Course Description: A seminar to engage first-year students in the academic culture of the University. Seminars will promote meaningful academic dialogue between students and faculty in a small class setting that encourages reflective thinking and learning to learn. Varied topics based on faculty scholarship. Exploration of the unique learning environment at UGA, including opportunities to engage in research, public service, and varied forms of instruction both on campus and globally.
Grading: A-F  Credit Hours: 1  Each Section’s Enrollment: 15-18
The goals of FYOS

Goal 1: Introduce first-year students to the importance of learning and academics so that we engage them in the academic culture of the University.

Goal 2: Give first-year students an opportunity for meaningful dialogue with a faculty member to encourage positive, sustained student-faculty interactions.

Goal 3: Introduce first-year students to the instruction, research, public service and international missions of the University and how they relate to teaching and learning in and outside the classroom so that we increase student understanding of and participation in the full mission of the University.

Goal #1: Role of Seminar - Promote intentional learning; Support academic dialogue through writing, feedback, and response.

Student Learning Outcome - Seminar: Students will be able to describe and reflect on the topic of the seminar through class discussion and written communication; Students will develop self-awareness about the reason for study and the importance of self-directed learning (intentional learning).

Suggested Procedures for Meeting the Learning Outcomes - Seminar will focus on the instructor’s area of scholarship; Seminar assignments and discussion will encourage reflection on the topic of the seminar; Seminar assignments and discussion will encourage self-reflection and intentional learning.

Goal #2: Role of Seminar - Promote student-faculty interaction in a small class setting; Open channels of communication between students and faculty in and out of class; Introduce students to the faculty member’s scholarly path and role in the mission of the University.

Student Learning Outcome - Students will demonstrate interaction with the professor through oral and written communication; Students will communicate with faculty regarding an area of scholarship; Students will have positive perceptions of student-faculty interactions; Students will be able to describe the scholarly path of the faculty member and his/her role in the mission of the University.

Suggested Procedures for Meeting the Learning Outcomes - FYOS will be limited to 15-18 students to encourage student-faculty interaction; Seminar format will promote dialogue and discussion of ideas; Resources will be made available to support out of class activities for faculty-student interaction (e.g., meals, performances); Faculty will describe their own scholarly path and role in the University, including research, service and outreach and teaching (as applicable).

Emphasis on:

Goal 1.
- encourage reflection on the topic of the seminar and
- to develop self-awareness about the reason for study and the importance of self-directed learning.

Goal 2.
- promote dialogue and discussion of ideas.
- introduce students to faculty’s own personal and educational backgrounds.
- Use low stakes-writing to guide students in thinking -- and rethinking -- issues related to the academic focus of the seminar.
Goal 3:
- **highlight some aspect of the mission of the University** by exploring how they contribute to instruction, research and/or public service in their academic area
- serve as a **gateway to critical intellectual programs and resources** at the University, including undergraduate research, service-learning, study abroad, and the libraries.

**Role of Seminar for meeting Goal**- Expose students to opportunities to engage in research, public service, and varied forms of instruction both on campus and globally (e.g., study abroad, practicums, internships; Expose students to campus events that highlight an aspect of the mission of the University.

**Student Learning Outcome**- Students will be able to articulate the opportunities for engagement in the University community, including opportunities to participate in research, public service and varied forms of instruction, such as study abroad and internships at the University of Georgia.

**Suggested Procedures for Meeting the Learning Outcomes**- Faculty will discuss opportunities for engagement; Students will attend campus events related to engagement; Student will complete online modules with content related to teaching, research, public service and outreach, and other opportunities.

To assist faculty in accomplishing this aim, the University will develop podcasts or other materials that faculty can use in their seminars.
There are two components of the FYOS program.

1. The seminar-style class is focused on student learning outcomes that were established when the course was approved by the University Curriculum Committee.

2. Events are focused toward helping the student understand that learning goes beyond the classroom and they should engage all the opportunities that a research land-grant offers.

- Students enrolled in the seminars will be required to attend at least three campus events during the semester that highlight some aspect of the mission of the University.

**Methods to Assess the Effectiveness of the Seminar**

- Evaluation of sample seminar assignments to determine student understanding of the seminar topic.
- Course evaluation items on seminar activities (e.g., class discussion, written communication, self-directed learning).
- Course evaluation items on seminar activities (e.g., class discussion, student-faculty interaction, out-of-class activities).
- Course evaluation items on course activities (e.g., campus events, University mission).
- Faculty reports on level of academic dialogue in seminars.
- Faculty reports on level of dialogue and interaction with students.
- Focus group feedback on developing self-awareness and self-directed learning.
- Focus group feedback on faculty scholarship and role in the University mission and perceptions of faculty and the level of interaction.
- Focus group feedback on University mission.
- On-line content quizzes from mission-related modules.
- Level of enrollment in seminars (Audit measure).

**To assess the effects on student body**

- NSSE Benchmark
- Selected items- Level of Academic
- Challenge; Active and Collaborative Learning; Assessment of Educationally Purposeful Activities
- (composite of nineteen NSSE items).
Student Learning Outcomes: Students will be able to describe the scholarly path of the faculty member and the faculty member’s role in the mission of the University.

Emphasis on Academics and Learning
A key element of each seminar should be that faculty members introduce students to their own personal and educational backgrounds, describing the experiences that led them to their research interest. Each seminar will have an academic focus, tied to a faculty member’s own scholarship. Seminar assignments and discussion will encourage reflection on the topic of the seminar and will encourage students to develop self-awareness about the reason for study and the importance of self-directed learning.
Student Learning Outcome:
Students will
• be able to **describe and reflect on the topic** of the seminar through class discussion and written communication.
• develop self-awareness about the reason for study and **the importance of self-directed learning** (intentional learning).
• demonstrate interaction with the professor through oral and written communication.

The intent is to help the student reflect and think about the issues presented in a seminar and to tie topics together. It would be where the student ties the seminar to an event.

Low stakes writing examples: journal, a formal report or a poster presentation. The key is to engage the student (that is student-faculty interaction)

**Emphasis on Dialogue and Writing**
The seminar format will promote dialogue and discussion of ideas. Although faculty will have considerable freedom in developing their seminars, every seminar should include one or more written exercises that document the intellectual dialogue between the instructor and the student. The purpose of these exercises should be to guide students in thinking—and rethinking—issues related to the academic focus of the seminar. Examples of such exercises could include a written paper, journal, blogs, and written documentation of intellectual dialogue between the faculty and student in the preparation of a poster presentation, an oral presentation, a mathematical proof or other sorts of projects.
• First-Year Odyssey Seminars will also serve as a gateway to critical intellectual programs and resources at the University, including undergraduate research, service-learning, study abroad, and the libraries.
• The University wants students to become intentionally engaged in the intellectual life of the University.
• To assist faculty in accomplishing this aim, the University will develop podcasts or other materials that faculty can use in their seminars.

Emphasis on University Mission
Faculty will introduce students to their participation in the mission of the University (instruction, research, public service) and how their work affects the learning environment and the broader community.

Materials, including podcasts, will be developed that faculty may use in their seminars to provide an overview of the instruction, research, public service and international missions of the University. The materials will be developed in consultation with the corresponding offices (e.g. Office of Vice President for Instruction, Research, Public Service and Outreach, and Office of International Education). Faculty can access such podcasts through eLearning Commons, the University’s course management system.

Students enrolled in the seminars will be required to attend at least three campus events during the semester that highlight some aspect of the mission of the University. Examples might include a theatrical performance or musical performance, a department research seminar, service to the community through VolunteerUGA, or attending the annual Study Aboard Fair. The program will work with campus groups to provide opportunities for students to learn about various opportunities on campus (e.g., undergraduate research, service-learning, study abroad). The program will also develop a web portal that makes all faculty and students more aware of the activities on campus that might particularly interest participants in the Seminar Program. Additional information will be provided before the seminars begin.

The University wants its students to be aware of the considerable resources available on campus and to become intentionally engaged in the intellectual life of the University. Faculty may wish to expose students to critical intellectual programs and resources at the University, including undergraduate research, service-learning, study abroad and the libraries. Various units on campus are ready to provide programs and events as needed.
In support of the First Year Odyssey Seminars, the Center for Teaching and Learning in cooperation with the Office of the Vice President of Instruction is offering a series of workshops and providing resources to help faculty prepare courses tied to the FYOS goals. These workshops are scheduled throughout the semester and will repeat as needed during the summer. They will also be viewable online at the Center for Teaching and Learning web site. If you have ideas for additional workshop topics, please contact Dr. Paul Quick at pauquick@uga.edu.

All workshops will take place in the north conference room of the Center for Teaching and Learning located in the courtyard of the Instructional Plaza between the Journalism and Psychology buildings.

The workshop schedule and additional resources are available on the Center for Teaching and Learning web site at: http://www.ctl.uga.edu/fyos
Examples include a theatrical performance or musical performance, a department research seminar, service to the community through VolunteerUGA, or attending the annual Study Abroad Fair.
This is the current faculty web page for the First-Year Odyssey Seminars.
To submit a proposal, you will use your UGA MYID logon information
The proposal form

Incoming students will see the Seminar Title, Seminar Description and Faculty Bio are published to the student. These sections should be prepared with this audience in-mind.
Example of a proposal
Point out the Seminar Title, Seminar Description and Faculty Bio are published to the student
Use the Browse Menu to see what Seminar have been proposed and the status of the review process
Point out that prior to orientation we are asking incoming students to have at least 10 seminars chosen.

5 sets per seminar per orientation session will be open to all distribution of seminars throughout the summer.