

FYS NEW COURSE PROPOSAL FORM (revised Fall 2021)

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, list the course number and semester previously taught.	

FYS Learning Goals

Use them as your guide. FY seminars are like no other course. Don't hesitate to get help imagining yours. [amorsman@middlebury.edu, ndobreva@middlebury.edu, or amitprakash@middlebury.edu]

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 exact catalog copy of no more than 100 words describing 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, please state them here.

2. For FY seminars, course content is merely the vehicle for the most essential instructional elements: skill-sharpening, intellectual exploration, and relationship-building. What kinds of work will you use to assess the students in this **seminar** setting (eg. papers, class participation, projects, presentations, quizzes)?

Remember that **growth is key**. A few complex, scaffolded assignments are more effective than requiring many one-dimensional assignments or having just one big assignment at the end of the term. In your answer, please be sure to explain how you will center student learning around the skills of effective writing and speaking. How will you make sure students are **getting practice** on these communication skills and growing in these areas within the context of your seminar and across the whole semester?

3. Do you plan to incorporate **training in research and/or the use of primary sources** into your seminar? If so, how? How else might you address the importance of academic integrity, information literacy, and proper citation practices with students new to college?

4. What 30-character computer abbreviation (including spaces and punctuation) do you want used for this seminar? This title will appear on student transcripts.

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..."**

5. Because First Year Seminars must already accomplish a great deal in a limited time, each seminar is typically limited to ONE academic distribution tag. Please read over the [descriptions](#) and suggest the distribution tag (**LIT, ART, PHL, HIS, SCI, DED, SOC, or LNG**) that you believe most appropriate for your seminar. If you would like the Committee to consider other academic distribution tags, please list them in order of priority.

6. If you believe your seminar should have a [Cultures and Civilizations tag](#) please suggest ONE (**SOA, NOA, MDE, SAF, EUR, AMR, CMP**) for consideration by the Curriculum Committee.