

FYS NEW COURSE PROPOSAL FORM (revised 12/25)

For viewing purposes only.
Please complete the Qualtrics survey to submit a new FYSE proposal.

Instructor's Name(s)	
Department Code	FYSE
Course Title	
Course Number (TBD by Curric. Cmte.)	
Semester Offered	
Has this course been offered before? If so, then list the previous course number and the semester in which the course was previously taught.	

FYS Learning Goals

Use these as your guide. FY seminars are like no other course. Don't hesitate to get help imagining yours.

1. to learn what is expected intellectually and ethically for college-level work in the liberal arts;
2. to engage seriously with the topic to which one's seminar is devoted;
3. to develop skills in widely accessible yet scholarly presentation (written and oral), involving observation, analysis, argumentation, research, and the use of sources;
4. to become (with the help of advising) active in exploring academic and professional interests, and to find rewarding ways to participate in intellectual life in the liberal arts.

In the space below, please provide a course description (not to exceed 120 words) that will appear in catalog copy. The description should include the topic and goals of the course, your approach to the subject matter, the sources you will use, etc.¹

Please provide brief answers to the following questions:

1. If you have already identified specific learning goals for your students beyond those listed in the gray box above, then please state them in the space below. Also, list representative sources (beyond those already included in the course description) such as readings, films, etc. that will help the Curriculum Committee understand the scope of the proposed class.
2. The course content for FY seminars is a vehicle for the following instructional elements: skill-sharpening in oral and written communication, intellectual exploration, and learning how to learn at the college level. What kind(s) of work will you use in your classroom to assess student performance (eg. papers, class participation, projects, presentations, research activities, etc.)?

In your response to this question, please describe how student learning in your classroom will emphasize the skills of effective writing and speaking. How will your assignments provide opportunity for student growth (eg. drafting/revision), and allow them to practice their communication skills?)

(NOTE: A few complex, scaffolded assignments (w/ feedback and revisions built in) are typically more effective than requiring many one-dimensional assignments or having just one big assignment due at the end of the term.)

¹For catalog copy, the Curriculum Committee suggests using serial commas, and to replace phrases such as “**This course will**” with phrases, “**In this course we will...**”

3. How do you plan to incorporate student research and access to trustworthy resources into your seminar experience? How else might you address the importance of academic integrity, information literacy, and proper citation practices?

4. What 30-character computer abbreviation (including spaces and punctuation) do you want to use for your seminar? This is the course title that will appear on student transcripts.