



ASEM Course Proposal Form

Submission Deadlines

September 1, 2018 (for winter 2019)
November 1, 2018 (for spring 2019)
Jan. 15, 2019 (for summer or fall
2019)

Early submissions are welcome!

Overview of the Advanced Seminars. Successful people navigate complex political, social, cultural and economic environments that challenge more traditionally limited concepts of higher education and competencies. To help students better understand the demands of contemporary life, instructors teach advanced seminars based in their area of expertise and passion. The topic will be approached from multiple perspectives in a course designed for nonmajors. Studying in this setting, students demonstrate their ability to integrate different perspectives and synthesize diverse ideas through intensive writing on that topic. This course must be taken at the University of Denver. Students must complete all other common curriculum requirements before taking the Advanced Seminar.

ASEM courses are capped at 15-20 students, to foster interaction between professors and students and to allow significant writing. Faculty are required to participate in a Seminar on Teaching ASEM. (See offerings below). Except in extraordinary circumstances, ASEMs may not appear in the DU course schedule until after their professors have completed a seminar. Those who complete a Seminar will receive an \$1000 stipend. Occasionally, additional course development funds are available to faculty who have completed the ASEM seminar and who are developing a new course, after they've taught three offerings. Additional professional development funding is regularly available, and faculty may apply for funding to support speakers, trips, materials, and so on.

Application Process. 1) Please answer all of the questions below. 2) Please create a course syllabus. Together, these materials should reflect considerable thought and preparation, sufficient to guide the members of the ASEM Committee in their review.

Send an *electronic copy* of the completed proposal and your syllabus to dhesse@du.edu and lauren.salvador@du.edu. Also, send a *paper copy* of the proposal and syllabus, with required signatures, to Doug Hesse, Chair, ASEM Committee, University Writing Program, Anderson Academic Commons.

Part 1: Basic Information

Name(s) of Proposer(s):

DU ID Number:

E-mail and Telephone:

Department(s):

Name(s) of Department Chair(s):

Department Chair's Email and Telephone:

Course Title (titles may be no longer than 30 characters (including spaces)):

Quarter offered (place in X before the appropriate quarter):

Fall 2018 Winter 2019 Spring 2019 Summer 2019¹

Have you completed a Teaching ASEM Workshop?

Yes No

If "no," I plan to attend the following Teaching ASEM Workshop²

¹ Summer courses are scheduled for no fewer than three weeks.

² You must complete a workshop before your course can be listed in the registration schedule. You're welcome (and encouraged) to attend a workshop **before** your course is approved, but payment will be made only after course approval.

____ Aug. 31 (9:30a – 12:30p) & Sep. 14 & Sep. 21 (2-5p) ____ Nov. 28 – 30, 2018 (9:30 am to 12:30 pm) ____
February 1 & 8 (2:00 pm to 5 pm + TBA) ____ June 19 – 21 (9:30 am to 12:30 pm)

Is this proposed course based on an already-existing course (if yes, please explain)?

Part 2: Course Description

1. Please describe your course

Your narrative should provide ASEM Committee members who are not familiar with your topic a clear understanding of the content, objectives, and approaches of the course. (150-300 words.)

2. Please explain how the course will include multiple perspectives.

There is no definitive rule as to what constitutes “multiple perspectives.” You might, for example, include different viewpoints or bodies of knowledge, different theoretical lenses, different methodological approaches, different disciplinary orientations, or so on. Please highlight how students will understand that this course includes multiple perspectives. (50-200 words.)

3. Please explain how the course will be attractive and appropriate for students coming from an array of disciplines and interests, presuming no detailed prior knowledge or disciplinary orientation. (50-200 words.)

Part 3: Course Learning Outcomes

4. Please list your course Student Learning Outcomes and how you will assess them.

Students in ASEM courses must “demonstrate the ability integrate and apply knowledge and skills gained from multiple perspectives to an appropriate intellectual topic or issue.” This requirement should be manifest in course learning outcomes. Please list your course learning outcomes and describe how you will assess each. (For an explanation of learning outcomes, the options available for assessment, and some examples, please see “Learning Outcomes for ASEM.”) Note: Learning outcomes should be stated NOT in terms of “what students will be exposed to” or “what the course will do,” BUT in terms of “what knowledges, skills, and practices” students will demonstrate as a result of the class.

5. Please explain how the Course will help students write effectively.

A second outcome of ASEM courses is that students will “write effectively, providing appropriate evidence and reasoning for assertions.” To those ends, ASEM courses must include four writing elements:

1. Students will write a minimum of 20 pages (about 6000 words), some of which may be informal, but some of which must be revised, polished, and intended for an educated readership.
2. Students will complete a minimum of three writing projects that are distributed over the quarter; exceptions might include a cumulative project completed in multiple stages.
3. Students will revise some of their work based on feedback from their professor.
4. There will be some instructional time devoted to writing.*

Describe how your course will include these elements and help students write effectively. Probably the best way to do this is to describe each assignment, describe how revision will be built into the course, and explain some of the class activities you plan to include.

*For a discussion of each criterion (including illustrations and explanations, especially of “instructional time given to writing”), please see “Features of Writing in ASEM Courses,” included as a document in this Portfolio Page.

Part 4: Catalog Description

Please provide a brief description, suitable for the *DU Bulletin*. Course descriptions should be written in present tense (avoid future tense terms such as "students will") and with the audience to include outside institutions, not just students. Include any prerequisites (unenforced or enforced) in the course description.

Part 5: Signatures

Signature(s) of proposer(s); date

Signature of department Chair (approves this Core course to be taught on load); date

Signature of second department Chair of team-taught course (if applicable); date

Signature of Dean; date (in the case of team-taught courses from different colleges, please get both dean's signatures)

Part 6: Syllabus

Please attach a syllabus. Your proposal will not be considered without a syllabus.

Send an electronic copy of the completed proposal form, with syllabus, to
dhesse@du.edu

Also, send a paper copy of the proposal, with required signatures, and syllabus to
Doug Hesse, Chair,
ASEM Committee,
University Writing Program
282 Anderson Academic Commons