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Introduction

This guide is intended to acquaint you with important aspects of the College of Arts and Sciences’ Freshman Seminar Program. The information should help to facilitate your work in the program. Policies and procedures, of course, are subject to periodic review and revision and efforts will be made to ensure you are kept apprised of them. If you have questions or concerns not addressed in this guide, please bring them to the attention of the Associate Dean or Program Assistant in room 100 Foust which is the Freshman Seminar Office.

Section 1: Overview of Freshman Seminar Program

The Freshman Seminar Program started as an experiment in the College of Arts and Sciences in 1989-90. The program is designed to introduce students to University study in a seminar format, allowing them to gain familiarity with important areas of knowledge while developing and practicing fundamental intellectual skills of reading, writing, and critical thinking. The program is based on the belief that students may easily become disillusioned with their college experience when they find themselves in large, impersonal lecture classes. Although large introductory classes are a fact of life in a university such as ours, and are not necessarily a bad thing, the Freshman Seminar Program (which limits class enrollments to 22-25) tries to offset their impersonal character by providing an opportunity for students to get to know one another and their teacher, to experience focused discussion of issues, and to begin to develop the kind of critical engagement of their intellects that we hope will be one of the outcomes of their university education.

The Freshman Seminar Program has three main goals for students: 1) to foster enthusiasm for intellectual inquiry; 2) to begin the process of developing the academic habits of mind students need in order to engage in such inquiry; and 3) to introduce students to some of the areas of academic life in which that inquiry takes place.

Enthusiasm for intellectual inquiry. Whatever disagreements may exist among faculty about the goals of a university education, most of us would agree that it should foster the growth of critical and inquiring intellects. Inquiry has become second nature to all of us who teach in universities; a delight in and aptitude for the pursuit of understanding through questioning is probably one of the things that led us to pursue academic careers in the first place. We need to remember, however, that neither the aptitude nor the delight is universal. Many of our students find persistent questioning and critical examination of ideas unrewarding, tedious, and difficult. Although some of them have been fortunate enough to encounter teachers who encouraged the development of their critical faculties, many more have spent years in an education system that places more importance on getting the right answer and views a critical, questioning intellect as the sign of a trouble-maker who will disrupt carefully constructed lesson plans. An important goal of Freshmen Seminars is to demonstrate to students that the critical examination of ideas is both rewarding and appropriate; that university work does not only involve the learning of factual material.

Developing academic habits of mind. When we, as professional academics, engage in inquiry, we bring to the task certain habits of mind that we have practiced over many years. In debate, we identify, without much conscious effort, our questioner’s assumptions, arguments, and conclusions. We note where additional evidence is needed to support our own or others’ positions and we often have a good sense of
whether that evidence is likely to be forthcoming. We can follow the turns of a complex argument, keeping intermediate conclusions in mind as the argument proceeds and seeing their relation to both earlier and later stages. If our inquiry is protracted, we know where to turn for further information online, in libraries, or laboratories and we know how to evaluate that information when we have found it. All of these habits are so familiar to us that we are hardly aware of using them, and yet to many of our students they are deeply unfamiliar and often require considerable effort and attention. Until these things become easier and more familiar, critical inquiry remains a strange and challenging activity. We ourselves, of course, developed these habits through practice--a second important goal of the Seminars is to provide such practice to our students.

Introduction to some of the areas of academic inquiry. Freshmen Seminars are offered in all areas of the General Education Core (GEC) including Humanities and Fine Arts, Historical Perspectives, Natural Sciences, Mathematics, Reasoning and Discourse, and Social and Behavioral Sciences. Each seminar is designed to address the broad student learning objectives for its GEC category. Although the seminars are introductory and intended for first year students with no prior experience in the discipline, they are not intended to be foundational in the way traditional first year courses are. Unlike the traditional introductory course, Freshmen Seminars accomplish their objectives by focusing on a single topic, rather than by attempting to survey the whole of a field of knowledge. In the case of the seminars in Reasoning and Discourse, the primary aim is to teach writing and reasoning skills rather than to introduce students to the content of an academic discipline. However, the principle that this is to be done through coherent investigation of a single topic still applies. Seminar topics should be sufficiently focused to provide the opportunity for coherent study in depth over the course of a semester; and should be sufficiently broad to provide an appropriate introduction, for freshmen, to the discipline it represents.

The title of “seminar” was chosen for these classes to denote a higher-than-usual expectation for class participation, independent thinking, critical reading and writing, and overall student engagement. At the same time, Freshmen Seminars are not the equivalent of teaching an advanced undergraduate or graduate seminar! You should not assume that the strategies that have worked for you in teaching higher level seminars will work here. Teaching a Freshman Seminar can be a rewarding experience, but it is unlikely to involve the kind of scholarly engagement that can happen with a group of advanced students. In a graduate seminar, for example, it is possible to take some things for granted that cannot be taken for granted in a Freshman Seminar. Obviously enough, freshmen do not know as much about the subject as do graduate students. Less obviously, one cannot assume the same degree of intellectual commitment to the questions that motivate inquiry in your discipline, the same familiarity with standards of argument and evidence, the same basic skills of reading and writing, or the same ability to work independently. In the Freshman Seminar program the emphasis in the title must be on Freshman!
Section 2: Getting Started

How to sign up to teach a Freshman Seminar

We are always looking for faculty to participate in this program. If you are interested in teaching a Freshman Seminar, you should first consult with your department head. Departments in the College provide faculty to teach Freshman Seminar courses. Department heads consult with their faculty before recommending faculty to teach in the program.

The Freshman Seminar program is directed by an Associate Dean in the College (Bob Hansen) assisted by the Program Assistant (Susan Butler). The program director works closely with the Freshman Seminar Advisory Committee that reviews all new course proposals and assists with faculty development and program assessment.

If you are assigned to teach a Freshman Seminar you will need to promptly submit the following information to the Freshman Seminar Office (100 Foust):

- **Course title**
  
  Seminars are traditionally listed in the Schedule of Classes with the *generic title* of their GEC area (i.e. “Freshman Seminar in Literature”, “Freshman Seminar in the Fine Arts”, etc.). Your *unique* title will appear in the Freshman Seminar course flyer and on the program’s website. In creating a course title keep in mind the audience of first year students to which you are appealing. The title should serve as an intriguing “hook” that encourages students to read the course description and possibly register for the class. Avoid replicating titles for existing courses and don’t use specialized or esoteric terms and jargon.

- **Course description**
  
  Write a concise but engaging description of your seminar (25-100 words). This will appear in the Freshman Seminar course flyer and on the program’s website. Your description should be clear, accurate and free of esoteric terminology and professional jargon.

- **Days and time the course is to be offered**
  
  Every effort **must** be made to schedule your seminar during the standard times the University uses for scheduling classes. This means offering your class in 50 minute periods on MWF (meeting on the hour) or in 75 minute periods on TR (meeting sequentially on the hour/half-hour). The only exceptions to this policy are classes which are scheduled on MW *after* 2:00 PM which can be offered in 75 minute periods. Scheduling classes outside of the standard times (referred to as “breaking the grid”) complicates life for first year students trying to fit your seminar in with three or four other classes. It also creates serious problems with the assigning of classrooms which is controlled by the Registrar’s Office. While it may be convenient and efficient to offer a graduate seminar one day a week for three hours, first year students generally do not have the discipline or interest in the subject matter to keep them involved in a course scheduled just one day each week. Evening classes should also be avoided.
• Classroom features you will need to teach your course

The Registrar’s Office controls classroom assignments. The Freshman Seminar Office always requests seminar style classrooms, appropriate for 22-25 students, with desks or tables and chairs that can be moved so students can comfortably face each other during discussions. If you need any special equipment for your course (i.e. DVD player, computer, television, projector, teaching station, etc.) notify the Freshman Seminar Office so a request can be submitted to the Registrar’s Office. Both the Registrar’s Office and the Teaching and Learning Commons have websites that list the contents of classrooms.

   This site lists everything about the room such as number of chairs, tables, desks, blackboard, whiteboards, TV’s, DVD’s, projectors, teaching stations, classroom capacity, maps, screens, etc.

2. Teaching and Learning Commons’ page: [http://www.uncg.edu/tlc/services/classroom.html](http://www.uncg.edu/tlc/services/classroom.html)
   This site lists the classrooms with multimedia equipment.

Once the Registrar’s Office assigns a room for your class, if you need to change to a different classroom, you need to inform the Freshman Seminar Office (Foust 100) so we can keep accurate records. We can request a different classroom for you.

• Personal description

Write a brief description of yourself (one or two sentences). This will appear in the Freshman Seminar website. Descriptions frequently include mention of teaching, research, and recreational interests.

• Contact information

The Freshman Seminar Office will need your office/home/cell phone numbers, email address, and campus mailing address. This information will only be used by the Freshman Seminar Office.

• Course syllabus

See Section 4 of this Guide for detailed instructions on the form and content of your syllabus. Course syllabi must provide explicit evidence that the class will address the Student Learning Objectives and General Expectations for the designated GEC category and/or marker(s). Student Learning Objectives (SLO’s) should be linked in the syllabus to specific assignments to achieve the objectives.

With the exception of seminars offered under the Reasoning and Discourse category, all Freshmen Seminars are offered as “Writing-Intensive” (a Marker course). It is possible for a single Freshman Seminar to simultaneously fulfill several different marker requirements (i.e. Writing-Intensive, Speaking-Intensive, Global Perspectives/ Nonwestern, and Global Perspectives). The complicated world of GEC, CAR (College Additional Requirements), and Marker courses is explained in the next section of this Guide.

In developing syllabi for Writing-Intensive or Speaking-Intensive seminars, it is helpful to consult the faculty guide titled “Communication Across the UNCG Curriculum.” Contact the “Communication Across the Curriculum” Office in 3334 HHRA, 256-1346 for a copy of the guide. Their website is: [http://www.uncg.edu/cac/](http://www.uncg.edu/cac/).
• **Course review and approval process**

The FMS Advisory Committee reviews and approves all FMS course proposals. The committee includes faculty from the Humanities, Arts, Social Sciences, the Natural Sciences, and Mathematics. The committee meets in the Fall and Spring to review new FMS proposals and the WI and/or SI Request forms for seminars that are scheduled to be offered in the subsequent semester. Special attention is given by the committee to ensure that seminars are in compliance with current General Education goals. Issues raised by the committee are communicated in summary form to the instructor by the program director. The Advisory committee may approve the course, provisionally approve the course subject to revisions that meet the committee’s concerns, or reject the proposed seminar. Following the committee’s action, the program director writes the instructor to report the committee’s decision. Note: The program director may act on behalf of the Advisory committee in special instances where a proposal is submitted very late.

All faculty are expected to submit a complete and accurate syllabus to the FMS office by the start of the semester. The syllabi are kept on file in the Freshman Seminar Office to assist students who transfer and may, at some point in the future, need a syllabus to document how a seminar might meet requirements at their new institution.

In the spring 2010 the Freshman Seminar Program and the General Education Council reached an agreement that FMS courses retain permanent general education and marker certification. A process for the periodic review of syllabi by the council was also established.

### Section 3: GEC Categories and Markers

**Philosophy of UNCG’s General Education Program**

“The faculty and staff of The University of North Carolina at Greensboro are dedicated to student learning and believe that the best evidence of this commitment is the caliber of UNCG graduates. A UNCG graduate should combine specialized education in a major with the skills, knowledge, and understanding necessary to be a lifelong learner, an ethical and independent decision maker, a critical and creative thinker, a clear and effective communicator, and a responsible citizen.”


**Overview of GEC, Marker, and College Additional Requirements**

Freshmen Seminars are designed to meet General Education Core (GEC), Marker, and College Additional Requirements (CAR). In planning a Freshman Seminar it is essential for faculty to be familiar with the current student learning objectives and general expectations for the GEC, Marker and/or CAR category that apply to their course and incorporate them in their seminar [http://provost.uncg.edu/Underedu/General_Education/](http://provost.uncg.edu/Underedu/General_Education/). Student learning objectives and general expectations must be addressed in your syllabus to facilitate the seminar’s review and approval by the Freshman Seminar Advisory Committee. *The Advisory Committee will not approve proposals that fail to provide sufficient evidence that the student learning objectives and general expectations will be met.* Presented below are descriptions of GEC, Marker, and CAR requirements and their student learning objectives and general expectations. **Please consult the UNCG online Undergraduate Bulletin**
http://web.uncg.edu/reg/Bulletin/Current/UnivReq/GECProgram.aspx for a more detailed explanation of GEC, Marker, and CAR.

**Literature**  
*(GEC Category: GLT)*

Students read and write about selected works of prose and/or poetry from diverse cultural traditions, analyzing the context, aims, and methods of literary expression. The Literature category is a subset of the larger GEC category of Humanities and Fine Arts. Students in the College must take 6 hours of courses in the Literature area. Students majoring in programs outside of the College must take 3 hours in the Literature area and can elect to take an additional 3 hours while completing the 12 hours of courses required in Humanities and Fine Arts.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>FMS 120, 121, or 122</td>
<td>Freshman Seminar in Literature (3:3)</td>
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**Student Learning Objectives** - at the completion of this course, the student will be able to:

1. Demonstrate orally, in writing, or by some other means a fundamental ability to use some of the techniques and/or methods of literary analysis. (LG1 and LG3)
2. Identify and/or describe some of the various social, historical, cultural, and/or theoretical contexts in which literary texts have been written and interpreted. (LG3)

**Fine Arts**  
*(GEC Category: GFA)*

By focusing on painting, sculpture, architecture, drama, dance, cinema, or music, students gain understanding of the aims and methods of artistic expression and the role of cultural traditions and artistic value in human society. The Fine Arts category is a subset of the larger GEC category of Humanities and Fine Arts. Students in the College must take 3 hours in Fine Arts. Students majoring in programs outside the College can elect to take an additional 3 hours in Fine Arts while completing the 12 hours of courses required in Humanities and Fine Arts.

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<td>FMS 130, 131, or 132</td>
<td>Freshman Seminar in Fine Arts (3:3)</td>
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**Student Learning Objectives** - at the completion of this course, the student will be able to:

1. Describe and interpret art forms in relation to cultural values (LG3)
2. Identify the fundamental roles of artistic expression in personal or collective experience (LG5)

**Philosophical, Religious, and Ethical Principles**  
*(GEC Category: GPR)*

For two or more significant philosophical, ethical, and/or religious traditions, students examine and compare assumptions, modes of thought, and attendant practices, and analyze their effects on behavior. Philosophical, Religious, and Ethical Principles is a subset of the larger GEC category of Humanities and Fine Arts. Students must take 3 hours in Philosophical, Religious, and Ethical Principles while completing the 12 hours of courses required in Humanities and Fine Arts.

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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>FMS 140, 141, or 142</td>
<td>Freshman Seminar in Philosophical, Religious &amp; Ethical Principles (3:3)</td>
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**Student Learning Objectives** - at the completion of this course, the student will be able to:
1. Demonstrate an understanding of at least two significant philosophical, religious, and/or ethical theories or traditions by describing and analyzing them. (LG1, LG3)
2. Demonstrate an ability to compare and contrast the assumptions, arguments, modes of thought, attendant beliefs or practices of two or more theories or traditions or of diverse voices among those who accept a given theory or tradition. (LG1, LG3)
3. Demonstrate the ability to apply abstract ideas to specific instances. (LG1, LG3, LG5)
4. Evaluate the credibility of sources of information. (LG1)

**Historical Perspectives**  
*GEC Category: GHP*

Students use a historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing. Students in the College must complete a total of 6 hours in GHP courses with one course chosen from the CAR category of Pre-Modern (GPM) and one from the Modern (GMO).

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Catalog Category</th>
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<td>FMS 150, 151, or 152</td>
<td>Freshman Seminar in Historical Perspectives - Pre-modern (3:3) [CAR: GPM]</td>
<td>3:3</td>
<td>GEC Category: GHP</td>
</tr>
<tr>
<td>FMS 160, 161, or 162</td>
<td>Freshman Seminar in Historical Perspectives – Modern (3:3) [CAR: GMO]</td>
<td>3:3</td>
<td>GEC Category: GHP</td>
</tr>
</tbody>
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**Student Learning Objectives** - at the completion of this course, the student will be able to:
1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG3)
2. Use evidence to interpret the past coherently, orally and/or in writing. (LG1)

**Social and Behavioral Sciences**  
*GEC Category: GSB*

By focusing on a particular discipline which studies the behavior of individuals, groups, or organization, students learn to use its methodology and theoretical framework to interpret, analyze, and evaluate the broader social contexts of individual events or situations. Students in the College must complete a total of 9 hours in GSB courses with courses taken from at least two different academic departments. Students majoring in programs outside the College take 6 hours of GSB courses.

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>FMS 170, 171, or 172</td>
<td>Freshman Seminar in Social and Behavioral Sciences (3:3)</td>
<td>3:3</td>
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**Student Learning Objectives** - at the completion of this course, the student will be able to:
1. Based on empirical information, describe or explain individual behavior or social conditions, contexts, or institutions. (LG4)
2. Using the theories of the social and behavioral sciences, analyze individual behavior or social conditions, contexts, or institutions. (LG4, LG1)

**Mathematics**  
*GEC Category: GMT*

A GMT designated course should provide students an opportunity to appreciate various concepts in fundamental mathematics. The emphasis should be on abstract reasoning and not on routine manipulations.
FMS 195
Freshman Seminar in Mathematics (3:3)

Student Learning Objectives – at the completion of this course, students should be able to:
1. Reason in mathematical systems. (LG1)
2. Formulate and use mathematical models and apply mathematical concepts effectively to solve real-world problems. (LG2)
3. Communicate mathematical solutions clearly and effectively. (LG1)

Natural Sciences (GEC Category: GNS)
By focusing on the concepts of a physical or biological science, students develop an understanding of scientific inquiry as they analyze empirical information, learn how established scientific theories and principles have been developed, and examine the role that science plays in shaping human societies.

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<th>Credit</th>
<th>Category</th>
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<td>FMS 183</td>
<td>Freshman Seminar in Natural Science: Physical Science</td>
<td>3:3</td>
<td>GPS</td>
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<td>FMS 183 L</td>
<td>Laboratory for Freshman Seminar in Natural Science: Physical Science</td>
<td>1:0:3</td>
<td>GPS</td>
</tr>
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<td>FMS 184</td>
<td>Freshman Seminar in Natural Science: Life Science</td>
<td>3:3</td>
<td>GLS</td>
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<tr>
<td>FMS 184 L</td>
<td>Laboratory for Freshman Seminar in Natural Science: Life Science</td>
<td>1:0:3</td>
<td>GLS</td>
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</table>

Student Learning Objectives - at the completion of this course, the student will be able to:
1. Demonstrate an understanding of the process of scientific inquiry (i.e. the “scientific method”) (LG1, LG2)
2. Demonstrate knowledge of basic scientific principles (LG2)
3. Analyze qualitative and quantitative empirical data. (LG1)

Reasoning and Discourse (GEC Category: GRD)
Students gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively. Students must complete 6 hours in GRD courses. **Note:** Courses in the Reasoning and Discourse category do not fulfill writing-intensive marker requirements.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMS 115</td>
<td>Freshman Seminar in Reasoning and Discourse I</td>
<td>3:3</td>
</tr>
<tr>
<td>FMS 116</td>
<td>Freshman Seminar in Reasoning and Discourse II</td>
<td>3:3</td>
</tr>
</tbody>
</table>

Student Learning Objectives - at the completion of this course, the student will be able to:
1. Critically evaluate written, oral, and/or visual arguments (LG1)
2. Construct cogent, evidence based arguments (LG1)
The syllabus for a proposed GRD course must contain 1) a statement of student learning objectives consistent with these guidelines and 2) sufficient information about how the subject matter and assignments correspond to the learning objectives and general expectations quoted above.

The subject matter should include at least some of the following: criteria for interpreting arguments and analyzing them for cogency and effectiveness; guidelines for assessing the relevance and reliability of information; and methods of constructing arguments and communicating them orally or in writing. These should be a main focus of the course. Proposals must demonstrate rather than simply state that the course requires critical thinking: the proposal should explain how the course or some substantial part of it engages critical thinking.

Assignments should include actual practice in such tasks as: interpreting argumentative speech or writing, analyzing arguments for cogency, gathering reliable information that is relevant to a given subject, constructing cogent arguments, and communicating arguments in speech or writing. While there may be a range of writing assignments, the course should emphasize those that require critical analysis.

**Global Perspectives/Nonwestern**  
*(GEC Marker: GN)*

In a course in any subject, students focus on the interconnections among regions of the world other than North America, Great Britain, and continental Europe; interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems; and gain sensitivity to cultural differences on a global scale. Students must take at least one GN marker course out of a total of four Global Perspective courses. The GN course can be in a foreign language.

**Student Learning Objectives** - at the completion of this course, the student will be able to:
1. Find, interpret, and evaluate information on diverse cultures. (LG1)
2. Describe interconnections among regions of the world. (Must include substantial focus on cultures, nations or sub-nationalities in the Caribbean, Latin America, Middle East/North Africa, Asia, Africa, Pacific Islands, or indigenous peoples around the world). (LG3)
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. (LG5)

**Global Perspectives**  
*(GEC Marker: GL)*

In a course in any subject, students focus on the interconnections among regions of the world; interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems; and gain sensitivity to cultural differences on a global scale. Students must complete four GL marker courses, of which two can be in a foreign language.

**Student Learning Objectives** - at the completion of this course, the student will be able to:
1. Find, interpret, and evaluate information on diverse cultures. (LG1)
2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America). (LG3)
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. (LG5)
**Speaking Intensive** (GEC Marker: SI)

In a course in any subject, students receive instruction in an appropriate mode of oral communication (interpersonal or small group communication, or presentational speaking), and enhanced opportunities to practice improvement of oral communication skills.

**Student Learning Objectives** - at the completion of this course, the student will be able to:

1. Students will be able to speak in genres appropriate to the discipline(s) of the primary subject matter of the course.

**General Expectations**

- A Speaking Intensive course has two goals:
  - to enhance subject area learning through active engagement in oral communication
  - to improve a student’s ability in oral communication
- A Speaking Intensive course treats speaking as a means of learning via one of a variety of oral contexts, including interpersonal communication, small group communication, and public communication (presentational speaking). The choice of oral context should be appropriate to the learning outcomes of the specific discipline.
- A Speaking Intensive course recognizes process and product by including both formal (graded) and informal (ungraded) assignments/learning activities.
- A Speaking Intensive course includes:
  - instructing students in effective oral communication
  - giving students informed feedback providing opportunities for students to apply what they have learned to subsequent oral communication activities
- Assessment activities should be appropriate to each assignment and could include a variety of methods and products, emphasizing both quality and development of students’ skills. Students should be informed of the assessment criteria

**Writing Intensive** (GEC Marker: WI)

For Writing-Intensive classes, it is helpful for you to have a copy of the faculty guide titled “Communication Across the UNCG Curriculum.” Contact the “Communication Across the Curriculum” Office in 3211 HHRA, 256-1346. Their website is: http://www.uncg.edu/cac/

The WI marker can be awarded to a course in any subject where students demonstrate their understanding of its concepts and materials through writing using constructive criticism from the instructors to revise drafts and produce one or more clear, coherent, and effective written assignments appropriate to the field. Students in the College must take four WI marker courses one of which must be in lower division courses (200 and below), at least one in upper division courses (300 and above), and at least one in the department or program of the student’s primary major. All Freshman Seminars with the exception of those in reasoning and discourse are expected to be writing-intensive.

To receive WI designation for your seminar please answer these four questions in a specific manner on a separate sheet attached to your syllabus:

- A. Indicate the range of writing assignments you will use (i.e., their types and approximate number and length).
- B. Explain the ways in which those assignments will both help students improve their writing and promote learning of class material.
C. Describe ways in which you will provide coaching for students, including guidance in the required revision of at least one substantial paper or other major writing assignment.

D. Explain how assessment of quality and improvement in students’ writing will be included in the final grade.

Student Learning Objectives - at the completion of this course, the student will be able to:

1. Students will be able to write in genres appropriate to the discipline(s) of the primary subject matter of the course

General Expectations

- A Writing-Intensive course has a special responsibility for improving students' ability to write in the context of learning about a particular discipline. It treats writing as a means of learning as well as a skill to be learned. A Writing-Intensive course does not necessarily require lengthy research papers. "Intensive" refers more to the integration of writing into the course than to the sheer amount of writing involved.

- The course makes substantial and continuous use of writing as a way of engaging students with important questions and problems of a particular subject. Students may become familiar with the material of the course through a variety of writing assignments throughout the semester, including both formal (graded) and informal (ungraded) work. The work required should be selected to be appropriate to the subject being taught.

- One important aim of a writing-intensive course is to show students how to use drafts of paper to shape its form and content, incorporating comments and ideas from readers. Every Writing-Intensive course must include guided revision as a requirement. A proposed course in which students will have an "opportunity" to revise papers, or in which papers “may be resubmitted” for a higher grade, will not meet this requirement. Rather, each proposed course must include at least one substantive assignment in which all students submit at least one draft for comments from the instructor and then revise the draft to take account of those comments. The instructor not only assigns and evaluates writing but also provides instruction and coaching as students write. In particular, he or she comments on the students' control over the subject matter, as well as on clarity, organization, correctness, and effectiveness of expression. Grades for writing assignments reflect an assessment of both quality and improvement in students' writing.

- The aim of the course is to use writing as a tool for learning about the subject matter and to introduce ways of writing within the discipline, rather than to provide formal instruction in basic writing skills. Students can be referred to the Writing Center for consultation as they revise drafts of a paper.

- Because of the personal attention and guidance that students will receive, class size should not exceed 25 unless additional resources (teaching assistants, release from other duties, etc.) are made available to the instructor.

Service Learning (GEC Marker: SVL)

The University of North Carolina defines Academic Service Learning as a teaching method that links community action and academic study so that each strengthens the other. Students, faculty and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills and develop civic literacy. Service learning encourages critical consideration of the ethical dimensions of community engagement. Freshman Seminars can be developed with a service learning component.

For more information about the service learning program, contact the Office of Leadership and Service Learning at UNCG: 256-1484 or look at their website: http://osl.uncg.edu/ Cathy Hamilton is the Director.
Please inform the director of the FMS program if you initiate a request for your Freshman Seminar to have the Service Learning designation (SVL).
Following is a chart of the Freshman Seminar course numbering system that has been in place since Fall 2002.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>GEC / CAR</th>
<th>GEC marker(s)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMS 100</td>
<td></td>
<td></td>
<td>College Connections</td>
</tr>
<tr>
<td>FMS 115</td>
<td>GRD 1</td>
<td></td>
<td>Freshman Seminar in Reasoning and Discourse I</td>
</tr>
<tr>
<td>FMS 116</td>
<td>GRD 2</td>
<td>SI</td>
<td>Freshman Seminar in Reasoning and Discourse II</td>
</tr>
<tr>
<td>FMS 120</td>
<td>GLT</td>
<td>WI</td>
<td>Freshman Seminar in Literature</td>
</tr>
<tr>
<td>FMS 121</td>
<td>GLT</td>
<td>GL, WI</td>
<td>Freshman Seminar in Literature - Global Perspectives</td>
</tr>
<tr>
<td>FMS 122</td>
<td>GLT</td>
<td>GN, WI</td>
<td>Freshman Seminar in Literature - Global Non-Western Perspectives</td>
</tr>
<tr>
<td>FMS 130</td>
<td>GFA</td>
<td>WI</td>
<td>Freshman Seminar in Fine Arts</td>
</tr>
<tr>
<td>FMS 131</td>
<td>GFA</td>
<td>GL, WI</td>
<td>Freshman Seminar in Fine Arts - Global Perspectives</td>
</tr>
<tr>
<td>FMS 132</td>
<td>GFA</td>
<td>GN, WI</td>
<td>Freshman Seminar in Fine Arts - Global Non-Western Perspectives</td>
</tr>
<tr>
<td>FMS 140</td>
<td>GPR</td>
<td>WI</td>
<td>Freshman Seminar in Philosophical, Religious, and Ethical Principles</td>
</tr>
<tr>
<td>FMS 141</td>
<td>GPR</td>
<td>GL, WI</td>
<td>Freshman Seminar in Philosophical, Religious, and Ethical Principles - Global Perspectives</td>
</tr>
<tr>
<td>FMS 142</td>
<td>GPR</td>
<td>GN, WI</td>
<td>Freshman Seminar in Philosophical, Religious, and Ethical Principles - Global Non-Western Perspectives</td>
</tr>
<tr>
<td>FMS 150</td>
<td>GHP/GPM</td>
<td>WI</td>
<td>Freshman Seminar in Historical Perspectives - Pre-modern</td>
</tr>
<tr>
<td>FMS 151</td>
<td>GHP/GPM</td>
<td>GL, WI</td>
<td>Freshman Seminar in Historical Perspectives – Pre-modern - Global Perspectives</td>
</tr>
<tr>
<td>FMS 152</td>
<td>GHP/GPM</td>
<td>GN, WI</td>
<td>Freshman Seminar in Historical Perspectives – Pre-modern - Global Non-Western Perspectives</td>
</tr>
<tr>
<td>FMS 160</td>
<td>GHP/GMO</td>
<td>WI</td>
<td>Freshman Seminar in Historical Perspectives – Modern</td>
</tr>
<tr>
<td>FMS 161</td>
<td>GHP/GMO</td>
<td>GL, WI</td>
<td>Freshman Seminar in Historical Perspectives – Modern - Global Perspectives</td>
</tr>
<tr>
<td>FMS 162</td>
<td>GHP/GMO</td>
<td>GN, WI</td>
<td>Freshman Seminar in Historical Perspectives – Modern - Global Non-Western Perspectives</td>
</tr>
<tr>
<td>FMS 170</td>
<td>GSB</td>
<td>WI</td>
<td>Freshman Seminar in Social and Behavioral Studies</td>
</tr>
<tr>
<td>FMS 171</td>
<td>GSB</td>
<td>GL, WI</td>
<td>Freshman Seminar in Social and Behavioral Studies – Global Perspectives</td>
</tr>
<tr>
<td>FMS 172</td>
<td>GSB</td>
<td>GN, WI</td>
<td>Freshman Seminar in Social and Behavioral Studies - Global Non-Western Perspectives</td>
</tr>
<tr>
<td>FMS 183</td>
<td>GNS/GPS</td>
<td>WI</td>
<td>Freshman Seminar in Physical Science</td>
</tr>
<tr>
<td>FMS 184</td>
<td>GNS/GLS</td>
<td>WI</td>
<td>Freshman Seminar in Life Science</td>
</tr>
<tr>
<td>FMS 195</td>
<td>GMT</td>
<td>WI</td>
<td>Freshman Seminar in Mathematics</td>
</tr>
</tbody>
</table>
Section 4: Syllabus

Great care should be taken in developing your syllabus. Linda B. Nilson in *Teaching At Its Best* writes, “A syllabus is most simply defined as a concise outline of a course of study. But it is also the students’ introduction to the course, the subject matter, and you. In addition to providing a schedule of class assignments, readings, and activities, it should give students insight into and appreciation for the material. In a sense, then, it is not only the road map for the term’s foray into knowledge but also a travelogue to pique students’ interest in the expedition.” (27)

Your syllabus will be used by the students enrolled in your course but it will also be carefully reviewed by faculty committees tasked with approving FMS course proposals. You have discretion in determining the specific form and content of your syllabus. Samples of recent FMS syllabi can be viewed at the FMS program website.

**Your syllabus should include:**

- Your full name and title.
- Email address.
- Office location and phone number. It is the responsibility of your sponsoring department to provide you with office space. Please be aware that there is a shortage of office space at UNCG. If your home department is unable to assign you office space you will need to make other arrangements for meeting with your students (i.e. public areas and lounges in EUC, the Library and classroom buildings). If the classroom you’re assigned is not in use either before or after your seminar it could serve as a meeting site. If you decide to give students your home or cell phone number, you may wish to limit calls to emergencies and to certain hours.
- List of office hours. It is customary to have one office hour per week per course credit. If you don’t have access to an office you should list your hours as “by appointment only”.
- The FMS course number and title.
- Course description: describe the content of the seminar in a narrative description. The description should contain enough detail to allow the Freshman Seminar Advisory Committee to confirm that the seminar is appropriate for credit in the General Education Core category.
  - For all seminars except Reasoning and Discourse
    - Describe how the use of writing in your seminar conforms to the guidelines for a Writing-Intensive course.
  - For Reasoning and Discourse seminars:
    - For FMS 115 include enough detail to show it is appropriate for equivalence with ENG 101.
    - For FMS 116 include enough detail to show it is appropriate for equivalence with ENG 102.
- List the student learning outcomes or objectives for your seminar. These must incorporate the learning objectives and general expectations for the relevant GEC category. There should be a direct and explicit connection between these objectives and your assignments. Learning
outcomes/objectives should be stated as specific skills, knowledge, or an understanding that students will be able to demonstrate after successful completion of the course. (NOTE: Gaining “understanding” is not itself a student learning outcome; it is the demonstration of understanding that counts.)

• List of textbooks and primary references (using complete bibliographic citations). Also include information on the cost of your textbooks (both new and used editions) and where students can find them (i.e. online, UNCG Bookstore, Adams, etc.).

• List and explain all assignments. Be explicit about how your seminar will meet Writing-Intensive and/or Speaking Intensive requirements through the assignments. Whenever possible link the completion of assignments to the achievement of your learning outcomes and objectives.

• State how grades will be determined. You may want to reference University Grading Policies which can be found in the UNCG Undergraduate Bulletin. http://web.uncg.edu/reg/Bulletin/Current/AcaRegs/Grading/GradingSystem.aspx

• State your attendance policy, and the consequences (if any) of missing classes. See Appendix H for the Student Religious Observation Policy Requirements.

• State your policy on the use of electronic devices in the classroom.

• State or direct students to the University’s Academic Integrity Policy which can be found online at http://academicintegrity.uncg.edu. Let your students know that you take the policy seriously and will enforce it.

• Adverse weather policy: If your seminar is taught on Tuesdays and Thursdays in Spring semester, you may want to include in your syllabus this explanation on how delays in opening the campus will affect Tuesday and Thursday classes. You can get information about campus closings/delays from the following sources:
  o UNCG home page (www.uncg.edu)
  o Campus Switchboard (336-334-5000)
  o UNCG Adverse Weather Line (336-334-4400)
  o University Police (336-334-5963)
  o Triad TV stations: WGHP-TV (FOX 8), WFMY-TV (News 2), WXII-TV (News Channel 12) and WUPN-TV (UPN 45).

For Tuesday and Thursday schedule changes due to a delay in the opening of the university, faculty and students should proceed to the class that would normally be under way at the time the university is opened. If the university’s opening is delayed until 10 a.m., for example, then all 9:30 a.m. classes will begin at that time and run through the end of the period. Other classes that day will meet on the normal schedule. Make-up of any missed classes or class time will be arranged at the discretion of the professor.

• If you are offering a WI and/or SI marker course you should include information about the Writing and/or Speaking Centers in your syllabus. You may want to include a tour of the Writing Center or the Speaking Center on your syllabus or, have representatives from the centers address your class. You should encourage (or even consider requiring) your students to take advantage of these resources.
Include the following statement on your syllabus for disabled students who might be in your seminar: “If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.” If you have a disabled student you will need to work with the student and Office of Accessibility Resources & Services (formerly called Office of Disability Services) to ensure appropriate accommodations are being made. The Office of Accessibility Resources & Services website can be found at: http://ods.uncg.edu/.

Freshman Seminar students are required to rate their course online in Canvas (the University’s electronic course management system) at the end of the semester. To ensure a robust completion rate for the rating form: 1) include an explanation of the rating system on your syllabus; 2) remind your students near the end of the semester of their responsibility to complete the form; and 3) consider including the completion of the form as part of the course “participation requirement.” Appendix A contains a copy of the rating form and specific instructions for students on how to complete the form.

Class calendar with topics and due dates for assignments.

Freshman Seminar instructors must submit an updated syllabus to the Freshman Seminar Office each semester they are teaching in the program. Syllabi are kept on file and are occasionally consulted to address student grade appeals, credit transfer questions etc.

Syllabi should be submitted via email to the FMS Program Assistant at sjstansb@uncg.edu. If you are teaching a new seminar or are offering a seminar you taught prior to Fall 2001, your syllabus will need to be reviewed and approved by the FMS Advisory Committee. Courses seeking a speaking intensive (SI) marker will need to be reviewed by the General Education Council’s SI subcommittee.

Occasionally adjustments will need to be made to a syllabus once you begin to teach. Changing due dates, adding or deleting assignments, etc. to adjust to the dynamics of the classroom and the pressures of the calendar may occur—particularly if it’s a new course you are teaching for the very first time. Great care should be taken in communicating these changes to your students to avoid confusion and misunderstandings.

Section 5: Teaching the Seminar

Teaching a Freshman Seminar can be both a satisfying and daunting experience. Freshmen Seminars require a good deal more structure and planning than is normally associated with a seminar designed for upper-classmen or graduate students who usually have a serious interest in the subject matter. While some of your students may have a genuine interest in your seminar topic, many more will be in the class simply because it fulfills general education requirements and/or fits their schedule.

Your first challenge as an instructor will be to engage your students. A problem that some Freshman Seminar instructors have encountered is expecting too much of their students initially. Remember that
they will have no background in the discipline and will be relatively unpracticed in the general intellectual skills that we take for granted in more mature students.

The first week or two of the course will be crucial in building community and establishing a receptive atmosphere for learning. If you require too much reading and writing of the class early on, or if you expect too much sophistication and become impatient when your subtle and provocative questions meet with blank stares, the seminar will founder. If on the other hand, you begin with short, simple assignments and exercises, and provide plenty of information about what you want the students to do, you will find that the students warm up (both socially and intellectually) and the seminar will begin to run more smoothly. A slow, easy start will be well repaid later in the semester, no matter how much you may feel that you are wasting time.

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**Seven Principles for Good Practice in Undergraduate Education**

The University endorses the “Seven Principles for Good Practice in Undergraduate Education” that were first published by the American Association for Higher Education in 1987. All faculty are encouraged to incorporate these practices into their classes. Following is a brief summary of the principles:

1. **Good Practice Encourages Student-Faculty Contact**

   Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.

2. **Good Practice Encourages Cooperation Among Students**

   Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions improves thinking and deepens understanding.

3. **Good Practice Encourages Active Learning**

   Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. **Good Practice Gives Prompt Feedback**

   Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.
5. **Good Practice Emphasizes Time on Task**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one’s time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. **Good Practice Communicates High Expectations**

Expect more and you will get it. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. **Good Practices Respect Diverse Talents and Ways of Learning**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come easily.

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**Recommended Books on Teaching**

There are many good books and articles on teaching that can provide helpful advice for both novice and veteran instructors. Four books we strongly recommend are:

  
  This book examines what makes a great teacher great. It is the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities. The book is inspiring and contains excellent practical advice. The book’s seven chapters cover What Do They Know about How We Learn? How Do They Prepare To Teach? What Do They Expect of Their Students? How Do They Conduct Class? How Do They Treat Their Students? How Do They Evaluate Their Students and Themselves?

  
  This short book provides abundant practical insights and advice on all aspects of teaching including defining aims and outcomes, constructing syllabus, lecturing, discussing, evaluating and grading etc. Filene is an award winning teacher and professor of history at UNC.

  
  The book is a fascinating account of anthropologist Cathy Small’s undercover experience as a freshman at Northern Arizona University. Small provides an authoritative and compelling account of college life for the first year student. Read this book if you’re interested in deepening your understanding of 21st century freshmen.

**Communication Across the Curriculum**

The Communication Across the Curriculum program (CAC) offers workshops throughout the year to help faculty prepare for teaching Writing and Speaking Intensive classes. *It is strongly recommended that instructors who are new to the Freshman Seminar program attend a WI and/or SI workshop prior to teaching their seminar.* The schedule of workshops, along with other valuable resources, is available at the CAC website: [http://www.uncg.edu/cac/](http://www.uncg.edu/cac/).

**Mentoring and Community**

Several times each year the Freshman Seminar Office sponsors programs, workshops and luncheons intended to bring the faculty together to share their experiences in teaching and learning. We hope, as your schedule allows, that you will be able to participate in these special events. Each semester a FMS faculty listserv is established by the FMS Program Assistant. The listserv provides faculty with a quick and easy way to communicate with each other and seek help and advice.

In addition, the program director, Bob Hansen, is available to speak with you about any aspect of your seminar and work as a teacher. On occasion, the program director may wish to observe your seminar. Class visitations are always scheduled in advance. To schedule an appointment contact Susan Butler at 334-3186 or email her at sjstansb@uncg.edu. You can also reach Bob at 334-5481 or email him at rchansen@uncg.edu.

**Faculty Teaching & Learning Commons**

The primary focus of the Faculty Teaching and Learning Commons (formerly the Teaching and Learning Center) is the support of faculty in their efforts to enhance teaching and learning. TLC provides helpful workshops, instructional and reference materials, equipment, test and data scanning etc. Consult the TLC website for a complete listing of their programs and services: [http://www.uncg.edu/tlc/](http://www.uncg.edu/tlc/).

**Section 6: Other Important Information**

**Academic Integrity**

National surveys unfortunately indicate that cheating and plagiarism are endemic in higher education. A 2005 study by the Center for Academic Integrity of 50,000 undergraduates revealed 70% admitted to some form of cheating (Keen, *The Cult of the Amateur*, 143). You should be prepared to deal with violations of the University’s Academic Integrity Policy in your seminar. The policy can be found in the current edition of the *UNCG Student Calendar/Handbook* and online at [http://academicintegrity.uncg.edu](http://academicintegrity.uncg.edu).
The policy has clearly articulated procedures for handling alleged violations of the policy which all FMS faculty should follow.

Assessment

The Office of Planning and Assessment (OPA), on behalf of the General Education Council, will periodically ask FMS faculty to participate in the assessment of courses in the General Education curriculum. FMS faculty should supply OPA with the materials called for (syllabus, student work products, rubrics, etc.) in a timely and professional manner.

Canceling Class

If you need to cancel your class, you must tell the head of your home department as well as the FMS office. We need to make sure your home department is involved so there is no confusion about whether the course is being cancelled or if there is going to be a replacement instructor covering your absence.

Canvas

UNCG has moved from Blackboard to Canvas for the Learning Management System. Canvas is an online course management system available for all faculty and students at UNCG. *You should use this tool in your seminar.* Canvas allows you to:

- quickly and easily develop/post your syllabus online
- easily post all course documents online, thereby eliminating the need to photocopy handouts
- easily communicate with your students
- manage activities with an online calendar tool
- post announcements to your class
- instantly create discussion boards for your class
- manage grades and record keeping
- collect assignments

The Canvas website is: [http://canvas.uncg.edu/](http://canvas.uncg.edu/) The Canvas support website is located at: [http://aas.uncg.edu/itc/help/lms.html](http://aas.uncg.edu/itc/help/lms.html)

You can sign up for workshops at the above link as well. If you have any specific questions about Canvas they can be directed to the College’s Instructional Technology Consultant, Anita Warfford at 4-4641 or by email: Anita Warfford: aawarffo@uncg.edu

Class Rosters

You may print your class rosters off the web using UNCGenie. The Freshman Seminar Office is not authorized and doesn’t have access to print rosters. This information can only be accessed by the “instructor of record” or the Registrar’s Office. To access information online, instructors must use their username and password; if these are unknown, instructors should contact the Help Desk in Client Services. The Freshman Seminar Office doesn’t have this information.
Final Grades

At the end of each semester, the Registrar’s Office prefers instructors to enter final grades online using UNCGenie. Instructions for submitting grades online are distributed by the Registrar’s Office. If the instructions are difficult to follow, please contact the Freshman Seminar Office for assistance. The Freshman Seminar Office is not authorized and doesn’t have access to go online to print a grade sheet or enter grades. This information can only be accessed by the “instructor of record.” To access information online, instructors must use their username and password; if these are unknown, instructors should contact the Help Desk in Client Services at 6-TECH (256-8324). The Freshman Seminar office doesn’t have this information.

Freshman Seminar Website

The Freshman Seminar Program has a website: http://www.uncg.edu/aas/fms/. This site can be reached from the UNCG homepage by choosing “Academics” then “College of Arts and Sciences” then “Departments” then “Freshman Seminar Program.”

The website has links to the following:
- This Faculty Guide
- Flyers advertising course descriptions
- Syllabi samples

Funds for Special Events

Seminar Instructors are encouraged to include special activities and events in their classes that enhance learning and promote a sense of community. Generous donations from the “Class of 1947” provide support for special activities in Freshman Seminar classes. Each class has a maximum of $500 to use for special activities. In the past, instructors have used this funding for a variety of purposes including: refreshments, admission to a play, movie or exhibition, taking a field trip, etc. This money should be used for activities that provide student enrichment, as opposed to paying for work that is fundamental to the course. To use these special funds you should:

Consult with the Program Assistant in the Freshman Seminar Office to confirm the availability of funding, ensure the appropriateness of your request, and initiate the appropriate paperwork, in a timely manner, to cover the expense. The Program Assistant will help facilitate your use of these funds.

Please limit your expenditures to $500. If you anticipate that the activity or event will cost more than $500 you must consult with the Associate Dean beforehand to determine if additional funding is available.

There are four ways payments can be processed:

UNCG Interdepartmental Invoice:

If the activity is something for which a UNCG office provides a service, and that office can be paid with an interdepartmental invoice (ie: tickets for a play purchased through the UNCG Box Office; or a meal catered by UNCG Dining Services) you should contact the Freshman Seminar
Office well in advance of the event so the Freshman Seminar Program Assistant can process the payment by filling out an Interdepartmental Invoice BEFORE the event.

**Instructor Reimbursement:**

If the activity is something like a pizza party, or a field trip off campus, the instructor has traditionally paid the cost, then the Freshman Seminar Office processes a reimbursement request. In this case, you should send the **ORIGINAL** receipt to the Freshman Seminar Office. The Program Assistant will fill out the appropriate accounts payable form to have you reimbursed. In this case an **ORIGINAL** receipt is required by accounting; they won't accept photocopies. (NOTE: UNCG’s tax exemption does not apply to purchases that you pay yourself then get reimbursed; for these purchases you pay the tax and your reimbursement includes the tax.)

**Invoice / Purchase Order for external vendor:**

If you need to order material from an external vendor and intend for the Freshman Seminar office to pay the expense directly (rather than getting reimbursed), please inform the vendor that UNCG is tax exempt. Provide the vendor with UNCG’s tax exemption number: 400004. If the vendor will accept a UNCG Purchase Order, ask the Freshman Seminar Program Assistant to prepare it. The vendor’s invoice must be sent to the Freshman Seminar Office. Another alternative may be to ask the Freshman Seminar Program Assistant to go to the vendor and make the purchase him/herself using his/her P-Card; they cannot give instructors their P-Card number.

**Speaker payment:**

If you wish to pay a speaker to come to your class, you should be aware that the necessary form to process the payment will vary depending on the employment of the speaker.

- **We cannot pay UNCG faculty members** for speaking to your class. This service ideally should be done as part of the faculty member’s normal workload. However, if you do choose to pay a UNCG faculty member, it should be done in a way other than giving actual money (which would require processing payroll forms). Instead, you should provide the speaker with a gift certificate. You would need to purchase the gift certificate yourself, then submit an original receipt to 100 Foust so we can have you reimbursed.

- **If the speaker is a N.C. state employee (not at UNCG),** an Expenditure Authorization form (BANFIN-32) and Dual Employment form (CP-30) will be required. Please contact the Freshman Seminar Program Assistant.

- **If the speaker doesn’t work for the State of N.C.,** form BANCPS (Contracted Personal Services) will be required. Please contact the Freshman Seminar Program Assistant.

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**Incompletes**

Incomplete (I) — indicates that the completion of some part of the work for the course has been deferred because of prolonged illness of the student or because of some serious circumstances beyond the student’s control. Concomitantly with the recording of an Incomplete grade, the instructor files with the FMS Program Director (100 Foust) the student’s average grade and the specific work that must be accomplished before the Incomplete can be removed. Incomplete grades may be recommended by the University physician, the Counseling and Testing Center, and by the Director of Student Academic Services. [http://web.uncg.edu/reg/Bulletin/Current/AcaRegs/Grading/GradingSystem.aspx](http://web.uncg.edu/reg/Bulletin/Current/AcaRegs/Grading/GradingSystem.aspx)
Students and faculty need to be familiar with the University’s policy and procedure for the Removal of Incomplete Grade. http://web.uncg.edu/reg/Bulletin/Current/AcaRegs/Grading/Incompletes.aspx
To change an (I) to a letter grade faculty need to complete a Grade Assignment/Change Form which can be obtained at your department’s main office or the FMS Office (100 Foust).

Consider scheduling a tour of the libraries for your class and encourage them to check out books that deal with your seminar topic. The Library’s liaison to the FMS program is Jenny Dale, First Year Instruction Coordinator and Reference Librarian. Jenny will be happy to consult and work with you in developing a customized library tour and instruction session appropriate to your seminar. She can be contacted at jedale2@uncg.edu or by phone 256-0240. Knowledge about using resources in the library will be valuable to your students throughout their time at UNCG (see Appendix C “Bridging the Chasm: First Year Students and the Library” for helpful suggestions on Library use). The library has orientation tours that students and faculty can sign up for online. All first-year students are expected to complete the Library’s web tutorial and/or attend an instructional session in the Library. The online tools in the library’s website are very helpful. http://library.uncg.edu/

Textbooks for the Freshmen Seminars can be ordered one of two ways. You can fill out the form electronically at the bookstores website http://uncg.bkstore.com or paper forms can be filled out manually (forms can either be obtained at the bookstore or by the secretary in your departmental office or can be provided to you by the Freshman Seminar Office).

On the form you should list information about the books you would like the Bookstore to order for your Freshman Seminar class. Information includes author, title, publisher, and the edition and ISBN if at all possible. The Bookstore sets a deadline for receiving these forms back from you. Please adhere to this deadline. The Bookstore needs no less than eight weeks to process your textbook request. This time allows them to find as many used books as possible and save your students money. They also need time to handle any problems that may occur, such as out of prints, foreign titles, and out of stock titles from the publishers.

Once you complete the form, submit it directly to the University Bookstore. You may submit your order any of the following ways:
Campus mail to: University Bookstore, Elliott University Center
fax (334-3279)
email (uncg@bkstore.com)
phone (334-5563)

The University Bookstore copies Addams Bookstore on orders; one order serves both stores, so there’s no need to request books from both vendors. Please send a photocopy of your order form to the Freshman Seminar Office to be kept on file.

Please be mindful of the ever escalating cost of textbooks and class materials. Consider using the Library’s E-reserves service for journals or excerpts from books you may want students to read. Also consider placing a copy of your primary textbook on close reserve in the Library.
Photocopying

Photocopying services for class materials should be provided by your home department. Check with the department’s administrative assistant for policies and procedures for using the copier. The Freshman Seminar Office is also available to make routine photocopies of syllabi, exams, or class handouts with 48 hours notice. Please bring materials to Susan Butler in 100 Foust.

Six-Week Satisfactory Reports for Undergraduates

Faculty teaching undergraduate courses should use Starfish EARLY ALERT to provide students with timely feedback on issues that could impact on class performance. For information on Starfish see http://studentsfirst.uncg.edu/starfish/faculty.php Unsatisfactory grades (Unsats) for students who are in danger of failing. Please assign a U for any student who, at the end of the first six weeks, has performed in the D range or who is in danger of failing. You should assign a grade of UA for those students whose lack of progress is attendance related. The Registrar’s Office will notify students by email that they should check midterm grades on UNCGenie and take steps to meet with faculty and/or advisors for assistance.

Student Course Ratings

All Freshmen Seminars are routinely evaluated using an instrument designed specifically for the Freshman Seminar program. The course rating questions are appended to this guide. If your home department uses their own evaluation form, please do not use it in your Freshman Seminar. Data from the student course ratings is reviewed by the Associate Dean and is made available to your department head upon their request.

Students complete the rating form online. This enables the FMS office to report, store, and retrieve the data more efficiently. It also requires less paper and saves time in analyzing results.

The Freshman Seminar Program Assistant will set up the rating form for your class. You will be provided with instructions to inform your students about the evaluation and request that they complete it near the end of the semester. The evaluation will become available for your students to access approximately two weeks prior to the end of the semester and will become unavailable on the day following your scheduled final examination.

After the deadline for final grades submission, the Freshman Seminar Office will provide results of the ratings to you and to your department head, if they chose to receive a copy. An electronic copy of rating results will be retained on file in the Freshman Seminar Office.

To increase student participation in this important exercise please consider doing some of the following:

1) Include an explanation of the FMS Student Course rating system on your syllabus.

2) During the 11th or 12th weeks of the semester review the instructions for completing the online form with your students.
Student Enrollments

Typically student enrollment limits are set at 22-25 for Freshmen Seminars unless it’s a special case for a cross listed class. If you’re teaching a Freshman Seminar in a Fall semester, please be aware that we “lock” enrollments (by setting the limit to 0) in the prior Spring semester to prevent students from enrolling during pre-registration. We do this because we’re targeting freshmen who register during SOAR in June; we don’t want students who are not truly eligible to enroll before SOAR. Right before SOAR at the end of May, we open the Freshmen Seminars for enrollment.

Student Success Center

If any of your students are encountering serious difficulty in your seminar, you may want to recommend they consult with the Learning Assistance Center (104 McIver) which is part of the Student Success Center. Free services for all undergraduates include: peer tutoring in selected courses, skills assessment, workshops, learning skills instruction, etc. Student Success Center staff can also be scheduled to come to your class to conduct workshops on such topics as such as time management, note taking, and study skills. You can schedule an appointment to take your class to the SSC for a tour and presentation. For more information visit the website at http://success.uncg.edu/

Technical Problems

All technology equipped teaching stations include an intercom system. This system is used to access classroom support and provides a direct connection to emergency services. Should the intercom not be available, ITS classroom technology support staff can be reached by calling 334-5207. http://its.uncg.edu/Classroom_Technology/Support/

Theatre Ticket Discounts

The Theatre Department in the School of Music, Theatre and Dance is offering a discount off the price of student tickets if your class attends a UNCG Theatre production as a group activity. The discounted price for FMS classes is $5 per ticket for plays, $7 per ticket for musicals and operas. The current UNCG Theatre season includes a number of plays, musicals and operas that you may relate to your seminar or could serve as a social activity. To make a group reservation for your class please contact Jody Cauthen at jody_cauthen@uncg.edu. Information about the UNCG Theatre season is available at http://performingarts.uncg.edu/theatre. The $500 fund for special events (see page 21) is available to pay for this.

Working With Troubled Students

The UNCG Safety Committee has developed a detailed Q & A document to provide faculty with guidance in working with troubled students. The document can be found in Appendix E.

The Division of Student Affairs has published a guide on Recognizing and Assisting Students in Distress. This document can be found in Appendix F.

The safety of our campus is crucial. Please contact the Dean of Students Office (334-5514) or the UNCG Police (334-4444) if you have a safety concern regarding a student.
Appendix A.

FMS Course Rating Form

Part One: Multiple Choice

Questions about yourself:
(1=always, 2=usually, 3=sometimes, 4=rarely, 5=never, NA=not applicable)

I was self-motivated to learn this course material
I was well-prepared for each class session
I asked the instructor for help/guidance when I needed it
I invested enough time and energy to meet/exceed course requirements
I participated actively and contributed thoughtfully in class sessions
I attended class sessions and/or individual appointments
Overall, I gave my best possible effort to learning in this course

Questions about the course:
(1=always, 2=usually, 3=sometimes, 4=rarely, 5=never, NA=not applicable)

The course was well-organized to help students learn
The objectives and criteria for meeting them were made clear
The assignments contributed to my learning
The assignments helped me improve my writing skills
The assignments helped me improve my speaking skills
The assessments/evaluations were clearly connected to the objectives
The amount of work required was appropriate to the objectives
The level of intellectual challenge was high

Questions about the instructor:
(1=always, 2=usually, 3=sometimes, 4=rarely, 5=never, NA=not applicable)

The instructor clearly connected the course objectives to course activities, assignments, and assessments
The instructor encouraged me to connect my experience to the course
The instructor provided clear and useful feedback to improve learning
The instructor inspired interest and excitement in the course material
The instructor was available and helpful when asked
The instructor communicated ideas and information clearly and effectively
The instructor evaluated and graded fairly
The instructor treated students and their ideas with respect
The instructor used required texts/other required materials effectively

Summary Questions: Compare w/ other similar course:
(1=extremely high, 2=high, 3=adequate, 4=low, 5=very low, NA=not applicable)

The course increased my desire to continue learning about this material
If a friend asked about taking this course, my recommendation would be
Overall, I would rate the quality of this course as
Overall, I would rate the effectiveness of the instructor as
Overall, I would rate the amount I learned in this course as

Part Two: Open-End Questions
Describe your experience in your seminar. How effective were the course and instructor?
What suggestions do you have to improve your seminar and/or the Freshman Seminar Program?
Appendix B:

THE CHRONICLE OF HIGHER EDUCATION

The Chronicle Review

http://chronicle.com/free/v50/i46/46b01601.htm

POINT OF VIEW

The Well-Tempered Seminar

By JAY PARINI

Anyone who has been privileged to sit through first-rate seminars understands their value. The seminar is that midpoint between the lecture and the individual tutorial, that place in the curriculum where students get to test their knowledge of a discipline against a professor's. Seminars can be exacting, exhilarating experiences for the teacher and the student alike, although conducting them is difficult work; it requires a number of skills that can only be acquired through practice and self-discipline.

As college teachers, we usually had no opportunity in graduate school to conduct a seminar and, for the most part, rely on our memory of good seminars to imagine how to lead one ourselves. I had one or two in graduate school that prepared me rather well for thinking about the form, and I often talked with my fellow students about what worked and what didn't. It so happened that several of my former teachers or friends had studied at Oxford with the legendary classicist Eduard Fraenkel, a Berliner who fled the Nazis in 1934, settling into a chair in classical literature at Corpus Christi College, where he became an instant legend, attracting the best young classicists of the era to his seminars.

"I was terrified in those seminars," Iris Murdoch (the novelist and philosopher, who studied with Fraenkel in the late '30s) once said to me. "Fraenkel did not suffer fools gladly." Fraenkel had written landmark studies of Plautus and Horace, and he was later justly famous for an edition of the Agamemnon by Aeschylus that became the standard by which all future editions of classical texts (and commentaries) would be judged. His own commentary was extraordinarily rich and astute, referring to centuries of scholarship with apparent ease, making endless little (but illuminating) judgments along the way: the sort of thing that anyone conducting the Platonic ideal of a seminar might do.

Indeed, Fraenkel reflected on the influence of his Oxford seminars on his later scholarship in his edition of the Agamemnon: "Without the inspiring, and often correcting, co-operation of those young men and women I should not have been able to complete the commentary. If they thought a passage to be particularly difficult, that was sufficient reason for me to examine and discuss it as fully as I could; and more than once it was their careful preparation, their inquisitiveness, and their persistent efforts that made it possible to reach what seemed to us like a satisfactory solution."

Fraenkel's own teaching style was austere. My old friend Gordon Williams, a well-known classics scholar from Yale who had been a student of Fraenkel's, once wrote: "These seminars were occasions of formidable and immediate confrontations with a very great scholar and, as such, terrifying. A victim once laughingly described the scene as a circle of rabbits addressed by a stoat. But most students learnt to forget terror in the sheer interest of learning to express their ideas and of having them tested against Fraenkel's scholarship and in applying some of his techniques themselves."

I doubt that anyone has ever sat in dread in my seminars, and I'm rather glad for that. The old Germanic version of the professor as master of the universe does not wash in the democratic world of American colleges. And it is worth remembering that students do not require a dominating and erudite figure to feel intimidated. It's frightening enough to have to say something, anything, around a seminar table, in front of your peers.

For all his austerity, Fraenkel understood that give-and-take is necessary for good teaching. The seminar demands a fluidity, an ease, wherein the pursuit of truth rises above any ego demands of the teacher. It comes alive in the
dialectic, the process of working toward a sense of shared understanding. Fraenkel put his trust in his students, in their ability to listen, to make fine discriminations, and to apply what he later called "the common sense of the young," something that can get lost as one ages.

Needless to say, few leaders of seminars can hope to match Fraenkel, but one can learn a good deal by listening to accounts of such a teacher. When I began teaching, at Dartmouth in the mid-'70s, I was handed a seminar in my first year. I chose the topic, "The Artist and Society." I still recall the polished table in the room, a dozen eager and highly intelligent students huddled around it. The main memory I have is hearing the sound of my own voice. I was frightened, and I talked way too much. When students talked, I was too busy thinking up my responses to hear what they were saying in a deep way. It would not surprise me if they all found the seminar very boring.

I have learned, over the years, to listen more attentively when students speak, and to take what they say -- even the "foolish" things -- seriously. Paying attention does not mean simply turning your eyes in the student's direction, focusing somewhere above the bridge of the nose. It means gauging the attitude of students toward the material, assessing the level of their understanding, trying to figure out how as well as what they think about a particular topic. It means refusing to respond too quickly, or perfunctorily, just to keep the conversation flowing.

It seems useful to recall that one "conducts" a seminar. The analogy with a musical conductor is appropriate and instructive. The subject of the seminar (and the texts or problems being considered) forms a kind of score; the students will already have, with greater or lesser degrees of success, mastered that score before coming to class. The expectation is, in fact, that they will have prepared for class by reading the material, by thinking up something to say. The work of the conductor is to draw out this intellectual music, to arrange it, set the tempo of play. Imagine an orchestra, if you will, without a conductor. There would be no pace, no emphasis, no interpretation. A group of students meeting to discuss, say, Hamlet without a seminar leader would meander and digress. There would be no teasing out of Hamlet's motives, or the motives of his mother and her husband. There might well be no highlighting of important themes, motifs, symbolic patterns.

A seminar invariably reflects the personality of the one who "conducts" the class. I take that for granted. But a good seminar will also reflect the personality of the students. I begin every seminar these days with this preface: "This seminar is not about me. It's about you. The success or failure of the class will rest on your shoulders as well as mine. The only thing I expect of you when you walk into this room is, well, everything. I want your heart and mind at this table."

Over the years, I've learned how to pace a seminar. It is always useful to have one or two vivid questions in mind for the class to "answer" in the course of each session, and to give them to students in advance. I often end a class by saying: "Next time we'll be thinking about X. Why is it that this or that is so? How can we be sure?" I give students specific assignments, and work to "conduct" the class through the allotted time, drawing all -- or most -- students into discussion, cutting off digressions when they seem unrelated to the main line of argument, questioning students when they say things that are either unclear or perhaps unfounded.

A great scholar like Fraenkel was, I suspect, rarely mistaken about the meaning of a passage, although even he was open to being "corrected," as he said. For my part, I'm quite often wrong about things and expect students to "correct" me frequently. I put the notion forward that we must all risk making statements, based on hunches. The work of the group is to refine those formulations, to move steadily toward greater understanding, more accurate statements.

When students come to class unprepared, I avoid shaming them as a matter of principle, but I'm not against making them feel the burden of their inaction. "John, I see that you haven't read Frost's 'The Oven Bird' very closely," I might say. "Otherwise, you could not imagine it is a poem about a Thanksgiving turkey." Humor, as ever, makes criticism more palatable. I have rarely found students willing to come to class and be chided again about their lack of preparation. I will often give them a special assignment for the next session; they will "lead us off," I always say. Students come alive in a seminar when they find themselves talking and making judgments that their peers, and their professor, find sensible or interesting. It is always possible to lead them forward as they begin to make new connections, begin to "find" themselves as thoughtful persons who can express and question ideas.

There is no substitute for preparation, as everyone who has ever led a seminar must realize. The teacher must have a deep and passionate knowledge of the material, be aware of the relevant scholarship and competing approaches to
the subject. Making complex knowledge available to students, modeling critical thinking, can be intimidating to them; but it's worth it. I hope my students come away from a seminar understanding that I have been genuinely moved by the material, and that certain standards -- certain values -- are involved in making judgments. I like to be very frank and honest, explain why certain poems, for example, have been crucial in my emotional as well as intellectual development as a person. And as a member of the community of scholars.

*Jay Parini is a poet, a novelist, and a professor of English at Middlebury College.*
Appendix C:  
THE CHRONICLE OF HIGHER EDUCATION  

The Chronicle Review  
http://chronicle.com/weekly/v52/i20/20b01601.htm  

Bridging the Chasm: First-Year Students and the Library  
By BETSY BAREFOOT  

The campus library may historically be the centerpiece of institutional life on college and university campuses, but many first-year students think it is largely irrelevant to their lives. The reasons include the students' characteristics, attitudes, and prior experiences; the nature of first-year college courses; the lack of instruction on information literacy; and, perhaps most important, the availability of information 24/7 from online sources. Why walk to the library when all the information you could ever need is available at your fingertips in the comfort of your residence-hall room? Or so goes first-year student logic.  

Students who have grown up in a world of computers, cellphones, and ATM's expect information to be immediately available and presented in a USA Today format — short and devoid of detail. Few first-year college students can easily distinguish fact from fiction in online and print sources, and even fewer have ever been exposed to the scholarly resources that can be found in a college or university library.  

Most of us in higher education would agree that high on the list of essentials for collegiate success are the abilities to find, manipulate, and use information — not just information that can be easily downloaded from the Web, but information that meets standards of accuracy and academic rigor. While colleges generally acknowledge that first-year students are unlikely to develop those abilities on their own, we don't do much to help them.  

Many first-year students are middle- to upper-class 18-year-olds who are persistent, self-assured, competitive, and aided by "helicopter parents." But other freshmen are far less sure of themselves and their educational prospects. Students from underrepresented racial and ethnic groups, students who are the first in their families to attend college, and older students represent increasing proportions of our freshmen classes.  

Although going to the library is usually part of childhood and adolescent memories for traditional students from relatively affluent families, it represents a new experience for many first-year students. I have found that some freshmen are afraid of the library, while others see it as a sort of museum — a place that belongs to the past, not the present. Although a few use the library for serious study, others find it "too quiet to study in." One student even complained: "The library gives me a headache."

The freshman year is when students establish habits and seek to learn how to do things "the college way." Some of what they learn comes from campus authority figures like professors and librarians. But for better or worse, upper-class students often have the most influence on new students' behavior, as they distinguish between rhetoric and reality. Do I really have to go to class, study two hours for every hour of instruction, and use the library? New students quickly learn what it really takes to do well, or minimally well, in college.  

Although the first year offers a unique opportunity for educators to teach students how to learn, the nature of freshman courses on many campuses is a significant barrier. In a few fields like English composition, first-year courses are typically small, and many include a focus on information literacy. However, first-year courses in history, biology, psychology, sociology, and other subjects often have 75, 100, 500, or even more than 1,000 students. Instructors with that many students are unlikely to assign papers or research projects that require students to use library resources. (Of course, large classes — some of which are taught by graduate students — are cash cows for universities and help pay for small, upper-level courses.)
Many institutions provide information-literacy instruction and library orientation in what I often think of as collegiate "homeroom," the first-year seminar. The quality of library instruction in those seminars varies, as does the amount of time devoted to the topic. Other institutions offer special courses on library use that generally carry one hour of academic credit. But even if students get an introduction to information literacy in a first-year seminar or a special course, they may not transfer what they learn to "regular" courses across the disciplines.

The most effective way to ensure that first-year students become information literate is making library instruction an integral part of courses across the curriculum. That integration requires continuing and creative collaboration between librarians and professors. The good news is that a variety of institutions — public and private, large and small — are taking library instruction increasingly seriously. Members of the Association of College and Research Libraries are working with the National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina to produce a monograph about information-literacy instruction in the first year that will provide models for including library use in courses throughout the curriculum.

What other actions can colleges and universities take to get first-year students into the library?

Include the library as a stop on the campus tour that prospective students take with admissions representatives. Along with the newest residence hall and the state-of-the-art recreation facility, students and their families should see the library. They should be welcomed by a librarian who delivers the message that the library is critically important to each student's academic experience. That message bears repeating at every opportunity, especially during freshman orientation.

- Make sure that librarians are part of any campuswide discussions of the first year. While few faculty and staff members would intentionally exclude information experts from such discussions, librarians are often unintentionally left out. They should not wait for an invitation to join in, but should take every opportunity to remind professors and administrators of the central role that information literacy plays in helping new students achieve their own and the institution's learning objectives.
- Involve librarians directly in the delivery of first-year programs. For example, Indiana University-Purdue University at Indianapolis considers librarians an essential part of the instructional team in first-year learning communities. Each learning community includes a library consultant who participates in selected course sessions. Bowling Green State University has a librarian who works with professors to design special programs and services for first-year students.
- Try the Barnes & Noble approach. A comfortable ambience, Wi-Fi, and coffee may bring into the library students who are seeking a cozy alternative to studying in a residence-hall room. As The Chronicle reported last July, the University of Texas at Austin has revamped its undergraduate library to include "computers, a coffee shop, comfortable chairs, and 24-hour technical help."

A number of higher-education scholars have observed that the freshman year can be characterized by the low-level bargain that colleges offer students: Don't expect too much of us, and we won't expect too much of you. That bargain is clear in our collective expectations about first-year students' ability and willingness to use library resources.

If we have minimal expectations for what beginning students can and will do, we set in motion a self-fulfilling prophecy. Instead, librarians, professors, and administrators should share a collective goal: that students entering college will get the best start possible by becoming savvy consumers of information.

Betsy Barefoot is co-director of, and a senior scholar at, the Policy Center on the First Year of College, located on the campus of Brevard College. She is a co-author of Achieving and Sustaining Institutional Excellence for the First Year of College and Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College, both published last year by Jossey-Bass.
FIRST PERSON

It's a Simple Game

A professor reduces his teaching life to a few bullet points

By JOHN D. ARRAS

Attempting to halt a hapless losing streak, the manager of the Durham Bulls exhorts his young players: "This is a very simple game: You throw the ball, you hit the ball, you catch the ball. You got it?!

My hunch is that most good teachers would say something similar about their own work.

When I read about professors' winning major teaching awards, I'm always struck by the disparity between their manifest greatness in the classroom and the sheer humdrum ordinariness of their own accounts of what they do. For most outstanding teachers, it's not a matter of high-tech wizardry or some nifty new philosophy of education; rather, I suspect, they are great in the classroom because they have a great passion for ideas, they care deeply about their students, and they are compelling storytellers and explainers.

Just as good artists cannot capture the spirit of what they do in a prosaic list of do's and don'ts, so good teachers often fumble in attempting to articulate what makes them tick. Without an expectation of doing better, I offer my own humdrum list of simple rules that I try to follow in my own teaching:

- **Teach thinking.** My prime directives as a teacher are to foster critical-reasoning skills and philosophical creativity in my students. I lecture as little as possible in order to focus on intense classroom discussion. I definitely have a goal in mind for each class, but I try to reach it circuitously — through probing, mutually respectful debate, thus giving each student a stake in the proceedings. Sometimes, however, the side alleys turn out to be more interesting than the initial destination.

  I also try to teach good, rigorous writing skills, focusing simultaneously on writing technique, critical reasoning, and mastery of important factual detail. Victims of poor high-schooling, of whom we have plenty at my university, often come to my classes asking, "Is this an 'opinion paper or a research paper'?” I tell them that is a spectacularly bad question based upon a false dichotomy; that I'm interested neither in mere feckless opinion nor in the random accumulation of facts, but rather in reasoned argument based upon a secure empirical and philosophical foundation.

  I offer a writing workshop for each class, work intensely with students throughout the semester on their evolving papers, and spill a lot of ink on their finished products. It's hard but rewarding work, both for me and, I would hope, for my students.

- **Love what you do.** I believe that passion animates all good teaching — passion both for ideas and for communicating them to students, colleagues, and the general public.

  I teach philosophy, a subject I have loved ever since I encountered Socrates in a bad intro class more than 40 years ago. I am passionate not only about philosophical theorizing but also about engaging philosophical
modes of thinking with moral and political problems at the intersection of medicine, law, and public health. Each new issue that arises in that problematic space represents a chance to participate in the public life of our time and, simultaneously, yields an exercise that allows my students to develop the requisite intellectual and moral skills to shape the future they will inherit from us.

Teaching without passion for your subject matter is a crime (or at least a serious tort) against the young. As one of my favorite philosophy teachers at the Sorbonne once warned on hearing that I, too, wanted to be a professor some day: "Never be bored; never be boring!"

• **Practice tough love.** First, you have to set very high standards; you have to explode that sense of entitlement to good grades so prevalent on campuses today. Students need to know that they're going to have to work very hard to do well, let alone excel, in your class. But that sternness, that sense of expectation, that display of shock and awe, need to be tempered by genuine love and respect for your students as independent sources of value and thought.

This might sound corny, but Plato had it right: The love of wisdom is predicated upon the love between teacher and student. If you don't care deeply about your students both as thinkers and as persons, you're in the wrong profession.

• **Keep it real.** As a professor of practical ethics, I have one foot in the nether world of philosophical abstractions and the other in the clinic, the courtroom, the research lab, and the frontiers of global health. In my teaching I try to bring about a fruitful blending of theory and practice, mostly through the discussion of dense, complex, messy, and difficult case studies viewed through the lens of contemporary ethical and political thought.

The intended effect isn't the mere mechanical application of pre-established theory to practice, but rather the intermingling of the concrete and the abstract.

Theory can guide practice, especially when 'problems of first impression' arise, as they constantly do in the areas of genetics and human enhancement. On the other hand, deep immersion in practical debates can often highlight the shortcomings or blind spots in our ethical or political theories (e.g., in the areas of justice, disability, and health-care rationing).

My previous experience as a professor in a medical school and research hospital, and my current consulting work with government agencies, lend credibility and authenticity to my teaching. My prior work on a reproductive-ethics committee informs my current teaching in reproductive ethics; and my continuing consultations at the National Institutes of Health and the Centers for Disease Control on international research and avian flu enrich my teaching of research ethics and public-health policy.

• **Pay it backward and forward.** Ten years ago I heard from a former student whom I had taught many years earlier. He wrote to thank me for teaching him to think and see the world in a different way — in effect, for changing his life. Best of all, he didn't even want a letter of recommendation! I immediately called my (now dear departed) graduate-school mentor, Henry Veatch, to thank him for showing me what it means to be a great teacher and a writer of rigorous but sprightly and widely accessible prose.

I'm now "paying forward" my enormous debt to Henry by grooming my own graduate students to care not just about writing technically proficient papers, but also about the values of good teaching and critical, humane discernment. As a professor of ethics, I try to model for my graduate and undergraduate students alike a concern not just for ideas, theories, and professional advancement, but also for the sufferings of others not as fortunate as we are.

• **It's OK to be a Luddite.** Although I'm sure there's an important place for new technologies in the classroom — especially in the presentation of visual materials — and although I'm currently toying with the idea of using some of them in my introductory lectures, I generally believe that PowerPoint is the spawn of Satan. It breeds passivity in the students and it disconnects the speaker from the audience. (It also
encourages professors to reduce their deepest, most private thoughts on teaching to a few bullet points.) So I prefer to engage my students in a lively conversation about ideas, whether it’s in a class of 20 or 200.

Oddly, this method seems to work, perhaps because students are so shocked to encounter someone who is actually trying to make eye contact with them. As one student recently wrote on her course evaluation: ‘I really love Prof. Arras’s old-fashioned style of teaching!’

Is that the crack of a bat I hear?

John D. Arras is a professor of biomedical ethics and philosophy at the University of Virginia. In February he received an Outstanding Faculty Award from the Virginia State Council on Higher Education, for which this essay was initially composed. For an archive of previous First Person columns, see http://chronicle.com/jobs/news/archives/author_list_fp.html/
Appendix E:

TO: Faculty and Staff

From: UNCG Safety Committee

Contacts:
Dr. Alan Boyette, Senior Associate Provost, 4-XXXX, jaboyett@uncg.edu
Mr. Skip Capone, University Counsel, 4-XXXX, l_capone@uncg.edu
Dr. Jen Day Shaw, Dean of Students, 4-5514, jdshaw@uncg.edu
Asst. Vice Chancellor Rollin Donelson, Chief of Police, 4-5963, rrdonels@uncg.edu

RE: Working with troubled students after the Virginia Tech shootings

1. What should I do if I have concerns about a student?
You will find pertinent data and general advice in this memorandum. What is most important to remember is that trained colleagues are standing by to help. The University Police will respond to any act or threat of violence. The Dean of Students Office is authorized to impose an immediate suspension (pending a hearing) if a student engages in threatening or disruptive behavior. And, the Counseling and Testing Center professionals can initiate a mandatory evaluation process for students who pose a “direct threat” to self or others.

Students must be treated fairly and responsibly—just as staff and faculty members would expect if they were the subject of comparable inquiry—but the campus is not powerless or reluctant to act decisively when threats arise. Our overall process in this regard is managed by the campus Student Safety and Concerns Team. You may reach the team by contacting Dean of Students Jen Day Shaw, 334-5514. In emergencies call the campus police first 334-4444, (emergency number).

2. How frequent are homicides and other violent crimes on campus?
According to data from the U.S. Department of Education, the Census Bureau, and the FBI, “the murder rate on college campuses was 0.28 per 100,000 people, compared with 5.5 per 100,000 nationally” (US. News and World Report April 30, p. 49). The magnitude of the Virginia Tech shootings (32 people killed) is highlighted by the fact that the total number of murders on American college campuses (approximately 4,200 institutions enrolling 16 million students) “fluctuated between 9 and 24” [a year] between 1997 and 2004” (Virginia Youth Violence Project, School of Education, University of Virginia, 2007).

In terms of other types of violent crime (robbery, aggravated assault, and simple assault against students), a 2005 U.S. Department of Justice study by Katrina Baum and Patsy Klaus (Statisticians for the Bureau of Justice Statistics) reported that:

For the period 1995 to 2002, college students ages 18 to 24 experienced violence at average annual rates lower than those for nonstudents in the same age group (61 per 1,000 students versus 75 per 1,000 nonstudents). Except for rape/sexual assault, average annual rates were lower for students than for nonstudents for each type of violent crime measured.
Rates of rape/sexual assault for the two groups did not differ statistically.
Between 1995 and 2002 rates of both overall and serious violence declined for college students and nonstudents. The violent crime rate for college students declined 54% (41 versus 88 per 1,000) and for nonstudents declined 45% (102 versus 56 per 1,000).

Among the “characteristics of violent victimizations of college students” Baum and Klaus reported that “93% of crimes occurred off campus, of which 72% occurred at night” (“Violent Victimization of College Students, 1995-2002”).

3. How dangerous is college teaching?
A 2001 Bureau of Justice Statistics [BJS] report (the latest in the series available) on “Violence in the Workplace” (data for 1993 through 1999 from the National Crime Victimization Survey) shows that employees of colleges and universities have a violent crime victimization rate of 1.6 per 1,000, compared to 16.2 for physicians; 20 for retail sales workers; 54.2 for junior high teachers; 68.2 for mental health professionals; and 260.8 for police officers. The BJS report states that “among the occupational groups examined . . . college teachers were victimized the least.”
4. School shootings are often suicides. How widespread is suicide among college students?

Multiple studies have found that college students commit suicide at half the rate of their non-student peers. One of the most cited surveys “found an overall student suicide rate of 7.5 per 100,000, compared to the national average of 15 per 100,000 in a sample matched for age, race and gender” (Silverman, et al.,1997, “The Big Ten Student Suicide Study: A 10-year study of suicides on Midwestern university campuses,” Suicide and Life Threatening Behavior 27[3]:285-303).

Generally, the national suicide rate for teenagers and young adults has been declining—after an extraordinary increase since the 1950s. More baseline studies pertaining to college students are needed, but experts believe the suicide rate in that group has been declining as well.

5. Are more students coming to college with mental disorders?

Probably yes. Caution is required because increases in counseling center visits and use of psychotropic medications may mean contemporary students are more willing to seek help for mental illness. In any event, college health center directors have been calling particular attention to larger numbers of students reporting the characteristics of clinical depression. A 2004 American College Health Association study found that forty-five percent of the students surveyed “felt so depressed” that it was “difficult to function.” Nearly 1 in 10 students reported that such feelings occurred “9 or more times” in the past school year. Likewise, about 10% of college students report they “seriously considered suicide” and about 1.4% reported they had attempted suicide (Morton Silverman, Clinical Associate Professor of Psychiatry at the University of Chicago; 2006 presentation at the University of Vermont Conference on Legal Issues in Higher Education).

6. Shouldn’t we routinely remove depressed students, especially if they report suicidal ideation?

No, unless a threat or act of violence is involved. A 2006 article by Paul S. Appelbaum, Professor and Director of the Division of Psychiatry, Law, and Ethics at the Columbia University College of Physicians and Surgeons (and a past President of the American Psychiatric Association) highlights some the practical issues involved:

No matter how uncommon completed suicides are among college students, surveys suggest that suicidal ideation and attempts are remarkably prevalent. Two large scale studies generated nearly identical findings. Roughly 10 percent of college student respondents indicated that they had thought about suicide in the past year, and 1.5 percent admitted to having made a suicide attempt. Combining data from the available studies suggests that the odds that a student with suicidal ideation will actually commit suicide are 1,000 to 1. Thus policies that impose restrictions on students who manifest suicidal ideation will sweep in 999 students who would not commit suicide for every student who will end his or her life—with no guarantee that the intervention will actually reduce the risk of suicide in this vulnerable group. And even if such restrictions were limited to students who actually attempt suicide, the odds are around 200 to 1 against the schools having acted to prevent a suicidal outcome. (Psychiatric Services: “Depressed? Get Out” July 2006, Vol. 57, No. 7, 914-916).

Aside from unjustified removal of thousands of individuals—including some of our best and most creative students—routine dismissals for reported depression or suicidal ideation would also discourage students from seeking professional help. Good policy, good practice, and adherence to state and federal laws protecting people with disabilities require professional individualized assessment and a fair procedure before students or employees can be removed on the ground that they have a mental disability that poses a “direct threat” to themselves or others.

7. Is there an association between mental illness and violence?

Research shows some association between severe mental illness and violence, especially when mental illness is accompanied by substance abuse. The 1994 American Psychiatric Association “Fact Sheet on Violence and Mental Illness contains the following observation:

People often fear what they do not understand, and for many of us, mental illnesses fall into that category. This fear . . .[often] stems from the common misconception that the term ‘mental illness’ is a diagnosis, and that all mental illnesses thus have similar symptoms, making all people who suffer with them equally suspect and dangerous . . . Recent research has shown that the vast majority of people who are violent do not suffer from mental illnesses. However, there is a certain small subgroup of people with severe and persistent mental illnesses who are at risk of becoming violent.

The U.S. Department of Health and Human Services document “Understanding Mental Illness: Fact Sheet” (April 20, 2007) contains the observation that “[c]ompared with the risk associated with the combination of male gender,
young age, and lower socioeconomic status, the risk of violence presented by mental disorder is modest.” Such a “modest” correlation won’t be sufficient to draw conclusions about the future behavior of any particular student. Again, individualized assessment will be imperative, focusing on a specific diagnosis, demonstrable behavior, compliance in taking prescribed medications, patterns of substance abuse, and any recent traumatic events or stresses, among other factors.

8. How can I identify potentially violent students?

This is not a task to be undertaken alone. Expertise is available on campus to help. See the contact information below and in our first answer.

It is important to resist the temptation to try to “profile” potentially violent students based on media reports of past shootings. The 2003 National Research Council [NRC] report Deadly Lessons: Understanding Lethal School Violence (a project undertaken by the Councils of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine) contains the following guidance:

One widely discussed preventive idea is to develop methods to identify likely offenders in instances of lethal school violence or school rampages . . . The difficulty is that . . . [t]he offenders are not that unusual; they look like their classmates at school. This has been an important finding of all those who have sought to investigate these shootings. Most important are the findings of the United States Secret Service, which concluded:

* There is no accurate or useful profile of “the school shooter.”
* Attacker ages ranged from 11—21.
* They came from a variety of racial and ethnic backgrounds.
* They came from a range of family situations, from intact families with numerous ties to the community to foster homes with histories of neglect.
* The academic performance ranged from excellent to failing.
* They had a range of friendship patterns from socially isolated to popular.
* Their behavioral histories varied, from having no observed behavioral problems to multiple behaviors warranting reprimand and/or discipline.
* Few attackers showed any marked change in academic performance, friendship status, interest in school, or disciplinary problems prior to their attack.

A more promising approach is “threat assessment,” based on analysis of observable behavior compiled from multiple sources and reviewed by a trained threat assessment team. The report “Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates” (developed by the U.S. Secret Service and Department of Education in 2002) contains the following overview:

Students and adults who know the student who is the subject of the threat assessment inquiry should be asked about communications or other behaviors that may indicate the student of concern’s ideas or intent. The focus of these interviews should be factual:

• What was said? To whom?
• What was written? To whom?
• What was done?
• When and where did this occur?
• Who else observed this behavior?
• Did the student say why he or she acted as they did?

Bystanders, observers, and other people who were there when the student engaged in threatening behaviors or made threatening statements should be queried about whether any of these behaviors or statements concerned or worried them. These individuals should be asked about changes in the student’s attitudes and behaviors. Likewise, they should be asked if they have become increasingly concerned about the student’s behavior or state of mind.

However, individuals interviewed generally should not be asked to characterize the student or interpret meanings of communications that the student may have made. Statements such as “I think he’s really dangerous” or “he said it with a smile, so I knew that he must be joking” may not be accurate characterizations of the student’s intent, and therefore are unlikely to be useful to the threat assessment team . . . (p. 52).

Proper threat assessment is a team effort requiring expertise from experienced professionals, including law enforcement officers. Threat assessment on our campus is done by the Threat Assessment Team, headed by Capt.
Paul Lester, 334-5963 and Dean of Students Jen Day Shaw, 334-5514. Faculty and staff members should contact the Threat Assessment Team whenever they believe a student may pose a risk of violence to self or others. If in doubt seek a threat assessment. In an emergency, contact the University Police immediately 334-4444.

9. Should I talk with a student about my concerns?
Exercise judgment on a case by case basis, preferably after consultation with colleagues, perhaps including the Threat Assessment Team.

An effort at conversation is generally advisable. Students are often oblivious to the impressions they make. Careful listening and courteous dialogue—perhaps with participation by a department chair or academic advisor—will often resolve the problem. At a minimum, the discussion may prove valuable in any subsequent threat assessment process.

Please do not give assurances of confidentiality. A student who appears to pose a threat to self or others needs to be referred for help and supervision. Professors should not abrogate their traditional role as guides and mentors, but they must not assume the responsibilities of therapists or police officers.

If you feel uncomfortable talking directly with a student, another tool for your use is the Early Spartan Success Initiative (ESSI). The Early Spartan Success Initiative is designed to help students be successful by identifying and assisting students whose persistence and success may be negatively affected by academic or non-academic factors. Faculty and staff can fill out an electronic form located at http://web.uncg.edu/adv/essi/essi.php which generates an email to Student Academic Services and the Dean of Students Office. A staff member will follow up with each student.

One danger in the aftermath of the Virginia Tech shootings would be a climate of fear and distance between professors and students, especially students who seem odd, eccentric, or detached. Research on violence prevention suggests schools and colleges need more cross-generational contact, not less. The NRC report stated that:

> In the course of our interviews with adolescents, we are reminded once again of how “adolescent society,” as James S. Coleman famously dubbed it 40 years ago, continues to be insulated from the adults who surround it . . . The insularity of adolescent society serves to magnify slights and reinforce social hierarchies; correspondingly, it is only through exchange with trusted adults that teens can reach the longer-term view that can come with maturity. [W]e could not put it better than the words of a beloved long-time teacher [at one of the schools studied]: “The only real way of preventing [school violence] is to get into their heads and their hearts.

Getting into the “heads and hearts” of students goes beyond individual conversations. It entails fostering a community of caring, defined not by codes of silence or barriers of indifference, but by an active sense of mutual responsibility. This critical endeavor depends upon the faculty and staff. Now more than ever they must demonstrate skills in reaching outward, not retreating inward.

The UNCG Cares Program seeks to create the ‘community of caring’ by training faculty and staff to engage students through active listening, recognition of signs of distress, and appropriate referral. To sign up for the training or to have the training brought to your department, please contact Assistant Dean of Students Amy Jones at 334-5514, aljones9@uncg.edu.

Our University has a wealth of resources to assist students. Please don’t hesitate to make use of them in addressing concerns.

● Many thanks to Gary Pavela of the University of Maryland for much of the language and expertise contained in this document. Used with his permission, August 2007.
Appendix F:

How to Recognize and Assist Students in Distress
A Guide for Faculty and Staff

The college years are times of personal and intellectual development that can be difficult and produce anxiety. Students may be struggling with learning disabilities, alcohol abuse, eating disorders, depression, or other serious concerns. Some of these students are disruptive in class while others seem to drift away. Students value faculty and staff opinions, and thus you are an ideal source of information about the helping systems already in place at UNCG. You are not expected to take on the role of counselor, but following these steps will help you identify students in distress and assist them while maintaining your professional role.

1. Be alert to signs of difficulty

   **Academic Indicators**
   - Deterioration in quality of work
   - A drop in grades
   - A drop in classroom performance
   - Missed assignments
   - Repeated absences from class or work
   - Disorganized or erratic performance
   - Continual seeking of special provisions (late papers, extensions, postponed examinations)
   - Essays or creative work that indicate extremes of hopelessness, social isolation, rage, fear, or despair.

   **Emotional Indicators**
   - Direct statements indicating distress, family problems, or other difficulties
   - Unprovoked anger or hostility
   - Sudden change in personality traits (more withdrawn or more animated than usual)
   - Excessive dependency
   - Tearfulness
   - Expressions of hopelessness, fear, or worthlessness
   - Expressions of concern about a student by his or her peer
   - Your hunch that something is wrong

   **Physical Indicators**
   - Deterioration in physical appearance
   - Lack of personal hygiene
   - Excessive fatigue
   - Visible changes in weight
   - Coming to class or work bleary-eyed, hung over, or smelling of alcohol

   **Safety Risk Indicators**
   - Any written note or verbal statement which has a sense of finality or a suicidal tone to it
   - Essays or papers which focus on despair, suicide, or death
   - Statements to the effect that he/she is “going away for a long time”
   - Giving away prized possessions
   - Self-injurious or self-destructive behaviors

2. Take these signs seriously.
Don’t disregard what you’ve observed. If you are unsure, consult with the Student Affairs Office or the Dean of Students Office at 334-5514.

3. Meet privately with the student.
Allow sufficient time for the meeting and remember that talking about a problem or crisis does not make it worse. This is the first step toward resolving any difficulty.
4. **Point out specifically the signs you’ve observed.**
Say you’re concerned, and ask what’s wrong. Example: “I want to talk with you because I’m concerned about you. I’ve noticed that you no longer participate in class, and you seem troubled. Would you like to talk about it?”

5. **Listen to the student’s response.**
Be open-minded about what you hear.

6. **Refer.**
Talk with the student about seeing an appropriate professional on campus. Call the Counseling and Testing Center for the student if he or she wishes.

7. **Follow UNCG procedures.**
Especially in the case of disruptive students, keep notes and records of actions. Record only what you are willing to have a third party review. If you are unsure of procedure, contact the Student Affairs Office or the Dean of Students Office at 334-5514.

8. **Recognize an urgent situation.**
An “urgent” situation is one in which the student’s basic safety or that of others is jeopardized. Examples are suicidal intentions, eating disorders, chemical addiction, or a serious threat from another person (including a dating partner). If you have concerns about a student’s immediate safety, stay with the student and call the Counseling and Testing Center or Campus Police immediately. Suicidal intent means a student has stated an intention to die or cause harm to him/herself, has reported that he/she made a suicide attempt or self-inflicted injury in the recent past, or has left you with an uneasy feeling with respect to his or her safety or that of the community.

9. **Set expectations.**
Students need clear, stated expectations for behavior in and out of class. Our syllabus can be a valuable resource in conveying such expectations, providing the basis to address “problem” behavior early in the semester.

10. **Respect confidentiality.**
It is important to respect the confidentiality of students by not discussing student’s names or problems in public areas. Consulting with health or other support services in Student Affairs does not violate student confidentiality and is an appropriate method to gain assistance. When talking with the student, avoid making sweeping promises of confidentiality. Students who are suicidal need swift professional intervention and pledges of absolute confidentiality may make this more difficult.
Appendix G:

The New York Times

Plagiarism Lines Blur for Students in Digital Age

By TRIP GABRIEL
Published: August 1, 2010

At Rhode Island College, a freshman copied and pasted from a Web site’s frequently asked questions page about homelessness — and did not think he needed to credit a source in his assignment because the page did not include author information.

At DePaul University, the tip-off to one student’s copying was the purple shade of several paragraphs he had lifted from the Web; when confronted by a writing tutor his professor had sent him to, he was not defensive — he just wanted to know how to change purple text to black.

And at the University of Maryland, a student reprimanded for copying from Wikipedia in a paper on the Great Depression said he thought its entries — unsigned and collectively written — did not need to be credited since they counted, essentially, as common knowledge.

Professors used to deal with plagiarism by admonishing students to give credit to others and to follow the style guide for citations, and pretty much left it at that.

But these cases — typical ones, according to writing tutors and officials responsible for discipline at the three schools who described the plagiarism — suggest that many students simply do not grasp that using words they did not write is a serious misdeed.

It is a disconnect that is growing in the Internet age as concepts of intellectual property, copyright and originality are under assault in the unbridled exchange of online information, say educators who study plagiarism.

Digital technology makes copying and pasting easy, of course. But that is the least of it. The Internet may also be redefining how students — who came of age with music file-sharing, Wikipedia and Web-linking — understand the concept of authorship and the singularity of any text or image.

“Now we have a whole generation of students who’ve grown up with information that just seems to be hanging out there in cyberspace and doesn’t seem to have an author,” said Teresa Fishman, director of the Center for Academic Integrity at Clemson University. “It’s possible to believe this information is just out there for anyone to take.”

Professors who have studied plagiarism do not try to excuse it — many are champions of academic honesty on their campuses — but rather try to understand why it is so widespread.

In surveys from 2006 to 2010 by Donald L. McCabe, a co-founder of the Center for Academic Integrity and a business professor at Rutgers University, about 40 percent of 14,000 undergraduates admitted to copying a few sentences in written assignments.

Perhaps more significant, the number who believed that copying from the Web constitutes “serious cheating” is declining — to 29 percent on average in recent surveys from 34 percent earlier in the decade.

Sarah Brookover, a senior at the Rutgers campus in Camden, N.J., said many of her classmates blithely cut and paste without attribution.

“This generation has always existed in a world where media and intellectual property don’t have the same gravity,” said Ms. Brookover, who at 31 is older than most undergraduates. “When you’re sitting at your computer, it’s the same machine you’ve downloaded music with, possibly illegally, the same machine you streamed videos for free that showed on HBO last night.”

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Ms. Brookover, who works at the campus library, has pondered the differences between researching in the stacks and online. “Because you’re not walking into a library, you’re not physically holding the article, which takes you closer to ‘this doesn’t belong to me,’” she said. Online, “everything can belong to you really easily.”

A University of Notre Dame anthropologist, Susan D. Blum, disturbed by the high rates of reported plagiarism, set out to understand how students view authorship and the written word, or “texts” in Ms. Blum’s academic language. She conducted her ethnographic research among 234 Notre Dame undergraduates. “Today’s students stand at the crossroads of a new way of conceiving texts and the people who create them and who quote them,” she wrote last year in the book “My Word!: Plagiarism and College Culture,” published by Cornell University Press.

Ms. Blum argued that student writing exhibits some of the same qualities of pastiche that drive other creative endeavors today — TV shows that constantly reference other shows or rap music that samples from earlier songs. In an interview, she said the idea of an author whose singular effort creates an original work is rooted in Enlightenment ideas of the individual. It is buttressed by the Western concept of intellectual property rights as secured by copyright law. But both traditions are being challenged.

“Our notion of authorship and originality was born, it flourished, and it may be waning,” Ms. Blum said. She contends that undergraduates are less interested in cultivating a unique and authentic identity — as their 1960s counterparts were — than in trying on many different personas, which the Web enables with social networking. “If you are not so worried about presenting yourself as absolutely unique, then it’s O.K. if you say other people’s words, it’s O.K. if you say things you don’t believe, it’s O.K. if you write papers you couldn’t care less about because they accomplish the task, which is turning something in and getting a grade,” Ms. Blum said, voicing student attitudes. “And it’s O.K. if you put words out there without getting any credit.”

The notion that there might be a new model young person, who freely borrows from the vortex of information to mash up a new creative work, fueled a brief brouhaha earlier this year with Helene Hegemann, a German teenager whose best-selling novel about Berlin club life turned out to include passages lifted from others.

Instead of offering an abject apology, Ms. Hegemann insisted, “There’s no such thing as originality anyway, just authenticity.” A few critics rose to her defense, and the book remained a finalist for a fiction prize (but did not win). That theory does not wash with Sarah Wilensky, a senior at Indiana University, who said that relaxing plagiarism standards “does not foster creativity, it fosters laziness.”

“You’re not coming up with new ideas if you’re grabbing and mixing and matching,” said Ms. Wilensky, who took aim at Ms. Hegemann in a column in her student newspaper headlined “Generation Plagiarism.”

“It may be increasingly accepted, but there are still plenty of creative people — authors and artists and scholars — who are doing original work,” Ms. Wilensky said in an interview. “It’s kind of an insult that that ideal is gone, and now we’re left only to make collages of the work of previous generations.”

In the view of Ms. Wilensky, whose writing skills earned her the role of informal editor of other students’ papers in her freshman dorm, plagiarism has nothing to do with trendy academic theories.

The main reason it occurs, she said, is because students leave high school unprepared for the intellectual rigors of college writing.

“If you’re taught how to closely read sources and synthesize them into your own original argument in middle and high school, you’re not going to be tempted to plagiarize in college, and you certainly won’t do so unknowingly,” she said.

At the University of California, Davis, of the 196 plagiarism cases referred to the disciplinary office last year, a majority did not involve students ignorant of the need to credit the writing of others.
Many times, said Donald J. Dudley, who oversees the discipline office on the campus of 32,000, it was students who intentionally copied — knowing it was wrong — who were “unwilling to engage the writing process.”

“Writing is difficult, and doing it well takes time and practice,” he said.

And then there was a case that had nothing to do with a younger generation’s evolving view of authorship. A student accused of plagiarism came to Mr. Dudley’s office with her parents, and the father admitted that he was the one responsible for the plagiarism. The wife assured Mr. Dudley that it would not happen again.

Appendix H:

Summary of New Student Religious Observance Policy Requirement
(S.L. 2010-211)

The statutory powers and duties of the Board of Governors were amended during the recent legislative short session to impose a new duty on the Board of Governors that requires the BOG to direct each constitute institution to adopt a student religious observance policy. Under the new law, the campus student religious observance policy:

- **MUST** authorize a minimum of two excused absences each academic year for religious observances required by the faith of a student,
- **MUST** include a provision that students be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance, and
- **MAY** require students to provide written notice of their request for an excused absence for a religious observance in a reasonable time prior to the date of the observance.

The new law is effective immediately, and the new campus student religious observance policy **must apply at the beginning** of the coming 2010-2011 academic year.

**Content of Campus Policy:** Other than the mandatory requirements of the new G.S. 116-11(3a), the new law does not otherwise dictate the contents and provisions of the campus student religions observance policy. Campuses therefore have flexibility as to the specific contents and provisions of their policies (such as what constitutes “reasonable advance notice” for the student’s excused absence request), but their policies **must** include:

- The law’s main requirement authorizing a minimum of two excused absences each academic year for religious observances, and
- The requirement giving students the opportunity to make up tests and other work missed due to an excused absence for a religious observance.

**Process for Campus Policy Adoption:** The new law does not prescribe the form and process by which campuses are to adopt their student religious observance policies. Campuses therefore have flexibility in the method by which they will adopt the new policy. For example, campuses may either adopt a new policy or amend an existing policy, and may use whatever method of adoption is deemed appropriate or required at their individual campuses.

**Implementation Timeframe:** Since the law applies with the **beginning** of the 2010-2011 academic year, campuses must adopt a student religious observance policy **prior** to the beginning of the coming Fall 2010 term. While not specifically required under the law, it can be assumed that the campuses should provide notice of the new policy to all faculty and other affected campus personnel prior to the beginning of the coming academic year to ensure compliance with the new law and the campus policy implementing it.

**BOG Action:** The new law specifically requires the Board of Governors (not the President) to direct campuses to adopt a student religious observance policy, but does not specifically prescribe the method by which this directive is to be given. This type of action is not included under the President’s delegated authorities (UNC Policy Manual Sec. 200.6); consequently, the Board of Governors itself must take direct action. Given the short time frame in which the BOG must give this directive to the campuses in order to ensure compliance prior to the beginning of the 2010-2011 academic year, the BOG should take action at its upcoming August meeting. This action is not required to be done in the form of an amendment to the UNC Code or Policy Manual – such an amendment would delay final action by the BOG until at least its September meeting, which occurs **after** the beginning of the Fall 2010 term.

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1 S.L. 2010-112, Sec. 3 (HB357), enacting G.S. 116-11(3a).
2 The new G.S. 116-11(3a) does not necessitate an amendment to UNC Policy Manual Sec. 400.1.6 (*The University of North Carolina Academic Calendar*) because the requirements of the student religious observance policies do not impact the academic calendar itself.
addition, given the clear requirements of the law, General Administration does not need to issue a guideline or regulation directing specific implementation guidelines or requirements for campuses.

Below is the text of the new provision and effective date clause, and a copy of S.L. 2010-112 is attached.

S.L. 2010-112 (HB357):
SECTION 3. G.S. 116-11 is amended by adding a new subdivision to read:
"(3a) The Board of Governors shall direct each constituent institution to adopt a policy that authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. The policy may require that the student provide written notice of the request for an excused absence a reasonable time prior to the religious observance. The policy shall also provide that the student shall be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance."
SECTION 5. This act is effective when it becomes law and applies beginning with the 2010-2011 academic year.
Appendix I:

GRIEVANCE PROCEDURES FOR STUDENTS
The University of North Carolina at Greensboro
(Last Revised by the Dean of Students Office, June 6, 2013)

A grievance that should be resolved under these procedures is one that rests on an allegation by a student (undergraduate or graduate) that he/she has been treated with substantial unfairness by another student or by a faculty, staff, or student employee of the University. Such matters usually have their basis in University policy, except that the procedures for grade appeals are outlined in the Undergraduate Bulletin and the Graduate Student Catalog. Student grievances may be based upon alleged violations of state or federal law, except that grievances related to sexual misconduct and sexual harassment, undue favoritism, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, or the Rehabilitation Act of 1973 must be handled through the separately designated University policy.

I. INFORMAL REVIEW

A student who believes that he/she has been treated with substantial unfairness should initially attempt to resolve the matter by the end of the academic semester (fall, spring, or summer) following the academic semester when the alleged incident occurred (e.g. if the incident occurred during spring semester, the initial attempt must be completed by the last day of the final summer term) by communicating in writing allegations to the administrative officer most directly concerned, excluding the person accused of the improper act. This officer is likely to be a Director, a Department Head, Dean or Vice Chancellor or designee. In the case of an allegation against a faculty member, if the student wishes to appeal the decision of the Department Head/Chair, the Dean shall be the first avenue of appeal. The final step in the informal review for all students shall be the Vice Chancellor to whom the respondent ultimately reports. The officer, or his or her, designee should attempt immediately to discover the truth of the allegation and in the case of valid complaints, should seek resolution by discussion, counseling, mediation, or agreement of the parties, or by administrative action. The nature of the grievance and any information about it should be treated with the utmost confidentiality and with sensitivity to the issues involved. At the end of efforts to resolve the grievance, the officer should record the complaint in a written statement identifying the complainant, the conduct complained of, the name of the respondent, and the outcome of the information inquiry. A copy of the written statement of findings should be maintained in the office’s complaint files to be made available to other appropriate officials if needed. A written response of the findings should also be sent to the student.

II. FORMAL REVIEW

A student who is dissatisfied with the outcome of an informal inquiry may submit a formal complaint for resolution under this grievance procedure. A student who has a grievance against another student will proceed in accord with the Student Code of Conduct. A student who has a grievance against a faculty, staff, or student employee of the University will proceed in accord with these grievance procedures. Within a reasonable time after the conclusion of unsuccessful efforts to resolve the matter through an informal review, the complainant shall present to the Office of the Vice Chancellor for Student Affairs a written statement of the grievance and any action that may have been taken. This statement will then be forwarded to the Grievance Committee by the Vice Chancellor or his/her designate who will serve as the Convener of the Committee. A hearing will be scheduled with both the student and alleged offender(s). Facts surrounding the grievance will be presented at the hearing in the presence of all parties. The Committee will proceed in the manner, in its judgment, most likely to produce a fair resolution of the matter. Within a reasonable time following the hearing, the Committee, through its Convener, will issue a report of its conclusions. Depending on the nature of those conclusions, these steps will follow:

1. If the Committee recommends a reversal or amendment of the action affecting the complainant, the Convener will send the report to both the complainant and the respondent. The respondent will then (1) proceed accordingly and the matter is then concluded, or (2) communicate to the Committee Convener that the action will not be reversed or changed. Upon receipt of a communication that the recommendation is not accepted, the Convener will send the recommendation to the Vice Chancellor of the division where the alleged offense occurred. If the Vice Chancellor concurs with the recommendation, he/she will authorize the appropriate action and the matter is then concluded. If the Vice Chancellor decides that the committee’s recommendation cannot be accepted, he/she will communicate the decision to the Convener, who will then
notify the complainant of the decision and the right of appeal. (Because in this case, a Vice Chancellor has made a final decision for the division, the line of appeal is to the Chancellor.) See "Appeals."

2. If the Committee finds that the grievance is unfounded, its Convener will send the report to both the complainant and the respondent, and will further advise the complainant of the right to appeal.

All steps of a grievance procedure shall be closed to the public. All documents generated in the course of an inquiry into a charge shall be confidential and not subject to any public disclosure except to the extent where disclosure may be required by state or federal law. The Vice Chancellor for Student Affairs, who will, according to the circumstances of the case, forward such documents to the Office of the Chancellor. A copy of all documents shall be placed in the Dean of Students Office.

III. GRIEVANCE COMMITTEE

The Grievance Committee will be convened by the Vice Chancellor for Student Affairs (or his/her designate) and will include a pool of sixteen members. These will include four undergraduate students appointed by the President of Student Government, four graduate students appointed by the President of the Graduate Student Association, two student service administrators appointed by the Vice Chancellor for Student Affairs, six faculty members appointed by the Provost (after consultation with the Deans), at least two of whom must be graduate faculty members who have been recommended by the Dean of the Graduate School. These appointments will be made in an effort to insure the representation of all constituent groups in the University community. The Grievance Committee will be selected by the Convener for hearing a grievance. The Convener will assemble a hearing panel which will normally consist of four individuals: two (2) students, and two (2) members of the faculty/staff. In situations where the grievance has been brought forward by a graduate student, the panel will consist of graduate faculty and graduate students. The Convener will preside over the hearing, but will not be a voting member.

Should sufficient numbers of the Grievance Committee be unavailable during the summer months, the Vice Chancellor for Student Affairs (or his/her designate) will convene an ad hoc committee of available faculty, staff, and students to hear the grievance.

IV. APPEALS

After all steps set forth above under “Formal Review” have been accomplished, a complainant who remains dissatisfied with the outcome may appeal. If the matter has not been reviewed by a Vice Chancellor, then the appeal is to the Vice Chancellor of the division where the matter arose. In the case of an appeal of the Grievance Committee findings involving graduate students, the appeal will be heard jointly by the Dean of the Graduate School and the Vice Chancellor of the division where the matter arose.

If a Vice Chancellor has reviewed the matter, then the appeal is to the Chancellor. The complainant will write to the Chancellor stating the grievance, the outcome of the formal review, and the basis on which the decision of the Vice Chancellor should be overturned. Normally the Chancellor’s review relates to the procedures of a case and not its merits. The decision of the Chancellor is final. The decision will be sent to the complainant, respondent and Vice Chancellor. A copy of all documents will be kept in the Dean of Students Office.