Many liberal-arts colleges offer or require an interdisciplinary first-year seminar. Designing and teaching such a seminar offers a unique opportunity to engage with first-year students outside the calculus classroom and with material far afield from the usual service and major fare. However, some of the institutional requirements, such as that the course be “writing rich”, can be extremely intimidating to mathematicians! I’ll discuss my experiences running such a course at Carleton College, focusing in particular on some writing assignments I developed and the institutional resources and relationships that allowed this mathematician to extract thoughtful, engaged, and interesting writing from students with a wide variety of interests. (Received September 10, 2014)