### WES 200 Checklist

(Please copy this checklist for your own course before editing.)

Course submitted by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Seminar II (WES 200) builds on the skills and experience of Seminar I and asks students to consider texts and contexts in greater depth.  Students should be asked to build on their critical thinking abilities from Seminar I and their other courses by addressing the complexities of text and contexts while clearly articulating their own points of view and discerning those from others.

A syllabus for Seminar II needs to include the following:

\_\_\_\_\_ The Wesleyan Seminar common overview and objectives (instructors can add additional

objectives and overview information):

**overview:**

The Wesleyan Seminars are an immersion into liberal arts education.  Within the seminars, students will learn how to identify complex problems and issues, consult expert sources, question assumptions, consider disparate points of view, develop complex personal positions, and present conclusions.  The three seminars are progressively more sophisticated in their approaches and expectations.

**learning objectives:**

Upon successful completion of this course, students will be able to:

* Critically consider an issue or problem

### Consult sources and consider expert opinions

* Question assumptions and attend to relevant contexts when presenting a position
* Develop a specific position while acknowledging different sides of an issue

### Articulate conclusions effectively before an audience

\_\_\_\_\_    An explanation of the course format that demonstrates a commitment to seminar pedagogy

\_\_\_\_\_ A graded participation component

\_\_\_\_\_ A minimum of 3750 words of finished and edited text

\_\_\_\_\_ Inclusion of reading relevant to the course topic that articulates the complexity of the topic

with different and disparate points of view

\_\_\_\_\_ A class presentation (individual)

\_\_\_\_\_ Instruction in research and integration of relevant sources

\_\_\_\_\_ A written assignment that can serve as an assessable artifact. This assignment needs to

demonstrate student engagement with the Wesleyan Seminar objectives. (Please highlight this

assignment in the syllabus.)

\_\_\_\_\_ Seminar II courses may count towards a major; however, students doing so will have to

complete another Seminar II to complete their general studies requirements. This must be clear

in the syllabus.

\_\_\_\_\_   Course structure and content that supports students achieving AAC&U milestone level 3

standards:

|  |  |
| --- | --- |
| **Explanation of issues** | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. |
| **Evidence***Selecting and using information to investigate a point of view or conclusion* | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.Viewpoints of experts are subjected to questioning. |
| **Influence of context and assumptions** | Identifies own and others' assumptions and several relevant contexts when presenting a position. |
| **Student's position (perspective, thesis/hypothesis)** | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.Others' points of view are acknowledged within position (perspective, thesis/hypothesis). |
| **Conclusions and related outcomes (implications and consequences)** | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. |

\_\_\_\_\_ If faculty is requesting cross listing of the seminar with a departmental course, a

separate syllabus for that course should also be submitted.

Append syllabus below.