Thinking: I am responsible for…

* Being prepared by having read my text thoroughly and reflectively.
* Having marked key issues in my text
* Locating facts and examples in the text to be cited as evidence for a particular argument.
* Providing the page number of that evidence.
* Searching for connections with previous readings.
* Seeing the relevance of the reading to my world.
* Being willing to change my opinion if more information is given or if my reasoning has been flawed.
* Pausing and thinking before I respond to the facilitators question or to a comment made by a peer.

Speaking: I am responsible for…

* Asking questions about what I have read, heard, and seen.
* Asking for clarification of any passage I have read which I do not understand.
* Giving my interpretations clearly yet succinctly.
* Making judgments that can be defended with textual evidence.
* Focusing on the question at hand.
* Explaining to others how I have inferred an idea by exploring the passage that has led me to this conclusion.
* Disagreeing with the ideas of others, *not* with the people.
* Clarifying information and lending support to a peer’s argument.
* Taking issue with inaccuracies or illogical reasoning.
* Moving the seminar forward to new concepts.
* Returning the seminar to a previous topic if new insights arise.
* Speaking loudly and clearly articulating.
* Directing comments to peers, not to the professor.

Listening: I am responsible for…

* Listening attentively and patiently as peers share their ideas.
* Listening critically to others opinions so that I may take issue with inaccuracies or illogical reasoning.
* Maintaining an open mind to a diversity of opinions.
* Listening accurately to a peer’s entire position before taking issue with it.
* Avoiding repetitiveness by developing stronger [listening skills](http://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#67770ea926fb).

Self-Awareness: I am responsible for…

* Abiding by the Class Contract and the rules outlined for the seminar.
* This is a conversation among peers. As such, no side conversations or background conversations are allowed. The goal is for all of us to be engaged in a conversation about the reading at question. Your professor will direct the conversation by watching the group to form a queue and call on you in turn.
	+ Bring your name card to class! Every. Single. Day.
	+ If you wish to take the conversation in a different direction, please signal by raising your full hand.
	+ If you wish to make a comment on the current conversation signal by raising your cupped hand.
	+ If you wish to ask or make a point of clarification (short!) on the current conversation signal by putting your finger on the desk.
* Sanctioning all side conversations.
* Exercising patience and self-control.
* Being courteous and respectful of my peers.
* Avoiding body language with negative connotations.

Source[[1]](#footnote-1): Wanda H. Ball and Pam Brewer. *Socratic Seminars in the Block.* Larchmont, New York: Eye on Education, 2000.

1. In standard style for this course - [Chicago](https://owl.english.purdue.edu/owl/resource/717/03/). [↑](#footnote-ref-1)