### WES 100 checklist

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

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

A syllabus for Seminar I 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 2500 words of finished and edited text

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

\_\_\_\_\_ Inclusion of reading relevant to the course topic

\_\_\_\_\_ Instruction in research and evaluation of 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.)

\_\_\_\_\_ Course structure and content that supports students achieving AAC&U milestone level 2

standards:

|  |  |
| --- | --- |
| **Explanation of issues** | Issue/problem to be considered critically is stated but description may leave some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. |
| **Evidence***Selecting and using information to investigate a point of view or conclusion* | Information is taken from source(s) with some interpretation/evaluation, but may not enough to develop a coherent analysis or synthesis.Viewpoints of experts are taken as mostly fact, with little questioning. |
| **Influence of context and assumptions** | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). |
| **Student's position (perspective, thesis/hypothesis)** | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. |
| **Conclusions and related outcomes (implications and consequences)** | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. |

Append syllabus below.