**HU 103 BD: *Conversatio* I (in Cohort B)**

**Seminar Syllabus**

Fall 2018

**Kevin Doran, Ph.D.**

**Office**: Bradley House 5

**Office hours**: M 10:30-11:30; T 1:00-3:00 or
 by appointment

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In addition to the information provided in the common course syllabus, students in HU 103 H1 (Cohort B) should be aware of the following seminar policies and procedures.

**Seminar Meeting Time**

Wednesday and Friday 9:30-10:20am, Joseph 209

**Gradebook**

Course grades will be recorded regularly and made available to students using the grade book feature of Canvas.

**Absence Policy and Penalty**

Students will lose 1 percentage point from their final grade for every absence beyond those allowed by the “Class Attendance” policy described in the common syllabus. Please be aware that work missed (*e.g.* exam or paper) resulting from any unapproved absence may not be made up. Extenuating emergency circumstances will be considered on a case-by-case basis*.* If absent, be sure to get the notes from a fellow classmate first. If you have questions about the seminar discussion (even after you have gotten the notes) then please see me*.* ***However, I will not give out my seminar notes to students who have missed class*.**

**Class Participation Grade**

As described in the common course syllabus, the engagement of ideas through critical dialogue in small seminar classes is a central and an essential feature of this course. The importance of student participation in this dialogue is reflected in the significant value it is given (200 points or 20%) towards your final grade. Participation points will be awarded based on each student’s preparation for and contribution to daily seminar discussions; how these points are specifically awarded will be described during the first day of class. ***You and at least one partner will be responsible for leading the discussion to open one seminar period this semester.***

Please review “Tips / comments on successful class participation” below as well as the discussion and discussion question handout for further details.

**Paper Submission and Late Papers**

Electronic copies of your papers must be uploaded on the class canvas site by class time of the day of the essay. I will not accept electronic submissions via email. No late papers will be accepted.

**Plagiarism Policy**

I reserve the right to give any student who knowingly plagiarizes a failing grade for this class; this includes a student downloading a paper off the Internet or a student turning in a paper that was written by another student. So, too, in accordance with College policy, I reserve the right to ask students for earlier drafts of their work and to examine source material. If you have questions about source material or citation mechanics, please refer to <http://www.anselm.edu/Library/Research-Help/Research-Tutorials/Academic-Integrity.htm>

**Email**

Official communication outside of class will take place through campus email. Please make sure you have an active Anselm.edu account, and that you check it regularly. If you are emailing me, please do so through your Anselm account.

**Athletics, Attendance, and Grade Reports**

It is my goal that student athletes achieve all their athletic goals in addition to attending all their classes. For this to happen it is important that you notify me of any scheduling conflict in advance and in person so that we can make alternate arrangements when necessary. Athletes needing periodic grade reports must either 1) e-mail me one day **prior to** giving me your form or 2) give me your form and plan on picking it up the next class day. I will not give on-the-spot grade reports.

**Cell Phone Policy**

Cell phones, pagers, etc. are an unnecessary distraction and are not to be used in the classroom. You must turn off your cell phone once class time starts. If your cell phone rings or vibrates during class time you will be asked to leave and will be considered absent for that class period. Furthermore, because camera phones and text messaging have been used to cheat in university courses, handling a cell phone during an exam will be viewed as cheating. In such an instance, you will be escorted from the room and given a failing grade on the exam.

**Classroom and Testing Modifications**

Any student eligible for changes in classroom and/or testing modification should discuss this with me immediately.

**Academic Honesty**

The standards of academic honesty are very high at Saint Anselm, and therefore it is recommended that you review the policy set forth in the College Catalogue. Depending on the severity of the infraction, cases of cheating or plagiarism may result in a failing grade of the assignment/exam in question, failing grade in the course, or expulsion.

**Additional Important Dates (by Month) to the Common Syllabus**

**September**

* Monday, September 3rd: Labor Day, No Class.
* Wednesday, September 5th*: Antigone,* Play: Koonz Theatre 7:30-9pm.
* Friday, September 28th: Exam I.

**October**

* Sunday, September 30th: *Groundhog Day*, movie: Perini Lecture Hall 4-6pm.

OR

* + Monday, October 1st, Koonz Theatre, 12:30-1:20
* Monday October 8th: Fall Recess-No class.
* Friday October 12th: Essay I due
* Monday October 15th: Common Lecture: Koonz Theatre: 12:30-1:20
* Week of October 29th: Pre-Registration

**November**

* Sunday, November 11th: Of Gods and Men, movie: Perini Hall 4:00-6:30pm
	+ Monday November 12th: Of Gods and Men, movie: Koonz Theatre 7:00-9:30
* Wednesday, November 14th: Exam II
* Wednesday-Sunday November 20th-25th: Thanksgiving Recess
* Wednesday, November 28th: Essay II Due.

**December**

* Friday, December 7th: Last seminar class
* Tuesday, December 11th: Final Exam, 9am in Joseph 209.

**Grading**

Your grade will be based on the above requirements in the following manner:

Requirement Points

Exam 1 150

Essay 1 100

Exam 2 150

Essay 2 200

Final Exam 200

Participation (first half) 100

Participation (second half) 100

Total 1000

**Tips / Comments on Successful Class Participation**

Given the importance of student participation in seminar discussions, I have provided the following recommendations and descriptions to help better understand the expectations for student participation.

Attendance - Successful participation begins with attendance. Not only is it important to attend seminar (after all you can’t participate if you aren’t there), but it is equally important that you attend common lectures and events so that you can be introduced to the ideas and experiences that will be the subject of seminar discussion.

Class preparation - The quality of the discussion in class is in many ways dependent on the preparation of students before class. Following are suggestions and study tips that will help you to prepare for class:

* make a list or outline of important ideas or issues in the reading for the day
* think through and form some opinion about these issues or problems
* establish a list of questions/observations on the reading which promote discussion
* thoughtfully complete the discussion questions provided by the instructor the day before seminar
* Create your own discussion question that could be used in class

What constitutes successful participation - “Good” participation—over the course of the semester—demonstrates familiarity with the reading, the willingness and ability to comment on ideas from the readings, the effort to become interested in the ideas and not just assume that they are irrelevant or “boring,” and an effort to think clearly and defend your thoughts. This is an ongoing learning process; these are the qualities that you are here to learn, so I understand that they are skills in the making. You will not be graded on your opinions as "right" or "wrong," but rather on your willingness to take part in the class and your effort to develop your views. More than anything else, I want to see that you are willing to thoughtfully engage important ideas and to express your thoughts on these ideas.

Goals of student participation - The goals of seminar participation are that each student will learn to:

* identify issues in the text/lecture worthy of discussion
* participate in academic debate, including how to agree and disagree civilly
* move from prompted to self-initiated discussion
* express clearly the distinction between an author’s opinion and their own
* become effective advocates of their own opinions by arguing persuasively and supporting their points with evidence
* use their own comments to advance the group conversation