

WLL 21: FIRST YEAR SEMINAR: BECOMING AN EDUCATED PERSON

In Workflow

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Approval Path

1. Wed, 24 Apr 2019 00:17:17 GMT
Kevin Elstob (kelstob): Approved for WLL Committee Chair
2. Wed, 24 Apr 2019 17:53:06 GMT
Curtis Smith (curtis.smith): Approved for WLL Chair
3. Wed, 01 May 2019 18:19:29 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
4. Wed, 01 May 2019 18:26:54 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean
5. Fri, 31 May 2019 21:06:55 GMT
212408496: Rollback to ALS Dean for Academic Services
6. Thu, 05 Sep 2019 22:46:05 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Mon, 01 Apr 2019 18:27:36 GMT

Viewing: WLL 21 : First Year Seminar: Becoming an Educated Person

Last edit: Fri, 31 May 2019 21:06:54 GMT

Changes proposed by: Hellen Lee (102086138)

Contact(s):

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Catalog Title:

First Year Seminar: Becoming an Educated Person

Class Schedule Title:

First Year Seminar

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

World Languages & Literatures

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2020 (2019/2020 Catalog)

Subject Area: (prefix)

WLL - World Languages & Literatures

Catalog Number: (course number)

21

Course ID: (For administrative use only.)

133416

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Updating course description and outcomes to reflect updated General Education goals, AAC&U FYE Rubric, and Sacramento State FYE Rubric. Also to include Signature Assignment as mandatory for each section. This will allow proper student learning outcome assessment across sections.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Introduction to the meaning of higher education, resources of the University, and skills for lifelong learning. Designed to help students develop academic success strategies and to improve information literacy, intercultural competence, and integrative thinking. Provides students with the opportunity to interact with fellow students and seminar faculty to build a community of academic and personal support.

Are one or more field trips required with this course?

No

Fee Course?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

COURSE GOALS/LEARNING OUTCOMES:

1. The student will be able to discuss the ideas and values related to education which will include:
 - 1.1. The relationship of education to personal development
 - 1.2. The significance of the teaching and learning process
 - 1.3. The meaning of higher education as it relates to society
2. The student will actively demonstrate intellectual skills for lifelong learning by:
 - 2.1. Utilizing academic skills (e.g. speaking, writing, note-taking, study skills, time management)
 - 2.2. Taking responsibility for his/her own education and development
 - 2.3. Demonstrating academic honesty, including an understanding/intolerance of plagiarism
 - 2.4. Reading, writing, reflecting, and discussing course topics to demonstrate integrative thinking
3. The student will demonstrate skills to identify, locate, evaluate and effectively and responsibly use information
4. The student will demonstrate an understanding of self-development in physiological, psychological, and social contexts
5. The student will describe their own cultural norms, and discuss intercultural issues, to support the diverse nature of society and the University.

Learning Outcomes

1. Students will be able to identify their own perspective and make connections/comparisons across perspectives.
2. Students will be able to plan, monitor, and assess their own learning.
3. Students will be able to set personal and/or professional goals.

Attach a list of the required/recommended course readings and activities:

WLL21Generic Syllabus.pdf

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.

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

Written assignments 30% (one must be the Sac State FYE Signature Assignment) (ELO 2 a-d; 3)

Participation 10% (1 a-c; 2 a; 3, 4, 5)

Oral Presentation 20% (2 a, c, d; 3; 4; 5)

Midterm exam 20% (1 a-c; 2 a-d; 3)

Final exam 20% (1 a-c; 2 a-d; 3; 4; 5)

TOTAL 100%

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

E. Understanding Personal Development

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

WLL21Generic Syllabus.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

COMMON: Course learning outcomes, course description, seminar status, GE learning outcomes, One Book required, FYE Signature Assignment (common assignment)

VARIABLE: Taught by faculty from across campus with focus on major or leadership depending on faculty focus and expertise

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Each course is required to use the FYE Signature Assignment which reflects the GE outcomes and the Sacramento State FYE Rubric for all first time college students.

First Year Seminar: Signature Assignment (faculty may add to this assignment, but not delete any parts).

Upon completion of all three pieces, the student will be able to:

1. Discuss discipline/career/major with professional/faculty member
2. Identify issues about diversity within their discipline/career/major
3. Identify one professional and one popular source for information about the possible discipline/career/major
4. Compare and contrast two sources for information about the possible discipline/career/major
5. Reflect on information from activities in an essay.

Part one: Conduct an interview

Purpose:

1. Interview a professional/faculty member about planned discipline/career/major
2. Reflect on answers to questions from interview
3. Identify issues with diversity in this discipline/career/major

Assignment info:

a. Interview professional or faculty member in your discipline/career/major (not a family member or friend/First Year Seminar instructor will approve interviewee)

b. Questions must include:

- i. What skills, behaviors, knowledge, and/or attitudes are required to succeed in this discipline/career/major?
 - ii. Does this discipline/career/major work with diverse groups in our society? If so, how? (Remember, Culture/diversity is not solely about ethnicity, but very broad to incorporate LGBT, special needs, socioeconomic differences, and more.) If not, explain why not.
 - iii. What are some challenges to this discipline/career/major?
- c. Reflect on the answers to the questions and on the interview experience in a written essay (minimum 300 words).

Part two: Complete/conduct research on the topic

Purpose:

1. Identify two sources from possible discipline/career/major – professional and popular media
2. Compare the information/quality from each source
3. Reflect in written form on the positives and negatives of each source

Assignment info:

a. Compare two sources on a topic related to a possible discipline/career/major

i. Popular/social media source (e.g. videos, news/magazine articles, blog posts, tweets, Wikipedia entries)

ii. Professional source (e.g. journal found in Sacramento State library that is a 'peer reviewed', professional journal, or research article)

b. Identify the positive and negative aspects of the type of sources used

c. Write up short summary about each source and compare the differences in writing style, message, audience, reliability in a written essay (minimum 300 words).

Part three: Reflect on future

Purpose:

1. Written reflection of first two assignments on future plans
2. Identify obstacles and sources of support for future success

Assignment info:

- a. Reflect on the first two assignments (Part one and Part two) above.
- b. How have your plans for the future been influenced/affected/alterd by doing parts one and two?
- c. Discuss your plan for success , personally, in the future, and at Sacramento State,
- d. Submit a reflection of at least 300 words.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

Annual syllabus audit (FYE)

Scoring examples of student work every 2 to three years (FYE office and external auditor)

General Education Details - Area E: Understanding Personal Development

Section 1.

Indicate in written statements how the course meets the following criteria. Relate the statements to the course syllabus and outline. Be as succinct as possible.

General criteria:

Demonstrates an understanding of academic content knowledge regarding self-development as a physiological, psychological, and social being.

Included in course are orientation to campus resources, role of professors, plagiarism, Sac State mission statement, General Education, career planning, health and wellness, diversity/multiculturalism, Smart Planner, and major exploration. Each faculty is provided with a co-curricular sheet for class speakers and activities.

Critically examines prior or current experiences or behaviors from their own lives in response to real world physiological, social and/or psychological contexts.

Outcomes for Signature Assignment:

1. Discuss discipline/career/major with professional/faculty member
2. Identify issues about diversity within their discipline/career/major
3. Identify one professional and one popular source for information about the possible discipline/career/major
4. Compare and contrast two sources for information about the possible discipline/career/major
5. Reflect on information from activities in an essay.

Applies skills and knowledge regarding development of the self to differing situations, such as real world challenges, an/or to make connections across perspectives

Signature Assignment includes interviewing faculty and discussing challenges in planned discipline/major/career. One Book includes topical issues in society for discussion.

Specific criteria:

Students will be able to identify their own perspective and make connections/comparisons across perspectives

Campus One Book is required for each section of First Year Seminar which provides common read (AAC&U identified high-impact practice) for all students. FYE Signature Assignment required for each course includes interview with faculty and reflection. Diversity is topic of Signature Assignment requirement.

Students will be able to plan, monitor, and assess their own learning.

Signature Assignment includes "Reflect on Future," requiring identifying obstacles and sources of support for future success

Assignment includes:

Purpose:

1. Written reflection of first two assignments on future plans
2. Identify obstacles and sources of support for future success

Assignment info:

1. Reflect on the first two assignments (Part one and Part two) above.
2. How have your plans for the future been influenced/affected/alterd by doing parts one and two?
- 3 Discuss your plan for success , personally, in the future, and at Sacramento State,
4. Submit a reflection of at least 300 words.

Students will be able to set personal and/or professional goals

1. Written reflection of first two assignments on future plans

2. Identify obstacles and sources of support for future success

Assignment info:

1. Reflect on the first two assignments (Part one and Part two) above.
2. How have your plans for the future been influenced/affected/changed by doing parts one and two?
3. Discuss your plan for success, personally, in the future, and at Sacramento State,
4. Submit a reflection of at least 300 words.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Signature assignment included in all sections with minimum of 900 words for assignment. Faculty can include other written work that would be graded for 30% of the course score.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

WLL 21 is housed in World Languages and Literatures; coordination of all 21 courses is based out of the FYE Programs office.

Reviewer Comments:

Barbara Carle (carleb) (Mon, 22 Apr 2019 21:06:56 GMT):I have reviewed this submission and now approve it. BC

Beatrice Russell (bkelley) (Tue, 23 Apr 2019 17:09:58 GMT):I have reviewed the changes and I approve WLL 21

212408496 (Fri, 31 May 2019 21:06:55 GMT):Rollback: The 2018-2019 AY has come to a close; proposals were accepted for review until April 20, 2019. Unfortunately, this proposal was received after this deadline and will need to be resubmitted to Academic Services at the start of the fall 2019 semester.

Key: 4461