COLLOQUIUM INSTRUCTIONS
JUNIOR COLLOQUIUM
Mr. Willis
SPRING Semester 2018

Where/how to find Mr. Willis:
   Office, basement of Elliott
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Office Hours:
   10:00am-11:00am MWF, 2:00-3:00 MWF
   Tuesday: by appointment
   Thursday: 10-12:00

Welcome to Junior Colloquium. I expect wonderful discussions.

Each Colloq teacher handles the class in a different manner. No method is better or worse—just different. There are many ways to do the same thing in a correct manner. So we all know where we are going, here is my plan for Colloq.

**Students are responsible for the discussion!**

Some general procedures:

1. No one should speak a second time on an issue until everyone who wishes to speak has spoken once.
2. When possible, it is good to have an affirmative discussion followed by a negative.
3. Discussion is CO-OPERATIVE. Debate is Competitive. In colloquium we should work to find a consensus rather than a victory. Compromise may be difficult—even impossible, but we must try, and we must be respectful of the contributions and opinions of all members.
4. There will be no name calling and no put downs.
5. If religious matters or ideas or concepts should be discussed, be particularly careful. In a recent class, a person in a colloq said, “We discussed religion for an entire hour, and no one got mad!” And that is as it should be.
6. If there is a reading dealing with a problem, we might follow Dewey’s Problem Solving Plan:
   a. Define the problem.
   b. How big is the problem?
   c. What are the causes of the problem?
   d. What are the possible solutions for the problem?
   e. Evaluate each of the solutions.
f. What is the best possible solution?
g. How can the solution be implemented?

7. If the article does not present a problem to solve, we might discuss:
   a. The thesis or general idea of the article.
   b. The major points
   c. The validity of the author's support
   d. The strengths and weaknesses of the argument
   e. The tone of the writing
   f. How might the article and the ideas relate to the Academy, to Indiana, to the USA?

The Standing Assignments:

The following are the assignments for each discussion during the semester.

1. Questions or talking points regarding the article (There should be at least 5).

   The questions must be done before class. I will not accept them later, nor will I accept handwritten assignment during or after class. They may not be typed during the colloquium session. If you cannot find a printer that works, you may send them to me (before class) at my email address rmwillis@bsu.edu.

2. Class discussion. I will grade the discussion in this manner.
   A short statement may receive 1 point; if analysis or discussion is added, I will add another point or maybe even 2 for a really good discussion; if text is cited, I will add a third point. Therefore, a speaker could receive 3-4 points for a contribution. A student must speak in the discussion to receive a passing grade for the discussion.

   After the discussion, I will add each person's points, and the ones with the highest number will receive the higher grades.

3. Rubric completion. Each student will complete a diagnostic rubric each class session.

4. Complete the reaction to the discussion on the rubric.

Grading of the parts:
1. Questions/talking points.............................10 points
2. Discussion..........................................................70 points
3. Rubric completion...........................................10 points
4. Comments on the discussion.............................10 points

There will be a total of 100 points for each discussion (after the first session).
Grading scale:

95-100 = A
90-94  = A-
88-89  = B+
83-87  = B
80-82  = B-
78-79  = C+
73-77  = C
70-72  = C-

Absences: Since this is a discussion class, it is important for each person to be present! If a student is absent, for any reason, one of these things might be done to make up the absence.

1. A student could attend the other colloq class I teach. Or, if another teacher would allow the student to participate in his/her session, that would be fine with me—not, however, on a regular basis!
2. A student could write an essay on the article and submit it to me with the discussion questions.
3. A student could come discuss the article with me in my office.

Be sure to do the makeup work; a 0 instead of 100 would really hurt the grade!

Equity statement:

Ball State University and The Indiana Academy aspire to be a university and high school 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 world views represented at Ball State and the Indiana Academy and among those we serve. We promote a culture of respect and civil discourse as expressed in the Beneficence Pledge and through university resources found at: http://cms.bsu.edu/campuslife/multiculturalcenter

Academic Honesty:

The policy for Academic Dishonesty as written in the Student Handbook will be in force during this course. Honesty, trust, and personal responsibility are fundamental attributes of the academy community. Academic dishonesty by a student will not be tolerated because it threatens the foundation of this institution which is dedicated to the pursuit of knowledge and critical thinking. To maintain credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, The Indiana Academy and this instructor are committed to maintaining a climate which upholds and salutes the highest standards of academic integrity.
I hope you all enjoy Junior Colloq!

dwillis
JUNIOR COLLOQUIA READING SCHEDULE
Spring 2018
For January 8-12: Intro to Junior Colloquia – what are ultimate questions; how investigate “big questions”
For January 16-19: “What Does It Mean to Be an American?”, Michael Walzer,
For January 22-26: what mean to “know” or “learn” something – *Meno* –
For Feb 7-9: no seminar – extended weekend Feb 3-6
For Feb 19-23: what does it mean to be “good” or “moral”; how to live good life – selections from *Nicomachean Ethics*
For Feb 26-March 2: Diversity article
For March 12-16: Nature of Evidence – “The Tragedy of the Commons”, Garrett Hardin
For March 19-23: what is a human being – Descartes, *Discourse on Method*
For March 26-29: Diversity article
For April 3-6: what is meaning of life – Camus, “Myth of Sisyphus”
For April 16-20: what is freedom – Hannah Arendt, “On Violence”
For April 23-27: Diversity article
For April 30-May 4: *Copenhagen*, Michael Frayn