

Deliberative Pedagogy Course Plan

- **Course Number and Title:**
- **When Next Offered:**
- **Learning Outcome and Graded Aspect of the Course:** Include improved deliberative skills as a learning outcome and graded component of the course, either directly or as a component of participation or other assignments. The DCI can provide examples of what this might look like.
 - *What is your deliberation-related learning outcome that will be included in your syllabus?*

 - *What is your deliberation-related graded component for the course? How will you assess to what extent your students have achieved your expected deliberation-related learning outcome?*

- **Significant Time for Deliberation:** A significant portion of class time (and at least 25%) should be devoted to facilitated deliberations regarding significant political, social, aesthetic, ethical, scientific, historical, or other scholarly and public controversies made available through common texts, artifacts, or other materials. In a MWF course, for example, one class a week might be dedicated to deliberation, in a T Th course, one class every two weeks, or in a weekly seminar, a third of each class, or every third class.
 - *How much time will you devote to deliberation in the course?*

 - *How will you integrate it into the classroom experience?*

- **Engagement with the Deliberation Literature:** Through at least one reading and classroom discussion and/or lecture, attention should be given to the theory and practice of deliberation, differentiated from debate and ordinary conversation, and its role in scholarly inquiry and democratic life should be made clear. The DCI can provide suggestions for readings and topics of discussion.

- *What reading(s) from the deliberation literature will you assign for the class?*

- *How will students engage with the reading in class (e.g. discussion, lecture)?*

Cultivation of Deliberation-Related Skills: Cultivate the practical skills of deliberation, including self-reflection, empathetic listening, critical thinking, intellectual collaboration across differences, and discipline-sensitive analysis and argument, and communication in both spoken and written forms – and possibly other material forms as well. The DCI can provide more specific descriptions of these skills and specific exercises or assignments to practice these skills.

- *What practical skills of deliberation will you help students learn in the course?*

- *What exercises or assignments will you include to support this learning?*

- **Deliberation-Related Reflection Opportunities:** Provide robust opportunities for reflection on the process and outcomes of class deliberations. The DCI can provide a more specific description of this skill and specific exercises or assignments to practice it.

- *What opportunities for reflection about class deliberations will you provide for your students?*