

The Introductory Seminars integrate explorations into current questions in a field with training in critical inquiry skills. They are designed to allow students to explore potential areas of interest and to see the shape that more advanced investigations in a field might take.

TEACH A SEMINAR AND FIND...

A laboratory for teaching

The small size, flexibility in scope and subject, and the resources available to instructors make the Introductory Seminars great places for curricular innovation. In these courses, faculty have developed new interdisciplinary approaches, experimented with teaching aids such as computer animations, added training in public speaking for their students, and tried out models for larger classes, among other innovations.

A venue for integrating research and teaching

The seminar's scope—narrowly focused but looking deeply into a particular subject—allows faculty to introduce students to the concepts and methods of their discipline as these ideas or techniques would be applied to the instructor's current research interests. In this way, the seminars offer a way to combine the components of the scholarly endeavor while enriching them both.

Valuable relationships

These classes offer the opportunity to connect with students around intellectual topics in an intimate and focused setting. Faculty who share their research interests with first- and second-year students often find fresh perspectives and energy in the process. Many undergraduates describe these courses as a critical juncture in their experience at Stanford in which they first learn to see themselves as potential contributors to, rather than simply consumers of, knowledge. With support for faculty-undergraduate research collaborations through departmental and individual faculty grants, the seminars can provide an ideal forum to connect with students who might become partners in future projects.

TEACHING OPPORTUNITIES

Freshman Seminars

GOALS

Freshman Seminars are intended to create intense intellectual experiences for first-year students as they collaborate with faculty in exploring the methods and materials of a particular discipline. The small size and interactive quality of the classes make them an ideal training ground for serious critical inquiry. The shared intellectual interests formed in the seminars have also proven to be a strong basis for ongoing mentoring relationships between students and faculty.

COURSE STRUCTURE

Freshman Seminars are offered by departments in exchange for support in the form of billets or funding on an annual basis. Freshman Seminars count as part of the normal teaching load for all participating faculty. With a few exceptions, each seminar conforms to the following guidelines:

- a minimum of two class meetings per week, for a minimum of three contact hours per week
- 3–4 units of credit
- enrollment maximum of 16 students

Sophomore Seminars and Dialogues

GOALS

Sophomore Seminars and Dialogues aim to personalize education for students considering a major, encourage a spirit of mentorship between students and faculty, and provide a small-group introduction to a specific area of a department's or program's curriculum.

COURSE STRUCTURE

Faculty are encouraged to approach these courses in creative ways that make the most sense for them, their disciplines, and second-year students interested in their department or program. A course may be a new offering, a focused follow-up to an introductory lecture course, or a companion to a larger course offered concurrently. Faculty teach Sophomore Seminars and Dialogues in addition to their regular teaching loads and receive honoraria added to their regular salaries.

	UNITS	ENROLLMENT MAXIMUM	2006–2007 HONORARIUM
Sophomore Dialogues	1–2	5	\$2,750
Sophomore Seminars	3–5	14	\$5,500

HOW TO APPLY

Freshman Seminars

Faculty interested in teaching a Freshman Seminar should contact their department chair by March. In March FSP will ask chairs to submit a roster of Introductory Seminars to be taught in 2007–2008. Some departments are already committed to offering seminars annually; others may propose courses to the Vice Provost for Undergraduate Education as faculty and departmental interests dictate. Freshman Seminars may be offered by a department in exchange for an ongoing allocation through a new faculty position applied for and approved in recent years. There are also opportunities for departments to participate in the Freshman Seminars program on an annual basis in exchange for substantial funding. Department chairs should contact Sharon Palmer, Director of Freshman and Sophomore Programs, (650-723-4504, sharon.palmer@stanford.edu), for information on current obligations or new applications. There are no automatic renewals of annual allocation agreements; proposals must be renewed each year.

Sophomore Seminars and Dialogues

Courses must be approved on two levels. First, the department chair must decide that the course is a useful addition to departmental offerings and an appropriate and timely endeavor for the faculty member. Then, the Vice Provost for Undergraduate Education makes the final selection of courses based on the goal of disciplinary balance and breadth in the curriculum, student interest, and funding. All faculty must apply annually; there is no automatic renewal. Preference will be given to members of the Academic Council.

Apply on the web for 2007–2008 at fsp.stanford.edu/faculty

Deadline: March 2, 2007

You will be asked to submit a course proposal that includes:

- a course description
- prerequisites
- learning goals
- a biographical sketch

Indicate if you are interested in one of the special seminar structures (research-based, residential, Writing and Rhetoric Requirement 2, community-based learning) described on the back cover. You must share this course proposal with your department chair. Only courses authorized by the department, as indicated in the roster of courses submitted by the chair for 2006–2007, will be considered for approval.

TEACHING RESOURCES

Academic Technology

Due to their size and focus, these seminars provide a unique opportunity for pedagogical and technical innovation. If you have never had the time or the resources to use technology creatively online or in the classroom, your seminar will be supported by an academic technology specialist with the expertise and experience to make it happen.

Oral Communication and Writing

FSP's Oral Communication and Writing Lecturer offers a variety of possible course enhancements to Introductory Seminar faculty and their students, including workshops in writing, oral communication, or a combination of the two. She also provides consultations for students, written feedback on student drafts, labs for individual or group practice, optional videotaping, and assistance at any stage of oral or written preparation.

Workshops, Colloquia, and Faculty Luncheons

Each year, FSP offers workshops and colloquia that allow faculty to broaden their skills, learn about innovations and resources that may be of use in their classes, and share insights about particular disciplinary or topical interests. Quarterly faculty luncheons provide more opportunities for faculty to share strategies and ideas and to connect with other instructors who have related interests and experiences.

Curriculum Development and Augmentation Assistance

Faculty teaching any Introductory Seminar may request financial or organizational support for advising and mentoring activities inside or outside of class. Augmentation funds have been used to pay for guest speakers, field trips, class reunion dinners, and other creative course enhancements. Freshman Seminar instructors also are eligible for a Course Development Assistance grant to hire a student to assist with course preparations such as library research, organizing and administering a film series, or administering CourseWork.

NEED MORE INFORMATION?

Please visit the [Freshman and Sophomore Programs website](http://fsp.stanford.edu/faculty) at <http://fsp.stanford.edu/faculty> to see:

- [Course proposal procedure](#)
 - [FAQ](#)
 - [Information for department chairs](#)
 - [Information for department administrators](#)
 - [SIS catalogue in pdf format](#)
 - [Searchable course database](#)
 - [Sample course profiles, enhancement activities, assignments, and teaching tools](#)
 - [Video of faculty panels, talks, and interviews](#)
 - [Further information about:](#)
 - [Academic technology](#)
 - [Oral communication and writing](#)
 - [Upcoming events](#)
 - [Curriculum development assistance](#)
 - [Augmentation funding](#)
 - [Community-based learning guidelines and sample courses](#)
 - [Writing and Rhetoric 2 guidelines](#)
 - [Introductory Seminars and GERs](#)
- and more!

Freshman and Sophomore Programs

QUESTIONS?

Sharon Palmer, director of Freshman and Sophomore Programs (FSP), can provide information about applying to teach in Stanford Introductory Seminars (SIS), teaching resources, special seminars, course enhancement opportunities, or advising and mentoring support. Contact her at 650-723-4504 or sharon.palmer@stanford.edu. Please see our publications and website for examples of 2006–2007 SIS courses. The annual catalogue for Stanford Introductory Seminars will be sent to you upon request, or you can access a pdf version on our website.

Faculty from throughout the university are invited to participate.

SPECIAL SEMINAR SUPPORT

Introductory Seminars and Community-Based Learning (CBL)

We seek proposals for courses designed to combine service and study in ways that enhance undergraduate student learning while illuminating and informing community service experiences. CBL activities may include traditional, hands-on volunteer activity, internships at local organizations, class projects, community-based research, or policy-related work. Regardless of the form of service, structured student reflection on the service experience should be part of the course. Instructors who develop and teach a CBL Introductory Seminar will receive \$1,500 and support from the Service-Learning Program Director at the Haas Center for Public Service. In the case of Sophomore Seminars, this funding is in addition to the usual honoraria for those classes. Faculty proposals from all departments and interdisciplinary programs are encouraged. Please see the FSP faculty website for more information on the pedagogical benefits of CBL, examples of past courses, guidelines for designing CBL activities, and allowed uses of the course support funds. All proposed community-based learning seminars must first be approved by the SIS program. Approved courses will be sent to the Haas Center for evaluation of the proposed CBL activities.

Introductory Seminars and Writing and Rhetoric Requirement 2 (WRITE-2)

Faculty interested in helping students become more confident and skilled presenters of their research in written and oral forms will enjoy the additional support available for WRITE-2-certified Introductory Seminars. Instructors who develop and teach one will receive a stipend of \$1,500 and support from Joyce Moser, FSP Oral Com-

munication and Writing Lecturer. (In the case of Sophomore Seminars, this funding is in addition to the usual honoraria for those classes.) The Oral Communication Program will provide additional tutorial support for students preparing presentations. Please see the FSP faculty website for more detail on the types of courses sought, pre-requisites, WRITE-2 guidelines, and a list of previously certified seminars. All proposed WRITE-2 seminars must be approved by the SIS program and the Writing and Rhetoric Requirement Governance Board before being certified.

Residential Seminars

These seminars are based in a student residence such as an academic focus house, ethnic theme house, or language and culture theme house. With a shared thematic focus, both seminar and dorm can benefit from joint programming activities. FSP provides additional funds to support joint house/seminar activities and for meals in the residence for all participating students and the instructor. Admission preference will be given to dorm residents for a portion of the available spaces in the class.

Research-Based Seminars

These seminars focus on a research question that the student participants explore over the course of the quarter. Each seminar offers students the opportunity to continue research projects relating to the seminar topic after the end of the quarter, and some may culminate in a class proposal for funds to support the project(s). The aim of these seminars is to train students in research methodologies and to foster productive scholarly collaborations and lasting collegial relationships.

Freshman and Sophomore Programs

Fourth Floor, Sweet Hall
590 Escondido Mall
Stanford University
Stanford, California 94305-3091

Application Deadline
is March 2, 2007

<http://fsp.stanford.edu/faculty>

Call for Innovation

Teaching Opportunities and Resources for Faculty

FRESHMAN
SEMINARS

SOPHOMORE
SEMINARS
AND DIALOGUES

TEACHING
RESOURCES

SPECIAL SEMINAR
SUPPORT



An invitation to propose courses
Stanford Introductory Seminars

2007–2008

