**Faculty of Science**

**University of Windsor**

**First Year Seminar (FYS) Call for Proposals**

To be submitted to [science@uwindsor.ca](mailto:science@uwindsor.ca) by February 26th, 2020.

Proposals are invited for a new First Year Seminar Course to be piloted in the 2020-2021 academic year. The Seminar will be open to 24 first-year students in the Faculty of Science. The class will meet on average for one hour/week. The topic of the seminar should satisfy the features of being a high-impact course (see attached fact sheet). The methodology can be discussion-based, or lab-based - the classroom and lab space in the USci Network (Rm. 335 Essex Hall) for this. Research indicates that successful FYS are not lecture-based.

**Timeline:**

Call for Proposals: January 16th.

Deadline for Proposals: February 26th.

Decision: Mid April. One applicant will be invited to teach the Y1 Seminar Course in Winter 2021.

For any questions, please contact one of the FYS team: Dr. Dora Cavallo-Medved, Dr. Maria Cioppa, Dr. Phil Dutton, Dr. Chris Houser, Dr. Chitra Rangan

The application has three main parts: ***Instructor Information****,* ***Course Rationale****,**and* ***Course Outline Components****.*

***Instructor Information*** is straightforward.

The ***Course Rationale*** gives you an opportunity to give full justification to the FYS Committee. Feel free to write as much as you feel necessary to give the committee a full sense of your reasons for proposing the course.

The ***Course Outline Components*** consist of key elements from the course outline template to be used in all FYS courses. Once your course is approved, you can copy and paste the components into the template. Learning outcomes (LOs) are required. For more information about LOs related to high-impact practices, please see the attached fact sheet.

**Please note that this activity is voluntary, and there will be no teaching credit associated with offering this course.**

**First Year Seminar (FYS) Course Proposal Form[[1]](#footnote-1)**

***Instructor Information***

Full Name:

Email address:

Phone:

Departmental/AAU Affiliation:

Please confirm:

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| --- | --- |
| \_ | I will voluntarily teach this course (without remuneration). |
| You may request that any publication ensuing from this activity, be considered as part of your Research and Scholarly Activities for purposes of PTR. Please confirm this via discussion with your Department Head and the Dean before you apply. | |

***Course Rationale***

*[Write as much as you feel you need to communicate your rationale to the Curriculum Committee. Approximately 150-300 words.]*

***Course Outline Components***

**Course Title:**

*[This title will appear on the FYS website. Have fun with it!]*

**Course Description:**

*[In addition to appearing in your course outline, this is the course description that students will read on the FYS website and therefore can be used as a recruiting tool. In preparing the course description, please include 1. What’s the student will be learning? 2. What the student be doing (i.e., how will he/she be evaluated)? Thus, write a short to medium length paragraph (no more than five sentences or about 100 words).]*

**Specific Learning Outcomes**:

*[Please give an enumerated list, preferably in order of priority****, three*** *specific learning outcomes for the course from the approved list below.*

| **Course Learning Outcomes**  *This is a sentence completion exercise.*  At the end of this course, the successful student will know and be able to: | **Characteristics of a University of Windsor Graduate**  A U of Windsor graduate will have the ability to demonstrate: |
| --- | --- |
|
| 1. Identify introductory terms and concepts on the topic of the Seminar. | 1. the acquisition, application and integration of knowledge |
| B. Retrieve and evaluate information from websites, magazine & news articles, and specified databases. | B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy) |
| C. Analyze provided or retrieved information, and reflect on its relation to material in courses. | C. critical thinking and problem-solving skills |
| D. Read, comprehend and analyze provided or retrieved information, and reflect on its relation to material in courses. | D. literacy and numeracy skills |
| E. Reflect on one’s own learning and growth of knowledge in the topic area of the Seminar. | E. responsible behaviour to self, others and society |
| F. Participate in class and team discussions, and respond to diverse opinions. | F. interpersonal and communications skills |
| G. Work collaboratively with their peers in the presentation of ideas and sharing of opinions about the topics discussed. | G. teamwork, and personal and group leadership skills |
| H. Deliver information in relation to the course content using various creative formats | H. creativity and aesthetic appreciation |
| I. Connect and apply real-world topics discussed in the seminar course with content learned in other courses in Science | I. the ability and desire for continuous learning |

*Learning outcomes should refer to demonstrable new or enhanced student competencies following successful completion of the course (i.e. attainment of a passing grade). This section should be expressed in terms of functional capacities as opposed to listing information content.*

*There should be a clear linkage between the evaluation methods used in the course and the stated learning outcomes. For example, inclusion of a learning outcome pertaining to improved literacy implies that reading (e.g., research) and writing skills will be taught, evaluated and documented.]*

**Description of Class Sessions:**

*[Please use this space to provide information regarding seminars or tutorials as appropriate. This may be entered as formatted text (bullets, lists) or as a table. Seminar dates are optional. What is the frequency and duration of meetings that you envision? (12 1-hour meetings, 6 2-hour meetings, or 4 3-hour meetings) Default is 12 one-hour sessions. Where will class sessions be held? Default location is 335 Essex Hall (classroom and/or lab)]*

**Course Assessments:**

*[Please enter course assessments in table form, including, due dates (and times and locations if appropriate) and contribution to final mark. Please note which course learning outcomes are assessed by the assignment. You can simply indicate the relevant learning outcome numbers in the last column. Do not change the heading and do not leave blank rows.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Due Date**  [You can fill in this column once your course is approved] | **Contribution to Final Mark (%)** | **Learning Outcomes Assessed** |
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1. Adapted from the First Year Seminar Proposal Form at the University of Guelph. [↑](#footnote-ref-1)