**Checklist for First-Year Seminar Proposals and Syllabi**

Process-Related Learning Outcomes

* **First-year seminars will…**
	+ **utilize active, discussion-based, participatory learning;**
	+ **be exploratory in nature, rather than just presenting conclusions;**
	+ **have students read primary sources, not simply textbooks.**
	+ **have students synthesize material from multiple sources to develop their own views on the topic;**
* **Students will…**
	+ **utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;**
* FSEM Committee Recommendations
	+ Students should conduct an individual literature search on a topic related to the course.
	+ Students should encounter academic texts on the relevant topics.
		- This can occur through assigned readings or their written/oral assignments.
	+ Assignments should require students to go beyond summarizing retrieved information.
		- Students should both *evaluate* and *synthesize* information from a variety of sources.

Writing-Related Learning Outcomes

* **Students will…**
	+ **improve development and organization of written arguments;**
	+ **demonstrate the ability to edit and revise in the writing process;**
* FSEM Committee Recommendations
	+ Course Assignments
		- At least one assignment should include research and synthesis of novel information rather than shared class readings.
		- At least one assignments should include a structured drafting and revision process.
			* Peer-revision is accepted and encouraged.
			* Students should have at least one opportunity to revise a paper based on instructor feedback.
	+ Course should include one of the following:
		- Entire class visit to Writing Center.
		- Writing Center presentation/workshop in the class.
		- Students required to schedule appointment with Writing Center.

Communication-Related Learning Outcomes

* **Students will…**
	+ **apply the basic theories and principles of oral communication; and**
	+ **communicate effectively in a variety of settings, including public speaking and group discussion.**
* FSEM Committee Recommendations
	+ Course Assignments
		- Ideally include at least 2 of the following:
			* leading class discussion
			* brief (5-minute) presentation on a topic
			* extended (10+ minute) presentation on a topic
		- At least one assignment should include research and synthesis of novel information rather than shared class readings.
	+ Course should include one of the following:
		- Entire class visit to Speaking Center.
		- Speaking Center presentation/workshop in the class.
		- Students required to schedule appointment with Speaking Center.

**Requests from the FSEM Committee to Ease Proposal Assessment**

* The FSEM committee requests enough information to evaluate whether the course content achieves the learning outcomes and expectations.
	+ Please provide detailed descriptions of course content and assignments.
		- Provide detailed information on the **process** of assignments (e.g., types of sources/research, length of presentation/paper, and revision process) rather than the **topic** of assignments.
	+ Please provide a course calendar or schedule in your syllabus.
		- This helps the FSEM committee evaluate whether the course achieves the learning outcomes and expectations (e.g., visualizes when drafts and revisions are due).
		- This also helps students understand the course expectations and the timeline for assignments.
	+ Please describe how the Library, Speaking and Writing Centers, and other campus resources will be utilized.
	+ Please describe how QEP Modules will be incorporated.
		- Identify which Modules students will complete (at least 9 of the 12 – 3 in each area).
		- Identify when students will complete these Modules.
* If your course includes any special additional elements (e.g., trips, tickets, software, tools, etc.), be sure to include these in the syllabus and specify any possible costs to the student.
* Make sure to receive department approval for your FSEM.
	+ Make sure to indicate that you received department approval on your proposal form.
* In your proposal form, please link specific course content to the learning outcomes.
* Briefly describe your advising experience.
* If proposal is for an additional instructor, please do the following:
	+ Clarify any changes to the content of the FSEM.
	+ Include the approval of the original FSEM instructor to use their proposed FSEM course.