Dear Faculty,

As part of Emory’s Quality Enhancement Plan: *The Nature of Evidence,* we are excited to invite you to apply for the fourth **Faculty Development Workshop on Evidence-Focused Seminars** during May 2018. **Please note:** this year the application is open to **any faculty member who will teach a First Year Seminar (FSEM) or an upper level seminar in 2018-2019** (we will prioritize FSEMs). Faculty may choose to develop a new course or re-develop an existing course into an Evidence-Focused Seminar.

**QEP Faculty Development Workshop**

**Dates:** *May 16-18, 2018*
**Times:** 9am-3pm

**Requirements of Workshop Participants** (see the more detailed *QEP Workshop Requirements* attached; please read these requirements carefully.)

1. Attendance at all sessions of the 3-day QEP Faculty Workshop.
2. Development/redevelopment of your FSEM course or your upper level undergraduate seminar course to meet the Evidence-Focused Seminar criteria (see attached *QEP Evidence-Focused Course Criteria*).
3. Commit to teach your course in AY 2018-2019. (Please coordinate with your Chair, DUS, and/or course-scheduling committee.)
4. Assist with the QEP Assessment for SACS. (Preliminary information is in the *QEP Workshop Requirements* attached; full details will be discussed at the workshop.)

**Honorarium:** $3000

Upon completion of the syllabus, we will distribute the $3000 honorarium.

**Application: Due January 16, 2018**

If you would like to be considered for participation in the Workshop, please send your application to: [qep.director@emory.edu](mailto:qep.director@emory.edu). Please include the following:

- **Name**
- **Department**
- **Title of your First Year Seminar OR your upper level seminar**
- **Brief statement on how you will focus on the nature of evidence with your topic (2-3 sentences)**
- **Past syllabus** (if applicable)

We have space for 25 participants. Priority will be given to those teaching First Year Seminars. **Decisions and notifications about acceptance will be made by January 26, 2018.**

If you have any questions, please let me know.

Tracy Scott, PhD
Director of the Quality Enhancement Plan, Emory University
Evidence-Focused Seminar Course Criteria
(Adapted from Emory’s Writing Requirement Criteria; same wording used when appropriate)
Evidence is a central focus of students’ undergraduate experience; yet every discipline possesses its own conventions and standards regarding the definition, utilization, effective presentation, and critique of evidence. Instructors should use these evidence-focused courses to teach students the concepts, assumptions, and norms concerning evidence that are central to their discipline.

I. REQUIRED ELEMENTS

A. Focus of the course: Centrality of the Nature of Evidence
Evidence-focused courses will foreground issues of evidence, teach explicitly about evidence, and demonstrate that the use of evidence is an integral part of the learning experience. The teaching and assignments should explicitly focus on issues around the nature of evidence.

Learning Outcomes: the course must address at least 3 of the following 4 Learning Outcomes [from initial QEP Proposal to SACS-COC].
Specifically, at least three of these Learning Outcomes must be incorporated in the syllabus of the course. They may be adapted to fit the specific content of the course, but some form of the original Learning Outcome statement must be included. They may be called Learning Objectives or Course Goals, and may be included along with other course goals.

1. Distinguish uses of evidence in a discipline and/or between disciplines.
   For example:
   - Distinguish between primary and secondary sources
   - Demonstrate an understanding of how a specific discipline uses different types of evidence
   - Demonstrate an understanding of how different disciplines use different types of evidence

2. Access, identify, gather, and analyze evidence.
   For example:
   - Access and locate evidence in print and in electronic or digital form
   - Identify a variety of types and formats of potential sources of evidence
   - Gather or collect (primary) evidence for a particular research topic
   - Analyze evidence in an accurate and relevant way
   - Confidently make use of the library and other learning resources on campus

3. Evaluate evidence.
   For example:
   - Evaluate the quality, credibility, reliability, and validity of different types of evidence
   - Determine the usefulness of evidence for different purposes

4. Build arguments based on primary evidence and assess the arguments of others.
   For example:
   - Construct a clear thesis and develop an argumentative essay based on evidence
   - Select appropriate evidence to support and illustrate claims

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1 See: “Guidelines - Satisfying Post-Freshman Writing Requirement,” http://college.emory.edu/home/administration/committee/educational_policy/guidelines.html
B. Structure of the Course: Progressive learning about evidence

The course should be structured so that evidence-based coursework is central to the intellectual experience of the course. Assignments should promote progressive learning about evidence throughout the semester.

1. **Discussions, activities, and/or assignments about evidence should occur on a regular basis, throughout the semester.**
   a. Weekly or biweekly (not necessarily the entire class period) discussions or readings that promote purposeful thinking about questions and issues of evidence.
   b. Frequent assignments or activities that require students to identify, access, or evaluate evidence (which may be un-graded). Where class discussions favor certain students and may exclude others, written assignments compel each student to take an active intellectual role. Each can be used in turn to foster a rich understanding of the nature of evidence.

2. **At least one evidence-focused project or paper should be staged in a manner that facilitates improvement over the course of the semester.**

   **Staged Assignment:** an assignment in two or more parts, where the later part(s) build on the previous part(s), under the guidance and supervision of the instructor.

   An understanding of the complexities of evidence within any field will take longer than one course. Breaking down a complex assignment into stages and allowing each stage to build upon the last shows students that evidence is part of a process that does not end with the course and allows them to master each step in the process before going on.

   a. The project should be broken down into **two or more stages**, with distinct assignments at each stage and a clear explanation of how the later stage(s) build(s) on the earlier stage(s).
   b. **Feedback** should be provided to students on one or more of the preliminary stages of the assignment, to guide them in improving and developing their approach to evidence in the next stage. This feedback can be delivered through individual/small-group meetings, in-class workshops, discussion of models of excellent work, etc.

3. **Proportion of evidence-focused assignments in final course grade (minimum 40%)**

   By placing a significant portion of students' grades on evidence-based assignments, students will understand that evidence is an important theme throughout this course. This 40% can be drawn from various components in addition to the evidence-focused staged project outlined above (e.g. class participation, short written assignments, activities, etc.).
II. ADDITIONAL RECOMMENDATIONS, IDEAS, AND RESOURCES

These criteria are meant to serve as guidelines that will promote evidence as a central focus of the course. To this end, there are also some elements that, while not required, are strongly encouraged for instructors to incorporate into their courses:

A. Use the Emory QEP Working Definition of Evidence as a starting point:

Evidence: something that supports or challenges a claim, theory, or argument. (Adapted and synthesized from the Oxford English Dictionary and Merriam-Webster Dictionary.)

- We have learned from student feedback that a common starting point is very beneficial for student learning. Thus, we strongly encourage you to use this Working Definition as a starting point.
- We realize that this definition may not be ideal for many disciplines or courses, but dialogue about why the definition does or does not work for your course will help students’ understanding about evidence.
- Please change, adapt, disagree with, and discuss the definition in whatever way works for your course.

B. Library Element

We encourage the inclusion of a dedicated discussion and/or session about the use of the library for evidence learning. Useful contacts for more information and ideas about including/designing a Library Element:

Erin Mooney, Head of Education & Outreach Services & First-year Class Librarian
Robert W. Woodruff Library
Email: eamoone@emory.edu

Gabrielle Dudley, Instruction Archivist & QEP Librarian
Manuscript, Archives, and Rare Book Library (MARBL)
Email: gabrielle.dudley@emory.edu

C. Comparative coursework analyzing differences in evidence across disciplines

When relevant, we encourage coursework and discussions comparing the use of evidence in different disciplines. It is important for students to understand both commonalities and differences across the disciplines.

D. Extra-curricular Activities

We encourage learning outside of the classroom. For example, taking a field trip to a place where students can see or experience evidence in action (e.g., museum exhibit; nature walk), or attending an outside speaking event that highlights issues around evidence.
QEP Faculty Development Workshop 2018
Requirements for Participation

1. **Attend all workshop sessions (May 16-18, 2018 from 9am to 3pm)**

   This workshop will be largely collaborative and discussion based; any absence will be sorely noticed and will detract from the experience not only for yourself but also for your colleagues. Please plan to attend for the entire workshop.

2. **Submit your syllabus incorporating the Evidence-Focused criteria by August 1, 2018**

   Submitting your syllabus serves as our evidence (for assessment purposes) that this workshop resulted in tangible changes to Emory courses. Your submission allows us to review your syllabus and work with you to ensure that all evidence-focused criteria are being fulfilled. Submitting your syllabus is a key step and required to receive your honorarium. The deadline is August 1st, but early submissions are welcomed; your honorarium will be processed when your syllabus is received.

3. **Commit to teach your revised FSEM (or upper level seminar) in 2018-2019**

   The QEP is a work in progress, and we will rely on your feedback to make any necessary revisions to our curricular goals moving forward. By committing to teach your revised first-year seminar in the 2018-2019 academic year, we will get the feedback we need to continue QEP development in time to let it influence future workshops.

4. **Assist with the QEP E-FSEM Assessment for SACS**

   We need to assess whether or not the evidence-focused criteria influence course development to improve student learning related to the QEP Learning Outcomes (see the Evidence-Focused Criteria) in a meaningful way. Assessment efforts include both an evaluation of your students and your reflections on how this course is different as a result of the QEP workshop. While more details will be provided at the workshop, assessment efforts will (at the minimum) entail some sort of pre and post testing of your evidence-focused course, which will be compared to non-evidence-focused courses. This will allow us to evaluate what the criteria are accomplishing and how they can be revised to better promote the QEP Learning Outcomes.

   We believe that the workshop and the pedagogical requirements will be quite welcome. However, we realize that some of these assessment requirements are more bureaucratic; please know that the honorarium is, in part, to compensate you for the inconveniences.

   **Upon completion of the syllabus and with the understanding that your class will participate in QEP Assessment, you will receive a $3000 honorarium. If you have questions or concerns about any of these requirements, please contact me as soon as possible.**