**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.