

Student Directed Seminar Proposal Details (p. 2-7)

1. Seminar Topic and Rationale

Please explain your seminar topic. Why is it important to have this seminar offered at UBCO? What gaps in the undergraduate curriculum do you believe this seminar will address? What is the overarching literature, research, and/or theoretical frameworks that have influenced your proposed topic?

Considering other 400-level courses in this topic area, do you believe there should be any prerequisites for this seminar? If only third-year standing is required, please elaborate on how your topic could potentially appeal to an interdisciplinary group of students.

2. Learning Outcomes

Please provide 3-5 learning outcomes for your seminar. Learning outcomes should describe what students will be able to demonstrate after taking your seminar. If you are unsure on how to articulate learning outcomes, please review the UBCO Centre for Teaching and Learning page on learning outcomes [here](#).

3. Seminar Structure and Schedule

How would you describe your role as a Coordinator in your seminar? How will you foster an active, peer-based learning environment within your seminar? How will you ensure your seminar maintains a level of academic rigor that is expected of a 400-level course?

How do you envision student participants actively contributing to exploring the topic of this seminar? For example, will all participants have an opportunity to facilitate discussion? Explain where will there be flexibility for participants to co-create the experience with you (i.e., assignments, grading, readings).

Please indicate what kind of learning activities your seminar will have (i.e., discussion, case studies, guest speakers, debates, films, field trips, community service project, group work etc.). What is the ideal schedule for your seminar, and why? (i.e., once a week for 3 hours, or twice a week for 90 minutes).

4. Draft Course Syllabus

Please provide a draft syllabus that outlines the first three weeks of your seminar. In addition to weekly topics and readings, your draft should demonstrate how you plan to collaborate with your peers on finalizing the syllabus and what the expectations will be each week

Cite 3-5 readings that will be included on your syllabus. Identify how each reading supports the seminar topic and learning outcomes.

5. Assignments and Grading

Please provide a breakdown of the assignments that seminar participants will be required to complete and how much each assignment will be weighted (i.e., final project/presentation will be 40%). Note that attendance is not a permissible portion of the grade, and a participation grade can only be up to 10% of the overall grade. For each assignment, explain how it connects to the seminar learning outcomes.

What strategies are you proposing to evaluate assignments? For example, which assignments will be peer-evaluated, and which will be graded by your Faculty Sponsor? It is important that you discuss this with your Faculty Sponsor before submitting your proposal.

6. Student Recruitment

Which majors within the Faculty of Arts and Social Sciences do you think will be interested in this seminar topic (i.e., Psychology, Geography, Anthropology, etc.)? Do you have any ideas or strategies for how you would like to promote this seminar?

7. Coordinator Suitability

How have your previous personal, professional, and/or academic experiences prepared you for coordinating and facilitating a Student Directed Seminar? What do you hope to learn from the experience facilitating a seminar? What challenges do you expect to encounter as a Coordinator and how might you plan to overcome those challenges?

Deadline: May 31, 2022 11:59 p.m. PST

All completed forms must be sent to fasscurriculum.ubco@ubc.ca.