**Application to Instruct FYI 100 – First Year Introduction Course**

**Part 1 – Instructor and Course Information**

Name: Timothy Cochran

Department: Performing Arts - Music

Email: cochranti@easternct.edu Telephone: x55193

Version to be taught: 3 Credit FYI 100, Discussion Oriented

Pilot, 1 Credit FYI 100 with either Tier 1 LAC or Introductory Major Course\*

I am a full-time faculty member and have advised my Department Chair of my application to instruct an FYI 100 course.

I am a part-time faculty member and have asked my Department Chair to issue an email to the FYP Chair(s) granting approval to submit my application.

Semester Preference: Fall Spring Both

**My signature below indicates I understand by proposing a pilot option that I must instruct both the 1 Credit FYI 100 and Tier 1 LAC or Introductory Major Course.**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Proposed FYI 100 Title (30 Characters Max.):**

What Is Music? A History of Ideas

FYI 100 Description:

Throughout the history of Western civilization, music has been defined by musicians, audiences, and thinkers in many different ways, each linked with the cultural, political, and philosophical values of its era. Yet despite the differences among eras, we can identify several recurring definitions of music in the history of ideas: music as morality, as a science, as spiritual force, as a language, as national, and so on. This course will explore these themes as they have been articulated (in primary texts) and experienced (in musical sound) at distinct points in time and place.

**Part 2 – Description of Course and How It Meets the FYI 100 Goals and Objectives**

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**The following elements are required as part of the FYI 100 course and serve as basis for assessment of the FYI 100 course. Please describe below how you intend to incorporate them into your course content:**

1. Demonstrate critical and creative thinking skills through:
   1. Recognizing the multiple dimensions (approaches, goals, consequences) of the pursuit of understanding in an academic environment;
   2. Understanding the role of logic, reason and evidence in academic pursuits;
   3. Demonstrating respect for others and points of view different from their own;
   4. Effectively communicating with others, orally, visually and in writing; and
   5. Seeking, compiling and effectively usingaccurate and relevant evidence to support a position;

On Critical and Creative Thinking:

Each academic assignment will be designed to help students grow in reading and writing analytically, applying ideas to and solving problems creatively in varied situations, evaluating new knowledge and perspectives in relation to pre-existing knowledge and perspectives, exploring and articulating ideas through oral and written communication, and supporting ideas with evidence from analysis and/or research. To achieve these goals, course activities will involve isolating arguments and evaluating rhetorical strategies in primary and secondary sources, synthesizing and distinguishing between texts across time, applying ideas to analytical listening, and making thoughtful and creative connections with our own cultural and musical experiences.

I look forward to developing additional pedagogical strategies as a member of the Critical Thinking Task Force funded by the Davis Foundation Grant.

Specific assessments/activities linked with desired skills listed in the prompt above:

a. preparedness quizzes that cultivate a sense of individual responsibility for learning in a discussion-oriented environment; assignments requiring multiple stages of completion and/or revision; analysis projects that help students move from being passive observers and rote memorizers to interpreters of information

b. critical reading techniques developed through assigned readings and demonstrated through class discussion and critical writing assignments (e.g., synthesis papers, analytical listening and reading assignments)

c. free-writing activities in which students rearticulate and wrestle with ideas in texts; synthesis papers that demonstrate the ability to articulate, assess, and compare perspectives in ways that go beyond agree/disagree or like/dislike mentalities; debates that challenge students to articulate positions with which they may not agree in ways that are fair and that demonstrate comprehension; classroom discussions in which all learners participate and not only respect each other’s ideas and perspectives but also learn from them

d. class discussion, writing assignments, presentations, collaborative activities

e. library resource exploration assignments; synthesis and analysis assignments that require students to use evidence from analysis, research, and/or course texts to support their claims

1. Know the ethical dimensions and obligations of academic endeavors;

In preparation for writing and presentation assignments, we will work on how to incorporate others’ ideas into our own work responsibly and honestly through proper citation, quotation, and summary. We will also cultivate an environment in which mutual respect and diverse perspectives are valued. Some topics on the syllabus involve ethical issues directly and will lead to discussing how music is bound up with concerns of public and private morality (e.g., mini-units on music as morality, music as national).

1. Understand the definition and benefits of a Liberal Arts Education, and verbalize their own interpretations of that definition; and

Skills outlined in Section 1 above (critical thinking, analytical writing/presentation, creative application, and integration/evaluation) are foundational markers of a liberal arts education and are valuable in a range of educational and career situations within and beyond students’ majors. The goal will be to not only grow in these skills but also become aware of them, their power, and their broad applicability. We will take periodic breaks in class to identify these skills verbally or in writing and to reflect on how they might translate to various situations beyond our class.

1. Demonstrate knowledge of the resources available on campus to assist with college transition and academic success; this may be accomplished through the Learning Management System

Learning Modules will help students build healthy approaches to course work (e.g., academic integrity, time management), make them aware of campus resources (e.g., library, advising), and teach them how to navigate registration and other non-class responsibilities during their time at Eastern.  My goal will be to not treat these activities as extra responsibilities but rather holistically as key components of academic success at Eastern.

**Part 3 -- Learning Modules & Peer Mentors**

As part of the First Year Program, and the FYI 100 course, Peer Mentors are assigned to each faculty member instructing a section of the course. The Peer Mentors are meant to provide assistance to the students in your class as they make their transition to college. Additionally, the Peer Mentors will be responsible for the oversight of the Learning Modules which address key Campus Survival Skills targeted to first year students. ***The modules are posted on-line in a location accessible to everyone in your FYI 100 class, including you and your peer mentor. On a weekly basis during the semester, you will be asked to provide your Peer Mentor with 15 minutes of class time to discuss any questions, concerns or issues students in your FYI 100 may be facing as a first year student at Eastern.***

I acknowledge and agree to utilize a Peer Mentor in the instruction of my FYI 100 course.

**If you have a Peer Mentor you would like to work with, please indicate his/her name below:**

**Learning Communities:**

The intent of establishing a learning community is to create and maintain interpersonal relationships among the students and between the students, the peer mentor and the FYI 100 faculty member. Please indicate how you will accomplish this within your course:

Class time will be organized around relational learning activities that invite all students to contribute as part of a team: discussion, small group activities, presentation, and healthy debate. Our goal will be for every student to take ownership of producing and sharing knowledge for the good of our learning community and to adopt this orientation toward shared responsibility/benefit as a valuable way of approaching challenges at Eastern and beyond. These goals will be met in an environment built around mutual respect and collaboration in which students feel safe to take intellectual risks, believe their individual voices are valuable and valued by the group, and are motivated to contribute.

**Co-Curricular Activities:**

As part of the overall FYI 100 course and the First Year Program, participation in co-curricular activity is required. Please indicate how you will accomplish this in your course. Please note, you may utilize any of the many different on-campus activities to meet this requirement. Funding for co-curricular activities is not available at this time. Should you choose to utilize off-campus activities, you will need to identify no-cost options.

Students will be required to attend two on-campus concerts and write a brief reflection on their experiences.

**Part 4 -- Guidelines for Grading FYI 100**

While learning and understanding the academic content of any FYI 100 is important, it is not the primary goal and objective of the course. Grading of the course should be reflective of those activities and assignments that support the primary objectives of the course. Faculty are strongly discouraged from utilizing tests and quizzes as the primary basis of evaluation and are strongly encouraged to designate less than 50% of a student’s grade through such mechanisms.

As the Learning Modules are a key element of the First Year Introduction course, faculty must agree to assign 15% of the overall student grade for a 3 credit FYI 100 to the Learning Modules. If instructing a 1 credit FYI 100, 60% of a student’s grade must be assigned to the Learning Modules.

I agree to follow the above guidelines when building my grading scale for instructing my proposed FYI 100 course

**Part 5 -- Course Syllabus**

In order to complete your application to instruct an FYI 100 course, you must include your course syllabus (or syllabi if applying to instruct a pilot course) with this completed application form. Your syllabus/syllabi must clearly address and outline how you will meet all of the goals and objectives of the FYI 100 course and the overall First Year Program as described above.

**Part 6 -- Acknowledgement**

Your signature below indicates you have fully read and agree to the requirements as well as the goals and objectives of instructing an FYI 100 course.

\_\_TIMOTHY B COCHRAN\_[E-SIGNATURE] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10/20/2017

Applicant’s Signature

**Upon completing your application, please email a copy to the following individuals:**

Peter Bachiochi, Co-Chair FYPC [bachiochip@easternct.edu](mailto:bachiochip@easternct.edu)

Janice Patry, Co-Chair FYPC [patryj@eaternct.edu](mailto:patryj@eaternct.edu)

David Pellegrini, Coordinator FYP [pellegrinid@easternct.edu](mailto:pellegrinid@easternct.edu)

Thank you.

(revised 10/11/17)