

## Proposed FYS Committee Rubric

<p>General Requirements of the Proposal</p>	<ol style="list-style-type: none"> <li>1. Complete syllabus</li> <li>2. Course Description that you would like to see in the catalog</li> <li>3. Weekly schedule showing how the course will be delivered over the semester</li> <li>4. Assignments</li> <li>5. Cites how specific assessments relate to the GEP learning objectives (either in cover letter to Certifying Committee or in syllabus)</li> <li>6. Documentation of approval as FYS by department</li> </ol>
<p>Become familiar with the genre/conventions of thinking and writing through reading primary and secondary source materials. (GEP Goal 2: Think critically, conduct inquiry, analyze problems qualitatively or quantitatively and formulate creative responses.)</p>	<ol style="list-style-type: none"> <li>1. Primary sources are appropriate to the genre and included in assignments</li> <li>2. Secondary source materials are appropriate and included</li> <li>3. Supplemental activities (eg, guest speakers, museum trips, attendance at local cultural events, and/or field excursions) are relevant to the reading</li> </ol>
<p>Learn to navigate the University library system and/or the internet to accurately use and cite materials in written work.</p>	<ol style="list-style-type: none"> <li>1. Library component includes instruction session provided by Library staff</li> <li>2. Library component does not include instruction session, but             <ol style="list-style-type: none"> <li>a. Addresses critical examination of media and information</li> <li>b. Introduces students to types of materials they would be expected to find in the academic library during their college careers</li> </ol> </li> </ol>
<p>Develop facility and ease in public speaking through class discussions on class readings and individual/small group presentations or debates, enhanced through technology. (GEP Goal 3: Communicate effectively)</p>	<ol style="list-style-type: none"> <li>1. Class discussion is required</li> <li>2. Formal presentation is required</li> </ol>
<p>Become more competent and effective writers through completing different types of writing assignments. (GEP Goal 2: Think critically, conduct inquiry, analyze problems qualitatively or quantitatively and formulate creative responses)</p>	<ol style="list-style-type: none"> <li>1. Writing assignments include appropriate types, eg, reflection and research</li> </ol>

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Satisfies other GEP Goals (not required)	<ol style="list-style-type: none"><li>1. Demonstrate foundational knowledge of Western Civilization and its dynamic interactions with other cultures.</li><li>2. Think critically, conduct inquiry, analyze problems qualitatively or quantitatively and formulate creative responses.</li><li>3. Communicate effectively.</li><li>4. Reflect critically on their own beliefs and values as well as those of others and to discuss respectfully religious, social, and cultural difference.</li><li>5. Demonstrate an understanding of the relationship of faith and reason from different theoretical perspectives.</li><li>6. Understand and employ a theoretically informed ethical perspective, which provides the foundation for a transforming commitment to social justice, animated by belief in the dignity and freedom of the human person.</li><li>7. Analyze individual, institutional, and societal behavior.</li><li>8. Understand and employ important concepts and methods in mathematics.</li><li>9. Understand the scientific worldview and apply methods of scientific inquiry.</li><li>10. Appreciate beauty and creativity in their various forms.</li></ol>
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