Examples: lists of first-year seminar course descriptions from across the U.S. and across disciplines. UC Berkeley, Penn State, UC Davis
Seminars depend on the regular presence and active participation of every student. Sharing ideas in class is an important academic skill that can be acquired only through practice. The vigorous discussions that characterize the most successful seminars depend on the commitment of each and every member of the class.

Seminar professors often choose to explore unexpected topics that may not directly relate to the focus of their departments. We don't want you to miss a hidden treasure. If you are interested in the past, for instance, don't look only at seminars offered by the History Department. The pop-up menu below lets you search for seminars by topic.

Choose a Topic ...

Not all seminars are included in the topic search. The complete list of seminars for freshmen appears below. Seminars are very popular; we recommend that you choose a couple of alternatives in case the seminar you are most interested in is full. You may enroll in only one seminar during Phase I of TeleBears, so choose wisely!

- At African American Studies 24, Sec. 1: Language and Politics in Southern Africa (1 unit, P/NP)
- Anthropology 24, Sec. 1: The Imagined Past: Archaeology in Film (1 unit, P/NP)
- Architecture 24, Sec. 1: Design Thinking and Future Career Paths (1 unit, P/NP)
- Architecture 39D, Sec. 1: Design and Activism (3 units, LG)
- Chemical Engineering 24, Sec. 1: Whose Science, Whose Fiction? Exploring America's Scientific Imagination (1 unit, P/NP)
- Chemical Engineering 24, Sec. 2: Physics in Weightlessness (1 unit, P/NP)
- Chemistry 24, Sec. 1: Bridge (1 unit, P/NP)
- Chicano Studies 39A, Sec. 1: Chicano Civil Rights Movement (1.5 units, P/NP)
- Civil and Environmental Engineering 24, Sec. 1: The Golden Gate Bridge and The Bay Bridge (1 unit, P/NP)
- Civil and Environmental Engineering 24, Sec. 2: The Design and Construction of Biosand and Membrane Filters for Developing Countries (1 unit, P/NP)
- Classics 24, Sec. 1: Mycenae, Rich in Gold: Myth, Murder, and Mayhem (1 unit, P/NP)
- Computer Science 39K, Sec. 1: Information Technology Goes to War! (2 units, P/NP)
- Computer Science 39P, Sec. 1: Photographing History in the Making (2 units, P/NP) NEW
- Computer Science 39R, Sec. 1: Symmetry and Topology (2 units, P/NP)
- Earth and Planetary Science 24, Sec. 1: Oceans in the News (1 unit, P/NP)
- Education 24, Sec. 1: The Role and Place of Intercollegiate Athletics at Berkeley (1 unit, P/NP)...
- English 24, Sec. 1: Shakespeare's Sonnets (1 unit, P/NP)
- English 24, Sec. 2: Mark Twain's Connecticut Yankee in King Arthur's Court and The Prince and the Pauper (1 unit, P/NP)
- English 24, Sec. 3: The Arts at Berkeley and Beyond (1 unit, P/NP)
- English 84, Sec. 2: William Blake's Songs of Innocence and of Experience (1 unit, P/NP)
- Environmental Science, Policy, and Management 24, Sec. 1: Issues in Natural Resource Conservation (1 unit, P/NP)
- Environmental Science, Policy, and Management 24, Sec. 3: Environmental and Criminal Soil Forensics (1 unit, P/NP)
- Ethnic Studies 24, Sec. 1: The Election 2012: The Role of Minority Voters (1 unit, LG)
- French 39C, Sec. 1: The Art of Love in Medieval and Early Modern France (3 units, LG)
- German 24, Sec. 1: Post World War II Reflections on the Holocaust: (Auto) Biographical Perspectives (1 unit, P/NP)
- History of Art 39F, Sec. 1: Vermeer and Dutch Painting: The Mauritshuis Collection (2 units, LG)
- Integrative Biology 24, Sec. 1: The Darwinian Revolution (1 unit, LG)
- Integrative Biology 24, Sec. 10: Ethnobiology, Nutrition, and Global Food Systems (1 unit, P/NP)
- Integrative Biology 24, Sec. 2: Tapeworms, Ticks, and Trypanosomases: The World of Parasites (1 unit, P/NP)
- Integrative Biology 24, Sec. 3: How and Why Do Birds Sing (1 unit, P/NP)
- Integrative Biology 24, Sec. 4: Animal and Human Navigation: Which Way Is Home? (1 unit, LG)
- Integrative Biology 24, Sec. 5: Plants of the UC Berkeley Botanical Garden (1 unit, P/NP)
- Integrative Biology 24, Sec. 6: Humans Evolving (1 unit, LG)
- Integrative Biology 24, Sec. 8: Randomness and Heritable Memories in Biology (1 unit, LG)
- Integrative Biology 39C, Sec. 1: The Field of Veterinary Medicine (2 units, P/NP)
- Jewish Studies 39G, Sec. 1: Jewish Cultures of North Africa and the Middle East (2 units, LG)
- Journalism 24, Sec. 1: London Calling: Producing News for the BBC (1 unit, LG)
- Journalism 24, Sec. 2: Disengaged: Journalism in an Age of Discord (1 unit, LG)
- Journalism 39K, Sec. 1: Ethical Issues in Journalism on Film (1.5 units, P/NP) CANCELLED
- Landscape Architecture 39A, Sec. 1: Future Ecologies (3 units, P/NP) NEW
- Legal Studies 39D, Sec. 1: Current Political and Moral Conflicts and the U.S. Constitution (2 units, LG)
- Letters and Science 39B, Sec. 1: Classic Movies as Visual Art (3 units, LG)
- Linguistics 24, Sec. 1: Language Myths (1 unit, P/NP)
- Materials Science and Engineering 24, Sec. 2: Physics and Materials Science of Skateboarding (1 unit, P/NP)
- Materials Science and Engineering 24, Sec. 3: Materials and Weapons of War through

http://fss.berkeley.edu/freshman.lasso
History (1 unit, P/NP)
- Mathematics 24, Sec. 2: Geometry, Relativity, and the Fourth Dimension (1 unit, P/NP)
- Mechanical Engineering 24, Sec. 1: Let There Be Pixels (1 unit, P/NP)
- Mechanical Engineering 24, Sec. 2: Introduction to Graphical Communication in Engineering (1 unit, P/NP)
- Military Affairs 24, Sec. 1: Leadership Concepts and Development (1 unit, LG)
- Molecular and Cell Biology 90D, Sec. 1: Human Viruses and Diseases (1 unit, P/NP)
- Molecular and Cell Biology 90E, Sec. 1: Matter, Mind, Consciousness (1 unit, P/NP)
- Natural Resources 24, Sec. 2: Global Environment Theme House Freshman Seminar (1 unit, P/NP)
- Near Eastern Studies 24, Sec. 1: Islam and Imaginative Literature: The Making of a Problematic Relation (1 unit, LG)
- Near Eastern Studies 24, Sec. 2: Egyptian Archaeology at Cal (1 unit, LG)
- Nuclear Engineering 24, Sec. 1: Detection of Nuclear Material (1 unit, LG)
- Nutritional Sciences and Toxicology 24, Sec. 1: Fiat Lux: Memories and Traditions, Hopes and Dreams of Cal (1 unit, P/NP)
- Physics 24, Sec. 1: Physical Biology of Cells and Tissues (1 unit, P/NP)
- Physics 24, Sec. 2: Science at UC (1 unit, P/NP)
- Plant and Microbial Biology 24, Sec. 1: Would You Like to Know More about the Plants You Eat? (1 unit, P/NP)
- Plant and Microbial Biology 24, Sec. 2: Viruses, Health and Society (1 unit, P/NP)
- Plant and Microbial Biology 24, Sec. 3: The Road to Algal Biofuels (1 unit, P/NP)
- Political Economy 24, Sec. 1: Rogues, Scooorders, and Citizens: The Political Economy of Smuggling and Piracy (1 unit, P/NP)
- Psychology 24, Sec. 1: Current Issues in Personality and Social Psychology (1 unit, P/NP)
- Psychology 39E, Sec. 1: The Psychology of Art (2 units, LG)
- Rhetoric 24, Sec. 1: Arguing with Judge Judy: Popular "Logic" on TV Judge Shows (1 unit, P/NP)
- Slavic Languages and Literatures 24, Sec. 2: The Mystery and Fascination of the Balkans (1 unit, P/NP)
- South and Southeast Asian Studies 39G, Sec. 1: "Think Gender" in Indian Short Stories (2 units, LG)
- South and Southeast Asian Studies 39I, Sec. 1: Southeast Asian Performing Arts (2 units, LG)
- Spanish 24, Sec. 1: Talking Funny: Language Variation in Spanish and English Literary Texts (1 unit, LG)
- Vision Science 24, Sec. 1: The Human Eye (1 unit, P/NP)

Freshman and Sophomore Seminars are co-sponsored by the Undergraduate Division of the College of Letters & Science and the Vice Provost for Undergraduate Education. For further information about the program, contact Alix Schwartz (alix@berkeley.edu / 642-8378). Problems and errors should be reported to the webmaster.

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First-Year Seminar

For some courses, a more detailed description may be available, accessible by clicking on the course number. All course descriptions are updated periodically.

154 courses.

A E 124S
Architectural Engineering Orientation (1) Introduction to architectural engineering; lectures and discussions with special reference to the relation of architectural engineering to the building industry.
Effective: Fall 1999

A ED 101S
Introduction to Art Education (3) This course introduces students to issues, concepts, and ideas in Art Education.
Effective: Summer 2002

A & A 102S
Art and Design Studio I (3) Provides students with an interdisciplinary introduction to studio work in the arts and design.
Effective: Spring 2006 Ending: Fall 2012
Prerequisite: admission into the College of Arts and Architecture.

A A A S 063S (GH;US;IL)
First-Year Seminar in African and African American Studies (3) Cultural, philosophical, economic, political, and global dynamics of the Black experience in the United States and the Diaspora.
Effective: Summer 2005

A D TED 100S
Adult Learners in the University (1) Opportunity to develop effective learning strategies while exploring critical issues related to adults entering or returning to higher education.
Effective: Spring 2001

A E R S P 001S
Aerospace Explorer—First-Year Seminar (1) First-Year Seminar explores aerodynamics, structural mechanics, flight mechanics, rotorcraft systems, high performance computers, air/space propulsion, and space systems.
Effective: Fall 1999

A E R S P 097S
First Year Seminar—Hands on Helicopter (1) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.
Effective: Fall 2012 Ending: Fall 2012
AERSP 097S
First Year Seminar - Hands on Helicopter (1) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest. Effective: Spring 2013 Ending: Spring 2013 Future: Spring 2013

AG 150S
Be a Master Student! (2) Students explore agricultural issues and research methodologies through literature review, library searches, field studies, and critical thinking. Effective: Summer 1999
Prerequisite: first- or second-semester standing

AG 160S (GH)
Introduction to Ethics and Issues in Agriculture (3) Introduce students to the University and College of Ag Sciences preparing them to succeed. Review ethical theories and issues in American agriculture. Effective: Summer 2012
Prerequisite: fifth- or second semester standing

AM ST 083S (GH)
First-Year Seminar in American Studies (3) Critical approaches to the interdisciplinary study of American culture. Effective: Summer 1999

AN SC 110S
Contemporary Issues in Animal Biotechnology and Society (1) An introductory survey of animal biotechnology in society, the role for biotechnology and how it will benefit society. Effective: Spring 2003

ANTH 083S (GS)
First-Year Seminar in Anthropology (3) This seminar introduces students to anthropology as a scientific discipline with ties to other social and natural sciences. Effective: Summer 1999

APLNG 083S (GS;US;IL)
First-Year Seminar in Applied Linguistics (3) Introduction to the application of theories of language to cognition, culture, gender, society, and second language acquisition. Effective: Summer 2005

ARCH 131S
Basic Design Studio I (4) An introduction to the basic concepts, methods, and skills of architectural design in a project-based, active learning, studio environment. Effective: Summer 2008
Prerequisite: or concurrent ARCH 121

ART 110S
Ideas as Visual Images (3) Introduction to the ideational relationships among subject, form, and content in visual images. Effective: Fall 2002
Prerequisite: portfolio review

ART H 001S (GA)
First-Year Seminar (3) An introduction to the field of art history, through an examination of a selected issue in a seminar setting. Effective: Fall 2000

ASIA 083S
Asian Studies First Year Seminar (3) The meaning and advantages of a Liberal Arts education in

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context of a specific discipline.
Effective: Spring 2010

**ASTRO 020S**
First-Year Astronomy Seminar (2) Introduction to the study of modern astronomy through discussions, activities, and writing.
Effective: Summer 1999

**AYFCE 211S** (GS;US;IL)
Foundations: Civic and Community Engagement (3) Conceptual foundations of public scholarship and orientation to contemporary themes and issues in civic and community engagement.
Effective: Spring 2011

**B A 100S** (GS)
Introduction to Business (3) A comprehensive view of the contemporary environment of business.
Effective: Fall 2009

**B E 001S**
Growing Your Future--First-Year Seminar (1) Introduce students to University life, the agricultural/biological/engineering program and profession; prepare them to succeed in academic life at Penn State.
Effective: Fall 2008
Prerequisite: first-year status

**B M B 001S** (GN)
Understanding the Bases of Human Disease (3) A broad survey of the molecular and cellular factors that provide an explanation for an understanding of human disease.
Effective: Spring 2001

**B B H 019S**
Health and Disease (1) Essentials of communicable and chronic disease control.
Effective: Spring 2005

**B B H 148S**
Coping with College: A First Year Transition Seminar (2) Exploration of effective learning strategies, university resources, academic requirements and planning, career development issues in discussion-centered environment.
Effective: Summer 1999

**B I O E 100S**
Bioengineering Seminar (1) First-year seminar to introduce the role of engineering in biomedical research and in instrument development for the medical device industry.
Effective: Fall 2001

**B I O L 110S** (GN)
Biology: Basic Concepts and Biodiversity (4) A study of the evolution of the major groups of organisms including the fundamental concepts of biology. This course also fulfills the First-Year Seminar requirements.
Effective: Summer 1999

**C E 100S**
Topics and Contemporary Issues in Civil and Environmental Engineering: First-Year Seminar (1) First-Year Seminar exploring a specific topic or contemporary issue in civil and environmental engineering.
Effective: Fall 1999
CAMS 083S (GH; IL)
First-Year Seminar in Classics and Ancient Mediterranean Studies (3) Critical approach to the study of ancient Mediterranean languages, literatures, and/or material cultures.
Effective: Summer 2005

CAP 100S
Orientation to the Undergraduate Experience (1) To facilitate transition of new students through active engagement and introduction to university and campus resources.
Effective: Fall 2004

CAP 110S
First-Year Seminar for Capital College, The School of Behavioral Sciences and Education (1) Introduction to Penn State culture, information literacy and collaboration skills, and introduction to majors and careers relevant to the discipline.
Effective: Spring 2003

CAP 120S
First-Year Seminar for Business (1) Introduction to Penn State culture, information literacy and collaboration skills, and introduction to majors and careers relevant to the discipline.
Effective: Spring 2003

CAP 140S
First-Year Seminar for Humanities (1) Introduction to the discipline including: ethics, research methods, communications, career opportunities/issues and applied technology.
Effective: Summer 1999
Prerequisite: or concurrent: CAP 100S

CAP 150S
First-Year Seminar for Capital College, The School of Public Affairs (1) Introduction to Penn State culture, information literacy and collaboration skills, and introduction to majors and careers relevant to the discipline.
Effective: Spring 2003

CAP 160S
First-Year Seminar for Capital College, The School of Science, Engineering and Technology (1) Introduction to Penn State culture, information literacy and collaboration skills, and introduction to majors and careers relevant to the discipline.
Effective: Spring 2003

CAS 083S (GS)
First-Year Seminar in Speech Communication (3) Introduction to major theoretical, critical, research and pedagogical issues in human communication.
Effective: Fall 2003

CAS 084S (GH)
First-Year Seminar in Communication Arts and Sciences (3) Introduction to significant issues surrounding effective human communication; humanities emphasis.
Effective: Summer 2002

CAS 100S (GWS)
Effective Speech (3) Principles of communication, implemented through presentation of speeches, with some attention to group discussion and message evaluation.
Effective: Fall 2003

CHE 097S
Intro to Chemical Energy Technology (1) This CHE FYS will overview the CHE field and

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curriculum with a concentration on Chemical Engineering in Energy technology.

CH E 100S
Exploring Chemical Engineering First-Year Seminar (1) The exploration of Chemical Engineering and available career opportunities.
Effective: Summer 2007

CMJIT 083S (GH;IL)
First-Year Seminar in Comparative Literature (3) International topics in literature and culture; each seminar will have a specific topic as announced (see the Comparative Literature Web site).
Effective: Summer 2005

CMPEN 111S
Computers and Computer Hardware (1) A brief orientation to University life and resources and an introduction to computers and computer hardware.
Effective: Spring 2009

CMSC 097S
The Algorithmic Ideas That Drive the World Wide Web (3) First Year Seminar exploring the algorithmic "tricks" and language behind computing and the web.

CMSC 111S
Logic for Computer Science (1) An introduction to logic and its application to problem solving and computer science.
Effective: Spring 2009

COMM 100S (GS)
Effective: Fall 2005

COMM 150S (GA)
The Art of the Cinema (3) The development of cinema to its present state; principles of evaluation and appreciation; examples from the past and present.
Effective: Fall 2005

CRIM 083S (CRIMJ 083S)
First-Year Seminar in Criminal Justice (3) Critical approaches to issues in criminal justice and criminology.
Effective: Spring 2008

CRIMJ 083S (CRIM 083S) (GS)
First-Year Seminar in Criminal Justice (3) Critical approaches to issues in criminal justice and criminology.
Effective: Spring 2008

E E 007S
Adventures in Electrical Engineering (1) Exploration of electrical engineering through several hands-on activities that cover a broad spectrum of applications and fundamental concepts.
Effective: Fall 1999

E E 008S
Introduction to Digital Music (1) First-year seminar that discusses digital music from an electrical engineering perspective; topics include sampling, digital filtering, compression, and music synthesis.
Effective: Fall 2001

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First-Year Seminar in Electrical Engineering (1) First-year seminar covering a variety of Electrical Engineering topics that vary from year to year. Effective: Spring 2008

Engineering Applications in Energy and Biomedicine (1) Disappearing w/out a Trace: New Engineering Ideas in Energy & Biomedicine. This course consists of technological challenges awaiting WCE and ethical issues to consider in your professional career. Effective: Fall 2012 Ending: Fall 2012

Design for Failure--First-Year Seminar (1) This seminar, through the utilization of commonly used examples, discusses the engineering principles which are exploited by such designs. Effective: Summer 2000

Science/Engineering Fiction and the Engineering Sciences--First-Year Seminar (1) Examines the technology predictions of authors in view of the engineering sciences on which the underlying devices of their stories are based. Effective: Summer 2000

Weird, Wild, and Wonderful Materials and Devices--First-Year Seminar (1) First-year seminar that surveys the use of novel materials and material systems to create practical devices. Effective: Summer 2000

Catastrophic Failures--First-Year Seminar (1) First-year seminar that explores design deficiencies through the study of case histories of a number of famous failures. Effective: Summer 2000

Green Engineering--First-Year Seminar (1) This First-year seminar introduces students to basic concepts in green engineering practices and processes. Effective: Fall 2001

Great Ideas in Engineering and Science (1) Revolutionary advances in engineering and applied science will be presented along with physical and mathematical concepts with wide applicability. Effective: Spring 2013 Ending: Spring 2013 Future: Spring 2013

First-Year Seminar in Economics (3) Experiments in microeconomic principles. Effective: Summer 1999

Explorations in Design First-Year Seminar (1) Students explore topical issues in engineering design. Effective: Spring 2007

Solar Racers First-Year Seminar (1) Students explore solar energy engineering by designing, building, testing, and racing a model car powered by a photovoltaic panel. Effective: Spring 2007

Ethics of Star Trek First-Year Seminar (1) The Star Trek television series is used as an

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introduction to ethics, with application to student life and engineering practice.
Effective: Spring 2007

EDSGN 015S
Transformations by Design: First-Year Seminar (1) Examination of the social and environmental transformations that follow engineering design, and of the transformations of students by higher education.
Effective: Spring 2007

EDSGN 100S
Introduction to Engineering Design (3) Introduction to engineering design processes, methods, and decision making using team design projects; design communication methods including graphical, verbal, and written.
Effective: Fall 2007

EDTHP 115S (GS;US)
Competing Rights: Issues in American Education (3) An examination of educational issues relevant to democratic citizenship; emphasis is on understanding the relationship among politics, schools, and society.
Effective: Spring 2006

EDUC 100S
First-Year Seminar in Education (3) Learning about a scholarly community through the development of knowledge and skills needed for successful participation in higher education.
Effective: Fall 2007

EDUC 197S
First Year Seminar for Students in Camp (2) First year seminar for students participating in the CAMP program.
Effective: Fall 2012 Ending: Fall 2012

EDUC 197S
First Year Seminar for Students in Camp (1) First year seminar for students participating in the CAMP program.

EET 002S
Introduction to Engineering Technology (1) Introduction to engineering technology and the use of computer methods for analyzing and solving engineering technology problems; microcomputer fundamentals, word processing, spreadsheet, and database software packages.
Effective: Fall 2007

EM SC 100S (GWS)
Earth and Mineral Sciences First-Year Seminar (3) Writing, speaking, and critical thinking skills applied to topics of general interest in Environmental and Materials Science.
Effective: Spring 2001

ENGL 001S (GH)
Understanding Literature (3) Explores how major fiction, drama, and poetry, past and present, primarily English and American, clarify enduring human values and issues.
Effective: Fall 2000

ENGL 003S (GH)
The Great Traditions in American Literature (3) Major works of fiction, drama, and poetry from the colonial to the modern periods expressing enduring issues and values.
Effective: Fall 2002

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ENGL 015S (GWS)
**Rhetoric and Composition** (3) Instruction and practice in writing expository prose that shows sensitivity to audience and purpose.
Effective: Summer 1999
Prerequisite: ENGL 004 or satisfactory performance on the English proficiency examination

ENGL 030S (GWS)
**Honors Freshman Composition** (3) Writing practice for specially qualified and screened students. Students who have passed a special writing test will qualify for this course.
Effective: Spring 2003

ENGL 083S (GH)
**First-Year Seminar in English** (3) Critical approaches to the dimensions and directions in English/American literature and rhetoric.
Effective: Summer 1999

ENGL 135S (GH;US)
**Alternative Voices in American Literature** (3) United States writers from diverse backgrounds offering varying responses to issues such as race, class, gender, and ethnicity.
Effective: Summer 2005

ENGL 139S (GH;US)
**Black American Literature** (3) Fiction, poetry, and drama, including such writers as Baldwin, Douglass, Ellison, Morrison, and Wright.
Effective: Fall 2006

ENGL 184S (GH;IL)
**The Short Story** (3) Lectures, discussion, readings in translation, with primary emphasis on major writers of the nineteenth and twentieth centuries.
Effective: Spring 2006

ENGL 194S (GH;US;IL)
**Women Writers** (3) Short stories, novels, poetry, drama, and essays by English, American, and other English-speaking women writers.
Effective: Summer 2005

ENGR 097S
**First Year Seminars-Engineering** (1-2) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.
Effective: Fall 2012 Ending: Fall 2012

ENGR 097S
**First Year Seminars-Engineering** (1) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

ENGR 097S
**First Year Seminar** (1) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.
Effective: Fall 2013 Ending: Fall 2013 Future: Fall 2013

ENGR 100S
**Introduction to Engineering** (1) A seminar providing information about different engineering majors, coping with college life, and exploring educational and career goals.
Effective: Fall 1999

FORT 100S
**Introduction to Forestry** (1) A general introduction to forest ecology, history, management, and
practices.
Effective: Fall 2012

**FR 083S (GH;IL)**
First-Year Seminar in French (3) Critical approaches to the dimensions and directions in French/Francophone literatures and cultures.
Effective: Summer 2005

**GD 001S**
First-Year Seminar in Graphic Design (1) An orientation to the historical, social, and professional context of design and an exposure to a variety of ethical, philosophical, and topical ideas from the world of design.
Effective: Summer 2007
Prerequisite: admission to the AADES program

**GEOG 010S (GN)**
Physical Geography: An Introduction (3) Survey and synthesis of processes creating geographical patterns of natural resources, with application of basic environmental processes in resource management.
Effective: Spring 2006

**GER 083S (GH;US;IL)**
First-Year Seminar in German (3) Germany's cultural past and present.
Effective: Summer 2005

**H&HD 297S**
JumpStart (2) This is the 2 credit first-year seminar for the College of HHD.
Effective: Fall 2012 Ending: Fall 2012

**HD FS 129S (GS)**
Introduction to Human Development and Family Studies (3) Introduction to psychosocial and family development at all stages of the individual and family life cycle.
Effective: Summer 2006

**HIST 083S (GH)**
First-Year Seminar in History (3) Critical approaches to the dimensions and directions in History.
Effective: Summer 1999

**IE 100S**
Discover Industrial Engineering: First-Year Seminar (1) Informational First-year on Industrial Engineering as a career choice and profession; lab exercises; guest speakers; real world problems.
Effective: Fall 1999

**IE 101S**
Build Your Own Robot--First-Year Seminar (1) The objective of this first-year seminar course is to provide students hands-on experience with robotics and automation devices.
Effective: Summer 2000

**IE 102S**
Human-Centered Engineering--First-Year Seminar (1) This First-year seminar considers what makes products and processes usable by people, through both design principles and student projects.
Effective: Summer 2000

**INTST 100S (GS;IL)**
Introduction to International Studies (3) An introductory multidisciplinary course designed to

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familiarize students with critical international issues.
Effective: Summer 2005

**IST 110S (GS)**
*Information, People and Technology* (3) The use, analysis and design of information systems and technologies to organize, coordinate, and inform human enterprises.
Effective: Fall 2012 Ending: Fall 2012

**IST 110S (GS)**
*Information, People and Technology* (3) The use, analysis and design of information systems and technologies to organize, coordinate, and inform human enterprises.

**IST 111S**
*Seminar in Information Sciences and Technology* (1) Introduction to academic requirements, career planning, and information literacy for students majoring in the College of Information Sciences and Technology.
Effective: Spring 2001

**IT 083S (GH;IL)**
*First-Year Seminar in Italian Literature, Film, and Culture* (3) Introduction to the study of Italian literature, film, and culture.
Effective: Summer 2005

**IST 083S (GH;IL)**
*First-Year Seminar in Jewish Studies* (3) Critical approaches to the history, sociology, and literature of Jewish Studies.
Effective: Summer 2005

**KINES 017S (GHA)**
*Ballroom Dance* (1.5) A course designed to provide students with basic dance skills and an understanding and appreciation of ballroom dance.
Effective: Fall 2007

**KINES 061S (GHA)**
*Fitness Theory and Practice* (3) Students will learn about the science of fitness/wellness; evaluate their present fitness levels and create a personal fitness plan.
Effective: Summer 2005

**LST 083S**
*The Twenty-First Century Researcher* (1) Students learn to use technology and Libraries resources to access and cite relevant information into academic research projects.
Effective: Fall 2009

**LARCH 121S**
*Landscape Architecture Orientation Seminar* (1) Introductory seminar involving readings on significant issues in landscape architecture. LARCH majors only.
Effective: Spring 2007

**LER 083S (GS)**
*First-Year Seminar in Labor Studies and Employment Relations* (3) Critical approaches to the dimensions and direction in Labor and Employment Relations.
Effective: Spring 2008

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LING 083S (GS;US;IL)
1st Year Seminar in Linguistics (3) Non-technical exploration of aspects of human language.
Effective: Summer 2005

M.E 097S
Explore Mechanical Engineering Research (1) Discusses the wide breadth of research topics in mechanical engineering and how to prepare yourself for a research position.
Effective: Fall 2012 Ending: Fall 2012

M.E 097S
First Year Seminar (1) Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.

M.E 101S
Toy Fundamentals: First-Year Seminar (1) First-Year Seminar focusing on toy design and manufacture.
Effective: Fall 1999

M.E 102S
Smart Lego Robots & Design (1) First-Year Seminar focusing on the development of technology exploration kits for middle-school-aged children.
Effective: Fall 2004

M.E 104S
Environmentally Conscious Engineering: First-Year Seminar (1) A First-Year Seminar focusing on environmental issues as they pertain to the engineering profession.
Effective: Fall 1999

M.E 105S
Product Dissection A: Bicycles--First-Year Seminar (1) A First-Year Seminar in which students analyze and disassemble a multi-speed bicycle.
Effective: Fall 1999

M.E 106S
Product Dissection B: Household Appliances--First-Year Seminar (1) A First-Year Seminar in which students analyze and disassemble household appliances.
Effective: Fall 1999

M.E 107S
Product Dissection C: The Enigmatic Engine--First-Year Seminar (1) A First-Year Seminar in which students analyze and disassemble a single-cylinder lawnmower engine.
Effective: Fall 1999

M.E 190S
Special Topics in Mechanical Engineering: First-Year Seminar (1) A First-Year Seminar focusing on issues related to Mechanical Engineering.
Effective: Fall 1999

MGMT 001S
Business Leadership (3) The aim of this course is to introduce fundamental concepts of business management and leadership.
Effective: Spring 2000

MUSIC 005S (GA)
An Introduction to Western Music (3) A general survey of art music in western society, highlighting important composers and stylistic developments.
Effective: Summer 2006
MUSIC 040S
First-Year Seminar in Music Education (1) Introduction to the University, the School of Music, the music education degree program, and the music teaching profession.
Effective: Fall 2006

MUSIC 119S
First-Year Music Seminar (2) Individual applied instruction and group activities; orientation, area recitals, and studio classes as required by instructor.
Effective: Summer 1999
Prerequisite: permission of instructor

MUSIC 129S
First-Year Performance Seminar (3) Individual applied instruction and group activities; orientation, area recitals, and studio classes as required by instructor.
Effective: Summer 1999
Prerequisite: permission of instructor

MUSIC 173S
First-Year Composition Seminar (2) Individual composition instruction for freshman composition majors (Fall semester) and group activities.
Effective: Summer 1999
Prerequisite: admission to the BM degree in Composition

NUC_E 001S
Atomic Adventures: First-Year Seminar (1) First-year seminar exploring the interesting and exciting world of nuclear science and its applications.
Effective: Fall 1999

NURS 111S (US;IL)
Nursing Roles (4) Introduction to nursing roles/process with emphasis on societal norms and multicultural influences on health care needs.
Effective: Spring 2011
Prerequisite: admission to 2NURS major

OT 100S
Structural Foundations of Occupational Therapy (1) An overview of the structural foundations of the occupational therapy profession.
Effective: Spring 2011

PT 100S
Physical Therapist Assistant-Introduction (3) Orientation to the field of physical therapy, historical background of the profession, professional ethics, medical terminology, and patient care techniques with First Year Seminar requirements.
Effective: Spring 2012
Prerequisite: a grade of C or better in BIOL 129

PT 101S
Introduction to Computer Skills for the PTA (1) Introduction to basic computer skills for the physical therapist assistant.
Effective: Fall 2011

PHIL 010S (GH)
Critical Thinking (3) Discussion of the validity, soundness, and fallacies of everyday language use and reasoning; informal logic; and manipulative arguments and propaganda.
Effective: Spring 2005
PHIL 083S (GH)
First-Year Seminar in Philosophy (3) Critical introduction to philosophical issues in ethics, social and political theory, religion, art, metaphysics, and epistemology.
Effective: Summer 1999

PHIL 132S (GH)
Introduction to Bioethics (3) Studies questions of ethics in relation to biotechnology research and implementation, genetic engineering, medicine, animal and human rights.
Effective: Fall 2012 Ending: Fall 2012

PL SC 001S (GS)
Introduction to American National Government (3) Introduction to development and nature of American political culture, constitutional/structural arrangements, electoral/policy processes; sources of conflict and consensus.
Effective: Fall 2012 Ending: Fall 2012

PL SC 083S (GS)
First-Year Seminar in Political Science (3) Exploration of current topics of interest in political science, international relations, and/or political theory.
Effective: Summer 1999

PSU 008S
First-Year Seminar University College (1) Facilitate student's adjustment to the high expectations, demanding workload, increased academic liberties, and other aspects of the transition to college life.
Effective: Spring 2000

PSYCH 083S (GS)
First-Year Seminar in Psychology (3) Scientific, societal, and individual implications of contemporary psychological theory.
Effective: Spring 2007

PSYCH 100S (GS)
Introductory Psychology (3) Introduction to general psychology; principles of human behavior and their applications.
Effective: Spring 2007

RL ST 083S (GH)
First-Year Seminar in Religious Studies (3) Critical approaches to the dimensions and directions in Religious Studies.
Effective: Summer 1999

RPTM 297S
First Year Seminar (2) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.
Effective: Fall 2012 Ending: Fall 2012

RPTM 297S
First Year Seminar (2) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.
Effective: Fall 2013 Ending: Fall 2013Future: Fall 2013

RPTM 397S
First Year Seminar (1) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.
Effective: Fall 2012 Ending: Fall 2012

http://bulletins.psu.edu/bulletins/bluebook/general_education.cfm?section=requirements3 11/20/2012
RPTM 397S
First Year Seminar (1) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.
Effective: Fall 2013 Ending: Fall 2013 Future: Fall 2013

RUS 083S (GH;US;IL)
First-Year Seminar in Russian (3) Russia's cultural past and present.
Effective: Summer 2005

S T S 151S (HIST 151S) (GS;US)
Technology and Society in American History (3) Development of technology in America from colonial times; its reception and its influence on social, economic, and political life.
Effective: Spring 2006

S T S 200S (GS)
Critical Issues in Science, Technology, and Society (3) An overview of interactions between science, technology, and society from social sciences and humanities perspectives.
Effective: Summer 1999

SOC 001S (GS)
Introductory Sociology (3) The nature and characteristics of human societies and social life.
Effective: Spring 2006

SOC 083S (GS)
First-Year Seminar in Sociology (3) Critical approaches to issues in the structure of society.
Effective: Summer 1999

SPAN 083S (GH;IL)
First-Year Seminar in Hispanic Literatures and Cultures (3) Introduction to the study of Hispanic literatures and cultures.
Effective: Summer 2005

SRA 001S
First-Year Seminar in Security and Risk Analysis (1) Provides introduction to the field of Security and Risk Analysis and assessments of key skills.
Effective: Summer 2006

THEA 001S
First-Year Seminar: Theatre Production Practices (1) An orientation to the School of Theatre production practices, resources, faculty, and practicum.
Effective: Spring 2006
Prerequisite: admission into Theatre Program

THEA 208S (GA;US;IL)
Workshop: Theatre in Diverse Cultures (3) A performance-oriented class, which explores the historic and contemporary theatrical works of various culturally diverse peoples.
Effective: Summer 2005

VB SC 050S
Mechanisms of Disease (3) Introduction to the study of disease pathogenesis and careers in Animal Health Research and Service.
Effective: Fall 2007

WILDL 106S
Wildlife Management Techniques (4) Overview of laboratory and field techniques for natural resource research and management.
Effective: Spring 2012
Prerequisite: WILDL 101

http://bulletins.psu.edu/bulletins/bluebook/general_education.cfm?section=requirements3 11/20/2012
WMNST 001S (GS;US;IL)
Introduction to Women's Studies (3) Interdisciplinary consideration of the scholarly theories and research pertaining to women's experiences and women's status in contemporary American society.
Effective: Fall 2009

WMNST 005S (US)
Introduction to Women in Science, Technology, and Engineering (3) The role of women and gender in science, technology, and engineering.
Effective: Summer 2006

WMNST 083S (GH;US;IL)
First-Year Seminar in Women's Studies (3) Critical approaches to the dimensions and directions in Women's Studies.
Effective: Summer 2005

General Education Topics

- About General Education
  - Baccalaureate Degree Program
  - Associate Degree Program
- General Education Course Designations
- General Education Skills Courses
  - Writing/Speaking
  - Quantification
- General Education Knowledge Domains Courses
  - Health and Physical Activity
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- Additional Requirements and Course Listings
  - United States Cultures and International Cultures Courses
  - Writing Across the Curriculum Courses
  - First-Year Seminars: Listing

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This is the official bulletin of The Pennsylvania State University. Programmatic expectations for General Education are those in effect at the time of admission to degree candidacy, and college and major requirements are those in effect at the time of entry to college and major. These are accurately indicated in each student's degree audit.

The University reserves the right to change the requirements and regulations listed here and to determine whether a student has satisfactorily met its requirements for admission or graduation, and to reject any applicant for any reason the University determines to be material to the applicant's qualifications to pursue higher education. Nothing in this material should be considered
a guarantee that completion of a program and graduation from the University will result in employment.

The University Faculty Senate has responsibility for and authority over all academic information contained in the Undergraduate Bulletin.
If you would like to teach a First-Year Seminar, please review the Information for Faculty page. Once you are familiar with the program features and expectations, complete the Online Application form for the seminar you would like to propose. The application form will ask for brief descriptions of the intellectual focus of the seminar, anticipated learning outcomes, student assignments and requirements (including outside activities, if any), and grading practices. Please refer to the Information for Faculty page for tips on how to prepare your proposal.

LOCATION
The CETL is in 1350 Surge III.

Blog: More Thoughtful Teaching

- Universal Design for Learning
- How does active learning affect student performance?
- How does interaction affect learning?
- Creating a Blended or Hybrid Course
- How much should instructors direct the path of student learning?
- Use Blogs for Engagement and Learning
- Publish your teaching news!
- Workshop Series: Designing Courses for Hybrid Delivery
- Help UC Davis choose new clickers!
- What is "active learning"?
- Student motivation: "I felt it was within my grasp"
- Guest Post: Developing a Course Curriculum
- What do I do if my students are on Facebook during class?
- How should I use "learning analytics"?
- BlendKit 2011 Week 2.3: Blended interactions redux

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http://cetl.ucdavis.edu/first-year-seminars/seminars-offered/
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  o Department-initiated evaluations

Seminars Offered

Please check back often. Courses are added daily before each quarter.

• Winter 2013
• Fall 2012
• Spring 2013
• All Previous Seminars

Enroll in a First-Year Seminar: To enroll in First-Year Seminars, register directly via SISWEB at your normally assigned time. First-year students have first priority. However, if a seminar is not full, non-freshmen may register after the second pass. Important:

• No student may receive credit for more than one First-Year Seminar PER QUARTER.
• Permission of the instructor is required to add the class after the first meeting.
• If a course is full, no additional student will be allowed to join the course. There are no exceptions to this policy.

FALL Quarter 2012 First-Year Seminars

To see the course description, click on title (linked when description is complete) and it will come up as a second page.

**ONE-Unit Seminars — LETTER GRADING**

<table>
<thead>
<tr>
<th>CRN#</th>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Time</th>
<th>Room</th>
<th>Restrictions</th>
<th># of Available Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>24816</td>
<td>001-001</td>
<td>How Satellites Work</td>
<td>Mohamed Hafez</td>
<td>T 2:10-3:00pm</td>
<td>Bainer 2130</td>
<td>No Restrictions</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24817</td>
<td>001-002</td>
<td>Poetry By Heart</td>
<td>John Beo</td>
<td>R 2:10-3:00pm</td>
<td>Wellman 5</td>
<td>No Restrictions</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24818</td>
<td>001-003</td>
<td>Introduction to the University of California</td>
<td>Cristina Gonzales</td>
<td>T 10:30-11:20am</td>
<td>Olson 109</td>
<td>No Restrictions</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24819</td>
<td>001-004</td>
<td>The U.S. Debt Problem: OMIG</td>
<td>David Speca</td>
<td>T 5:10-6:00pm</td>
<td>Hart 1106</td>
<td>No Restrictions</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24821</td>
<td>001-006</td>
<td>Zombies, Vampires and Werewolves: The Mind-Altering, Blood-Sucking, Flesh-Eating Real Life of Infectious Diseases</td>
<td>Nazzy Pakpour</td>
<td>M 10:00-10:50am</td>
<td>Tupper 2133</td>
<td>No Restrictions</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24822</td>
<td>001-007</td>
<td>Thought Experiments</td>
<td>Bernard Molyneux</td>
<td>M 2:10-3:00pm</td>
<td>Olson 109</td>
<td>No Restrictions</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24823</td>
<td>001-008</td>
<td>Scientific Challenges for the 21st Century</td>
<td>Rajiv Singh</td>
<td>M 5:40-6:30pm</td>
<td>Physic 432</td>
<td>No Restrictions</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24824</td>
<td>001-009</td>
<td>Genomics and Gene Therapy: How Genes Control You and How You Can Control Them</td>
<td>David Segal</td>
<td>T 4:10-5:00pm</td>
<td>Wellman 203</td>
<td>No Restrictions</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24825</td>
<td>001-010</td>
<td>The Warmth of Other Suns Reading &amp; Discussion</td>
<td>Carolyn de la Pena</td>
<td>T 9:00-9:50am</td>
<td>Voorhies 227</td>
<td>Freshmen &amp; Sophomores Only</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24826</td>
<td>001-011</td>
<td>Poems And Pictures</td>
<td>Marjane Osborn</td>
<td>R 9:00-9:50am</td>
<td>Olson 244</td>
<td>Freshmen &amp; Sophomores Only</td>
<td>Registral Conclude</td>
</tr>
<tr>
<td>24827</td>
<td>001-012</td>
<td>Sustainable Practices for the Built Environment: Material Design</td>
<td>John Bolander</td>
<td>T 3:10-4:00pm</td>
<td>Olson 109</td>
<td>Freshmen &amp; Sophomores Only</td>
<td>Registral Conclude</td>
</tr>
</tbody>
</table>

**TWO-Unit Seminars — LETTER GRADING**

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<tr>
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<th>Time</th>
<th>Room</th>
<th>Restrictions</th>
<th># of Available Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>24833</td>
<td>002-001</td>
<td>Yankee Dynasty</td>
<td>Kevin Nosek</td>
<td>M 5:10-7:00pm</td>
<td>Wellman 123</td>
<td>No Restrictions</td>
<td>Registral Conclude</td>
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</tbody>
</table>

http://cetl.ucdavis.edu/trc/freshSem/Fall12/fall12.html

11/20/2012
<table>
<thead>
<tr>
<th>CRN#</th>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Time</th>
<th>Room</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>24910</td>
<td>004-014</td>
<td>Housing, Homelessness and Poverty in the U.S.</td>
<td>Robert Wiener</td>
<td>M 3:10-5:00pm</td>
<td>Wellman 201</td>
<td>Freshmen &amp; Sophomores Only</td>
</tr>
<tr>
<td>24911</td>
<td>004-015</td>
<td>Beyond the Hunger Games: The Post-Apocalyptic Heroine in Literature and Film</td>
<td>Katharine Rodger</td>
<td>M 1:10-3:00pm</td>
<td>Young 192</td>
<td>No Restrictions</td>
</tr>
<tr>
<td>24912</td>
<td>004-016</td>
<td>Science in Fiction</td>
<td>Peter Kelly</td>
<td>T 2:10-4:00pm</td>
<td>Olson 263</td>
<td>No Restrictions</td>
</tr>
<tr>
<td>24913</td>
<td>004-017</td>
<td>Writing and Gaming: Role Playing Games (RPGs) from Dice to Pixels</td>
<td>Carl Whithaus</td>
<td>W 12:10-2:00pm</td>
<td>Voorhies 308</td>
<td>No Restrictions</td>
</tr>
<tr>
<td>24914</td>
<td>004-018</td>
<td>Introduction to Flight Testing and Simulation</td>
<td>Nesrin Sarigul-Klijn</td>
<td>F 10:00-11:50am</td>
<td>Bainer 1062</td>
<td>No Restrictions</td>
</tr>
<tr>
<td>24915</td>
<td>004-019</td>
<td>Reading Ralph Ellison's Invisible Man: History, Culture and Identity</td>
<td>Danielle Heard</td>
<td>T 3:40-5:30pm</td>
<td>Surge III 1360</td>
<td>No Restrictions</td>
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</tbody>
</table>

DEPARTMENTAL Seminars

<table>
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<tr>
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<th>Title</th>
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<th>Time</th>
<th>Room</th>
</tr>
</thead>
</table>

To enroll in these seminars, register directly via RSVP at your normally assigned time. Freshmen have first priority. However, if a seminar is not full, non-freshmen may register after the second pass. No student may enroll in more than one First-Year Seminar PER QUARTER. **Permission of the instructor is required to add after the first class meeting.**

For more information, contact Janet Chambers [jachambers@ucdavis.edu](mailto:jachambers@ucdavis.edu) at the Center for Excellence in Teaching and Learning, 1350 Surge III, 752-1772.

[http://ctl.ucdavis.edu/trc/freshSem/Fall12/fall12.html](http://ctl.ucdavis.edu/trc/freshSem/Fall12/fall12.html)
Tab E

5 sample syllabi of best freshman seminars from different disciplines.

Dartmouth and University of Minnesota templates for First-Year Seminar Syllabi.

“A Freshman Advising Seminar on Digital Electronics and Chip Design,” Harvey Mudd
“Social Informatics,” University of Redlands
“Health Care in the U.S.,” Dartmouth
“Borders and Their Trespassers: Immigration, Human Rights, and Imagined Communities,” Trinity College
“Poverty in the U.S.,” Dartmouth.
Crafting the First-Year Seminar Syllabus

October 1, 2010 by cindytobery

What's the goal of a syllabus? What does it tell you about the design of the course and the instructor's teaching philosophy? What assumptions and values inform the syllabus? How can the syllabus better address student concerns? These questions provided the framework for the discussion "From Soup to Nuts: Crafting the First-Year Seminar Syllabus," the Institute for Writing and Rhetoric's first professional development workshop of the term. The session brought together both new and experienced First-Year Seminar instructors who will be teaching a new writing course this spring.

Participants looked at a syllabus from 20 years ago written by a relatively inexperienced faculty member and a more recent, much more learner-centered syllabus, while reflecting on the courses they are preparing for spring. The session, led by Karen Gocsik, raised questions to help with course design and provided some useful advice.

How do we get to know our students? How can we include opportunities to determine their interests and abilities? Some suggestions are to use a pre-course survey and diagnostic assignments during the first week. We can also ask our students to share with us a paper from their previous writing class that they are particularly proud of to gain insight into their writing preparation.

What are the big questions to be addressed in this class? These are what the students will connect with personally or connect with other classes and eventually take beyond our class. What are our assumptions and expectations? Are they implicit or explicit? How can we connect our goals with...
our students' goals?

How rigid or flexible should the syllabus be? What's a good balance between course content, writing, and research? One possibility is to include an overall schedule in the syllabus with a more detailed schedule provided every few weeks. This allows us to make adjustments to meet students' needs, make room for that interesting conversation, and take into account scheduling issues we could not anticipate.

Where will the learning about writing and research come in? How can we guide the students to see how the readings and other course materials are in conversation with each other? How can the students join that conversation? Where are the opportunities for reflection on student learning? We can begin by thinking about the goals for each week and for each assignment and how those goals relate to the larger course goals. Crafting a good writing seminar syllabus means learning to move back and forth between those big questions that remind us why our course exists and the specific goal(s) an individual assignment is designed to meet.

For more on constructing a syllabus, see DCAL's syllabus template and IWR's materials for faculty: syllabus and assignment design.

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FYSE 1120: Earth Resources: Origin, Use, and Environmental Impact  
Fall, 2005 Syllabus

Instructor: Dave West: 428 Bicentennial Hall, phone: x3476, e-mail: dwest@middlebury.edu

Office Hrs: Mondays, Tuesdays, and Wednesdays from 8:30 to 10:00, or anytime my door is
open and I'm in. If you are having trouble finding me, check down in my lab (424
MBH), or just give me a call or e-mail and we can set up an appointment at a
mutually convenient time.

Lectures: Tuesdays and Thursdays from 11:00 to 12:15 in 419 McCardell Bicentennial Hall

Laboratory: Thursdays from 12:30 to 4:15 in 419 McCardell Bicentennial Hall. Please note that
several of our labs will be field trips. The departure time for these field trips varies
and you should refer to the course schedule for the dates and departure times for
each of these trips. You will need to dress appropriately for these trips, and most
importantly, if we leave before lunch, you will need to bring a packed lunch.

Texts: Three required readings are associated with this course: (1) FYSE 1120 Course Pack,
(2) The End of Oil: On the Edge of a Perilous New World by Paul Roberts, and (3) The
Bottomless Well: The Twilight of Fuel, the Virtue of Waste, and Why We Will Never Run
Out of Energy by Peter Huber & Mark Mills. All are available at the College Store.

Website: http://segue.middlebury.edu/sites/fyse1120a-f05

The Importance of Mineral and Energy Resources

Our civilization is based on mineral and energy resources extracted from the Earth. The global
economy, world politics, and nearly every aspect of our daily lives is dependent on the availability of
materials taken directly from the crust of the Earth. Unfortunately, within our lifetimes, we will be
faced with very real and significant shortages of important mineral and energy resources. This is
because the Earth's finite supply of mineral and energy resources is being used by a population that
is growing faster than at any time in history. At the current rate of growth, global population will
surge from 6 billion people in 2005 to over 8 billion in just 25 years. This cancerous growth of the
human population is the main driving force behind the depletion of natural resources and the
pollution of the planet. It is imperative that we as educated adults understand the implications of
excessive resource consumption, and the pollution related to their extraction and use.

General Course Description

The subject of Earth resources is by nature multidisciplinary, and encompasses the fields of
geology, engineering, environmental studies, economics, and global politics, just to name a few.
During the course of the semester we will discuss how a number of different types of resources are
formed by geological processes, how they are extracted and used, and how these activities impact
the Earth’s environment. We will discuss such important energy resources as oil, coal and natural
gas, as well as some alternative energy sources. Two books I’ve selected take opposing views on
the petroleum industry – and one needs only to look at recent gasoline price increases to know this
is a huge issue. We will also discuss the origins and uses of important mineral resources (e.g., iron,
aluminum, gold, gemstones, etc.) and you will have a couple of opportunities to do individual
research on resource topics of your choice. Finally, one of the most important aspects of this
course will be field trips to places where local resources are being extracted, processed and/or
consumed. As is the case with all first year seminar courses – you will have numerous opportunities
to practice your writing, speaking and critical thinking skills.
Course Requirements

Your attendance is required at all lecture and laboratory meetings -- please obtain a "Dean's Excuse" if you are unable to attend any of these sessions. Your overall attendance will be factored into your participation grade. Below is a complete listing of all assignments, their due dates, and their point values relative to your overall grade.

Readings are assigned for most lecture periods (listed below) and you should read this material before coming to class. This advance preparation will not only help you understand the day's material, but it will enable you to participate in class discussions.

Grading

Field Trip Reflection Papers:
Five @ 25 pts each .................. 125 pts

"End of Oil" Paper .......................... 50 pts

Mineral Resource Paper & Presentation .......................... 125 pts

Final Paper .................................. 100 pts

Class Participation and Attendance .......................... 100 pts

Total Points .................................. 500 pts

Students are expected to turn in all assignments on or before their due dates. Penalties for late assignments will be 10 points each day the assignment is late. Students are expected to follow the College Honor Code (outlined in your handbook) for all work associated with this course.

Lecture/Lab Schedule and Reading List

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
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<tr>
<td>Sept. 12</td>
<td>A Crisis on Planet Earth: An Introduction to Earth Resources</td>
<td>C &amp; R: Ch. 1</td>
</tr>
<tr>
<td>Sept. 15</td>
<td>Introduction to Geology, Plate Tectonics &amp; the Geology of Vermont</td>
<td>CVS: Ch. 2</td>
</tr>
<tr>
<td></td>
<td>Lab: Field Trip: Local Geology &amp; Geologic History (Snake Mountain)</td>
<td>Depart @ 1:00</td>
</tr>
<tr>
<td>Sept. 20</td>
<td>{^a} Discussion of the Snake Mountain Trip &amp; Peer Review of your</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflections</td>
<td></td>
</tr>
<tr>
<td>Sept. 22</td>
<td>{^a} Discussion of the 1st 2 Chapters of &quot;The End of Oil&quot;</td>
<td>R: Prologue, Ch. 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Lab: No Lab - but you're expected to attend Bill McKibben's talk</td>
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<tr>
<td></td>
<td>@ 7:30 in Mead Chapel</td>
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<tr>
<td>Sept. 27</td>
<td>Discussion of Chapters 3-5 in &quot;The End of Oil&quot;</td>
<td>R: Ch. 3, 4, 5</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>Discussion of Part II in &quot;The End of Oil&quot;</td>
<td>R: Ch. 6 - 9</td>
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<td></td>
<td>Lab: Field Trip: OMYA Calcium Carbonate Quarry in Middlebury</td>
<td></td>
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<tr>
<td></td>
<td>(Meet @ 1:30 in 419 MBH)</td>
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<tr>
<td>Oct. 4</td>
<td>Discussion of Part III in &quot;The End of Oil&quot;</td>
<td>R: Ch. 10 - 13</td>
</tr>
<tr>
<td>Oct. 6</td>
<td>{^a} Discussion of &quot;Economics, Ethics, &amp; Critical Thinking&quot;</td>
<td>C &amp; R: Ch. 2</td>
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<td></td>
<td>Lab: Field Trip: OMYA Calcium Carbonate Processing Plant in</td>
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<tr>
<td></td>
<td>Florence, Vt (Depart @ 1:30)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>Oct. 11</td>
<td>Class on Library Instruction – Meet in Armstrong Library - Room 161</td>
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<tr>
<td>Oct. 13</td>
<td><strong>Early Field Trip Departure:</strong> Depart at 11:15 for our field trip to the Barre Quarry</td>
<td></td>
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<tr>
<td>Lab:</td>
<td><strong>Field Trip:</strong> Rock of Ages Granite Quarry &amp; Processing Plant, Barre, Vermont</td>
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<tr>
<td>Oct. 18</td>
<td>{[*]} Discussion of “Nonrenewable Energy Resources”</td>
<td><em>C &amp; R: Ch. 21</em></td>
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<tr>
<td>Oct. 20</td>
<td>No class: Fall Break</td>
<td><em>No Lab this week</em></td>
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<tr>
<td>Oct. 25</td>
<td>Discussion of the International Paper Tire Burning Issue</td>
<td><em>Handouts Provided</em></td>
</tr>
<tr>
<td>Oct. 27</td>
<td><strong>Early Field Trip Departure:</strong> Depart @ 11:00 for our field trip to the IP Paper Plant</td>
<td></td>
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<tr>
<td>Lab:</td>
<td><strong>Field Trip:</strong> International Paper Plant in Ticonderoga, New York</td>
<td></td>
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<tr>
<td>Nov. 1</td>
<td>{[*]} Discussion of “Environmental Impacts of Resources”</td>
<td><em>CVS: Ch. 4 &amp; Handouts</em></td>
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<tr>
<td>Nov. 3</td>
<td><strong>Early Field Trip Departure:</strong> Depart @ 11:00 for our field trip to the Elizabeth Mine</td>
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<tr>
<td>Lab:</td>
<td><strong>Field Trip:</strong> Elizabeth Mine Superfund Site, South Strafford, Vermont</td>
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<tr>
<td>Nov. 8</td>
<td>{[*]} Discussion of all the Field Trips</td>
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<tr>
<td>Nov. 10</td>
<td>Discussion of Chapters 1 -3 in “The Bottomless Well”</td>
<td><em>H &amp; M: Ch. 1 -3</em></td>
</tr>
<tr>
<td>Lab:</td>
<td>No Lab this week – Prepare for Next Week’s Presentations</td>
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<tr>
<td>Nov. 15</td>
<td>{[*]} <strong>Mineral Resource Presentations</strong></td>
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<tr>
<td>Nov. 17</td>
<td>{[*]} <strong>Mineral Resource Presentations</strong></td>
<td></td>
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<tr>
<td>Lab:</td>
<td>{[*]} <strong>Mineral Resource Presentations</strong></td>
<td></td>
</tr>
<tr>
<td>Nov. 22</td>
<td>Discussion of Chapters 4 -7 in “The Bottomless Well”</td>
<td><em>H &amp; M: Ch. 4 - 7</em></td>
</tr>
<tr>
<td>Nov. 24</td>
<td>No class: Thanksgiving Break</td>
<td><em>No Lab this week</em></td>
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<tr>
<td>Lab:</td>
<td></td>
<td></td>
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<tr>
<td>Nov. 29</td>
<td>{[*]} Discussion of Chapters 8 -12 in “The Bottomless Well”</td>
<td><em>H &amp; M: Ch. 8 - 12</em></td>
</tr>
<tr>
<td>Dec. 1</td>
<td>The Fate of Earth Resources: Comparisons of “The End of Oil” &amp; “The Bottomless Well”</td>
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<tr>
<td>Lab:</td>
<td>Recognition and Classification of Geologic Materials (Meet in 419 MBH @ 1:30)</td>
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<tr>
<td>Dec. 6</td>
<td>Continue Discussion of “The End of Oil” &amp; “The Bottomless Well”</td>
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<tr>
<td>Dec. 9</td>
<td>{[*]} Final Papers Due and Reflections on the Course</td>
<td><em>No Lab this week</em></td>
</tr>
</tbody>
</table>

**Key to Readings**

- R = Paul Roberts: “The End of Oil”
- C & R = Chiras & Reganold: “Natural Resource Conservation” (in your course pack)
- CVS = Craig, Vaughan, and Skinner: “Resources of the Earth” (in your course pack)
- H & M = Huber and Mills: “The Bottomless Well”
Summary of Due Dates

Sept. 20: Reflections on the Snake Mountain Hike
Sept. 22: Revision of “Reflections on the Snake Mountain Hike”
Oct. 6: Paper on “The End of Oil”
Oct. 11: Reflections on OMYA Field Trips
Oct. 18: “The End of Oil” Revision AND Reflections on the Barre Trip
Nov. 1: Reflections on International Paper Field Trip
Nov. 8: Reflections on Elizabeth Mine Field Trip
Nov. 15 & 17: Mineral Resource Research Paper
Nov. 29: Revision of Mineral Resource Research Paper
Dec. 9: Final Paper
Sample FYS Syllabi and Course Sites

Allison Stanger  Syllabus: FYSE 1134: Empires

Katherine Smith Abbott  Syllabus: FYSE 1146 A: The World of the Italian Renaissance Artist

Mary Ellen Bertolini  Syllabus: FYSE 1144: Jane Austen and Film Course Site

Dave West  Syllabus: FYSE 1120: Earth Resources: Origin, Use, and Environmental Impact

Kathy Morse  FYSE 1125 Photography in American History Course Site

Jim Berg  FYSE 1167 Shakespeare's Characters Course Site

http://www.middlebury.edu/academics/fys/resources/syllabi  11/14/2012
DCAL Syllabus Template: We hope that this template will give you some ideas and make developing a syllabus for your course a bit easier. Please modify it as needed to make your own personal syllabus! Adapted from the Cornell University Center for Learning and Teaching Syllabus Template (http://www.clt.cornell.edu/campus/teach/faculty/TeachingMaterials.html) and the University of Minnesota Syllabus Tutorial (http://www1.umn.edu/hr/teachlearn/tutorials/syllabus/what.html).

**Course Title and Number**

**Term/Year**

**Class location**

**Class Meeting time(s)**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Building and room number</td>
</tr>
<tr>
<td>Email:</td>
<td>E-mail address</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>Office phone number</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Scheduled or by appointment? Virtual Office Hours? Consider including a note encouraging students to see you during your office hours. X-hours: Will you use all of the x-hours, use them for review sessions, or use them occasionally when you need to be out of town?</td>
</tr>
</tbody>
</table>

**Rationale or Course Description**

*Why does this course exist? How does it fit in with the rest of the field/area’s curriculum?*

**Course Goals**

*Thinking from the students’ point of view, what general goals is the course designed to achieve? How will it contribute to them professionally?*

**Learning Objectives**

By the end of this course, students will:

- List as specifically as possible the learning objectives or outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students’ learning as your objectives should drive your assessment and grading schema. Kinds of evidence include what students say, do, think and/or feel. A well-stated objective has two components: substance (content/subject matter like osmosis or absorption) and form: what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, etc.).

**Pre-Requisites**
In addition to listing any pre-requisite courses consider including a description of the key aspects from these courses that the students will need in this course.

**Teaching Methods or Teaching Philosophy**

Telling students what teaching methods you will use in class and the rationale behind them will help them set realistic expectations. Providing your rationale can decrease student resistance to new teaching methods and can increase their confidence in you as an instructor.

**Example statements:**

During a typical class period I will lecture for short segments (<15 minutes) with time for discussion, working problems, demonstrations, experiments, or computer projects in between. Rather than me working examples, I will generally ask you to work problems in class with guidance from me. This gives you an opportunity to try some problems (before I send you home with an assignment) and ask questions. I’m confident that by asking questions and working through problems during class time you will learn more than you would by simply passively listening to me lecture.

*Vicki V. May, ENGS142: Intermediate Solid Mechanics, Dartmouth College*

Our class sessions will be mostly workshop. That is, I won't lecture at you much, except where giving instructions or clarifying something to the group is required. That means that you should use my time to assist you individually or in your group. I am very active in moving around the class, reading over your shoulder, and answering questions. I teach this way because research shows that it's the best way to run a writing course. If lecturing worked better or if doing grammar drills worked better, that's what we'd do. But they don't. Workshops work.

*Judy Fox, General College 1421-17: Writing Laboratory, University of Minnesota*

I may call on you to offer your ideas on a topic. This not a sadistic act of hazing on my part. I like to hear from everyone. You should not regard it as a performance test. In my experience, student who do not volunteer their thoughts often have much to offer the class. I also have concluded that students often do not think they know the answer or have an opinion until they are called upon to give one, and then they surprise themselves. I also believe that I can only be an effective teacher if I know what you are thinking and where you are struggling with the material or argument. I welcome your thoughts regardless of whether they are the perfectly constructed answer to the questions because they help me to focus the class discussion in a way that will be most helpful to learning.

*Sally J. Kenney, Public Affairs 5442, University of Minnesota*

I strongly encourage you to ask questions in class. Framing questions is part of the learning process. The following indicates how I will answer questions. Some questions I will answer right away, because it is important to clear up a confusing point that is critical to our topic. Some questions are ones to which I will be unable to give a clear answer immediately without creating more confusion. I will think about those questions and answer in the next class. From year to year, thoughtful students come up with a wide range of questions which are beyond where we are in class. You are welcome to ask such questions, but I may the postpone the answer to later in the
course or ask you to save the question for Quant II. This has nothing to do with your intelligence or ability to grasp concepts; rather, it has to do with the sequential nature of statistical learning.

Deborah Levison, PA 5021: Quantitative Methods in Public Affairs and Planning, Part I, University of Minnesota

Expectations

Consider telling students what you expect them to do, both in class and outside of class. Although some expectations may seem self-evident, you are more likely to have students meet your expectations when you state them explicitly. Students have a better chance of being successful when they know precisely what you expect.

Instructors usually include their expectations regarding the following:

• attendance
• class workload
• when students should complete the assigned readings
• participation
• conduct policies
• using technology (such as email or the class Web site)

You can also address any of your "pet peeves" in this section, such as tardiness or eating during class. Some of these behaviors may be tolerated by some professors, but particularly annoying to others.

Consider discussing classroom expectations with the students during the first day of class and having the entire class come up with a set of classroom policies or expectations.

In addition to your expectations for the students consider including what they can expect from you.

Example statement:

You can expect me to:

• Plan the course AND alter that plan as needed. I believe the best curriculum comes from the student. That means that we will take advantage of unforeseen events that capture our interest, and then juggle the class topics as necessary.
• Give you feedback – both written and oral. I take the assignments in this class seriously, and have made giving feedback a top priority.
• Bring my expertise into the classroom. This includes many years of formal study, professional experience and development, and stories from real life. I believe that we can learn through stories. (You, too, are encouraged to bring stories to class to stimulate discussion.)
• Be patient when you are struggling with ideas. To me, the struggle reveals that learning is taking place.
• Provide clarity when the struggle gets too strong.
• Be open about options. I think it's great when students bring ideas of how to form a class session or perhaps request a topic.
• Treat you, as adult learners, with the related style of respect.

Here is what I expect from you:

• Participation in class, which includes both speaking up and listening.
• Effort to make this class your own. In other words, what will you do to foster your learning?
- Completion of assignments – including the reading.
- College-level quality writing: legible and proofread. I will let you know if an assignment needs to be typed. If there are a significant number of errors or if it is difficult to read, the assignment will be returned to you prior to grading for changes. In most cases, your assignment will then be late and docked points.
- Honesty. I will ask you many questions throughout the semester. "I don't know" and "I need to pass on that question" are acceptable answers.
- Courage. Courage to challenge what you read or hear (even from me). Courage to talk with me if there are concerns – before they become burdensome.

Leanne Sponsel, ECE 3226, University of Minnesota

Text and Resources
The purpose of this section of your syllabus is to tell students what books and materials they will need to purchase for your class and where they can purchase these items. You may also wish to tell the students why these books and materials have been chosen and how you expect them to use them. Be clear about which books and materials are required and which are optional.

Will you post additional resources in Blackboard (http://www.dartmouth.edu/~blackboard) or put some books on reserve at the Library (http://library.dartmouth.edu/search/course_reserves.shtml)?

Grading
Because students are very concerned about how they will be graded, this section of the syllabus is often the first one they turn to. They will look for answers to such questions as "Can I succeed in this class?" "Can I get a good grade?" "Is the instructor fair?" "What does the instructor want from me?" This section reflects your beliefs about student assessment and about what is important in your field.

Grading is the most common area of student-instructor conflict. Many problems can be avoided by carefully detailing your grading procedures in your syllabus. This section of your syllabus should contain the following components:

- Activities: a list of graded activities along with the weight of each activity
- Computation: an explanation of how you will compute final grades
- Evaluation Criteria: a description of the criteria you will use to evaluate student work
- Policies: all grading-related polices, such as late work or incompletes

Encourage students to discuss their grading concerns early in the term.

Keep students informed about their grades throughout the quarter so they are not surprised when they receive their final grade (consider using the Gradebook in Blackboard to post grades).

Consider giving the students some different options with regard to grading such as dropping the lowest quiz grade or selecting a weighting strategy (e.g., one strategy gives more weight to exams or quizzes while another gives more weight to an oral presentation).

Number of Activities: In general, the greater the number of items used to determine grades, the more valid and reliable the grades will be. It is rarely justifiable to base students' grades solely on their performance on one or two items, such as exams. One or two graded items do not
provide an adequate sampling of course content and objectives. An off-day could lower a student’s grade considerably and be an inaccurate reflection of how much she or he has learned.

Types of Activities: Generally, the more variety in the types of activities used to determine grades, the more valid and reliable the grades will be. Different kinds of activities allow for differences among students and learning styles. For example, if you currently base a student’s grade solely on exams and quizzes, consider including a written project or an oral report. A student with a good grasp of your subject may perform poorly on exams due to test anxiety but may create an excellent project.

However, including a variety of activities may not be appropriate to your course objectives. For example, in a composition class, it may be entirely appropriate for students to be graded solely on the quality of their written compositions.

Academic Honor

You may want to include a statement about Academic Honor at Dartmouth (http://www.dartmouth.edu/~regulations/undergrad/acad-honor.html). Consider clarifying when it is acceptable for students to work together.

Example statement:

Students are encouraged to work together to do homework problems. What is important is a student’s eventual understanding of homework problems, and not how that is achieved. The honor principle applies to homework in the following way. What a student turns in as a homework solution is to be his or her own understanding of how to do the problem. Students must state what sources they have consulted, with whom they have collaborated, and from whom they have received help. The solutions you submit must be written by you alone. Any copying (electronic or otherwise) of another person’s solutions, in whole or in part, is a violation of the Honor Code.

If you have any questions as to whether some action would be acceptable under the Academic Honor Code, please speak to me.

Carl Pomerance, Math 105, Analytic Number Theory, Dartmouth College

Student Needs

Student Accessibility Services recommends that faculty at Dartmouth include the following statement on their syllabi:

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested.

Student Accessibility Services (http://www.dartmouth.edu/~accessibility/facstaff/)
Additional Support for your Learning

As appropriate, list additional services that the students in your course might wish to use to support their learning.

**Academic Skills Center** (http://www.dartmouth.edu/~acskills/)
The Academic Skills Center is open to the entire Dartmouth Community. Here are some common reasons why you might visit the ASC:
- You're getting B's but you want to get A's
- You don't feel comfortable talking in class
- You're attending class regularly but you feel like you're missing important points
- You feel like you're a slow reader
- You're having trouble completing tests in the allotted time
- You're spending hours studying for foreign language but still not “getting it”
- You feel like you don't have enough time to get everything done
- You're not sure how to take notes
- You want to sign up for a tutor or study group
- You're not sure if you should get tested for a learning disability

**The Research Center for Writing, and Information Technology (RWiT)** (http://www.dartmouth.edu/~rwit/)
The Student Center for Research, Writing, and Information Technology (RWiT) is a place where you can meet with an undergraduate tutor to discuss a paper, research project, or multi-media assignment. The RWiT tutors are trained to help you at any phase of your process. Whether you are brainstorming or planning, drafting or structuring, tweaking or polishing, the RWiT tutors can provide feedback that will help you to create final products of which you can be proud.

**Tentative Course Schedule:** (May change to accommodate guest presenters & student needs)

Including a course calendar in your syllabus helps students balance their time so they can meet the demands of your course. Students benefit from as much advance notice as possible for assignments, tests, and the other requirements of your course. In addition, a complete calendar communicates that you have thoughtfully and carefully planned your course. Consider including your objectives in the calendar to ensure that objectives, activities, and assignments are aligned.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date(s)</th>
<th>Topics or Activities</th>
<th>Learning Objectives Addressed</th>
<th>Assignments, Exams, or Readings</th>
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6
Abstract

This paper describes a novel freshman advising seminar on digital electronics and chip design that has been taught at Harvey Mudd College for three semesters. The seminar seeks to combine the freshman advising process with a hands-on opportunity for freshmen to see what engineers "really do." In this seminar, the advisor, six to eight freshman advisees, and a student associate advisor/lab assistant meet one evening a week. In the first five weeks, students learn to solder together a utility board and breadboard a series of combinational and sequential digital electronics projects. Once they are comfortable with the design of digital circuits, they learn about building logic gates from Complementary Metal Oxide Semiconductor (CMOS) CMOS transistors and laying out CMOS transistors. They use the Electric CAD tool to design schematics, layout their circuits, simulate, and verify the chip as a team before sending it to the MOSIS service for fabrication. The chips have been used as components in industry sponsored research projects carried out by senior engineering students. Very Large Scale Integration (VLSI) design historically has been offered at the graduate or senior level, but has been simplified to the point that freshmen can develop working chips in the time available. This paper presents the structure of the seminar and assesses its benefits, including closer contact between advisor and advisees and the tremendous enthusiasm it generates among the freshmen. Based on success of the pilot project, a number of other freshman seminars have been developed and taught at Harvey Mudd College.

Introduction

Despite the best of intentions on the part of both faculty and students, freshman advising is often a bureaucratic process rather than a source of meaningful mentoring. Faculty and students are always busy and in the press of teaching and research and assignments, it is difficult to make time to meet beyond the obligatory signing of registration forms. Freshman advising seminars are a mechanism to regularly engage faculty and freshmen in an area of mutual interest; this regular meeting gives advisors a chance to get to know their advisees and offer support at a formative time in the student’s career. This paper describes an experiment offering a freshman advising seminar on digital electronics and chip design at Harvey Mudd College during the fall semesters of 1999, 2000, and 2001.

The author has found that the topic is particularly well suited to a freshman advising seminar. Freshmen arrive curious about what major to pursue and wonder "what do engineers really do?"
Unfortunately, introductory classes in engineering often are a poor reflection of what engineers actually spend their time doing and very few offer technical depth. Chip design has traditionally been offered at the graduate or senior level. It is one of the marvels of modern technology that appears completely unapproachable to the uninitiated. However, the subject has proven to be quite accessible to freshmen. Students with no prior experience and no special mathematical training learn to solder, design and breadboard digital circuits, understand how transistors work, draw schematics and layout logic gates, and work as a team to produce a complete integrated circuit for fabrication. At the end of the semester they take home a plot of the chip they designed and a good sense of what a practicing engineers might spend their time doing.

The freshman advising seminar grew out of a previous seminar offered by the author at MIT in 1992, 1993, and 1994 in collaboration with Dr. William Dally and a further experiment by the author teaching chip design in 24 hours to high school students with the Stanford Educational Studies Program. This paper presents the structure of the advising seminar. It describes the projects that freshmen have completed and the CAD tool being used. Finally, it assesses the costs and benefits of the seminar.

Course Structure

The freshman advising seminar involves six to eight freshmen, chosen by lottery from approximately seventy applicants in the incoming class of one hundred eighty. The seminar generally also has a lab assistant who has taken the class before and who also serves as a peer advisor. The advisor and advisees first meet for a Saturday afternoon during freshmen orientation for an icebreaking activity. Such activities have included rock climbing and a beach trip.

The seminar meets one evening a week from 6:30 to 10:30 for thirteen weeks. It consists of one hour of lecture followed by up to three hours of laboratory time building circuits or designing chips. Freshmen receive one unit of pass/fail credit for the seminar on top of the seventeen units they ordinarily must take. Attendance is mandatory. At the beginning of lecture advising topics such as study habits, sleep management, study abroad, and test taking are discussed as appropriate. During lab the advisor has opportunity to talk one-on-one with freshmen. At the same time, first semester freshmen typically take Calculus, Mechanics, Chemistry (with lab), Structured Programming, and a humanities survey course.

The first five weeks are devoted to developing a mastery of digital electronics and an understanding of the uses of integrated circuits. The remainder is dedicated to learning to design CMOS gates at the schematic and layout levels and to a team project designing a chip. A week-by-week listing of the topics presented in 2001 is presented below. The syllabus, lecture notes, and lab manuals are available on the course web page.

September 5: Soldering & Utility Board
Principles of operation of a utility board with a power supply, LEDs, switches, and a 555 oscillator. Soldering. Students assemble their own utility board in the lab.

September 12: Logic Gates
Boolean functions (NOT, AND, OR, XOR) and logic gates. Breadboarding. Students design and build a circuit to determine the direction of invasion of the Caltech Barbarians based on digital inputs from watchmen.
September 19: Boolean algebra
Boolean algebra and sum of products form. Students design and build a larger combinational logic function of multiple inputs and outputs.

September 26: Sequential circuits
Memory. RS latches, transparent latches, and D flip-flops. Students breadboard a D flip-flop from logic gates, then experiment with a 7474 flip-flop.

October 3: Finite state machines
Design process for a traffic light controller. Shift registers. Students breadboard a pocket hypnotizer.

October 10: CMOS circuits
Switch-level model of CMOS transistors. Conduction complement method of designing CMOS logic gates. Schematic entry and hierarchical design with the Electric CAD tool of inv, nand, nor, and, or, tristate, latch.

October 17: CMOS layout
Cross-section and principle of operation of a CMOS transistor. Layout design rules. Layout entry with Electric of inv, nand, and, nor, or, tristate, latch.

October 24: Fall Break. No seminar.

October 31: Structured layout
Datapath and control layout styles. Complete remaining layout of leaf cells.

November 7, 14, 21, December 5, 12: Project
Team implementation of a chip (see below). Usually a subset of the students work in the lab with the advisor on a Saturday in December to tapeout the chip.

In 2001, the lab assistant, Aaron Stratton, gave three supervised lectures. This was a learning experience for him as well as the freshmen. Most undergraduates at Harvey Mudd do not have the opportunity to teach.

Projects
The final third of each semester is dedicated to the class project. The project each year has been drawn from the Harvey Mudd Clinic program. Clinic teams generally consist of four juniors and seniors working on a year-long project sponsored by industry. Most clinic teams are not familiar with chip design and delegate work to the freshmen, which is exciting for the freshmen and gives the seniors experience managing technical development in an unfamiliar area. The author's criteria for choosing a project is that the chip should be an optional but useful addition to the clinic. As the chip may not work, it should not be essential to the success of the clinic project. Moreover, the chip is generally not available from manufacturing until March, so it should not be in the critical path. However, it should offer a meaningful benefit to the clinic team and client if it functions. The projects have been very motivating to the freshmen.
The three chips designed so far are a pin electronics adapter for a chip tester, an asynchronous first in first out (FIFO) buffer, and a Bit Error Rate Tester (BERT). The first two were designed for Sun Microsystems clinic teams and the third was for an Aerospace Corporation clinic team. Each of the chips has been fabricated through the MOSIS service and plots are shown in Fig. 1.

![Figure 1: (a) Pin Electronics (b) Asynchronous FIFO (c) Bit Error Rate Tester](image)

The first Sun Microsystems clinic team built a functional chip tester. A previous clinic team had tried constructing a tester controlling 256 pins of a device under test at variable voltage levels using off-the-shelf comparators and CMOS switches as level converters; this solution consumed a vast amount of board space. The current clinic team chose to use a custom chip designed by the freshmen and built pin electronics adapters using 5 and 3.3-v Xilinx FPGAs as a backup solution in the event that the custom chip did not function correctly. The freshmen chip functioned perfectly and is in use by Sun Microsystems Laboratories and Harvey Mudd College. The author and one of the freshmen from the seminar have proceeded to start a small company to build chip testers for other universities.

The second Sun Microsystems clinic team built an asynchronous FIFO as part of a demonstration board showing how to use short ripple FIFOs to interface synchronous systems running at different phases or frequencies. This was the first chip to use Electric and encountered many bugs in the software and simulator. The chip came back only partially functional and the clinic team used a Xilinx FPGA to implement the FIFO.

The Aerospace Corporation clinic team designed a 622 Mb/s BERT. The clinic team first developed a low-speed proof of concept. The method of building a full-speed product was initially unclear and the clinic team commissioned a chip from the freshmen to operate at intermediate speed as a further proof of concept. In the meantime, the clinic team has explored using a Virtex II FPGA. The chip was simulated and verified with Electric and was tested to be fully operational using the chip tester. It has been delivered to the clinic team.

The projects have involved a combination of effort from the freshmen, the lab assistant, clinic teams, and the advisor. The clinic teams act as a client, providing specifications and answering technical questions. This is a good learning experience for the clinic team members. The author as advisor has planned the overall chip architecture and divided it into blocks for the freshmen. The freshmen usually work in pairs on different components. In each project, a few have emerged as natural leaders who have taken responsibility for merging the components into larger units and one has stood out as exceptionally strong and has completed the overall chip assembly and verification. The freshmen also prepare written documentation for their chip.

*Proceedings of the 2002 American Society for Engineering Education Annual Conference & Exposition*
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VLSI CAD is a chronic headache, especially for smaller colleges. Cadence has aggressive university discounts and is a powerful industry standard, but requires nearly a full-time staff position to install and maintain. The author has little personal experience with the Mentor tools, but understands that there are similar challenges. The Tanner tools are easy to use but are less powerful than Cadence and cost more for academia. magic and sue are freely available under Unix and are thus widely used in academia; however their user interfaces leave much to be desired. The first class project successfully used magic and sue. As Harvey Mudd has explored moving toward Windows for CAD, the projects have switched to Electric, an open-source VLSI CAD system developed by Dr. Steve Rubin available on Windows, Unix, and Macintosh. At first Electric had many limitations, but Dr. Rubin has been extremely proactive about improving the tool and has offered next day turnaround on showstopper bug reports. Now the tool is quite powerful and easy to learn, several chips have been successfully fabricated.

Assessment

This section seeks to assess the benefits and costs of the freshman advising seminar.

The seminar clearly strikes an untapped interest among freshmen, with more than a third of the incoming class applying for a handful of openings. In three years, only one student missed a seminar meeting, on account of illness. In the first year, the seminar was not evaluated with official course evaluation forms, but an unofficial survey of participants gave the class a 5/5 overall rating. In the second year the seminar received a 6.8/7 and in the third a 6.2/7. The college mean is 5.8/7 and 6.8/7 is the best teaching evaluation that the author has received. The drop in the third year probably is due to a greater amount of teaching by the lab assistant and a lower overall amount of time the instructor had available to spend on the class on account of a heavy teaching load.

Four of the first fourteen participants in the seminar have gone on to do VLSI research. At an undergraduate institution, it is very useful to have trained research students starting in the freshmen year so that they can grow into doing useful work before graduating. One has cofounded a company, One Hot Logic LLC, with the author.

The seminar was run as an experiment in the first year. Given its success, Harvey Mudd offered two other freshmen seminars each of the next two years on topics such as the Los Angeles River and Do-it-Yourself Nanotechnology.

The author got to know his freshman advisees much better than his major advisees, indicating that the seminar met its objectives in developing a relationship between faculty and students. It is not clear if the relationship led to tangible improvements in the success of the students at Harvey Mudd. Roughly half of the participants have gone on to become engineering majors; however, it may be just as valuable for freshmen to learn that they do not want to become engineers as to learn that they do. So far, one advisee has failed out and another has transferred; the remainder are on track to graduate in four years.

The direct financial cost of the seminar was $50/student for lab kits that each student keeps at the end of the semester, $450 in pay for the lab assistant, and $250 for meals, snacks, and the
orientation activity. The seminar met in the senior digital electronics lab and the engineering computational facility. A grant from the MOSIS Educational Program funded chip fabrication.

The greatest cost of the freshmen seminar program is faculty time. Now that the seminar is established, it takes about five hours of the author's time each week along with about ten hours before the semester starts to organize handouts and lab kits and another fifteen hours at the end of the semester to guide students through tapeout. More time was required during initial development. Although the Dean of Faculty has issued modest stipends to faculty advisors for organizing seminars, it is difficult to juggle the extra teaching load with an already busy schedule of teaching and research.

Clearly, there is great student demand for freshman advising seminars and the seminar has been extraordinarily successful in terms of teaching evaluations, research students, and even a startup company. In its present form, freshman advising seminars are essentially a labor of love. A strong and sustained institutional commitment is necessary to expand the seminars to reach their full potential. This is consistent with the author's observations at MIT, in which freshmen advising seminars bloomed in the early 1990's under the strong support of Travis Merritt, Dean of Undergraduate Education, then faded after his retirement.

Acknowledgments

The author thanks Sheldon Wettack, Lisa Sullivan, and Clive Dym at Harvey Mudd College for their moral and financial support of the freshman seminar experiment. Aaron Stratton has been an enthusiastic and dedicated lab assistant for two semesters. MOSIS arranged funding to support fabrication of two of the chips. The Sun Microsystems and Aerospace Corporation clinic teams and liaisons were instrumental to the success of the projects.

Bibliography

[2] www3.hmc.edu/~harris/class/chipdesign

Biographic Information

DAVID HARRIS has been an Assistant Professor of Engineering at Harvey Mudd College since 1999. He received his Ph.D. in Electrical Engineering from Stanford University and his M.Eng. and S.B. degrees from the Massachusetts Institute of Technology. He is the author of Logical Effort, Skew-Tolerant Circuit Design, six patents, and assorted papers on high speed digital VLSI design.
Syllabus

First Year Seminar: Social Informatics

University of Redlands
Computer Science Department
Fall 2005
Lecture: Tuesday/Thursday 2:30-3:50, Hentschke Hall 101
Course website: Blackboard

Instructor: Hamid R. Ekbia
Email: hamid_ekbia@redlands.edu
Phone: x3127

DESCRIPTION
We live in an era marked and characterized by the heavy use of computer and information technologies. The way we work, think, write, design, experiment, communicate, shop, or solve problems have changed dramatically due in large part to modern information and communication technologies. Almost all of you grew up at a time when the Internet, email, instant messaging, Amazon, eBay, online banking, online dating services, and music downloads were already with us. However, talk to your parents, and you will discover how recent these things are (Could this be another source of the growing generational gap? Another issue to think about maybe?). Add to these the iPod, blogging, wikipedia, and other more recent arrivals, and you will get a better sense of how much our lives have changed and is still changing, if not because of, in parallel with ICT.

In this seminar, we want to understand the scope and character of these changes; we want to see if they are all desirable, to learn how to boost them if they are, and reduce them if they are not; we want to develop a critical attitude toward technology in general and computers in particular — an attitude that would appreciate all the good things that these technologies have brought about (easy access to information, fast communication, novel creative tools, networking, games, etc.) and denounce their undesirable consequences (data glut, privacy breaches, facilitated plagiarism, widespread pornography, and so on); we want to take charge of our technologies and, hence, of a good part of our lives.

REQUIRED BOOK:


Note: In addition, we will draw upon continuing discussion from selected newsgroups and distribution lists, and upon continuing discussion from current magazines, professional journals, and selected web sites.
ACTIVITY
The course involves three major activities:

- **Reading**: Everyone should read the material for each session before coming to class.
- **Writing**: You will be writing on a continuous basis in this course (see below), so be prepared for it!
- **Informating**: A good citizen of our society should be not only well informed, but also an active and reliable source of information for others. As a practice for good citizenship, at the beginning of each session a number of students will share a piece of *current* technical or technology-related information with the rest of the class. You can use the more traditional sources of news (newspaper, TV), but as part of this activity you should regularly visit a website or subscribe to one IT-related mailing list such as (but not limited to) the following:
  - [http://vroy slashdot org/](http://vroy slashdot org/)
  - [http://www afcn org/](http://www afcn org/)
  - [http://vancouver community net lists subscribe com munity informatic s](http://vancouver community net lists subscribe com munity informatic s)
  - [http://vancouver community net lists subscribe researchers](http://vancouver community net lists subscribe researchers)
  - [http://www incommunicado info](http://www incommunicado info)
  - [http://mail sarai net pipermail bytesforall readers](http://mail sarai net pipermail bytesforall readers)

- **Presentation**: At the end of the semester, you will be presenting on a topic that we have discussed before or that you find yourself.

WRITING AND GRADING
You will write a very short (about one page) reflection piece for the articles we read during the week and turn it in on Thursday of each week (15 pieces, 15%). You will also write two papers, one in the middle and one at the end of the semester. The first paper (5-10 pages long, 20%) should demonstrate what you have learned in the course thus far, and the last paper (10-15 pages, 35%) would be a case study or a research paper on the topic that you have chosen for presentation. Participation, presentation and the informating activity would each count as 10% of the final grade (30% total).

SCHEDULE
The seminar will consist of four main units, each dedicated to one major topic in Social Informatics. The assigned readings (to the whole class or to groups) should be read before the relevant class.

**Unit 1: INTRODUCTION TO SOCIAL INFORMATICS & DISCOURSES ABOUT INFORMATION TECHNOLOGY & SOCIAL CHANGE**

For the first unit, we will discuss *Social Informatics* -- the field that examines the design, uses, and social consequences of information and communication technologies in ways that take into account their interaction with institutional and cultural contexts.
We also examine some common images about the role of computers in social life, and how discussions of them are structured. Linguists characterize discourse as "language in use, or more broadly, the interactive production of meaning". But according to sociolinguist James Gee (1999) "the term also has less linguistic, more sociopolitically oriented meanings, for example, it is sometimes used to mean: what is (typically) "sayable" ("mean-able", "communicable") about one or more topics within the constraints of a given time, place, or social, cultural, or institutional setting (e.g., as in such phrases as: "17th century discourse about women", "the discourse of modern medicine", "Enlightenment discourse", or "the competing discourses of school reform emanating from business and educational research").

There are many discourses about IT and social change in the U.S. The discourses are partly conversational, and are also communicated through articles in daily newspapers, mainstream magazines, magazines for various professions, scholarly journals and books. Further, many of the arguments and analyses are framed in stereotypical constructs and forms (genres). We will discuss the concept of genre as it applies to non-fiction.

For additional materials about social informatics, see the Social Informatics Home Page at Indiana University (http://www.sis.indiana.edu/si)

Readings:

**Thursday, Sept. 8:**
Heads Up versus Heads In Views of Computer Systems -- Rob Kling
Reader's Guide to Computerization and Controversy -- Rob Kling
Social Controversies About Computerization -- Rob Kling
Computers as Tools and As Social Systems: The Car-Computer Analogy -- Rob Kling


**Tuesday, Sept. 13:**
Hopes and Horrors: Technological Utopianism and Anti-Utopianism in Narratives of Computerization-- Rob Kling (Lead article from C&C2 for the section, "The Dreams of Technological Utopianism").

**Thursday, Sept. 15:**

**Tuesday, Sept. 20:**
Thursday, Sept. 22:

Tuesday, Sept. 27:

Thursday, Sept. 29:


Unit 2: The Economic, Cultural, and Organizational Dimensions of Computerization

In this unit we will examine how computer technologies shape and are shaped by organizations. Organizations, such as IBM, Apple, HP, Cisco, AT&T, and AOL-Time Warner, etc., are the primary vendors of computing equipment and services and it is difficult to understand the behavior of the computer industry without some insight into the internal dynamics of organizational life. Organizations are still the primary consumers of computer-based products, and it is also difficult to understand computerization without some insight into the dynamics of organizational life. Understanding how organizations behave is certainly a concern for managers; but it is also critical for anyone who works with computerized systems, because organizations provide or mediate so many computerized services.

Readings:

Tuesday, Oct. 4:

Thursday, Oct. 6:

Thursday, Oct. 13:
Morton, Scott M. "How Information Technologies Can Transform Organizations" (C&C, pp. 148–160)
Tuesday, Oct. 18:

Thursday, Oct. 20:

Tuesday, Oct. 25:

Thursday, Oct. 27:

Unit 3: IT and Transformation of WORK
The US Bureau of Labor Statistics recently projected that the civilian labor force will grow from about 145 million people in 2000 to 167 million people by 2010 (See [http://www.bls.gov/emp/](http://www.bls.gov/emp/). Today, people are employed in a wide array of occupations, in agriculture, manufacturing, and diverse services. The shift in the mix of jobs is influenced by a combination of demographics, technological change, international shifts in the location of related work, as well as the health of the overall economy. New technologies have played major roles in shifting the mix of jobs (from farms to manufacturing in the mid-20th century) and the actual ways that people work. Jobs range widely in their autonomy from highly regimented (see Horwitz, 1994 in C&C2) to those which require high levels of flexibility and professional collaboration. In addition, new technologies may play key roles in the ways that people (or their managers) reconfigure work.

Readings

*Tuesday, Nov.1:*
**Group 1:**

b) ERP Fundamentals: [http://www.zdnet.com/filters/printerfriendly/0,6061,2872323,9200.html](http://www.zdnet.com/filters/printerfriendly/0,6061,2872323,9200.html)

**Group 2:**

b) ERP Fundamentals: [http://www.zdnet.com/filters/printerfriendly/0,6061,2872323,9200.html](http://www.zdnet.com/filters/printerfriendly/0,6061,2872323,9200.html)
Group 3: "Computerization at Work" C&C 2 Intro to Computerization at Work (pp. 278-290)

Group 4: "Computerization at Work" C&C 2 Intro to Computerization at Work (pp. 290-303)

Thursday, Nov. 3:
Group 1:
http://www.computer.org/conferences/mss95/armstead_armstead.htm

Group 2:

Group 3:

Group 4:

Tuesday, Nov. 8:
Group 1:
Hara, Noriko and Rob Kling. 2001. Student Distress in Web-based Distance Education. Educause Review. (Available on Blackboard)

Group 2:

Group 3 and 4:

Unit 4 – SITES of CONSUMPTION: Electronic Forums and Media SOCIAL RELATIONSHIPS IN ELECTRONIC FORUMS

Cyberspace symbolizes a new American frontier-- full of unexplored opportunities, that stimulate high levels of excitement and fears of chaotic semi-organized activity. Much of the recent flood of books and articles about computer networking, information highways,
virtual offices and Cyberspace are infused with technological utopianism and anti-utopianism. Some of the most interesting technologically utopian works argue that computer networking can revitalize a sense of community in North American cities.

The search for "a sense of community" has been an enduring theme in U.S. culture. Ironically, the technologies of freedom — trains, cars, and airplanes; telephones, faxes, and computer networks — have enabled us to be on the move, and to live, work, and do business with more people with whom we share very limited parts of our lives. Further, at a time when community life in North American cities is unraveling — some analysts hope that people can meet and enrich their social lives at work and at home via computer networks. In the mid-90s, there are a dizzying number of diverse and evolving experiments with free-nets and electronic commerce on the Internet.

Enthusiasts for these electronic forums argue that they are building new forms of community life. But social scientists observe that not every collection of people who happen to talk (or write) to each other form the sense of trust, mutual interest, and sustained commitments that automatically deserve to be labeled as communities. Communities refer to groups of people who share some values and who have some significant sense of caring or mutual obligation.

In this unit, we will discuss some aspects of computer-mediated communication and sociality. Does the use of electronic communication— such as electronic mail and conferencing— improve the sense of community which people experience— or does it leave them feeling alienated? When does electronic conferencing lead to more open discussions and more innovative decisions? Can electronic communication increase the risks of superficial intimacy and occasional deception? For whom do which kinds of changes take place, and under what conditions? When should a group that communicates online be called a community?

Readings
Thursday, Nov. 10:
Group 1
Poynder, Richard. 1999. VCs: Out to Flip the Paradigm (Virtual communities are rarely what their sponsors design them to be). Information Today. 16(2)(February) Available at: http://www.infotoday.com/itfeb99/article3.htm

Group 2

Group 3
Social Relations in Electronic Forums: Hangouts, Salons, Workplaces and Communities— Rob Kling. (C&C: pp 426-439.)
Group 4

Tuesday, Nov. 15
Group 1

Group 2

Group 3

Group 4

Thursday, Nov. 17
Group 1
Kaufman, Margo. 1993. They Call It Cyberlove. (C&C, pp. 525-532)

Group 2

Group 3

Group 4
Adar, Eytan and Bernardo A. Huberman. 2000. "Free Riding on Gnutella" by First Monday, 5(10)(October)
http://firstmonday.org/issues/issue5_10/adar/index.html
**Tuesday, Nov. 22**

All groups


Unit 5: Privacy

Readings:

**Tuesday, Nov. 29**

All Groups


**Thursday, Dec. 1**

Group 1:


Group 2:


Group 3:

Hibbert, Chris. What to do when they ask for your SSN. (C&C 2: pp. 686–696)

Group 4:

Kling, R., Ackerman, M.S., and Allen, J.P. Information Entrepreneurialism, IT, and the Continuing Vulnerability of Privacy. (C&C 2: pp. 727–741)

Unit 6: SUMMING UP: Ethical Issues in IT

In the last unit, we will synthesize some key ideas from this course.

**Tuesday, Dec. 6**

All groups:

Kling, Rob. Systems Safety, Normal Accidents, and Social Vulnerability

**Thursday, Dec. 8**

All groups:

Health Care in the U.S.  
First Year Seminar – SOCY 7-1  
Fall Quarter 2003  10: MWF 10 – 11:05

Instructor: Denise Anthony  
Office: 105 Silsby Hall  
Email: Denise.Anthony@Dartmouth.edu  
646-0017

Office hours: Mondays, Wednesdays 2 – 3 PM, or by appointment

Course Description: Concerns about health and access to health care continue to be important problems in our society. This seminar explores the social and policy context of health and health care in the United States. What is the historical relationship between social conditions and illness, and between social processes and the development of medical science? How does social stratification (e.g., along race, class or gender lines) affect health and access to health care? What is the structure of the current health care system in the U.S.? The focus of this course is on the contemporary U.S., but we also spend some time on health care systems in other countries to gain a better understanding of the U.S. system.

Since class time is devoted to discussion as well as lectures, it is essential that seminar participants not only read, but also reflect upon the assigned readings before coming to class. Class attendance, contributions to in-class discussion, and participation in in-class group activities all contribute to your class participation grade. You may also be called upon randomly to comment in class. Because it is necessary to be in class to participate, missing more than five class periods without a valid excuse, approved by me, will result in failure of the course.

Grades are determined by the student’s contribution to in-class discussions (10%), four paper assignments completed outside of class (2@10%, 2@15%), and two exams (20%, 20%). Descriptions of each paper assignment will be handed out in class. You will have the opportunity to rewrite and resubmit any paper if you are dissatisfied with your work. Resubmissions are due within two weeks of the original due date for the paper. I encourage you to talk to me about your paper before you rewrite it. Grades for rewritten papers will be the average of the two grades.

*** Students with learning, physical or psychiatric disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to make an appointment to talk with me as soon as possible, and by the end of the second week of classes (October 3, 2003). All discussions will remain confidential, although the Student Disabilities Coordinator may be consulted to verify the documentation of the disability. Also, stop by the Academic Skills Center in 301 Collis Center to register for support services. ***
Course Requirements
You should purchase the following materials from Wheelock Books:


There are additional required readings available in the SOCY main office, 12 Silsby Hall, and on reserve at Baker Library and (*BL/SOCY in syllabus). You can find many of these readings online as well.

*** For help with all your writing tasks, visit the Composition Center. Call 6-3525 or visit 108 Sanborn to make a free appointment on Sundays, 4-10 pm, and Mondays - Thursdays, 2-10 pm. For additional information about the Center and college writing, visit our webpage: http://www.dartmouth.edu/~compose ***
Making Sense of Health Care

September 26: The Social Construction of Illness and Health
Read: Medicine and Culture, Chapters 1-3 (pp. 15 – 73)
Discussion: Illness behavior; sick role; communication with health providers

Description of Paper assignment #1

Week 2: What is Health? Illness? Disease?
Sept 29: What is Medicine? Health, Medicine and Culture
Read: Medicine and Culture, Chapters 4-7 (pp.74-155)

Oct 1: Lecture and Discussion: Historical trends in human health and the development of medicine; social history of the development of scientific medicine

**** Oct 2: X-hour 12-1 pm Library Databases and Searching
Meet in regular classroom ****

Oct 3: The Social Construction of Disease
http://www.sciencedirect.com/science/journal/02779536


Week 3: Inequality and Health
Oct 6: Social Context of Health/Illness and Health Care
Read: Mama might be better off dead, Chapters Intro – 1 (pp. 1–24)
Discussion: social sources of illness; social distribution of illness

Description of Paper assignment #2

Oct 8: Access to health care
Read: Mama might be better off dead, Chapters 2-5 (pp. 25–92)
Discussion: Health insurance coverage; Access to care; medical versus health care

Oct 10: Health Care Delivery I
Read: Mama Might be better off dead, Chapters 6-7 (pp. 93-133)
Discussion: health care settings; medical care, health behavior and health; multiple outcomes of health care
**Week 10**

Nov 24: Policy discussion

Nov 26 & 28: Thanksgiving Break

Dec 1: Peer Review of Policy Papers due

Dec 3: LAST CLASS

Rewrite of Paper 4 due

Review for Final
Nov 19: Health Policy Controversies II

Rewrite of #3 due

Mandatory yearly PSA screening for men age 50 and over


also see: http://www.cancer.org/epripe/main/docroot/CRI/CRI2 lx

Nov 21: Health Policy Controversies III

NIH Update on Existing Human Embryonic Stem Cells - August 27, 2001

http://www.nih.gov/news/stemcell/082701list.htm *BL/SOCY

White house statement *BL/SOCY


http://stemcells.nih.gov/infoCenter/stemCellBasics.asp


Exchange Policy Papers – Peer Review
Oct 31: Ethical Dilemmas
Read: Deciding Who Lives, Chapters 5 – 6
Discussion: Medicine and social control; Ethics

Week 7: Ethnicity versus the Culture of Medicine
Nov 3: Patients, Providers and Culture
Read: The spirit catches you and you fall down Chapters 1-7
Discussion: Patient-provider communication; “alternative” health care

Nov 5: Paper 3 due
Read: The spirit catches you and you fall down Chapters 8-13
Discussion: Social control, inequality and medicine

Nov 7: Rewrite of Paper 2 due
Read: The spirit catches you and you fall down Chapters 14-19
Discussion: Providing health care in a multi-cultural world; Is medicine a culture?

Week 8: Medical Research
Nov 10: Medical Research in Unequal World
Read: Bad Blood, chapters 1-5
Discussion: medical research, ethics, IRBs

Nov 12: Read: Bad Blood, chapters 6-10

Nov 14: Read: Bad Blood, chapters 11-14
Discussion: medicine, race and ethics; AIDS research in developing world???

Week 9: Health Policy Hearings
Nov 17: Health Policy Controversies I
Mandatory Testing of HIV for newborns:


**Week 4: Health and Politics**

**Oct 13: Health Care Delivery II**
Read: *Mama Might be better off dead*, Chapters 8 – Epilogue (pp. 134 – 259)
Discussion: medical care, health behavior and health; inequality and health care

**Oct 15: Health Policy and Politics**
http://www.whitehouse.gov/infocus/medicare/
Discussion: health policy basics; health care present and past, future??

**Oct 17: Health Policy and Politics continued**
Read: Democratic presidential candidates health proposals
http://www.deanforamerica.com/site/PageServer?pagename=policy_policy_health_healthcareforamerica
http://www.johnkerry.com/issues/healthcare.html

**Week 5: Mid-term**
**Oct 22: Health Policy and Politics continued**

**Oct 24: Review for Exam**
Description of Paper #3
Rewrite of paper 1 due

**Oct 26: In-Class Mid-term Exam**

**Week 6: Medicine and Ethics**
**Oct 27: Medical Decision-making**
Read: *Deciding Who Lives*, Chapters 1 – 2
Discussion: medical decision-making, collective decision-making

**Oct 29: Social Organization of Hospital Care**
Read: *Deciding Who Lives*, Chapters 3 – 4
Discussion: Medicine and social control; ethics

****Oct 30: X-hour 12-1 pm Ethical Dilemmas****
Meet in regular classroom ****
First Year Seminar 225
Borders and their trespassers: (im)migration, human rights, and imagined communities
Trinity College    Fall 2007
TR 2:40-3:55     MCEC 246

Assistant Prof. Andrea Dyrness
McCook 312
Phone: 297-2323
Email: andrea.dyrness@trincoll.edu

Assistant Prof. Anne Gebelein
TC 234
Phone: 297-2149
Email: anne.gebelein@trincoll.edu

Mentor: Charlie Fuentes
Phone: 978-549-6509
E-mail: charlie.fuentes@trincoll.edu

Course Description:
This course will consider the border politics involved in the making of local and (trans)national communities. Using the U.S./Mexican border and the Trinity/Hartford border as our two primary loci of inquiry, we will explore the rights and reception of those who cross borders: not only geopolitical, but also linguistic, racial, economic, and cultural ones. Examining immigration policy and admissions policy, law enforcement along the border, media representations of migrants and natives, and the stories of border crossers, we will attempt to understand the forces that expand and constrain membership rights in these intersecting communities. How are borders constructed and contested by groups on both sides of the border? How are rights of belonging and membership transformed by migrants and “trespassers”? Border politics will be considered from an anthropological perspective (Prof. Dyrness) and from a cultural studies perspective (Prof. Gebelein), allowing us to consider a wide variety of scholarly work in fiction and nonfiction, contemporary media, and border studies.

Course Objectives:
In this class, students will gain a broadened perspective on the U.S./Mexico border and an awareness of the ways border politics are enacted locally—in Connecticut, Hartford, and Trinity College—as well as internationally. In particular, students will:
• Understand the border as a social construction, shaped by historical, political, social and cultural contexts
• Understand the structural conditions that push people to cross borders
• Understand the unique experiences and perspectives of border crossers
• Appreciate the ways border-crossing has enriched creative expression and scholarly production in the United States, through examining the field of border studies.
Required Texts, available at www.amazon.com:
Chacon, Justin, and Mike Davis, No One is Illegal. Chicago, IL: Haymarket Books, 2006.

How to succeed in this course:

- Class begins on time and we expect you to be present at every session from start to finish. If you run into a one-time scheduling conflict with our class, be sure to consult with us (by email, phone, or in person) BEFORE the conflict to inquire about alternative arrangements. If you become ill or have a family emergency, then email or phone us to inquire about what you’re missing and how to compensate. Unexcused absences will adversely affect your participation grade.

- Participate regularly in class discussions and bring the relevant readings and notes with you. Participation is part of your grade, because actively engaging in discussion is an integral part of the learning process. At the same time, remember that being a reflective listener is crucial to meaningful discussions, especially when the views of others differ from your own. In addition, participation is mandatory at several events that will take place during evening hours, such as the visits of guest speakers David Bacon and Guillermo Gomez Peña.

- Readings and writings are due on the day they appear on the syllabus. You are expected to come to class every day having read the materials and ready to discuss them. Writing assignments must be turned in at 2:40 when class starts or emailed by that hour if you have an excused absence. **The late assignment penalty is a 10% reduction for every 12-hour period beyond the deadline**, with exceptions granted only for documented medical & family emergencies.

- Students are expected to engage in **academic honesty** in all forms of work for this course. Collaborating with other students is a great idea if you are exchanging rough drafts for constructive criticism, studying for an exam together, brainstorming ideas for a homework assignment, etc.; however, it is NOT okay to take ideas from other students or from their work and call them your own, or to write homework assignments or take-home exams together. It is NOT okay to take ideas from the internet or from any source without putting them in quotations and citing them, or by paraphrasing them. Cutting and pasting off the internet is tempting, but don’t forget that professors know how to use technology too, and plagiarism or any other form of academic dishonesty (such as copying from another student on a test, etc.) will result in a mandatory visit with the Honor’s Council and the Dean of Students. Students who cheat are typically suspended from school for a minimum of one semester; a repeat offense leads to expulsion. In addition, if you are discovered cheating, you will fail the course and have an F on your permanent transcript, as well as the sentence “Suspended for academic dishonesty”. If you’re feeling overwhelmed with assignments, visit the counseling center or come talk to us.
* Please notify us during the first week if you require any special accommodations. Learning Disabilities must be documented by the Counseling Center.

Assignments

Class assignments will consist of a take-home mid-term, a final exam, and five short papers.

**Paper 1: Personal border crossing narrative.** This paper will ask you to describe and reflect on your own experience of crossing a border (geographical or metaphorical). Guidelines to be distributed in class.

**Paper 2: Observing and mapping borders at Trinity College.** This paper will ask you to observe a section of campus which you feel represents a space of interaction across borders and analyze the ways students respond to and participate in the shaping of borders (examples include Mather Dining Hall, the Bistro, your dorm hall, cultural houses such as La Voz Latina, etc.). Guidelines to be distributed in class.

**Paper 3: Letters to politicians.** You will be asked to write two letters focusing on immigration issues targeted at local and federal politicians with differing political orientations. Letters should draw on course readings and concepts to construct your argument.

**Paper 4: Media analysis.** You will be asked to select an issue related to immigration and borders and follow it in the news throughout the semester (newspapers from past dates may also be consulted). Your final paper will analyze the media's representation of this issue, comparing the approaches of different news sources and critically evaluating them in light of course readings. Good newspapers to follow these issues include: *The New York Times, The Los Angeles Times, The Miami Herald, the Wall Street Journal,* and *the Hartford Courant* (good for local issues). You will also be asked to evaluate one or more websites addressing your issue. Guidelines to be distributed in class.

**Paper 5: Community events reflection paper.** Throughout the semester there will be several on and off-campus events related to immigration (speakers, forums, demonstrations, films, exhibits, panels, etc.) You will be required to attend at least three of these “extra-curricular” events and write a short reflection paper on each one. Guidelines to be distributed in class.

**Calculation of the Final Grade:**

- Active Participation in class: 15%
- Midterm: 15%
- Final Exam: 20%

**Writing Assignments:**
- Personal Border Crossing Narrative: 10%
- Observing and Mapping Borders at Trinity: 10%
- Letters to Politicians: 10%
- Media Analysis Paper: 15%
- Community Events Reflection Papers: 5%
Be advised that adequate work earns a C, good work earns a B, and outstanding work earns an A in this class.

Class sessions

Fri Aug 31  Introductions, The Namesake

Tues 9/4  Historical perspectives on the U.S./Mexico border


Thurs 9/6  Crossing borders

Read: Luis Urrea, The Devil’s Highway

Tues 9/11 Crossing borders II
Guest speaker: Enrique Sepúlveda

Thurs 9/13  Library session

Paper 1 due: Personal Border Crossing Narrative

Tues 9/18  Border studies

Read: Gloria Anzaldúa: Borderlands: La Frontera, Chapters 1-4

Thurs 9/20  Border studies II

Read: Anzaldúa, Chapter 7

Tues 9/25  Trinity in the community: Field trip to Trinfo Café
Guest speaker: Carlos Espinoza

Revision 1 due: Personal Border Crossing Narrative II
Homework: Analyze Trinity’s website’s presentation of the Hartford community to prospective students, parents, and visitors. List observations.

Thurs 9/27  Higher education I: Admissions policy
Guest speaker: Larry Dow, Trinity Dean of Admissions

Read:


Paper due: Last day to turn in the first community events reflection paper
Family weekend 9/28-30

Tues 10/2 Higher education II: College borders
Read:


Paper 2 due: Observing and Mapping Trinity Borders

Thurs 10/4 Performing the border
Read: Guillermo Gomez Peña, selections from The New World Border and Warrior for Gringostroika

Tues 10/9 NO CLASS – Trinity Days
TBA: Workshop with Guillermo Gomez Peña at UCONN

Thurs 10/11 Performance studies II

Read: Guides for Emigrants published by the Mexican government
Justin Akers Chacón: No One is Illegal pp 249-260
Web readings: http://www.mcdepac.com/Links.php

Tues 10/16 Militarization and law enforcement on the border

Read: Justin Akers Chacón: No one is Illegal pp. 197-226
www.ice.gov Fact Sheets: ICE, info on UMV


David Bacon and ICE Raids: http://albacon.ige.org/Imigrants2007realpurpose.html
http://dallasfed.org/research/swc/2006/swc0602e.html

Revision 2 due: Observing and Mapping Trinity Borders II
Thurs 10/18 U.S. immigration policy: Historical perspectives
Chacón and Davis, *No One is Illegal*, Chapters 17-18


Tues 10/23 U.S. immigration policy: Current debates


In class: Debate on current immigration reform proposals

Thurs 10/25 Ambivalent reception

Read: Wayne Cornelius, “Ambivalent Reception”
   3 Articles on Mexican Immigrants to Hartford/Wallingford Area, Hartford Courant
   Facts on recent Mexican migration flow
   http://pewhispanic.org/factsheets/factsheet.php?FactSheetID=33

TAKE HOME MIDTERM AFTER CLASS 25th, due SAT 10/27 via Blackboard

Tues 10/30 Hartford immigrant communities
   Visit to CREC. Collaborative exercises TBA

Thurs 11/1 Central American migration


Commission for Historical Clarification (CEH), “Guatemala: Memory of Silence,”
   Conclusions and recommendations (excerpts).

Paper: Last day to turn in the second community events reflection paper

Video excerpt in class: *Enemies of War* (El Salvador)

Tues 11/6 Free trade/NAFTA

Chacón & Davis, *No One is Illegal*, pp. 89-97 and 115-122.

Alejandro Portes, “NAFTA and Mexican migration” from SSRC.

Website: http://jfbacon.ige.org/Imigrants.htm. Analyze photos of immigrants in preparation for David Bacon’s visit; familiarize yourselves with topics of intellectual and artistic interest to him on website.

**Thurs 11/8** Transcending borders: Transnational organizing


Video in class: *The Sixth Section*

**FRIDAY 11/9:** David Bacon talk: 4:30pm Gallows, and exhibit opening 6:30pm Broad Street Gallery

**Tues 11/13** Transnational families

Ernestina Avila and Pierrette Hondagneu-Sotelo, “‘I’m here but I’m there’: the meanings of Latina transnational motherhood,” and


Video excerpt in class: *La Ciudad*

**Paper 3 due:** 2 Letters to Government Officials

**Thurs 11/15** Testimonio: migrant testimonies


Ted Conover: *Coyotes*, Chapter 2, “Deep into the Orchard”

**Tues 11/20** Testimonio II

Selections from Alicia Alarcon, *The Border Patrol Ate my Dust*

In class: Collaborative exercises with CREC students. (We host CREC visit).

**Thurs 11/22** NO CLASS – Thanksgiving Day

**Tues 11/27** Education of immigrants: the border politics of bilingual education
them during class, then revise the papers for final submission the following week. All of the group meetings will occur in class.

I will rotate the group membership for each assignment so that you have an opportunity to work with several different peers during the course. At the end of the term, I will ask you to evaluate the contributions of the various people in your groups. The results of these evaluations will be incorporated into the class participation grade.

Class Participation and Reading Questions

This class is a seminar, so completing the readings and class participation are very important. For each class I will provide some questions to think about as you do the readings. In class I will expect you to be ready to discuss your thoughts on these questions. You may be called upon randomly to start discussion on any of these topics.

In addition to class participation, attendance is also important. I allow three absences without an automatic penalty (missing the first class counts as half an absence). Note that this allowance includes classes missed due to illness, recruiting, athletics, switching into the class late, etc., they are not “free” absences that you get in addition to absences for legitimate reasons. The whole point is that I do not want to be in charge of deciding which absences are legitimate and which are not. Each absence beyond these three will reduce your class participation grade by 20 points each time (out of a maximum of 100), so missing eight classes (3 plus another 5, almost half of our 18 sessions) will result in an automatic zero for class participation (which means it will be impossible to get better than a B- in the class).

Grading

You get to decide how the different components of the course will contribute to the final grade. I will ask you to decide by January 24th how you want to weight each assignment. The ranges of possible weights for the assignments are below. The numbers in parentheses are the default values that I will assign if you don't submit a choice by the deadline.

- 15-25% (20) Class participation & group work
- 15-25% (20) First paper
- 15-25% (20) Second paper
- 10-20% (15) Bibliography, proposal & presentation
- 20-35% (25) Final Paper

Policies

Academic integrity: I expect students in the class to conduct themselves in accordance with Dartmouth’s honor code and with academic and personal integrity. Explanations of Dartmouth’s integrity rules and principles can be found at http://www.dartmouth.edu/~ija. Students are expected to take responsibility for doing their own work, providing proper citations whenever using words or ideas borrowed from others. Details on citing sources are available at http://www.dartmouth.edu/~sources.

I also expect you to be considerate to other students while in class. This does not mean that you should censor your opinions, but you should present your ideas in a respectful manner.

Late work: The various assignments due over the course of the term will lose one point (out of 100) for every 6 hours they are late. The final report has the latest possible deadline so I cannot accept late papers.

Electronic devices

Laptops

I have found that laptops are a distraction in small seminars, so I'd strongly prefer that you don't use one in class. If you really rely on your laptop, may make an appointment with me to get permission to bring it to class.
Class#11-Urban poverty II
- Kotlowitz, *There Are No Children Here*. selected pages.
- A selection of newspaper articles about poverty in urban areas.

Class#12- Rural poverty I

Class#13-Rural poverty II

Class#14-Working poor I

Class#15-Working poor II
- A selection of newspaper articles about the working poor.

Class#16-History of poverty policy
- “Public Assistance & Social Welfare” Lower East Side Tenement Museum online encyclopedia
  ( Mostly a summary of Katz’s In the Shadow of the Poorhouse). (Tenement Summary.pdf on Blackboard)

Class#17-Current poverty policy

Class#18-Class presentations I

Class#19-Class presentations II
Readings

Class#1 - Introduction

Class#2 - Measuring poverty & trends
- John Iceland. *Poverty in America: A Handbook*. Ch. 2-4

Class#3 - The culture of poverty

Class#4 - Discrimination

Class#5 - Family structure

Class#6 - Networks

Class#7 - The education system

Class#8 - Social class I

Class#9 - Social class II

Class#10 - Urban poverty I
January 6, 2012

To: University Studies Review Task Force
   Allyson Hagy, Chair

Cc: Myron Allen, Provost

Fm: Enrollment Management Council*

RE: Proposal for a UW Credit-bearing First-Year Experience Course/Seminar

As the University Studies Review Task Force committee (USP) designs the University Studies Program requirements, the Enrollment Management Council members wish to offer support for reinstating an academically-focused first-year seminar. In this letter, we share will the rationale and benefits for UW students and how to ensure a successful implementation of a first-year seminar at UW.

Past First-Year Seminars at UW
The University of Wyoming implemented a traditional first-year seminar course in 1991-2003 that addressed topics such as campus resources for academic success, diversity awareness, and communication with instructors. During the first several years of the course, fall-to-fall retention for first-time freshman hovered around 77% and first-year academic probation dropped to 16%. We acknowledge that many factors may have influenced these desirable outcomes, but the trend is worth noting.

These outcomes are also consistent with national research on the impact of first-year seminars on academic student success and persistence. North Dakota State University, one of UW’s NSSE peer institutions, released a study in 2003 showing a 12% increase in two-year persistence among students who participated in the first-year seminar after controlling for differences in entry characteristics such as ACT, grade point average, etc. Research by the University of South Carolina on its University 101 Programs in the past 35+ years further demonstrates the positive correlation between First-Year-Experience programs and students' transition and adjustment to academe. In fact 527 four-year institutions included in the “National Survey of Efforts to Improve Undergraduate Student Success” (Barefoot and Koch 2011), 97% offered first-year seminars.

Unfortunately, overtime the first-year seminar at UW gradually lost faculty participation and drifted in objectives. In 2003 the first-year seminar course was replaced by the intellectual community requirement or “I” courses. Unfortunately the “I” courses have drifted over the past eight years, particularly in the area of helping students adjust to the academic expectations of college work. UW and national statistics on student success and learning indicate that first-year college students are experiencing greater challenges in bridging the expectations between high school and college level writing, critical reading, and meta-cognitive skills.

Rationale for a First Year Seminar
The purpose of a first-year seminar course is to strengthen student learning, not to remediate. Recent academic probation and retention outcomes point to a significant gap in students' core academic skills as they enter UW. In fall 2011, 22% of our first-year new students were placed on academic probation;
they represent 43% of the total 781 students placed on probation. In the past three years the number of UW students on academic probation has grown (769 in fall of 2008, 781 in fall of 2009 and 807 in fall of 2010). Retention from freshmen to sophomore year has remained around 73% over the past four years. Concerns about UW's retention and graduation rates were highlighted in UW's self-study for Higher Learning Commission re-accreditation. In addition, in the most recent Wyoming legislative session, concerns were raised about data only 46% of UW students who began as freshmen completing a bachelor's degree after five years.

It is likely that our students' challenges are part of a national trend described in Academically Adrift (Chicago Press, 2011). Arum and Roksa report that full-time college students are spending much less time on academic activities than in past years: "average time studying fell from 25 hrs per week in 1961 to 20 hrs per week in 1981 and 13 hrs per week in 2003..." (p. 3-4). UW's NSSE data suggests that our students demonstrate patterns very similar to students at other colleges in terms of time spent on academics. Students are transitioning to college with a poor understanding of the habits necessary to succeed in college. Understandably, these skills are rarely explicitly addressed in content area courses. Similarly, UW does not systematically instruct students in their responsibilities, such as academic honesty and the importance of participating in the evaluation of advising and teaching.

As the time for psychological and intellectual development of young people prior to adulthood has been extended, (Jeffrey Arnett, 2004), it is important that higher education become more intentional about helping undergraduates learn how to learn and how to connect to the academic/intellectual world. Arnett underlined the importance of helping college students clarify purpose, meaning and direction. With a degree they will also have skills that will help them navigate life as well as their chosen field(s) of study.

In response to these needs, UW has implemented several "student success and persistence" initiatives over the past three years, including a more comprehensive Orientation experience, Supplemental Instruction, the Summit transition program, the MAP-Works tool to identify students at risk and eTutoring. Perhaps as a result of these efforts, academic probation and retention outcomes improved marginally in 2010. However, these initiatives lack a critical meeting point. One of the most important tasks of a first-year seminar course is to provide our new students with the tools and knowledge to successfully navigate their college experience in an effective, intentional and consistent manner. To avoid the damaging "drift" of historical efforts at first-year seminars at UW, this course will require consistent leadership, strong communication and modeling for faculty, and a concerted focus on academic habits and conceptual learning.

The transition from high school to college is a significant and challenging one for most students. They are no longer children and still they are not yet adults. The skills and abilities to fully function in the adult world are often just being learned and are not well refined. Individuals develop at different rates and in divergent ways. Therefore, an effective transition is not accomplished through a single program or intervention, but by many. At UW the process is started with Discovery Days where college life is introduced to prospective students. It is followed by a comprehensive and intense two-day new student orientation program in the summer. During the fall Summit program, students are committed to attending college, but not well-versed in the details of navigating college life. The missing capstone to the transition experience is a first-year seminar course that will provide the specifics of how best to capitalize on the higher education experience.
We appreciate the opportunity to offer support for a first-year seminar course at UW and would welcome the chance to collaborate with the Task Force in its development.

*Enrollment Management Council Members:

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