

## ***Intersections 2007*** **The Seminar Core**

Each instructor develops his or her own course, but this document represents the core that will be common to all sections of *Intersections*. Assignments are given relative weights consistent with the spirit of this common framework.

### **Common Theme**

Perspectives on Human Nature

### **Common Elements**

**Readings:** *The Kite Runner*; Cronon and/or Rich; Hamer & Copeland; Palmer and/or Loeb

**Convocations:** Shirin Zubair (9/27); Margolis Brown--tentative (10/11); Dean Hamer (11/8)

**Activities:** Community-building service options, simulations, or other group activity

**In-class presentations:** Study abroad; Center for Academic Excellence writing tutor

### **Recommended Sequence:**

Become familiar with College and *Intersections* goals.  
Think reflectively about education.

Begin to think about self.  
Write reflectively.

Become more aware of viewpoint, interpretation.  
Practice summary and analysis.

Find and critically evaluate source material.  
Analyze and compare arguments.

Incorporate and document source material.  
Develop a persuasive argument using research material.

### **Common Framework**

Intentional sequences of assignments are designed to help students develop their own voices. The seminar format of *Intersections* is specifically designed to enhance this process by maximizing the instructor's ability to interact personally with each student, as well as encouraging students to interact academically with each other.

These processes of critical literacy are attended to while working through the course content.

**Reading**

Students have been assigned to read Khaled Hosseini's *The Kite Runner* over the summer and will first discuss the novel with their SOS leaders. At least one Intersections assignment should also relate to the novel.

Students read a variety of selections from the anthology during the semester, including poetry, fiction, and essay. Approximately 16-20 different readings are assigned, and strategies are presented for reading different types of materials.

**Writing**

*Informal:* One informal writing assignment is given every class period or two. This includes in-class writing, writing for convocations, pre-class writing based on readings or activities, after-class reflections, and journals.

*Formal:* Three to five papers are assigned (total length approximately 15-18 pages) including some reflection, summary, analysis, research and persuasive argument. Instructors or peers will provide feedback so that students may revise their work prior to handing it in for final evaluation. A significant amount of class time is spent discussing the writing process.

**Listening**

Some class time is spent discussing and evaluating listening in class discussions, presentations and convocations.

**Speaking**

Most class periods include time for discussion, either among the whole class or small groups. Some class time is used to evaluate the quality of discussions, and to discuss group roles. Students in pairs or small groups will be required to lead at least one class discussion.

**Information Literacy**

The equivalent of two fifty-minute class periods will be spent in the library in support of assignment(s) requiring outside research. Students will complete some work in advance of these sessions to demonstrate what they know about researching their topic. Librarians will target gaps in students' knowledge of basic research methods and the assignment will be revised following these interactive sessions. As part of these assignments, each student will produce one or more bibliographies with a combined total of eight to ten entries.

**Convocations**

All students attend all convocations. For each convocation (other than Matriculation), students have a short writing assignment which is used as a basis for discussion. Additional homework on these days should be the exception rather than the rule.

**Other Outside Events**

Students are required to attend two additional arts events—plays, readings, art exhibits, or musical performances. Each student should also take part in one community-building experiential learning activity arranged by the Intersections Council or individual instructor. If students are required to attend additional outside events, compensation is given by eliminating some other homework assignment.

**Exams**

Exams are given at the discretion of the instructor. All instructors follow College policy regarding the final examination period.