Instructor: Dr. Sarah Bertekap

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Office location: Elliott B027A

Office hours: M/W/F 2pm-5pm, T 3:30pm-4:30pm (if these hours don’t work for you, email me and we will set up a time to meet!)

**COURSE DESCRIPTION**

Senior Colloquium is a discussion-oriented seminar which is meant to foster critical thinking, critical engagement with texts, and respectful dialogue with peers. This course is unique, in that, the class sessions are comprised almost entirely of student discussion and will generally be led by students themselves. The professor is a facilitator, not the leader of the discussion.

We will engage with course material spanning a variety of topics, grouped into units, broadly falling under the themes of communication, community, and the creation of knowledge. This course material can contain anything from films, video essays, podcasts, scholarly articles or book chapters, etc. It will be made accessible via the Canvas homepage.

This course is student-powered. In order to succeed, you must *engage* with the course material and participate in spirited and thorough class discussions about them. In other words, mere receptivity is not enough. You must offer input and ideas via analysis, evaluation, and synthesis. We will aim to achieve respectful, productive, and lively discourse.

**COURSE METHODOLOGY**

* View/listen to/read content assigned each week and discuss that material in class, both in groups and in full class format, to show engagement
* Take turns leading discussion, demonstrating comprehension and directing activities
* Complete and submit at the start of each class a written assignment on the course material assigned each week

**METHODS OF EVALUATION**

The following grading scale will be used for this course:

Grading: A 94-100, A- 90-93, B+ starts at 87, B 84, B- 80, C+ 77, C 74, C- 70, D\* 69 and below

**1. (50%) Presence, Preparation, Participation:**

* You will be evaluated based on your participation for each class. This means presence (be in class on time), preparation (have the reading/viewing/listening completed), and participation (you must engage in both group discussion and full-class discussion to some meaningful degree.

**Comments are deemed meaningful** when they:

· Introduce new and intriguing ideas that moves discussion along

· Agree with and expand another participant’s remarks

· Disagree with participants and explains why

· Give persuasive analysis of text

· Give opinion with backup text/evidence

· Refer to a relevant event (may be historical or current) and explain why

· Show connections to other sources, either used in this class or others

· Give thoughtful comparison to another remark’s

· Clarify an obscure passage so that it makes sense to all of us

· Thoughtfully respond to a classmate’s comment

Comments that cannot fall under one of these categories may still be counted if it reflects understanding of text/classroom discussion and is explained clearly.

I will update you with your participation grade and feedback on your participation monthly.

**2. (25%) Leading Discussion**

* Throughout the semester your group will be responsible for leading class discussion more than once. These will be weighted more heavily than weekly class participation, requiring that you engage with especial depth with the work and motivate your classmates to participate. You are encouraged to introduce activities to spur discussion. You will be graded based on a simple rubric of three criteria:
  + Comprehension - demonstrating a sufficiently deep and accurate understanding of the text.
  + Reference - referring to and utilizing the text in your framing of discussion.
  + Engagement - energizing the class and motivating discussion, enabling all students to participate.
* Note that this means you will be graded in part on the degree of participation you can stir up; when you are not presenting, your engagement has an effect on the grade of your classmates, as well as your own. What goes around comes around, so be sure to participate each class to support your fellow students and earn their support in turn.

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| --- | --- |
| Comprehension | 25% |
| Reference | 25% |
| Engagement – your discussion/activity design | 25% |
| Engagement – participation of students | 25% |

**3. (25%) Written Reflection**

* At the start of each class, you’ll have 15 minutes to generate and write two discussion points based on the reading. Each of these points should contain **3-4 sentences explaining their connection to the reading and at least one direct quotation with proper citation**.
  + You are exempt from this requirement on days when your group is leading discussion.

**COLLOQUIA DIALOGUE RULES OF THUMB**

1. The exchange of declarative monologues tends to be dialectically unproductive. The effort to be too complete is often self-defeating. Brevity stimulates dialectic. Don’t be afraid to put yourself out there – respectful disagreement is normal and expected.
2. The imaginative and unexpected are frequently more fruitful than a prematurely prudent opinion.
3. In dialectic conversation, listening intently is in everybody’s intellectual interest.
4. Agreeing to disagree respectfully is a powerful asset to any conversation. This practice will heighten the courtesy that any good and rigorous conversation demands. Also, don’t assume that everyone holds the views they put forward – Colloquium is a space for testing out ideas and analyses.
5. Follow the argument wherever it leads. Think with your peers and trust their intelligence to lead to (sometimes much unexpected) understanding.

**METHODS OF GETTING INTO CLASS DISCUSSION**

* Clarify a point in discussion
* Ask a relevant, productive question
* Offer a comparison
* Offer a contrast
* Offer supporting evidence
* Refer to a literary work germane to the ideas being discussed
* Refer to historical idea/work germane to the idea being discussed
* Analyze a section of the course material
* Agree with and add to someone else’s comment
* Offer a counterpoint that is respectful and productive
* Offer a definition
* Help the group move to a new thread
* Provide a helpful summary
* Propose a hypothesis
* Provide a creative explanation or solution
* Improvise a scenario

**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. If you anticipate handing in your work 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>.  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**.

**Literature note**

Important literature is often about the deepest and most difficult struggles of humans to live authentically in a complex world. Through the thoughts and experiences of literary characters, we can examine and evaluate our personal responses to life’s mysteries, complexities, disappointments, and joys. In addition, we begin to understand how a writer, in his or her own struggle to experience creatively, has responded to the social, political, and artistic environment of his/her times. The English Department at the Academy selects reading material that reflects these human struggles, has endured the test of time, and has earned a respected place in the universe of letters. The instructors will often include recently published poems, stories, and articles that reflect the diversity of contemporary cultures and experiences. **If, because of the powerful nature of the reading experience, you are unable to read and study a specific text with reasonable analytic objectivity, please confer with your instructor.** Alternative texts are available.