



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Arts & Letters	Academic Organization (Department): Philosophy	Date: November 8, 2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Thomas F. Pyne	Submitted by: Thomas F. Pyne
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (Extension): Yes <input type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> , 2008

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):	
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Change from:

Subject Area (prefix) & Catalog Nbr (course no.): PHIL 21	Title: Freshman Seminar: Becoming An Educated Person	Units: 3
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.):	Title:	Units:
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JUSTIFICATION:

The University supports 60 sections of Freshman Seminar. Each section is modeled after the original GNST 21 and shares the same learning objectives. The Philosopher 21 class provides freshman students with the experience of a small seminar that introduces them to university life and educational issues of contemporary college students. This course will have the Philosophy Department hegis code to identify it as a Freshman Seminar Course taught by a philosophy faculty member.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Introduction to the nature and possible meanings of higher education, and the functions and resources of the University. Designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills. Students with the opportunity to interact with fellow classmates and the seminar leader to build a community of academic support and personal support.

Note:

Prerequisite:
Enforced at Registration: Yes No

Corequisite:
Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit **Instructor Approval Required?** Yes No

Course Classification (e.g., lecture, lab, seminar, discussion):
04 **Title for CMS (not more than 30 characters):**
Freshman Seminar

Cross Listed? Yes No **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

How Many Times Can This Course be Taken for Credit? Once

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

The student will have an enlarged understanding of the ideas and values related to education which include

- 1) the philosophy and history of higher education and the CSUS mission
- 2) the relationship of education to the personal development, and
- 3) the significance of the teaching and learning process.

The student will learn about and improve academic skills (speaking, writing, note-taking, study skills, time management), learn to avoid academic dishonesty, and learn to take responsibility for his/her own education and development.

The student will gain an understanding and appreciation of the multicultural nature of society and this university and develop and demonstrate an understanding of "self" as an integrated biological, psychological, and social being.

The student will begin to develop information competence and computer literacy.

The discipline within which these learning outcomes will be philosophy. Thus the student will also gain a basic understanding of the present state of certain philosophical issues, as well as the history of these issues. The student will exercise their abilities in argument, discussion, writing, and scholarship on topics within philosophy.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Student paper, examinations, and oral presentations may all be used for assessment purposes.

For whom is this course being developed?
 Majors in the Dept Majors of other Depts Minors in the Dept General Education Other
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No
 If yes, identify program(s): _____

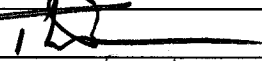
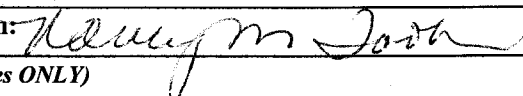
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No
 If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	11/8/07
College Dean or Associate Dean: 	1/25/08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

PHIL 21: Freshman Seminar: "Becoming an Educated Person"
GE Area E

Instructor:

Office:

Phone:

E-mail:

Office Hours:

COURSE DESCRIPTION:

PHIL 21 is a freshman seminar intended to provide students with an introduction to

- the nature and possible meanings of higher education
- the functions and resources of the University
- the practice of philosophy and some current philosophical issues

This course is designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills.

The seminar will also provide students with the opportunity to interact with fellow students and the seminar leader and to build a community of academic and personal support

The critical, argumentative, discussion, writing, and scholarly skills developed and acquired in the seminar will be exercised in the study of certain fundamental philosophical problems.

COURSE GOALS/LEARNING OUTCOMES:

- I. The student will have an enlarged understanding of the ideas and values related to education which will include:
 - the philosophy and history of higher education and the CSUS mission
 - the relationship of education to personal development
 - the significance of the teaching and learning process
- II. Demonstration of active learning and improvement of intellectual skills:
 - academic skills (speaking, writing, note-taking, study skills, time management)
 - evidence that student is taking responsibility for his/her own education and development
 - academic honesty
- III. The student will begin to develop information competence and computer literacy
- IV. Demonstrate and understanding of "self" as an integrated biological, psychological, and social being: Students will gain an understanding and appreciation of the multicultural nature of society and this University.
- V. Acquisition of organized knowledge:
 - Reading and discussion of certain fundamental philosophical issues
 - Writing short expository and argumentative essays on those philosophical issues

TEXT/MATERIALS:

- textbook (common to all sections):
Gordon and Minnick. *Foundations: A Reader for New College Students*
- textbooks for PHIL 21: Jacobs, Jonathan. *A Philosopher's Compass*; Nagel, Thomas. *What Does It All Mean: A Very Short Introduction to Philosophy*.
- weekly calendar (required for all students)
- CSUS catalog

EVALUATION:

Percentages may vary according to instructor, but all components must be included in evaluation of student performances:

written assignments	30%
participation	10%
oral presentation	20%
midterm exam	20%
final exam	20%
TOTAL	100%

A=90%-100%

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

CALENDAR**TOPIC 1: Building a Community of Learners**WEEK 1 & WEEK 2TOPICS:

- 1) Introduction and course overview
- 2) Review of syllabus
- 3) The idea of a community of learners: what makes it work?
- 4) The concept of the seminar: What is a Philosophical Question?
 - Introduction to the Socratic method
 - Interpersonal communication: active listening
- 5) Orientation to Academic Resources (saclink, library orientation, academic advising, college-based resources)

ASSIGNMENT:

Assignment related to use of academic resources:

Write a 2-page paper in which you explain Descartes' 'Methodical Doubt' thought experiment and his conclusion in your own words.

READING:

- Ruthann Fox-Hines, "Standing Up for Yourself-Without Stepping On Others" (pp.68-80)
- Barbara Newman & Philip Newman, "Loneliness" (pp.65-67)
- Jonathan Jacobs, "Skepticism," (pp.44-48)

TOPIC 2: College and UniversitiesWEEK 3 and WEEK 4TOPICS:

- 1) History and traditions of higher education
 - Higher Education in California
 - CSUS Philosophy – A Focus on Applied Ethics
 - CSUS mission statement
- 2) The classroom and the college community

The roles of professors (differences between high school and college, academic life, professional responsibilities)
The roles of students (student rights and responsibilities)

ASSIGNMENT:

Introduce information competence/computer literacy materials.

Information competence is the ability to find, evaluate, use, and communicate information in all of its various formats.

Use the Library's resources to find two essays by two different authors, one arguing that human beings have free will, the other arguing that we do not.

Write a brief summary of each argument, citing the essays to support the points of your summary.

READING:

- CSUS Students Rights and Responsibilities
- William R. Brown, "Why I don't Let Students Cut My Class" (pp.118-121)
- William H. Halverson & James R. carter, "On Academic Freedom" (pp.215-219)
- William H. Halverson, "American Higher Education: A Brief History" (pp. 20-26)
- John N. Gardner, "Decoding Your Professors" (pp.122-131)

TOPIC 3: Becoming an Educated Person

WEEK 5 and WEEK 6

TOPICS:

- 1) Changing roles in higher education
 - Institutional roles: CSUS Mission Statement
 - Individual roles
- 2) The nature of the curriculum
 - General Education
 - The disciplines as areas of inquiry

ASSIGNMENT:

Interview a faculty member about the importance of that faculty member's discipline to a college education.

READING:

- Thomas L. Minnick, "Ideas as Property" (pp. 224-229)
- Thomas B. Jones, "The Educated Person" (pp.27-29)
- David R. Pierce, "What Does Society Need from Higher Education?" (pp. 81-84)

TOPIC 4: The Values of a College Education

WEEK 7

TOPICS

- 1) The values associated with a college education
- 2) Issues in classic or traditional education: professional training and "liberal" learning

ASSIGNMENT:

Writing: assessment of personal educational goals

READING

- Edmund D. Pellegrino, "Having a Degree and Being Educated" (pp.283-287)
- Jack Meiland, "The Difference between High School and College." (pp.7-10)
- Howard R. Bowen, "The Baccalaureate Degree: What does It Mean?..." (pp.33-38)

Midterm Exam (beginning of eighth week)

TOPIC 5: Educated and Personal Development: Self, Career, Community

WEEK 8 and WEEK 9

TOPICS:

- 1) Developing habits of the mind: education as growth
 - Developmental theories
 - Professional concerns in the discipline
- 2) Developing as a member of a community
 - The campus community
 - The civic community
 - The professional community (discipline specific)
- 3) The healthy self

ASSIGNMENT:

Writing: report on a community or campus event

READING:

- William Zinsser, "College Pressures" (pp.61-64)
- Virginia Gordon, "The Developing College Student" (pp.47-52)
- Richard L. Morrill, "Developing a Personal System of Values" (pp.303-314)

TOPIC 6: Education, Culture, and the Democratic Ideal

WEEK 10

TOPICS:

- 1) The nature/idea of culture
- 2) Community of learners as culture (local, national, global, cyber)
- 3) Diversity and community as "educational goods"
 - Appreciation of diverse cultural heritages
 - Attitudes, beliefs and values (stereotypes)
 - Multiculturalism

ASSIGNMENT:

Writing: Write a short (2-page) argumentative essay based on "Justice," from *What Does It All Mean?*

READING:

- Edward A. Delgado-Romero, "The Face of Racism" (pp. 248-251)
- James A. Banks, "Multicultural Education for Freedom's Sake" (pp. 267-270)
- Ernest L. Boyer, "Two Essential Goals" (pp.30-32)
- Robert H. Atwell, "What Does Society Need from Higher Education?" (pp.85-88)
- Mortimer B. Zuckerman, "The Times of Our Lives" (pp.159-164)
- Thomas Nagel, "Justice," *What Does It All Mean?* (pp.76-86)

TOPIC 7: Academic Planning

WEEK 11

TOPICS:

- 1) Balance between General Education and the major
 - Structure of GE
 - Requirements of majors
- 2) Advising

- GE advising
- Major advising
- Related advising resources

ASSIGNMENT

- Prepare spring semester schedule
- Begin preparation for presentations on world of work in weeks 13 and 14

READING:

- Thomas L. Minnick, "Fourteen Ways of Looking at Electives" (pp. 111-117)
- James Tunstead Burtchaeil, "Major Decisions" (pp.99-107)
- William Raspberry, "College Major Doesn't Mean That Much" (pp.108-110)

TOPIC 8: Education and the Work College Graduates Do

WEEK 12 and WEEK 13

TOPICS

- 1) Liberal Education and the world of work
- 2) Understanding the relationship between college degrees and jobs
- 3) Career exploration, planning and professional development
 - "Underemployment"
 - Experiential education: interests, skills, abilities, work values
 - Research opportunities (discipline)
 - Cooperative education/internships/service learning (discipline)
 - Portfolio/resume preparation (discipline)
 - Campus pre-professional organizations (discipline)

ASSIGNMENT:

Career Center orientation

- Writing: assignment related to occupational information
- Oral presentations on work world
- Information competence module must be completed (see topic 2 assignment)

READING:

- Henry David Thoreau, "Getting a Living" (pp. 185-187)
- Mark R. Ballard, "Job Search: Chance or Plan?" (pp. 188-194)
- Peggy Simonson "Career Patterns for the 21st Century" (pp. 205-212)

TOPIC 9: Is There Life After College?

WEEK 14 and WEEK 15

TOPICS:

- 1) Lifelong learning
- 2) Values of democratic citizenship
 - Community/service learning
- 3) Developing a philosophy of life

ASSIGNMENT

- Prepare draft of personal mission statement
- Arrange individual meeting for early next semester follow-up
- Administer student evaluations

READING:

- Mary Sherry, "Postgraduate Paralysis" (pp. 195-198)

- Donna Uchida, "What Students Must Know to Succeed in the 21st Century" (pp. 91- 98)

FINALS WEEK: