### **WES 300 Checklist**

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

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

Seminar III (WES 300) asks students to engage complex questions and read challenging perspectives. They will be asked to consider, examine and develop their own perspectives as they consider the validity of other viewpoints. Students will present clear descriptions of complex arguments and be able to contextualize the views of themselves and others. Students’ conclusions (consequences and implications) are logical, imaginative, and reflect student’s informed evaluation and ability to articulate evidence and perspectives.

A syllabus for Seminar III needs to include the following:

\_\_\_\_\_ The WES 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 5000 words of finished and edited text

\_\_\_\_\_ Inclusion of reading relevant to the course topic that offers depth of knowledge on context,

disparate points of view, and help students reach innovative, imaginative conclusions

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

\_\_\_\_\_ Instruction in research and synthesis 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 III courses may count towards a major; however, students doing so will have to

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

clear within the syllabus.

\_\_\_\_\_ Course structure and content that supports students achieving AAC&U capstone level 4

standards:

|  |  |
| --- | --- |
| **Explanation of issues** | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. |
| **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 comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. |
| **Influence of context and assumptions** | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. |
| **Student's position (perspective, thesis/hypothesis)** | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.Limits of position (perspective, thesis/hypothesis) are acknowledged.Others' points of view are synthesized within position (perspective, thesis/hypothesis). |
| **Conclusions and related outcomes (implications and consequences)** | Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. |

\_\_\_\_\_ 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.