

INTENSIVE FRESHMAN SEMINARS 2018

CALL FOR COURSE PROPOSALS

We invite tenure-track, senior clinical and senior lecturer, and full-time appointed IUB faculty members (including emeriti) who are particularly interested in teaching, to submit proposals for the 2018 Intensive Freshman Seminars (IFS). Our program is well known nationally for its unique structure and the excellent preparation for college success that it provides its participants. To maintain this standard of excellence, it is important that we continue to offer innovative and unique courses that are taught by dedicated and diverse faculty, and represent a broad range of topics and disciplines.

As you may know the IFS seminars structure is unique, consisting of an intensive session over two and a half weeks (July 29 - August 14). Significant time will be devoted during the IFS faculty workshops toward pedagogical and programmatic approaches to such a schedule. Additionally, students are housed together, by course, in order to create a vibrant and accessible academic environment which offers faculty and students unique opportunities to expand discourse beyond the conventional course boundaries. More than ever, effective courses will take advantage of the unique schedule and residential component of IFS and include additional lectures, film screenings, field-trips, afternoon and evening discussion sessions, and other instructional approaches. Successful proposals will represent the ways in which conditions and approaches will be integrated into the course.

Over the years, IFS professors have identified a number of features which make teaching in this program particularly rewarding. Among these are:

- the opportunity to make a significant and direct difference in the students' success;
- shaping a course which most fully expresses the instructor's interests;
- the high level of motivation seen from these new students;
- the potential for developing new pedagogical strategies;
- the opportunity to form close and lasting ties with a small group of students;
- the opportunity to teach freshmen in a small and dynamic setting;
- the collegial sharing of ideas on teaching and pedagogy which develops through faculty workshops.

We hope to offer twenty-three seminars in 2018 and in addition to your consideration and potential development of an IFS course proposal, we would also appreciate your distributing this information to other engaged and creative tenure-track, senior clinical and senior lecturer, and full-time appointed faculty and encouraging them to begin developing possible courses.

PROPOSAL DEADLINE

We ask that course proposals be endorsed by the department chair, who should forward the proposal to Mike Beam at 419 N. Indiana Avenue, no later than **Monday, November 20, 2017**.

DESIGNING A PROPOSAL

Members of the faculty who are interested in teaching an Intensive Freshman Seminar in 2018 should consider and present the following:

- the content, general organization, and main assignments for the course (sample assignments which illustrate particular teaching strategies and/or course issues are encouraged as attachments);
- strategies to be used to help students engage and develop effective learning skills (reasoning, writing, speaking), and to make effective use of the daily intensive, interactive seminar format — a strong proposal may include a description of a typical class session and weekly schedule and sessions occurring outside the typical class framework;
- plans to connect the course content/assignments with campus resources introduced by IFS such as the library and its databases; computing and information technology; the Art Museum and other cultural treasures unique to IUB;
- plans for interacting with students outside of class during the two-week session; and
- an introduction to university expectations related to plagiarism and academic integrity.

Special consideration should be given to other aptitudes and skills which are crucial to our students' success at IUB, in particular, introductions to research skills, ethical and cultural sensitivities, collaborative learning, or others that the proposer may wish to highlight. Each course must be infused with highly academic curricular content, serving to prepare the student for the rigors and expectations in college classes. Primarily, there has to be an academic core or body of knowledge that allows the student to exercise and further develop reading, writing and inquiry skills.

A three to four paragraph summary statement/course description is also needed, and should be written to a prospective student audience to help us communicate the course in published materials.

If the proposed course is currently listed in the General Education approved course list, please note this in your proposal.

Additionally, for faculty in the College:

- 1. Proposals from faculty within the College must articulate learning objectives and course characteristics in conjunction with one of the following designations:**
 - a. Arts and Humanities (A&H), Social and Historical Studies (S&H), or Natural and Mathematical Science (N&M).** ([See https://gened.indiana.edu/about/gened-learning-outcomes.html](https://gened.indiana.edu/about/gened-learning-outcomes.html) for details.)
- 2. College faculty must also answer the “4 questions” in order to determine Critical Approaches designation (see Addendum: Critical Approaches).**

IFS TEACHING EMPHASES

In the seminars, particular emphasis should be placed on providing freshmen with a positive, intellectually stimulating introduction to college learning. The seminars should explore academic content in ways that allow students to experience active learning processes. The proposal should describe strategies for ensuring a significant level of student interaction and discussion consistent with a seminar format. As part of their experience, it is expected that students will develop not only their reasoning and writing skills, but that they will have the opportunity for guided practice in using some of the tools of academic life and inquiry: archives, electronic course and communication systems, museums and cultural attractions, and the libraries.

We expect that these skills will be developed and reinforced as part of their seminar course work. To this end, our office arranges for students to be supported by experienced writing tutors and to receive introductions to the IUB Libraries. Professors are also asked to interact with students as role models not only inside but also outside of class during IFS, and to a limited extent, through contact with the students during the following year.

IFS FACULTY WORKSHOPS

In preparation for IFS 2018, we will hold a series of required workshops throughout the academic year. Attendance and participation in these events is crucial for success, and many professors consider these to be one of the most appealing features of IFS. In the past, faculty have shared with one another their thoughts on the kinds of aptitudes and skills we may expect from new students, ways to develop writing and reasoning skills, the potential for using technology in teaching, and techniques for facilitating active learning. Below, we list the workshop dates; **it is presumed that when a faculty member accepts an appointment to teach in the IFS program that they acknowledge attendance at workshops to be part of their commitment.**

Friday, January 19	10:00am-12:00pm (IMU Dogwood Room)
Friday, February 16	10:00am-1:00pm (IMU Sassafras Room)
Friday, March 30	10:00am-1:00pm (IMU Persimmon Room)
Friday, April 06	10:00am-1:00pm (IMU State Room West) *New Faculty
Wednesday, July 25	12:00pm-1:30pm (Residence Hall Dining Room – Luncheon)

WORKING WITH AN UNDERGRADUATE INTERN

The quality of our program has increased substantially with the addition of undergraduate Interns who live in the residence hall with the students. The professor should develop a description of the specific and substantive role an intern would serve. The Intern supports instruction and / or pedagogical & co-curricular aspects of the course, and the Internship should be designed to expand the student's depth of knowledge in the discipline, and/or understanding of effective instructional and pedagogical

approaches. Faculty will work with the IFS office in order to recruit and select an intern; it is crucial that this individual meet the curricular needs of the professor as well as maintain and uphold our program values. Interns will receive free room & board and upon successful completion, internship credit from either the faculty members' department, or the School of Education (we will discuss this aspect in detail during the workshops). Intern selection will be determined in conjunction between the IFS Office and faculty member

SAMPLE PROPOSALS

We have a number of sample proposals available, which past selection committees have recognized as exceptionally strong, and we will be happy to share them with interested faculty. Inquire with Deb Mart at ifs@indiana.edu

In general, those proposals which the selection committees have considered strongest have demonstrated most concretely that they will work well in an intensive format, that they are well suited to students who have done no other college course work, and that they will provide students with strategies that enable them to take responsibility for their own learning. Courses that rely fundamentally on practical and applied skills are often less desirable. We try to have a mix of proposals from broad discipline areas, units, and new as well as previously offered seminars.

COMPENSATION

Faculty teaching an IFS course will be paid \$7000.

A reminder: faculty must be eligible to receive supplemental pay during the fall term. Please check with your department/school in order to verify eligibility. Only rarely have seminars not met minimum enrollment set by the IFS administration. If an accepted seminar does not meet enrollment goals, IFS will pay the faculty member a \$1000 stipend.

PREVIOUS FACULTY EXPERIENCES

One professor summed up his feeling (shared by many colleagues) about teaching in IFS this way – “I enjoyed this teaching as I have rarely enjoyed any teaching here at IU. That pleasure comes from seeing my students make connections between the classroom and the rest of their lives at the University; it comes from talking with colleagues who are teaching other seminars; it comes from feeling the tremendous support – philosophical and emotional, as well as logistical – provided by the IFS staff; and it comes from the chance of trying out a more integrated form of teaching”.

ADDENDUM: CRITICAL APPROACHES

(Only necessary for faculty in the College of Arts and Sciences)

Critical Approaches will provide first- and second-year students with the opportunity to explore a burning question or problem from a range of perspectives and methodologies. Rather than focus on depth of coverage, these courses will introduce students to the different kinds of scholarship that take place in a university and to the ways that universities organize knowledge. At its best, the Critical Approaches requirement will serve as a gateway to an undergraduate education. That is, it will both help students to discover what disciplinary approaches and methodologies most appeal to them, and it will provide students with research and writing skills that they can use in the other courses they will take during their time at IU. The question or problem at the heart of Critical Approaches courses must be one that appeals to and excites first- and second-year students. This question or problem can be theoretical or abstract, or it can focus on a practical and topical issue. In addition, we anticipate that several Critical Approaches courses will intersect with the focus of Themester for any particular year.

Courses that currently exist in departmental curricula cannot be run as a Critical Approaches course.

Included with your IFS course proposal, please submit a syllabus and answer the following 4 questions:

1. To whom will this course appeal?
2. What will students learn in this course?
3. Why does it make more sense to offer this course as part of the Critical Approaches inventory rather than through your department?
4. Recognizing that many courses do not fit neatly into any one category, should this course carry CASE A&H, CASE S&H, or CASE N&M credit (it must fall within one of these rubrics – as noted on page 2 of IFS Call for Proposals)?