First Year Seminar

General Education Outcomes

1A. Recognize, differentiate, and effectively employ appropriate and increasingly sophisticated strategies to collect and interpret information

1B. Successfully integrate disparate concepts and information when interpreting, solving problems, evaluating, creating, and making decisions

1C. Examine and evaluate how their own personal, historical, and cultural perspectives affect the discovery and generation of knowledge

2A. Articulate and comprehend effectively, using verbal or non-verbal communication suitable to topic, purpose, and audience

2B. Use writing effectively to discover and develop ideas and to articulate positions in contexts of increasing complexity

4C. Collaborate effectively with others in shared processes of inquiry and problem solving

First Year Seminar 2010-11 Proposal Guidelines

Beginning in Fall 2009, all entering first year students will be required to take UCO 1200, First Year Seminar, as part of the General Education Program. Each seminar will enroll 24 students and offer gateway experiences that are appropriate and challenging to first year students.

Catalog course description:
The First Year Seminar (UCO 1200) engages students and faculty in a shared process of inquiry around a broad, interdisciplinary topic or question. Utilizing at least two different modes of inquiry, as well as varied and engaging pedagogies, this seminar aims to help students develop their abilities to think critically and communicate effectively. It also aims to help students make connections with faculty, peers, the university, and the curriculum.

Common expectations
The First Year Seminar will:
1. Utilize at least two different modes of inquiry.
2. Use engaging pedagogies and involve students in a shared process of inquiry.
3. Involve students in problem-based learning with a research/library component.
4. Help students make connections with faculty, other students, their courses, and the university through an intentional focus on community building and co-curricular involvement (e.g. service learning, cultural events, outdoor programs, etc.).
5. Require the use of the Summer Reading Program book.
6. NOT be narrowly focused or an introduction to a specific discipline.