Goals for Developing a Learning Community through Seminar Discussion

• Move beyond rote or regurgitative learning toward independent, critical thinking. Practice in a safe environment.
  + analyze texts and ideas
  + evaluate (judge) texts and ideas
  + develop our own independent, intellectual voices

• Develop a community of practice & community of learning: Responsibility is on both student and teacher, and emphasizes that learning and knowledge are social processes.
  + practice dialogue, including conflict and disagreement
  + practice learning through process, over time, by doing
  + practice in-depth discussion of “good
  + practice listening carefully and giving our attention to others’ voices
  + practice helping others develop their ideas through ethical
  + practice note taking to aid memory and to further develop ideas outside of class
  + practice ethical interaction, including disagreement

• Confront our own identities & our own power: Identity and power are intertwined in the ways that we see the world and think and perceive and behave. Seminar dialogue should make our own identities and power-positions clear to us as we encounter people whose experiences of the world and the U.S. are different from our own

Classroom Protocols

As a teacher, I have found that it is critical to a student’s success to create an environment conducive to learning. To that end, we will strive together to create an atmosphere where we can focus together on the contents of the course and not have to worry about distractions of any kind.

See Canvas for detailed protocols.

Late Assignment Policy

For full credit, assignments must be turned in on time, usually uploaded to Canvas. There are some specific caveats here, however:
For Material Culture Essay, Visual Culture Essay, and LITERARY ESSAYS, if you turn in your essay on time and it’s a good faith effort, you will have one week after you receive your grade to revise your formative essay for a higher grade, up to a maximum of a B+ (I want your best work the first time around). Note: I’ve been doing this a long time and I can tell if you turn in something you wrote an hour before it was due in a Red Bull haze. It must be a good faith effort on the first go or I will not accept revisions.

For SUMMATIVE ESSAYS, because these function like exams, they must be on time (no exceptions) and no revisions allowed.

Seminar Assignments must be turned in on time.

Assignments and Grading Policy for Seminar

Seminar Assignments (Sec. 11, 21, & 31) SLOs & GELOs

60% Literary Analysis
   Literary Essay #1—150 pts
   Literary Essay #2—200 pts

20% Material Culture Essay
   Application of knowledge & skills; Areas D2 & D3

20% Seminar Participation (see below)
   Formative activities for all Areas

Lecture Assignments (Sec. 10, 20, & 30) SLOs & GELOs

60% Summative Writing (take home)
   Areas C1, C2, D2, D3, American Institutions
   Summative #1 — 60 pts
   Summative #2 — 90 pts
   Summative #3 — 60 pts

30% Visual Culture Essay
   Application of knowledge & skills; Areas C1 & C2

10% U.S. Founding Documents Quiz
   American Institutions

Your Final Grade for the 6-credit course will be the average of the above two grades.