



SACRAMENTO
STATE

Kins 0708 -1

Course Change Proposal Form A



Academic Group (<i>College</i>): HHS	Academic Organization (<i>Department</i>): KHS	Date: 10-18-07
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Fred D. Baldini	Submitted by: Fred D. Baldini
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 (<i>Extension</i>): Yes <input type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2008 <input type="checkbox"/>

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

Change from:

Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>):	Title:	Units:
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Change to:

Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): KINS 21	Title: Freshman Seminar: Becoming an Educated Person	Units: 3
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JUSTIFICATION:

This course will give students: 1) an opportunity to learn about what it takes to be successful in college, 2) exposure to the Kinesiology major and possible career paths, and 3) an opportunity to interact with faculty and students in Kinesiology. In addition, this course will assist the Kinesiology Department in its recruitment, retention, and advising efforts.

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)

KINS 21 is a freshman seminar intended to provide students with an introduction to the nature and possible meanings of higher education, and the functions and resources of the University. 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.

Note:

Prerequisite:
Enforced at Registration: Yes No

Corequisite:
Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (<i>e.g., lecture, lab, seminar, discussion</i>): 02	Title for CMS (not more than 30 characters) Freshman Seminar
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	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? 1

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>

COURSE GOALS/LEARNING OUTCOMES:

- I. The student will demonstrate 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. The student will use active learning to demonstrate 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 dishonesty
- III. The student will begin to develop information competence and computer literacy
- IV. The student will demonstrate an 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. The student will demonstrate methods of acquiring organized knowledge:
- Reading about, writing on, and discussion of course topics
- VI. Develop an understanding of the discipline of Kinesiology

**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:

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

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

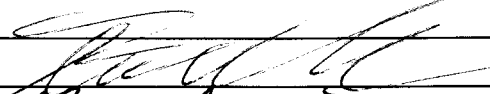
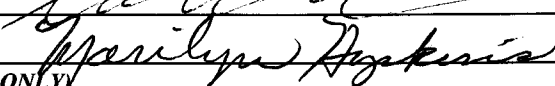
If yes, attach a description of resources needed and verify that resources are available.

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: 	3-14-08
College Dean or Associate Dean: 	3-14-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL 4/18/2008

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.

8/27/07

COURSE SYLLABUS

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

Instructor: Dr. Fred D. Baldini
Office: SLN 3002
Phone: 916-278-6441
E-mail: baldinif@csus.edu
Office Hours: TBA

COURSE DESCRIPTION:

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VI. Develop an understanding of the discipline of Kinesiology

TEXT/MATERIALS:

- Textbook (common to all sections)
Gordon and Minnick. Foundations: A Reader for New College Students
- Occasional supplemental reading specific to the section to include specific readings on the discipline of Kinesiology
- Weekly calendar (required for all students)
- CSUS catalog

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MODEL CALENDAR

Note: supplements to this calendar will be made with discipline specific materials as the course is taught and developed

TOPIC 1: Building a Community of Learners

WEEK 1 and WEEK 2

TOPICS:

- 1) Introduction and course overview
- 2) Review of syllabus
- 3) The idea of a community of learners: what makes it work?

- The concept of the seminar
- Introduction of the Socratic method
- Interpersonal communication: active listening

4) Orientation to Academic Resources (saclink, library orientation, academic advising, college-based resources, department based resources)

ASSIGNMENT:

Assignment related to use of academic resources

READING:

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

TOPIC 2: College and Universities

WEEK 3 and WEEK 4

TOPICS:

- 1) History and traditions of higher education
 - California
 - Kinesiology at Sac State
 - 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.

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
 - Kinesiology: Athletic Training, Exercise Science, Physical Education

ASSIGNMENT:

Presentation of faculty interviews (begun in week 3)

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
- 3) Careers in Kinesiology

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*)

Mid Term 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 Kinesiology
- 2) Developing as a member of a community
 - The campus community
 - The civic community
 - The professional community; professional organizations in Kinesiology, student major clubs, alumni associations
- 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
 - Diversity and its application in Kinesiology

ASSIGNMENT:

Writing: Campus or community event

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*)

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 Burtchaell, "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 in Kinesiology
 - Cooperative education/internships/service learning in Kinesiology
 - Portfolio/resume preparation in Kinesiology
 - Campus pre-professional organizations (majors clubs) in Kinesiology

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

ASSINGNMENT

- 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: