

# Junior Colloquium 13-15

Fall 2024

<b>Instructor:</b> Dr. Sarah Bertekap	<b>Classroom:</b> Burris 119
<b>Email:</b> sarah.bertekap@bsu.edu	<b>Class meeting time:</b> Tue 2pm-3:30pm
<b>Office:</b> Elliott B027A	<b>Office hours:</b> M: 2pm-4pm Tu: 8am-11am W: 2pm-4pm Th: 1pm-3pm F: 10am-11am <b>*if these times don't work for you, send me an email so we can find a time to meet.*</b>

## Course Description

Junior Colloquium is a discussion-oriented seminar where we will work to create a space in which you can discuss your educational experiences. It has two interlinked goals: a place of practical concerns, where you can check in with classmates and instructors about your time at the Academy, and a place of critical reflection on learning itself. Over the course of the semester we'll explore the philosophies informing the different disciplines here at the Academy, culminating in a project where you'll develop your own ideal educational institution. We'll also have regular times for check-ins to reflect on your actual experience at the Academy, and to provide direction to resources that may benefit you.

## Course Methodology

While the first two classes of the semester will focus on laying the groundwork, each regular class will follow a specific rhythm. It will begin with in-class writing about the article you read for class before breaking into small group discussion. In those small groups, you'll share your individual reflections with each other and compose a group discussion document; the second half will merge these group conversations into a whole-class discussion, tackling questions and topics of particular interest. Participation is encouraged at every stage, with small group discussion being especially important; colloquium is, at its heart, about conversation with your peers about your shared experience.

## Methods of Evaluation

### Grading Scale

A: 94-100%	C+: 77-79%
A -: 90-93%	C: 74-76%
B+: 87-89%	C-: 70-73%
B: 84-89%	D*: 69% and below
B-: 80-83%	

### 1. (30%) Individual responses:

Before class time each week, you'll need to **read the assigned article**. You will **write a short individual reflection in class** (about 15 minutes of active writing time), with an emphasis on a.) general comprehension of the article's main points and b.) specific points which you feel deserve further discussion, especially in the context of your education at the Academy.

These will be posted on the Canvas discussion boards for ease of access and reference. They must demonstrate your understanding of the article's argument (and your reflections on it), and have **at least two (2) points of discussion** for your group and the class at large.

### 2. (35%) Group discussion:

Your in-class work will largely take the form of group discussion; **your small groups are especially important** in this regard, since you'll also be sharing responsibilities for the final project. Your efforts to contribute to your group will constitute a large part of your grade, which will draw upon the testimony of your peers as well as each class's **group discussion document**.

If you find you're having trouble contributing sufficiently to your group or find one of your groupmates is struggling or slipping away, please get in touch with your instructor to help ameliorate the issue. We need to take responsibility for each other's involvement in colloquium!

### 3. (35%) Final Project

The culmination of our work over the semester—taking up the last four weeks of the course—will be a group project in which you'll collaboratively design an ideal educational institution. You'll self-assign roles and take on different tasks in developing this dreamed-up school; the details of the project will be shared in a separate document.

## Course Schedule

8/13 - 8/15 -> Draft Discussion Consensus Document

8/20 - 8/22 -> Review Document - Values Auction - Group Assignment - Project Introduction

8/27 - 8/30 -> Learning and Teaching ([Rancière Chapter](#))

### LABOR DAY EXTENDED

9/3 - 9/4 -> NO COLLOQ

9/10 - 9/12 -> Project Discussion, Role Selection

9/17 - 9/19 -> History ([Wineburg Article](#))

9/24 - 9/26 -> Language & Culture ([Borges Story](#))

10/1 - 10/3 -> Literature ([Bayard Chapters](#))

## **OCTOBER EXTENDED**

10/8 - 10/10 -> NO COLLOQ

10/15 - 10/17 -> Science ([Worth Article](#))

10/22 - 10/24 -> Math ([Devlin Article](#))

10/29 - 10/31 -> Second Check-In - Project Confirmations

11/5 - 11/8 -> Project Work

11/12 - 11/14 -> Project Work

11/19 - 11/21 -> Project Work

## **BREAK**

12/3 - 12/5 -> Project Work

12/10 - 12/12 -> Project Work

## **FINALS - Project Presentations**

## **Course Policies**

### **Attendance**

It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor. Four or more unexcused absences in any particular class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.

### **Late Work**

If something affects your ability to complete work on time, please let me know so we can talk through our options.

### *Late Final Drafts*

If you anticipate handing in your final draft late, you are **required to email me at least 24 hours in advance of the submission date** so that I am informed of the situation and can help you figure out a plan for getting the work done without penalty to your grade. **Failure to email me about late final drafts will result in me deducting 1 step of a letter grade each day it is past due (so, an A paper would automatically become an A minus, then a B plus, etc.).**

## Wireless Devices

We will often do in-class writing as well as participation in collaborative documents, slides, and Padlet posts. Because of this, I encourage you to bring a laptop or tablet daily along with a notebook and pen/pencil. **Your phone should remain silenced and out of sight throughout class.** Part of our course will be helping you realize what study habits work best for you, so use this as an opportunity to try out different methods. If I see too many tech distractions during class, I will not hesitate to revoke laptop/tablet privileges. Our course requires *responsible* use of technology. All students are subject to the Academy's policy below:

Pursuant to Indiana Code 20-26-5-40.7, The Indiana Academy for Science, Mathematics and Humanities prohibits student use of wireless communication devices for non- instructional purposes in the classroom. As such, any and all portable wireless devices, that have the capability to provide voice, messaging, or other data communication between two or more parties, must only be used for academic purposes directly tied to the classroom activity or related educational task. Exceptions to this wireless device policy are eligible through academic accommodations, individualized education programs, or with instructor approval permitting the use of a wireless device for justification related to health, safety, and/or well-being.

The improper use of a wireless device in an active classroom setting is subject to disciplinary action including but not limited to; a verbal warning, temporary seizure of said device by a school official, an unexcused absence for the class in question, written communication to parent/guardian, among other elevated consequences for repeated improper use.

## Academic Dishonesty

You are responsible for the integrity of your work, and you must produce work that is academically honest. This means that all your coursework must be your own and must be created specifically for this course. Failing to maintain the integrity of your work can have serious consequences. Examples of academic dishonesty include, but are not limited to, the following: submitting someone else's paper, including papers you obtain online, as your own writing; and, attempting to take credit for someone else's (or an AI's) words or ideas without properly citing them. If you are even remotely uncertain about whether or not any part of your work is academically honest, please contact me for assistance. Also, please refer to the student handbook for additional information, especially the quoted portions below:

- *Plagiarism: representing as one's own work any material obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher and website must be identified. (See policy on Academic Dishonesty in the student handbook.)*
- *Students are prohibited from using any electronic device to capture, record, and/or transmit test, quiz, exam, or other class information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty and students are prohibited from using electronic devices to receive such information.*
- *Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as: a. Submitting an assignment purporting to be one's original work, which has been wholly or partially created by another person; b. Presenting as one's own work ideas, representations, or words of another person without customary and proper acknowledgment of sources; c. Submitting as new work, without the faculty member's*

*prior consent or knowledge, one's own work which has been previously presented for another class elsewhere; d. Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work; e. Cooperation with another person in academic dishonesty, either directly or indirectly, as an intermediary agent or broker; f. Knowingly destroying or altering another's work, whether in written or digital form, computer files, artwork, or other format; g. Aiding, abetting, or attempting to commit an act or action that constitutes academic dishonesty.*

## **Use of AI and LLM Technology**

### *Humanities Division Statement*

The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI, and ask them any questions you may have about the use of AI in their course.

### *Instructor Statement*

The purpose of this course is to deepen the skills, habits, and knowledge that AI chatbots offer convenient shortcuts through. In the process of generating writing for you, AI typically erases character and identity from the voice of your writing and pulls from uncredited, uncompensated sources of information. Under no circumstances should you use AI this semester to create writing that you claim as your own. If you have any questions about this, I am happy to chat with you about what I mean and what my expectations are.

## **Inclusive Excellence**

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the community are welcome through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge. As a reflection of Ball State's commitment to respect, civil discourse, and the Beneficence Pledge, Inclusive Excellence at the Indiana Academy emerges as one of the priorities of our living and learning community. We strive to exist together respectfully and compassionately, creating an environment where every member can thrive. Unfortunately, there might be occasions when something occurs that disrupts our progress toward meeting these objectives. In this case, we encourage any member of the Academy community to file a Campus Climate Report (CCR) [https://bsu.qualtrics.com/jfe/form/SV\\_6mbRbL5acAntUTI](https://bsu.qualtrics.com/jfe/form/SV_6mbRbL5acAntUTI). All reports will be taken seriously, and appropriate responses will be carried out by Academy administration.

## **Disability Services**

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. The Office of Disability Services coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at **765-285-5293** or [dsd@bsu.edu](mailto:dsd@bsu.edu).