Office hours: Mon/Tues/Wed/Fri (1pm-2pm), Wed (10am-12pm), Thursday (12pm-2pm)
Online office hours: Friday (10am-12pm) Just log in and I will admit you
https://us02web.zoom.us/j/2523938670?pwd=Yk9lK1g5U09KVvPJRWZY0IYeTZMzd09
Meeting ID: 252 393 8670
Passcode: 445021
Other times available by appointment. Please email me.

COURSE DESCRIPTION
Senior Colloquium is a discussion-oriented seminar which is meant to foster critical thinking, critical engagement with texts, and rational dialogue with peers. This course is unique, in that, the class sessions are largely comprised of student discussion and often led by students, themselves. The professor is a facilitator, but often not the leader of the discussion.

Seniors across all sections of Colloq will choose the course material we will all engage with throughout the semester. This course material can be things like films, YouTube videos, podcasts, scholarly articles or book chapters, Ted Talks, etc. The material just needs to be accessible for all members of Senior Colloq. Seniors will select material that falls under these categories: sustainability, social justice, ethics, psychology, art, music/film/entertainment, technology, and health/wellness.

Merely consuming this material, however, is not enough. In order to succeed in this course, 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 to show engagement

· Complete and submit to Canvas a written assignment on the course material assigned each week

CLASS ATTENDANCE POLICY
Please note attending class 0-15 minutes late counts as a tardy. After 15 minutes you will be marked absent even if you attend class.
Students will be expected to attend all class meeting and abide guidelines as stated in the Student Handbook for class attendance. Please see below for absent policy.
Indiana Academy Unexcused Absence Policy
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.

You are expected to attend every class. You are allowed one unexcused absences without penalty. Each additional unexcused absence will be penalized as follows: Unexcused absence (1) = 1-point subtraction from final grade. Unexcused absence (2) = 3-point subtraction from final grade. Unexcused absence (3) = 5-point subtraction from final grade. (For example, if you have an 89 final average with (3) unexcused absences your final grade will be 84). Four (4) or more unexcused absences will lead to academic and residential consequences beyond the scope of this class determined by the Office of Academic Affairs (i.e., residential groundings, parent/principal conference, and/or detention).

Any minor assignment/test/project/presentation missed due to an unexcused absence will be handled according to the late work policy of this class. You will be given an opportunity to retake any missed assignment/test/project/presentation worth more than 20% of the final grade but will be docked a full letter grade as a result.

GENERAL COURSE OBJECTIVES
- To participate in an interdisciplinary seminar focusing on great ideas of differing times and dimensions;
- To develop questioning strategies and techniques which stimulate productive discussion;
- To build a body of written and non-written material that incorporates a philosophical foundation and a series of readings on an intellectual level;
- To adapt the scholarly content to conditions in which the student’s daily life exists;
- To develop an intellectual and practical vehicle in which the student may be able to demonstrate quality reading, listening, and verbal skills.

COURSE CONTENT
The content of this course is interdisciplinary in nature through a variety of different readings and scholarly experiences. Included in this content will be historical readings, scientific readings, philosophical readings, mathematical readings, and literature readings. Primary and secondary sources will be utilized through texts and handouts. This seminar shall be about ideas presented in the readings for the seminar sessions and not simply cursory reviews about the source(s). Mere opinion will be discouraged; analysis, evaluation, and synthesis will be the skills in training. Each reading will be able to stand on its own intellectual merit and yet able to find a connection to previous and subsequent readings.
COURSE METHODOLOGY
Classes will be conducted with a combination of small group discussion and overall review of the article during the first half of class; the second half will be total group discussion (also termed big group discussion). Active participation is expected for both.

#Reading of texts and sources in a variety of disciplines on which regular, structured, in-class interpretational discussion will be based;
#Regular structured seminars and large group settings which work toward analysis of ideas;
#Written responses to the readings and ideas.

METHODS OF EVALUATION
Two primary methods of evaluation will be employed. 70% of the grade will be assessed by the first primary method, which is the daily oral discussion evaluation as per the guidelines below. 30% of the grade will be assessed by the second primary method, which is the written reflection grade as per guidelines below. 100-93%-A; 92-90%-A-; 89-87%-B+; 86-83%-B; 82-80%-B-; 79-77%-C+; 76-73%-C; 72-70%-C-; below 70% - D*

(70%) Oral discussion grade:
You will be evaluated daily for your oral discussion grade each class.

Grading scale:
Big group: at least 3 meaningful comments w/1 text citation
Content was meaningful and relevant (both small and big group)
Content was delivered with respect (both small and big group)
Actively participated in small group discussion
Total: /20 pts

Comments are deemed meaningful when they:
· Introduces new and intriguing idea that moves discussion along
· Agrees with and expands another participant's remarks
· Disagrees with participants and explains why
· Gives persuasive analysis of text
· Gives opinion with backup text/evidence
· Refers to a relevant event (may be historical or current) and explains why
· Shows connection to other sources, either used in this class or others
· Gave thoughtful comparison to another remark's
· Clarifies an obscure passage so that it makes sense to all of us
· Thoughtful response to 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 explained clearly.

(30%) Written talking points
Your talking points is the culmination of your thoughts and ideas based from your personal reading of the article to be presented during the discussion held in class. The talking points are
three significant quotes, with a 4-5 sentence analysis/interpretation of each. You will share these in small groups and use them to help guide and facilitate conversation. These are submitted at the end of class.

**ABSENT POLICY**
In case of excused absence, the following must be submitted by next Colloq class. This report can be submitted up to 3 excused absences. After that, further absences from class will be a zero (or must be consulted with teacher on one on one basis).

A 2-3 page report of at least 800 words is due. This report must do the following
   a) This report does replace the 3 talking points (you do not have to submit talking points)
   b) You will state a clear opinion presented in the article, and defend or attack
   c) You must also cite at least once from the article, and have 2 other sources in APA style. Here is the purdue link for citing in APA.

Reports will be graded on following for total of 10 points.
Length of report 1 2
Content analysis 1 2
Citations given (appropriate) 1 2
Organization and flow of ideas 1 2
Overall effort 1 2

Based on this report, points will be added back to participation. Lowest grade case is 10/20 for the participation if not submitted by next Colloq class.
Exceptions are to be discussed with the teacher.

**ACADEMIC DISHONESTY**
Any homework reflection which has writing style that is exactly the same or extremely similar will be counted as plagiarism and an act of academic dishonesty. Students who commit Academic dishonesty will be prosecuted and penalized. Plagiarized work will receive a minimum penalty of “0” for that assignment and/or reduction of the overall course grade as deemed appropriate to the severity of the infraction.

**COMPUTER USE**
Students are strongly encouraged to bring out printouts. However, computers or tablets are allowed in lieu of article printout. If tablet is used for notetaking directly on article, that device must be shown to me beforehand. Smartphones cannot be used in lieu of the article printout (if used, participation points will be deducted). Notes can only be taken with pen and paper (no notetaking on computer.) In general, no typing is allowed in class.

**INDIANA ACADEMY MASK USE POLICY**
I. Requirement

II. The Indiana Academy will follow Ball State University’s mask policy. Effective July 1, 2020, all people on campus—including faculty, staff, students, vendors, contractors, suppliers, and visitors—should wear face masks (covering nose and mouth) while inside campus buildings. Face masks are specifically required in the following situations:

a. When in the presence of others (indoors or outdoors) and physical distancing is difficult to maintain, such as in hallways, elevators, stairs, public spaces, and common areas;

b. When in a classroom or laboratory;

c. When using campus transportation (such as a shuttle bus);

d. When multiple individuals are in a University vehicle.

Students, faculty, and staff are encouraged to bring their own mask. Masks will be provided to anyone who is unable to bring a mask or their mask is damaged.

III. Non-compliance: If a student declines to wear a face mask as required, the student will be referred to the Director of Academic Affairs or the Director of Residential Affairs. If the situation occurs in a classroom or other academic setting, it is considered a classroom management issue, and the teacher will remind the student of the requirement and give the student a chance to comply with it prior to referring the matter to the Director of Academic Affairs or the Director of Residential Affairs. Wearing masks is crucial to preventing the spread of COVID-19 to others.

METHOD OF COURSE EVALUATION
This course will be evaluated by students by means of on-line and written instruments the conclusion of the course. The instructor will also evaluate the efficacy of the course through an on-going process during and concluding the course.

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 and through university resources found at http://cms.bsu.edu/campuslife/multiculturalcenter.

Schedule for Spring Semester Colloq 2022
Themes:

- Social Justice (social justice issues relating to race, gender, etc.)
- Philosophy (defining the meaning of intellectual and what it means to be human)
- Education (looking at education today)
- Art (how human nature is viewed through art)
- Emotions (exploring human emotions in literature and society)

Week 1 Jan. 3-7
Intro to class/get to know each other

Week 2 Jan.10-14

“Speaking in Tongues: A Letter to Third World Women Writers”

Week 3 Jan. 18-21 (MLK Day)
Social Justice 2 “The Other America”

Week 4 Jan. 24-28
Philosophy 1: Thinking as a Hobby

Week 5 Jan. 31-Feb.4 (Extended)

Philosophy 2: Letter to an Intellectual

Week 6 Feb.7-Feb.11 (Extended) NO CLASS

Week 7 Feb. 14-18
Philosophy 3: What do we owe to Intellectual Robots

Week 8 Feb. 21-25
Education 1 Standardized Testing

Week 9 Feb. 28-Mar. 4
Education 2 “Re-Envisioning Paulo Freire’s ‘Banking Concept of Education’”

Spring break

Week 10 Mar. 14-18
Art 1: Language as Poems (pg 1-5)

Week 11 Mar 21-25
Art 2 Ways of Seeing with John Berger - Episode 3, the value of art

Week 12 Mar 28-April 1
Art 3 The Museum - Leila Aboulela or Art is How We Justify Our Existence

Week 13 April 4-8
Emotions 1 Monster Theory

Week 14 April 11-14 Extended (M-Th) NO CLASS

Week 15 April 19-22 Extended (Tues-Fri) Emotions 2 Jokes and Joking

Week 16 April 25-29
Emotions 3 Happiness Get Happy: Myths of the Modern Mind

Week 17 May 2-6
Emotions 4 Anger Audre Lorde - The Uses of Anger