

## Call for Proposals for First Year Seminar

### FSEM Goals

First year seminars will be distributed across the disciplines, yet they are structured around a set of common principles whose purpose is to introduce first year students to the pursuit of intellectual inquiry. Specific topics are determined by the instructor's background and interests. The objective of the first year seminar is to cultivate the intellectual skills necessary for liberal learning through the in-depth study of a topic and the provision of instruction on how to gather and analyze information for the purpose of formulating and defending an opinion. Seminars will be deep in terms of the critical approach employed, but will involve topics, which are accessible to first year students. In addition, first year seminars anticipate the experience of the senior seminar without the requisite background knowledge and skills that such seminars demand.

Although first year seminars will neither be part of the Writing/Speaking Intensive Program(s) nor be a replacement for a first year writing course, all first year seminars involve meaningful writing and speaking assignments in which students are given instruction and guidance on writing and speaking at the college level.

**Every course should have the following basic components and new student learning outcomes, outlined in the QEP.**

First-year seminars will:

- utilize active, discussion-based, participatory learning;
- be exploratory in nature, rather than just presenting conclusions;
- have students read primary sources, not simply textbooks;
- have students synthesize material from multiple sources to develop their own views on the topic; and
- be capped at 15 students.

Student Learning Outcomes:

- Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- Improve development and organization of written arguments;
- Demonstrate the ability to edit and revise in the writing process;
- Apply the basic theories and principles of oral communication;
- Communicate effectively in a variety of settings, including public speaking and group discussion.

We are looking for seminars, which are not traditional courses, but illustrate the sort of intellectual inquiry higher education can offer. See, for instance, the sample syllabus appended to this document. In other words, you should not take an existing course and re-title and renumber it.

### Deadline for FSEM proposals:

**Monday, September 30<sup>th</sup> 2013** for courses to be offered in the **Spring 2014** course schedule.

Proposals must be **submitted electronically** to John P. Broome ([jbroome@umw.edu](mailto:jbroome@umw.edu)) using the FSEM Course Proposal Form. An example of a completed proposal is attached.

Please address your questions to any member of the committee.

Sincerely,

*First Year Seminar Committee*

John P. Broome, Chair

Rosalyn Cooperman

Janie Lee

Will Mackintosh, Secretary

Dave Stahlman

**FIRST YEAR SEMINAR COURSE PROPOSAL**  
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

<b>COURSE NUMBER:</b>	<b>FSEM 100</b>		
<b>COURSE TITLE:</b>	<b>MAKING A DIFFERENCE</b>		
<b>SUBMITTED BY:</b>	David Rettinger	<b>9/26/14</b>	
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			<b>X</b>

**COURSE DESCRIPTION.** In the space below, provide a one to two sentence description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the “Eagle Essentials” booklet).

We all want to leave our mark and make a difference in the world, but not everyone does it. This class will help you learn the concepts and skills to turn your passion into action.

**RATIONALE.** Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

This course is designed to meet the FSEM goals while also helping students to 1. Get engaged on campus, and 2. Build the skills to make a difference in their communities. A centerpiece of this course is the engagement assignment (described in the syllabus), which requires students to go out and *do something*. This assignment is closely tied with academic readings on integrity, leadership, and the value and values of community engagement, and ends with a reflective component. These elements highlight active, participatory learning. Students will consider concepts of leadership, civic involvement, personal and social values. They will reflect on them both separately and as a combination of forces that guide our behavior. Students will naturally reach different conclusions, making the class by nature exploratory. The course centers around engagement, but a major theme throughout is that your own actions are most effective when communicated effectively. Writing and oral presentation techniques will be emphasized as part and parcel of “making a difference.” Their engagement activities will be shared orally through both presentations and class discussions. A longer term writing assignment will focus on the applications of theory to their experiences and require research beyond the materials we provide.

**SYLLABUS.** *Attach a course syllabus.*

**SUBMIT** this form and attached syllabus **electronically as one document** to John P. Broome ([jbroome@umw.edu](mailto:jbroome@umw.edu)). All submissions **must** be in electronic form.

FSEM 100  
Making a Difference

Dr. David Rettinger

Instructor: **David Rettinger, Ph.D.**  
Office: 119 Annex A  
E-mail: [dretting@umw.edu](mailto:dretting@umw.edu)  
Voicemail: 540-654-1364  
Office Hours: MWF 2-2:50pm, TTh 1-1:50pm and by appointment

This Syllabus: Please read, understand, and hold onto this document. It is an outline of the course, and represents the rules and policies that apply. You are expected to be familiar with its contents, and will **not** be reminded of upcoming deadlines.

About the Course: We all want to leave our mark and make a difference in the world, but not everyone does it. This class will help you learn the concepts and skills to turn your passion into action. We will cover basic skills like writing, oral communication and research plus concepts of leadership, giving back to our communities through service, and personal integrity. Combining these ideas with real life activities and personal reflection will prepare you get the most out of college and prepare a foundation for an engaged life beyond. This seminar will:

- utilize active, discussion-based, participatory learning;
- be exploratory in nature, rather than just presenting conclusions;
- have students read primary sources, not simply textbooks;
- have students synthesize material from multiple sources to develop their own views on the topic;
- and be capped at 15 students.

Learning Objectives: Upon successful completion of this class you will

1. use a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support your messages or arguments
2. improve development and organization of written arguments
3. demonstrate the ability to edit and revise in the writing process
4. apply the basic theories and principles of oral communication
5. communicate effectively in a variety of settings, including public speaking and group discussion
6. *demonstrate an understanding of basic principles of honor, leadership, and community engagement*
7. *demonstrate the ability to apply these principles to an out-of-class experience*
8. *reflect on this experience*

Class Meetings: This is a seminar course – it even says so in the title. What does this mean? A seminar is a course in which everyone teaches everyone else. This is not a lecture in which the professor talks and students frantically write down the material. We are all responsible for each class period. As the professor, I may take up slightly more than my share of air time, but each student should come to class every time prepared to fully engage in discussions and activities.

Readings: There is no textbook for this course. Instead, I've selected chapters from books and articles from journals for you to read. Some are short, others are longer. They're harder than what you're used to reading, but part of the purpose of this course is to get you used to "primary sources." **The readings will be available on Canvas.**

Please read the material for each day's assignment before you come to class and be prepared to discuss it. I will design the course on the assumption that you've done the readings, although I don't expect you to have it memorized or anything. Class will not be a recitation of the assigned material, but a time to discuss, clarify and expand upon it.

Assignments (see course handouts on Blackboard for more details):

**Engagement Project** – Students will, with the help of the instructor, find a service or leadership opportunity on campus or in the Fredericksburg community. This could be active participation in a club or organization on campus, volunteer work at a local non-profit or an idea of the student's choosing. This project will consist of planning the activity, 20 hours of engagement (volunteering or participation), a weekly journal of activities and reflections, and an oral presentation/class discussion about the experience and lessons learned.

**Oral Presentation** – A separate grade will be awarded for the oral presentation focusing on the process of the presentation and the discussion that stems from it. This assignment emphasizes clarity, interest, engagement of one's classmates, and quality of discussion.

**Weekly Questions** – based on the weekly readings, prepare and post to Canvas 3 questions you have about what you read. Make sure at least one is a discussion question. The rest should be clarifications. Bring a copy to class and be prepared to ask them.

**Final Paper** – A research paper that examines an element of leadership, service, civic engagement, honor, or ethics. Requires 5 sources, a thesis statement, and the integration of the source material into an argument supporting the thesis (~5 pages). Students will submit topic ideas, outlines, and drafts in the process of completing the paper

**Homework Assignments** – During the semester there will be 3 small homework assignments on particular aspects of the course. One will be on finding and paraphrasing a research article, one will be a consideration of your own ethics, and one will consider the challenges of community service.

**Class Participation** - Participation, in this context means: coming to class prepared, asking good questions, speaking consistently without dominating the discussion, staying on topic, demonstrating your knowledge while at the same time fostering learning in the rest of us, and contributing to a positive atmosphere in class. Of course, you can't do any of this if you're not here, so attendance counts. It also includes your weekly questions. Periodically, I'll give you a participation grade with feedback, so you can keep trying to improve.

Grading: Your grade will be based upon your performance on the class assignments in the following manner:

Assignment	Grade %
Engagement Project	25%
Oral Presentation	15%
Weekly Questions	10%
Final Paper	25%
Homeworks (3 @ 5%)	15%
Class Participation	10%
Total	100%

Satisfactory midterm progress requires at least 69% of points at the time midterm grades are due.

Letter grades will be assigned based on these cutoffs (i.e. you must score above this to earn the grade):

B+: 87%	C+ 77%		
A: 93%	B: 83%	C: 73%	D: 65%
A-: 90%	B-: 80%	C-: 70%	F: below 65%

**Note:** To earn a grade, you must earn the minimum score before rounding.

Late Assignments: There are generally no extensions, but exceptions can be made for legitimate conflicts. You will be penalized one +/- grade for every day an assignment is late without a previously agreed upon extension. An assignment is considered late if you forget to upload it or upload it in a format that I cannot read, but not due to technical problems outside your control. Because every assignment is important to your development as a student, you must submit all assignments in order to complete the course, even if your grade would be 0.

**Honor Code: All work in this class is covered by the UMW Honor Code. Unless otherwise specified, you are to work alone on every assignment for this class. You must cite all sources in all assignments, no matter how “obvious” the information seems to be. Please see me with any questions about this or how it applies here.**

### **Disability Services**

The Office of Disability Services has been designated by the University of Mary Washington as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Services and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

Office of Disability Services  
209 George Washington Hall

540-654-1266  
ods@umw.edu

## Course Schedule

Week	Topic(s)	Activity	Reading(s)	Due
1	Getting Started	Defining Class Participation Library visit	Common reading	
2	Benefits of Engagement Communication	Writing & Speaking Center visit		
3	Honor and Honor Systems	Honor Constitution	Geiger Barefoot	
4	Intro to Leadership Leadership (Ch 26)	StrengthsQuest/ Transformational Leadership	Burns	HW1
5	Servant Leadership		Greenleaf	
6	Leadership Challenge/LPI	Oral Presentation workshop	Kouzes & Posner	
7	Ethical Leadership Social Change Model	Q & A with administrators	Kellerman Ariely Wagner et al	
8	Ethical Foundations		Plato Aristotle	Project Topic
9	Moral Intuitions Morals and Policy	Moral Foundations Survey TED Talk	Haidt & Joseph Haidt & Graham	
10	Service & Citizen Spectrums	Field trip?	Winograd	
11	Cost of Volunteering	TED Talks: Papi & Breckenridge-Jackson	Stupart & Johnson	Project Outline
12	Corporate Social Responsibility	Engagement Reflections	TOMS Book Thorpe	HW2
13	Ethical Leadership in Non-Profits	Writing workshop	Chao 60 Minute clip on Mortensen	Project Draft
14	Oral Presentations			HW3
15	Oral Presentations			Final Project

## Books and Readings

### Books

1. StrengthsFinder 2.0, Tom Rath, Gallup Press. ISBN 159562015X

### Readings

1. The Form of the Good. Plato
2. Nicomachean Ethics. Aristotle
3. *The Honor System in Colleges*. J. R. Geiger
4. *The Evolution of Honor*. C. Barefoot
5. *The Servant as Leader*, R. Greenleaf (excerpts)
6. *Leadership*, James MacGregor Burns (excerpts)
7. *Leadership for a Better World*, Wenday Wagner et al (excerpts)
8. *Intuitive Ethics*, J. Haidt and C. Joseph
9. *When Morality Opposes Justice*, J. Haidt and J. Graham
10. *The Leadership Challenge*, J. Kouzes & B. Posner (excerpts)
11. *Bad Leadership*, B. Kellerman (excerpts)
12. *The Honest Truth About Dishonesty*, D. Ariely (excerpts)
13. *Locks of Love*, Kent Chao (excerpts)
14. *The Benefits Of Corporate Social Responsibility Will Move You To Act*, Devin Thorpe (excerpts)
15. *Why You Shouldn't Participate In Voluntourism*, Richard Stupart
16. *Millennial Momentum: How a New Generation Is Remaking America*, Morley Winograd (excerpts)
17. *Start Something That Matters*, Blake Mykoskie (excerpts)