



BGSU 1910: First Year Seminar

Specific Title of Your Seminar

Fall 2017, Class Meeting Time, Day, Location

Descriptive Information

1. Number and Title of Course
2. Semester and Year
3. Faculty Name
4. Contact Information
5. Office Hours

Welcome Message:

Course Aim

The BGSU 1910 First Year Seminar program offers first time, first year students opportunities to explore an academic topic of interest to engage them in the academic life and community expectations of the university. Offered in a variety of intriguing topics by faculty in their area of scholarship, the seminars are limited to no more than 20 students each, providing new students the opportunity to engage academically with faculty and peers in a small class setting. Goals include engaging students in the intellectual life of the university and the relevance of the seminar topic, connecting them with a faculty member and peers in the class, and involving them in appropriate co-curricular opportunities. Best practices will include experiential activities and projects, including those that introduce students to community engagement learning outcomes. Faculty and students will meet the Friday of Opening Weekend for 3-4 hours worth of class time.

Course materials

Course Topic/Content

[The course content will be determined by the instructor. It should be a topic in the faculty member's area of scholarly interest and intriguing to first-year students. The topics will allow exploration of how the field of study applies in the world outside of the classroom—examples include the “citizen scientist” or “economic naturalist”—designed to engage students in grasping the reasons for an area of study, what big questions or issues it addresses, and why someone might want to study it further.

The seminar topic proposed by a faculty member should encourage students' reflection on the topic and their awareness of the reason for studying the topic in a self-directed way. In many cases, it may provide the basis for interest in service learning, undergraduate research and/or further study in the area, or other community and academic engagement activities.]

Overview of Instructional Strategies and Student Learning Activities

[The seminars are limited to twenty students, so students will be in a small class where they get to know and connect with one another and their instructor. Research shows that a connection with a faculty member is an important factor in student engagement in college. The seminar is graded with the usual A-F grading; there is no Pass-Fail or Audit option. Rigorous academic standards should be employed to support students in understanding college level expectations.

Each seminar is taught face to face, including meeting every week with students. Delivering content, assignments, testing, or activities via online is encouraged, as long as the class meets at least once each week to meet the goal of regular faculty-student interaction.

High impact practices should be used. Students should be expected to attend campus and community events so they become aware of resources available and become engaged in life at the university. Events include musical and theatrical performances, films, visiting speakers, Job Fair, Study Abroad Fair, etc. Similar events held at the college level can be included. Community engagement activities are also among the high impact practices to consider.

What You Can Expect to Learn/Do: Student Learning Outcomes

1. Explore a topic in a scholarly field of study in some depth to understand ways it applies outside of the classroom and in the community and world at large.
2. Interact effectively with your professor and fellow students, both in and out of class, through written and oral communication.
3. Demonstrate interest in educational experiences taking place outside of the classroom.
4. (Instructor’s Learning Outcomes – 1-3 recommended)

How We Will Know What You Have Learned:

The table below maps the general learning outcomes to instructional strategies and means of evaluating student achievement of the learning outcomes. Faculty are expected to employ active learning pedagogies in a seminar-style approach and to evaluate students using methods appropriate to the learning outcomes and active engagement spirit of the course. Workshops and other resources will be available for faculty to assist them in course mapping and planning for pedagogical and assessment plans.

Learning Outcome	Instructional Strategies and Learning Activities	Means of Evaluating Student Achievement of Learning Outcome
Explore a topic in a scholarly field of study in some depth to understand ways it applies outside of the classroom and in the community.	Active learning strategies involving critical reflection about the seminar topic and its relevance to everyday life; to encourage student interest in the topic.*	Example deliverables: undergraduate research projects, applied projects, problem-based learning, service learning projects, essays and presentations.
Interact effectively with your professor and fellow students, both in and out of class, through written and oral communication.	Seminar discussions, written assignments, oral presentations (formal or informal), electronic communication, activities outside of class, etc.	Effective written and/or oral communication criteria; rubrics.
Demonstrate interest in educational experiences taking place outside of the classroom.	Participate in at least three university events or other activities outside of class; specific activities may be specified by the instructor as related to class content, and/or selected by the students from a	Student self-reports of participation or other evidence of attendance. Faculty may grade as they wish.
Determined by instructor (1-3 recommended).*	Determined by instructor.	Determined by instructor.

*Workshops and other resources about active learning pedagogy and assessment will be provided to faculty teaching a BGSU 1910 Seminar.

Recommended Syllabus Elements

What You Can Expect of Your Instructor

[Examples of expectations you may want to set: Office hours to help you, prompt feedback, fairness, responses to questions and emails in a timely manner, am here to assist but not here to hold your hand or do the work for you.]

What We Expect of You (Example Content)

Expectations about class attendance, etiquette, participation

Class attendance is not optional. Attendance will be recorded each class period and you will be expected to participate actively in each class session to get the most out of the course.

Lateness Policy [The spirit is to be clear and consistent but with a degree of flexibility appropriate to first time, first year students.]

Professional correspondence [example]

Your instructor welcomes emails with your questions and comments. When you send an email to a professor, please be professional—identify who you are, the class you are in (name, time, day), spell out all words (no texting lingo), use complete sentences with proper punctuation and capitalization, use a proper greeting and a conclusion. Here’s an example—

“Dear Professor Snow,

I am a student in your MWF 8:30 BGSU 1910 class. I learned a lot from our discussion about the difference between apples and oranges, but I have a few questions to ask you about, before our next class meeting, if possible. I have another class during your office hours, but could meet Thursday (1-17) between 8 and 10 am or 2 and 4 pm. Would any of those times be convenient for you?

Sincerely,

Rachel Rain

RacRain@bgsu.edu”

Policy Statements

Faculty may wish to include various policy statements in the syllabus. The following examples provide language that is in accordance with University policies and documents:

Academic Honesty and Integrity

Codes of Conduct and Academic Honesty Policy: The instructor and students in this course will adhere to the University’s general Codes of Conduct defined in the BGSU Student Handbook. The Code of Academic Conduct (Academic Honesty Policy) requires that students do not engage in academic dishonesty. For details, refer to: BGSU Student Handbook (<http://www.bgsu.edu/student-handbook/code-of-conduct.html>)

Accommodations for Students with Disabilities. In accordance with the University policy, if a student has a documented disability and requires accommodations to obtain equal access in this course, he or she should contact the instructor at the beginning of the semester and make this need known. Students with disabilities must verify their eligibility through the Office of Disability Services, 38 College Park Office Building, 419-372-8495 (www.bgsu.edu/disability-services.html).

Cell Phone Usage: Please get in the habit of turning off your cell phone and putting it away before class starts. Cell phone use of any kind during an exam will lead to the person or persons being asked to turn in their incomplete exam and leave the room.

Laptops: Please check with your instructor about using laptops during class time.

Handouts and Additional Materials. If you miss a class, it is your responsibility to get copies of handouts from another student.

Religious Holidays: It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

Student veteran-friendly campus: BGSU educators recognize student veterans' rights when entering and exiting the university system. If you are a student veteran, please communicate with your instructor so reasonable accommodations can be made for absence when drilling or being called to active duty (See <http://www.bgsu.edu/veteran/> for more information).

University Closure: In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations. For changes in individual class meetings, please check the class Canvas site for postings by the instructor.

Tape Recording Policy: Students are not authorized to make recordings during class without permission from the instructor.

Course Schedule

[at least "red letter" dates; items that should go on students' calendars. Reminder: because the class meets for an extended session on Friday of Opening Weekend, the class will end earlier in the semester. Instructors might choose to stay in touch with their students through finals week.]