the early 1980s, Khayat’s father, a Mississippi state supervisor, was charged with eight counts of “misuse of county property and resources for private benefit” (196). Khayat felt his father was unable to adapt to new political ways. He later writes that he saw similarities between his father and the University of Mississippi (198). Why is Khayat’s comparison meaningful to his tenure as chancellor? Write an essay in which you analyze this comparison and explore what it meant/means to UM. Cite using MLA style.

7. In Shadow and Claw, Gene Wolf argues, “We believe that we invent symbols. The truth is that they invent us; we are their creatures, shaped by their hard, defining edges.” Use two or three of the symbols Khayat discusses in The Education of a Lifetime to respond to Wolf’s argument. In a thesis-driven essay, analyze the ways in which symbols such as the Confederate flag, the Confederate soldier statue, and the James Meredith statue have, or have not, shaped the UM community. Cite using MLA style.

8. In Chapter 35, describing his decision to accept the chancellorship, Khayat writes, “But I also knew I would be fighting against decades of complacency …. Many Mississippians, it seemed, were satisfied with mediocrity. Some wanted nothing more than the status quo. I knew others would intentionally try to impede any change” (139). Using two examples from the book that illustrate Khayat’s dilemma, write a thesis-driven essay analyzing the motives of those who opposed progress. Why would Mississippians accept mediocrity in their flagship institution? Are there aspects of Mississippi that make it especially unreceptive to change? Cite using MLA style.

9. During the controversies surrounding the Confederate flag and the Colonel Reb mascot, as well as during the 2007 Presidential Debate, the University was under intense media scrutiny. Considering both positive and negative effects, construct a thesis-driven argument about the value of media coverage to the University. Cite using MLA style.

10. Khayat clearly values his athletic career, devoting several chapters to his experiences on the field. Many athletes focus solely on their successes. Khayat, though, chooses to highlight some of his failures, such as the missed kick against Tennessee, the close loss to LSU, and the trials he faced as a professional football player. Why does he choose to include these negative experiences? Write a thesis-driven essay that examines this rhetorical choice, providing specific examples from the text to support your analysis. Cite using MLA style.
11. As David Ben Gurion notes, “Anyone who believes you can’t change history has never tried to write his memoirs.” As in any memoir, Khayat’s recounting of history is inevitably colored by his point of view. Choose two anecdotes from the book which might be recounted differently by someone else. Explain how those events might be described by a different writer, and make an argument evaluating what those differences reveal about the value of memoir. What are the benefits/drawbacks of the genre? Cite using MLA style.

12. Khayat’s fierce devotion to improving the appearance of the campus is recounted throughout the book. Using specific examples of Khayat’s campus beautification efforts, compose a thesis-driven argument about the importance of the physical appearance of a university campus. How much money and effort should be devoted to keeping a campus look pristine? What is the value of a beautiful appearance? What is the trade-off? Cite using MLA style.
Appendix

Sample Rubrics

Sample Group Presentation Rubric

1. Was the content of the presentation well organized and presented with compelling evidence?

   1  2  3  4  5

   Comments:________________________________________________________________________

2. Did the visual component enhance the presentation?

   1  2  3  4  5

   Comments:________________________________________________________________________

3. Was the verbal presentation clear and engaging?

   1  2  3  4  5

   Comments:________________________________________________________________________

4. Did the group engage the class in a discussion?

   1  2  3  4  5

   Comments:________________________________________________________________________

5. Did the group follow the time limits?

   1  2  3  4  5

   Comments:________________________________________________________________________
Sample Group Presentation Peer Evaluation

Your name: ________________________________

1) Team member name: ________________________________
This team member contributed fairly to the creation of the outline. Yes No
If no, please explain:
____________________________________________________
This team member contributed fairly to the creation of the presentation. Yes No
If no, please explain:
____________________________________________________
2) Team member name: ________________________________
This team member contributed fairly to the creation of the outline. Yes No
If no, please explain:
____________________________________________________
This team member contributed fairly to the creation of the presentation. Yes No
If no, please explain:
____________________________________________________
3) Team member name: ________________________________
This team member contributed fairly to the creation of the outline. Yes No
If no, please explain:
____________________________________________________
This team member contributed fairly to the creation of the presentation. Yes No
If no, please explain:
____________________________________________________
4) Team member name: ________________________________
This team member contributed fairly to the creation of the outline. Yes No
If no, please explain:
____________________________________________________
This team member contributed fairly to the creation of the presentation. Yes No
If no, please explain:
____________________________________________________
Other comments or concerns about your group and how you worked together? (use back)
ASSESSMENT RUBRIC FOR RESPONSE PAPERS

STUDENT’S NAME: _____________________________________

ASSIGNMENT TITLE: _____________________________________

SCORE: __________

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<tr>
<th>CONVENTIONS/MECHANICS</th>
<th>Ineffective</th>
<th>Partially-effective</th>
<th>Effective</th>
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<tr>
<td>Multiple errors in writing hamper communication, and text does not demonstrate standard English grammar, punctuation, and/or usage, and/or does not meet the requirements for length and format.</td>
<td>Minimal errors in standard English grammar, punctuation, and/or usage are present in some of the writing, and/or the text does not meet requirements for assignment length and/or format.</td>
<td>The writing meets guidelines for standard English grammar, punctuation and usage, with very few minor errors present. Meets requirements for assignment length and format.</td>
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<th>INFORMATION PRESENTED</th>
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<th>Partially-effective</th>
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<td>Does not introduce or integrate information relevant to the topic/event, or includes inappropriate use of sources. In the case of an event paper, it is unclear that the event was attended.</td>
<td>Demonstrates only minimal or ineffective use of integrating information relevant to the topic/event. Writing only barely addresses details of event or class materials.</td>
<td>Introduces and integrates information relevant to the topic/event. Writing addresses details of event or class materials, and places information within a larger context.</td>
<td>Demonstrates exceptionally strong, integrated information that enhances credibility of writing. Writing includes skillfully represented details about event or class materials.</td>
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<th>REFLECTION/RESPONSE</th>
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<td>Fails to explore new ideas and/or works without making any connection between event or class materials and a personal context.</td>
<td>Begins exploration of new ideas, but could push further. Experience of event or class materials is put in a personal context, but lacks development of ideas.</td>
<td>Explores ideas unfamiliar to the reader, and questions different thinking. Puts experience of event or class materials in a personal context, is well-developed, and includes self-evaluation.</td>
<td>Exhibits a significant investigation of new ideas by way of exploring an event or class materials. Shows signs of personal growth and/or considerable self-evaluation.</td>
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Write additional comments on the back of the rubric.