



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

College of Arts & Sciences

Freshman Seminar

Faculty Guide
JANUARY 2021

Freshman Seminar Program
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<https://freshmanseminars.uncg.edu/>

Note: Some information in this guide may need to be adjusted to take account of modified operations—including the use of online instruction—as a result of the coronavirus pandemic. If you have specific questions or concerns, please contact the Program Director:
ccbolton@uncg.edu

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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 105G 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 that 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.

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, Chuck Bolton, assisted by the Program Assistant, Shannon Lovett. 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 Program Assistant (srlovett@uncg.edu):

- **Course title**

Seminars are shell courses for various General Education (MAC) Competencies, but you need a *unique* title for your seminar, which will be listed 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. The title should also be short (less than

thirty-one characters). Avoid replicating titles for existing courses and do not use specialized or esoteric terms and jargon. 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, Freshman Seminars accomplish their objectives by focusing on a single topic, rather than by attempting to survey the whole of a field of knowledge.

- **Course description**

Write a concise but engaging description of your seminar (25-100 words). This description will appear in the Freshman Seminar course flyer 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**

Seminars must be scheduled during the standard times the University sets for scheduling classes. The scheduling guidelines are linked here: <https://reg.uncg.edu/wp-content/uploads/Meeting-Patterns.pdf> 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.

- **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 for the designated MAC Competency. Student Learning Objectives (SLOs) should be linked in the syllabus to specific assignments to achieve the objectives.

In developing syllabi for Writing-Intensive or Speaking-Intensive seminars, it is helpful to consult the [MAC website](#).

- **Course review and approval process**

The FMS Advisory Committee reviews and approves all FMS course proposals. The committee includes faculty from various disciplines in the College of Arts and Sciences. The committee meets in the Fall and Spring to review new FMS proposals for seminars that are scheduled to be offered in the subsequent semester. Special attention is given by the committee to ensure that seminars comply with current MAC Competencies. 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 program assistant 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.

Section 3: MAC Competencies

Philosophy of UNC Greensboro's General Education Program: Minerva's Academic Curriculum (MAC)

“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 UNC Greensboro graduates. A UNC Greensboro 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.

The character and abilities of an educated person are the product not solely of a specific battery of courses, but of an entire process of education. The mandate to foster the knowledge, character, and sensibility of a university-educated person belongs to the entire University, not to a single department or unit. To the extent possible, learning in the Minerva Academic Curriculum (MAC) should provide students with foundations and alternative perspectives for the more specialized knowledge gained in the major, while learning in the major should build upon and extend the work done in General Education courses.”

Overview of MAC Requirements

Freshman Seminars are designed to meet MAC Competency requirements. In planning a Freshman Seminar it is essential for faculty to be familiar with the **current [student learning outcomes](#)** and general expectations for the MAC Competency that applies to their course and incorporate them in their seminar. ***Student learning outcomes (SLOs) must be listed verbatim in your syllabus.*** 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 the student learning objectives and general expectations for the MAC Competencies covered in FMS courses. **Please consult the [UNCG University Catalog](#) for a more detailed explanation of the University’s General Education Program.**

C2: Written Communication

Written Communication courses intensively focus on the teaching and learning of transferable writing strategies, including invention, arrangement, style, and revision.

FMS 115

Freshman Seminar in Reasoning and Discourse: Written Communication (3:3)

Student Learning Outcomes for C2 - at the completion of this course, the student will be able to:

1. Analyze written texts to understand how they related to particular audiences, purposes, and contexts as a way to inform one's own writing.
2. Create and revise written texts for particular audiences, purposes, and contexts.
3. Through oral or written reflection demonstrate awareness of one's writing choices as wells as how one's own writing contributes to ongoing conversations.

C3: Oral Communication

Information TBD

FMS 116

Freshman Seminar in Reasoning and Discourse: Oral Communication (3:3)

Student Learning Outcomes for C3 - at the completion of this course, the student will be able to:

TBD

C4: Quantitative Reasoning

Quantitative Reasoning courses prepare students to apply mathematical reasoning to formulate and solve problems from a variety of contexts and real-world situations.

FMS 195

Freshman Seminar in Mathematics (3:3)

Student Learning Outcomes for C4 - at the completion of this course, the student will be able to:

1. Interrelate real-world information with mathematical forms (e.g., with functions, equations, graphs, diagrams, tables, words, geometric figures).
2. Formulate and justify conclusions based on quantitative arguments.
3. Communicate the quantitative evidence of the argument.

C6: Critical Thinking and Inquiry in the Humanities and Fine Arts

Through these courses, students acquire a working knowledge of the foundational tools for reasoning, including constructing sound arguments, evaluating the quality of evidence, and forming judgments about the evidence, arguments, and conclusions of others in Humanities and Fine Arts disciplines.

FMS 120

Freshman Seminar in Literature (3:3)

FMS 130

Freshman Seminar in Fine Arts (3:3)

FMS 140

Freshman Seminar in Philosophical, Religious, and Ethical Principles (3:3)

FMS 150

Freshman Seminar in Historical Perspectives (3:3)

Student Learning Outcomes for C6 - at the completion of this course, the student will be able to:

1. Critically analyze claims, arguments, artifacts or information.
2. Construct coherent, evidence-based arguments.

C7: Critical Thinking and Inquiry in the Social & Behavioral Sciences

These courses teach completion of a course in this competency, students should have a working knowledge of the foundational tools for reasoning, including constructing sound arguments, evaluating the quality of evidence, and forming judgments about the evidence, arguments, and conclusions of others.

FMS 170

Freshman Seminar in Social and Behavioral Studies (3:3)

Student Learning Outcomes for C7 - at the completion of this course, the student will be able to:

1. Critically analyze claims, arguments, artifacts or information.
2. Construct coherent, evidence-based arguments.

C8: Critical Thinking and Inquiry in the Natural Sciences

In the context of natural sciences, critical thinking means explaining, predicting, and reasoning about the behavior of natural systems, or the outcomes of observations or measurements, using arguments based on established scientific principles and models. In the context of natural sciences, inquiry means developing, deepening, refining, or extending concepts, principles, and models to explain natural systems, based on empirical observations.

FMS 183

Freshman Seminar in Natural Sciences (3:3)

Student Learning Outcomes for C8- at the completion of this course, students should be able to:

1. Critically analyze claims, arguments, artifacts or information.
2. Construct coherent, evidence-based arguments.

Course Numbers and Titles for Freshman Seminars

Following is a chart of the Freshman Seminar course numbering system that has been in place since Fall 2002.

Course Number	MAC	Course Title
FMS 100		College Connections
FMS 115	C2	Freshman Seminar in Reasoning and Discourse: Written Communication
FMS 116	C3	Freshman Seminar in Reasoning and Discourse: Oral Communication
FMS 120	C6	Freshman Seminar in Literature
FMS 130	C6	Freshman Seminar in Fine Arts
FMS 140	C6	Freshman Seminar in Philosophical, Religious, and Ethical Principles
FMS 150	C6	Freshman Seminar in Historical Perspectives
FMS 170	C7	Freshman Seminar in Social and Behavioral Studies
FMS 183	C8	Freshman Seminar in Natural Science
FMS 195	C4	Freshman Seminar in Mathematics

Section 4: Syllabus

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. If your home department is unable to assign 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), or you can meet with them virtually. 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 policy to have at least one office hour per week per three-credit hour course.
- 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 MAC Competency area.
- List the student learning outcomes for your seminar verbatim. These must incorporate the learning objectives and general expectations for the relevant MAC Competency. 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, etc.).
- List and explain all assignments. Link the completion of assignments to the achievement of the SLOs for the MAC Competency.
- State how grades will be determined. You may want to reference Undergraduate Policies, which can be found in the [UNCG University Catalog](#).
- State your attendance policy and the consequences (if any) of missing classes. Information on absences for religious observance can be found in the [University’s Class Attendance Policy](#).
- State your policy on the use of electronic devices in the classroom.
- Class calendar with topics and due dates for assignments.

You may want to include additional information and policies on your syllabus. Below is some standard language for a number of items:

Academic Integrity

Students are required to abide by the University’s Academic Integrity Policy on all work. Violations of the Academic Integrity Policy are serious academic offences that can carry significant penalties. Review the policy, the list of violations, and potential sanctions at

<https://drive.google.com/file/d/0B0rFGGhJvbDHUEXSZmFFaWFmb00/view>

Course Evaluations

Freshman Seminar students will evaluate their course online in Class Climate (the University’s electronic evaluation system). Please complete the evaluation when you receive an email prompt toward the end of the semester. The email will contain a link that will take you to the evaluation form.

Disruptive Behavior in the Classroom

Respect for others and their ideas is expected in Freshman Seminar courses. Disruptive behavior will not be tolerated and action to deter it will be taken.

Disruptive behavior includes harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Code of Conduct.

An instructor may withdraw a student from a course for behavior that is deemed by the instructor to be disruptive to the class. The grade assigned will be “W” if the behavior occurs before the deadline for dropping a course without academic penalty, and the instructor has the option of giving a “W” or a “WF” if the behavior occurs after the deadline.

For further details on the University’s Disruptive Behavior in the Classroom policy, see

<https://sa.uncg.edu/handbook/wp-content/uploads/Disruptive-Behavior-in-the-Classroom-Policy-8-4-17.pdf>

Support Services for Students

Writing and Speaking Centers

The Writing Center and the Speaking Center are both located in the MHRA Building and provide resources to help students improve their writing and speaking skills. Details about the two centers are below:

The Writing Center

<https://writingcenter.uncg.edu>

3211 MHRA

Phone: 334-3125

Director: Jennifer Whitaker
Email: jlwhitak@uncg.edu

The Speaking Center
<http://speakingcenter.uncg.edu>
3211 MHRA
Phone: 256-1346
Director: Kimberly Cuny
Email: kmcuny@uncg.edu

Accessibility Resources

If you have a documented disability and wish to discuss academic accommodations, please contact your instructor as soon as possible. You will also need to register with the Office of Accessibility Resources & Services if you have a documented disability.

Your instructor will work with you and the Office of Accessibility Resources & Services to ensure appropriate accommodations are being made.

The Counseling Center

[The Counseling Center](#) provides a wide range of counseling and psychological services to currently-enrolled UNCG students. (phone: 336-334-5340).

The Student Success Center

[The Student Success Center](#) offers free academic services to the entire UNCG undergraduate community and is in Forney Student Success Commons, Rooms 114 and 214. (phone: 336-334-3878; email: tasp@uncg.edu)

The Dean of Students Office

[The Dean of Students Office](#), located in 210 Elliot University Center, works with students in distress, directs students to counseling and wellness services, and provides support for students dealing with trauma, sexual assault, sustained mental and physical health difficulties, overwhelming familial or financial burdens, and more. (phone: 336-334-5514; email: deanofstudents@uncg.edu)

The Students First Office

[The Students First Office](#), located in 101 Forney Student Success Commons, provides resources to help students deal with academic, financial, and other kinds of difficulties. You can contact this office for help with issues such as Academic Renewal/Recovery, Course Withdrawal, Exploratory Advising, and assistance locating health and wellness resources on campus. (phone: 336-334-5730; email: students@uncg.edu)

Adverse Weather Information

If there is inclement weather, and you are wondering if these conditions will affect class schedules at UNCG, there are several ways to get additional information:

1. You can sign up to receive a Spartan Alert text message <http://spartanalert.uncg.edu/>. Spartan Alert will send you a text message if weather conditions affect campus operations.
2. Posts on the UNCG homepage, www.uncg.edu, amplified via official University social media accounts on Twitter, will also communicate this information.
3. Call the Adverse Weather and Emergency Phone Line: 336-334-4400 to hear recorded announcements about campus operations.
4. Check area news media websites and news reports.

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 srlovett@uncg.edu. If you are teaching a new seminar or are offering a seminar you taught prior to Fall 2005, your syllabus will need to be reviewed and approved by the FMS Advisory Committee.

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 is 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. Freshman Seminars require a good deal more structure and planning than is normally associated with a *seminar* designed for upperclassmen 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 class 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.

Mentoring and Community

At the beginning of each semester the Freshman Seminar Office sponsors a luncheon 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. Each semester an FMS faculty email group is established by the FMS Program Assistant. The group provides faculty with a quick and easy way to communicate with each other and seek help and advice.

In addition, the program director, Chuck Bolton, 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 Shannon Lovett at 334-3186 or email her at srlovett@uncg.edu. You can also reach Chuck at 334-5481 or email him at ccbolton@uncg.edu.

University Teaching & Learning Commons

The primary focus of the University Teaching and Learning Commons (formerly the Teaching and Learning Center) is the support of faculty in their efforts to enhance teaching and learning. UTLC provides helpful workshops, instructional and reference materials, equipment, test and data scanning, etc. Consult the [UTLC website](#) for a complete listing of their programs and services.

Section 6: Other Important Information

Academic Integrity

National surveys unfortunately indicate that cheating and plagiarism are endemic in higher education. A twelve-year study from 2002-2015 by the Center for Academic Integrity and Dr. Donald McCabe of ~71,300 undergraduates revealed 68% admitted to written or test cheating (<https://academicintegrity.org/statistics/>). 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>. The policy has clearly articulated procedures for handling alleged violations of the policy, which all FMS faculty should follow.

Assessment

The Office of Assessment, Accreditation, and Academic Program Planning, 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 OAAAPP 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 canceled or if there is going to be a replacement instructor covering your absence.

Canvas

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: <https://uncg.instructure.com/> The Canvas support website is located at: <https://casitc.uncg.edu/canvas/>

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: aawarffo@uncg.edu

Class Rosters

You may print your class rosters off the web using UNCGenie. To access information online, instructors must use their user ID and PIN; if these are unknown, instructors should contact their home department for their ID number.

Classrooms

- Do not remove classroom furniture (e.g., desks, chairs, tables) from a classroom and do not add external furniture to a classroom. The number of seats in each classroom corresponds to the

maximum capacity allowed for that room by the fire code. Moving furniture creates seating issues for other classes and can result in fire code or social distancing violations. Because of the coronavirus pandemic, classroom capacities have been adjusted to allow for social distancing.

- All classrooms have a set capacity which cannot be altered due to State Fire Code and Accessibility regulations and/or pandemic-related restrictions. Please do not allow additional students to add a course if the assigned room cannot house them. The university will not add additional seats above the approved capacity.
- Restore seats to a pre-class setting at the end of each class meeting. Please note that many classrooms have a Maximum Occupancy sign, but this number reflects a North Carolina Department of Insurance assessment and is not a seat count.

Cross-Listing in the Canvas Learning Management System

Previously, an instructor could add a student to a class in the LMS (Canvas) even though the student was not actually enrolled in the class in Banner. This practice was often done in an attempt to consolidate rosters for the convenience of the instructor of multiple sections of the same course.

To improve data integrity, this practice is no longer allowed. Beginning with the Spring 2016 term, instructors may update a roster only in Banner. That roster is then automatically populated into Canvas. Instructors may not add students to a roster who are not actually enrolled in a section; however, Canvas offers a cross-listing solution that allows for consolidation of multiple rosters from different sections into one course. Visit the following link for instructions: <http://courses.uncg.edu/cross-listing-courses>

Final Grades

At the end of each semester, instructors enter final grades online using UNCGenie no later than 5:00 p.m. on the appropriate day (see the [Parts of Term calendar](#)). Instructions for submitting grades online are distributed by the Registrar's Office. If the instructions are difficult to follow, please contact the University Registrar's Office for assistance (336-334-4137). The Freshman Seminar Office is not authorized and does not have access to enter grades.

Freshman Seminar Website

The Freshman Seminar Program has a website: <https://freshmanseminars.uncg.edu/>. This site can be reached from the UNCG homepage by choosing "Academics" then "College of Arts and Sciences" then "Academics" then "Departments & Programs" then "Freshman Seminar Program."

The website has links to the following:

- This Faculty Guide
- Flyers advertising course descriptions
- Syllabi samples and standard course syllabus format

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 \$1,000 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. 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 \$1,000. If you anticipate that the activity or event will cost more than \$1,000, you must consult with the Associate Dean beforehand to determine if additional funding is available.

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 (105E 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.

Students and faculty need to be familiar with the University's policy and procedure for the Removal of an [Incomplete Grade](#).

To change an (I) to a letter grade, faculty need to complete a Grade Change Request in UNCCGenie (under Faculty Services tab).

Jackson Library

Consider scheduling a tour of the library 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 336-334-5880. *Knowledge about using resources in the library will be valuable to your students throughout their time at UNCG.* 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 on the library's website are very helpful.

Ordering Textbooks

Textbooks for the Freshman Seminars can be ordered several ways. Books can be adopted via the FacultyEnlight website off of the bookstore's main webpage: <https://bookstore.uncg.edu/>, phone call, fax, interoffice mail, and in person.

Your book should include the following information: author, title, publisher, the edition and ISBN if at all possible. The Bookstore sets a deadline for receiving at least one book order per class (or communicating that you do not require any books for the class). Please submit your book orders as early as you possibly can. 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.

Submit your book order directly to the University Bookstore.

You may submit your order any of the following ways:

Campus mail to: University Bookstore, EUC
fax (336-334-3279)
email (uncg@bkstr.com)
phone (336-334-5563)

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 course 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 and exams with **two business days' notice**. Please email materials to Shannon Lovett srlovett@uncg.edu. She will email you when it is ready to pick up in Foust Building Room, 105G.

Starfish Early Alert

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 <https://studentsfirst.uncg.edu/starfish-overview/starfish-for-faculty-and-instructors/>. Unsatisfactory grades (U) are 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 Freshman 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.

Students complete the rating form online, which 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 last exam day.

After the deadline for final grades submission, the Freshman Seminar Office will provide results of the ratings to you and to your department head. 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

Student enrollment limits are set at 22-25 for Freshman Seminars unless it is a special case for a cross-listed class. If you are teaching a Freshman Seminar in a Fall semester, please be aware that we "lock" enrollments in the prior Spring semester to prevent students from enrolling during pre-registration. We do this because we are targeting freshmen who register during SOAR; we do not want students who are not truly eligible to enroll before SOAR.

Student Success Center

If any of your students are encountering serious difficulty in your seminar, you may want to recommend they consult with the Tutoring and Academic Skills Programs (TASP), located at Forney Building, Room 202, which is part of the Student Success Center. Free services for all undergraduates include tutoring in selected courses, academic skills instruction, and workshops. Student Success Center staff can also be scheduled to come to your class to conduct workshops on such topics as time management, note taking, and academic habit building. To schedule an appointment, 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/

Working with Troubled Students

The safety of our campus is crucial. Please contact the Dean of Students Office (336-334-5514), deanofstudents@uncg.edu, or the UNCG Police (336-334-5963), police@uncg.edu, if you have a safety concern regarding a student.

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?