

ISEM 101 Integrated Seminar: Call for Proposal

Revised 16 May 2015

Integrated Seminar (ISEM 101) seminars are one-semester seminars for first-year students focused on the central role of the humanities/arts and social sciences in understanding and interpreting the human condition. ISEM 101 seminars aim to encourage students to think critically, reflectively, and synthetically about a topic, specifically relating to the theme of “Human Communities.” Such thinking requires the use of *multiple* disciplinary perspectives; thus, assignments and assessments in ISEM 101 seminars should encourage a breadth of thought that expands beyond narrow disciplinary boundaries. Students will take the seminar either their first or second semester to lay groundwork for their participation in an academic community committed to the interdisciplinary pursuit of knowledge, creativity, and understanding.

Along with ISEM 301 and the Senior Experience, the ISEM 101 seminars are part of the Integrated Studies component of the university’s General Education. This curriculum seeks to enhance student competencies in integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is defined as the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior. **(Please include this paragraph in your course syllabus)**

Having selected an academic topic that is of interest to you, that you bring some expertise to, and/or have a desire to explore further, describe in one page (or more pages if necessary) the following:

1. *Title and Instructor*: List the title of the seminar. Select a short descriptive title (applicable for registration and future transcript identification, of 30 or less characters; which includes spaces). Include name and title of instructor. If the instructor is not a full-time faculty member, briefly describe the experiences and competencies that qualify applicant to teach a general education seminar to first-year students.

2. *Seminar Description*: Describe the seminar and its objectives. Briefly explain how your seminar will integrate the topic you have selected with the primary themes of ISEM 101: use of a multi-disciplinary humanities and social science perspective and methodology in the study and interpretation of human communities in their varied and diverse expressions, with an appreciation of the student’s place within these communities. Inclusion of library research as part of a learning activity is critical. The seminar should be of broad interest and appropriate to first-year students.

3. *University/ Section Learning Outcomes*: Briefly describe how your seminar will address the integrated University-Wide Learning Outcomes. Identify the specific Learning Outcomes for your section, each linked to the appropriate University Learning Outcomes (see template below).

4. *Textbooks and Learning Activities*: List the textbooks and learning activities within a seminar format. Describe how at least one of the end-of-the-semester learning activities (e.g., exam, research paper, poster project, a video production and its script, etc., as an individual or collaborative project,) will be integrated with key University Learning Outcomes in such a way that student levels of competency can be identified and measured.

5. *ISEM Coordination and Assessment Strategy*: Be willing to meet with the Director of General Education, as needed, to discuss pedagogical approaches, General Education assessment, and other issues common to this seminar and General Education. Provide a copy of the seminar's syllabus at the beginning of the semester. Be willing to assist the Director of General Education with your seminar's participation in an overall and section specific General Education Assessment Strategy. You will be asked to set aside one class session (50 or 75 min.) at the beginning of the semester to lead a discussion of the Common Read and have your students write a short reflective essay on the Common Read (questions provided by the Director of Gen Ed, and linked to the university Learning Outcomes). You are not to grade or assess the essays, as they will be used as the ISEM 101 "assessment artifact #1." Please include on the seminar syllabus, "Completion of this seminar satisfies a General Education requirement."

Please review your proposal with your departmental chair or director, and submit this Call for Proposal to the Director of General Education, Kenton Bird. kbird@uidaho.edu

For additional information or assistance, contact Director of General Education, Kenton Bird, 885-4947, kbird@uidaho.edu, or <http://www.uidaho.edu/class/general-education/faculty-advisor-information/resources-for-faculty>, for sample syllabus, discussion on humanities/social sciences, and human communities.

University/Section-Specific Learning Outcomes (please include both University and any specific section learning outcomes on your syllabus):

1. **Learn and integrate** – Learn through independent **self** and **collaborative** study, using the **multi-disciplinary** methodologies of the **humanities** and **social sciences**, to **integrate diverse information** through these disciplines.
 - a. (specific section Learning Outcomes)
 - b.
2. **Think and create** - Use **multiple thinking strategies**, such as **critical, reflective, creative and/or interpretative thinking**, to **understand** and examine real-world **human community issues**, explore original avenues of expression, solve problems, and make consequential decisions.
 - a. (specific section Learning Outcomes)
 - b.
3. **Communicate** – Through **various sources of information**, including **library research**, acquire, articulate, create and convey intended meaning using **verbal and non-verbal methods of communication** that demonstrates respect and understanding in complex and diverse human communities.
 - a. (specific section Learning Outcomes)
 - b.
4. **Clarify purpose and perspective** – Explore **one's life purpose and meaning** through skills of **reflexivity** and transformational experiences that foster an understanding of **self** in relationships to **diverse** local, regional and/or global **human communities** and **perspectives**.
 - a. (specific section Learning Outcomes)
 - b.
5. **Practice citizenship** – Apply principles of ethical leadership, **collaborative engagement**, socially responsible behavior, **respect for diversity** in an interdependent world, and a service-oriented commitment to advance and sustain local and/or global **human communities**. Apply your education in the service of others to "make a difference."
 - a. (specific section Learning Outcomes)