

# The PRISM Seminar

Ideas for Course Development

# Quick Review:

## Features of the Seminar

- 3 credit hours (voluntary, elective credit)
- Discipline- or Topic-based
- 15 students per section
- Pilot year (2010-2011) - 5 sections
- Part of teaching load
- Housed in the discipline (e.g., MAT-PRISM 9\*\*, BIO-PRISM 9\*\*)
- Upper-class student mentor optional
- Experiential component supported by funds
- PRISM Lecture Series

# Strategies of the Seminar

- **Strategy 1:** *Employ pedagogies that are active and engaging in nature*
- **Strategy 2:** *Integrate reading, writing, and speaking*
- **Strategy 3:** *Apply experiential component that integrates course content with experience*
- **Strategy 4:** *Discuss and debate issues, examining multiple points of view using a variety of credible sources*
- **Strategy 5:** *Provide opportunities to identify and assess the characteristics of the students' own reason processes as well as those of others*
- **Strategy 6:** *Explore important questions and analyze complex problems*

# Brainstorm

- Work in small groups
- Consider the strategies
- Think of possible topics you would like to teach in a discipline-based seminar
- Keep in mind that the seminar is intended to emphasize ***DEPTH*** over ***BREADTH***

# Timeline

## Fall 2009

- Select instructors who will teach one of our 5 pilot sections
- Begin monthly, half-day professional development for all interested faculty

## Spring 2010

- Offer support to those instructors teaching the 3 sections scheduled for Fall 2010
- Market the first 5 sections (to be included in freshman advising packets)

# Timeline

## Summer 2010

- Offer support to instructors teaching 2010 -2011
- Offer first *Summer Critical Thinking Institute* for all faculty and staff

## Fall 2010

- Roll out the first 3 sections and continue evaluation of proposals for future sections