First-Year Seminars

2023-2024 Faculty Handbook

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Calendar of Important Dates

Fall 2023

July 19 (Wed)	22-23 FYS Syllabus Workshop (10am-2:30pm, Zoom)
August 21 (Mon)	Fall FYS Instructor Workshop
August 29 (Tue)	*First Day of Fall Semester Classes*
September TBA	FYS Faculty meeting #1
September 15 (Fri)	Core Event: Tania El Khoury (11:45am-12:40pm; Thorne Hall)
October 9-22 (Fri)	Fall B

Occidental's approach to the liberal ar

- , distributed across formal (graded) and informal (low-stakes) writing assignments.
- Revised for 2023-24 Structure the course to include (at least one of these must be a draft-revision sequence: see above).
- At least 1 of the 3 formal writing assignments must be a that meets the criteria of the writing portfolio rubric (see the definition & criteria below on page 9).
- Other writing in the course can include informal or low-stakes writing assignments (e.g., reflections, responses, etc.).
- FYS faculty should keep in mind the requirements of the First-Stage Writing Proficiency Portfolio and design writing assignments that provide students with opportunities to write essays that meet the submission requirements.

- from each student, distributed across formal (graded) and informal (low-stakes) writing assignments.
- must be assigned and graded before February 15th. *Note: assigning and returning an essay to students early in the spring semester will give them the opportunity to submit this paper as one*

Students can not drop or withdraw [illegible] a dif[illegible] the semester. The only other way a[illegible] their courses.

All FYS instructors should includ[illegible]d) in their [illegible]te it into their grading criteria:

In order to receive a grad[illegible] ather a[illegible] components of each o[illegible]

[illegible]

processes and products, as they gain knowledge of writing as part of a liberal arts education and within a specific discipline. Completion of this Two-Stage Writing Proficiency requirement is a college degree requirement.

The First-Stage Writing Proficiency requirement is designed to introduce students to college-level writing expectations, as they learn to enter a scholarly conversation, enhance their abilities in writing expository essays, develop skills in expressing critical analysis, and communicate knowledge to an audience using specific rhetorical conventions. The First-Stage Writing requirement aims to prepare students for more complex writing tasks within an academic discipline. Thus, it is expected that students will complete the First-Stage Writing requirement before they complete the Second-Stage in their major. (See the *College Catalog* for more Information about the Two-Stage Writing Proficiency Requirement.)

For students who enter College as first-time first-year students, the First-Stage Writing Proficiency requirement is met by their performance in both the First-Year Seminars (FYS) and their Writing Proficiency portfolio, which incq

- Assign informal or low-stakes writing assignments to give students opportunities to work on their writing practice and process.
- Share sample writing to illustrate your writing expectations, pedagogy, and the features of expository essays.
- Hold required student conferences at any point during the writing process: prewriting, drafting, or grading conferences.
- Discuss assignment rubrics in class (especially the Portfolio rubric); students can also be included in developing or using grading rubrics for their assignments.
- Discuss plagiarism so all students have knowledge of how and why to cite sources. *Note: separate information will be distributed about ChatGPT and AI.
- Teach students the citation style you want them to use for the essays in your class and he them use that style consistently.
- Use the Turabian book, *Student's Guide to Writing College Papers*, to supplement your wri instruction and as a reference resource for students.
- Consult the resources on the Oxy Writing Center website and on the Moodle site "Writing Resources for Faculty."

- Review the Portfolio Guide with students several times during the semester, starting in
- Ask students to put the word count page

Because the First-Year Seminar is an introduction to academic habits and practices, and often the first course in which an Occidental student develops a significant relationship with a professor, we ask faculty to address a number of issues

Additional funding may be available for activities and projects that bring FYS students off campus to locations around Los Angeles. For more information, please see:

http://www.oxy.edu/core-program/la-encounters

The Core Program Assistant can help faculty with scanning, printing, copying and other tasks. When requesting copies, please remember to include the number of copies needed as well as your intended pick-up date.

FYS instructors will be

The

- Dates of all Core Program Events
- Completion Policy (adapt as needed):

  In order to receive a grade of S ("Satisfactory") in this course, students must complete and turn in all components of each of the major writing assignments (as designated by your instructor on the syllabus). This work must be completed according to the specifications provided by the professor and as outlined in the assignment handout, syllabus, course Moodle page, assessment rubric, or other materials provided.

- Learning Goals and Outcomes, including the below Writing LGOs:

  Goal 1: Effective College-Level Writing. Students will demonstra

tbook for this cou e on reserve in Acade an
eck out the book for u a time. In-library use only. by
Associated Students of C ege.

- bility Services Statement:

  Students with documen who are registered with Dis es are required to present the tion letter to the instructor ing of each semester or as ble thereafter. Any student ences physical or mental impa 69 to learn about available le at http://www.oxy.edu/dis

- Credit Hour Policy:

  This First-Year Seminar i be devoting at least twe a week (including in-class time) on average for a total of 160 hours of w ester.

- Accommodations for Reas nd Conscience Statement:

  Consistent with Occiden mmitment to creating an academic community that is respectful of and o persons of differing bl lecture/seminar class

- Project SAFE Survivor Advocate (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at: https://www.oxy.edu/civil-rights-title-ix/sexual-respect-title-ix/policies-procedures

The following mission statement, semester emphases, and course objectives were drafted by the Core Steering Committee in the 2020-2021 academic year and approved by the faculty. They

5. Information Literacy. Students will be introduced to the concept of information literacy and be expected to understand how to find and evaluate academic sources. They will also learn about scholarly citation methods and purposes, and become aware of the importance of academic honesty.