

# POLS 21: FIRST YEAR SEMINAR: BECOMING AN EDUCATED PERSON

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## In Workflow

1. POLS Chair (jhcox@csus.edu; mtarter@csus.edu)
2. SSIS College Committee Chair (tristan.josephson@csus.edu)
3. SSIS Dean (mendriga@csus.edu)
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## Approval Path

1. Thu, 13 May 2021 00:12:20 GMT  
Jim Cox (jhcox): Approved for POLS Chair
2. Mon, 20 Sep 2021 01:45:07 GMT  
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
3. Tue, 28 Sep 2021 18:27:39 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

## New Course Proposal

Date Submitted: Wed, 12 May 2021 22:54:19 GMT

**Viewing: POLS 21 : First Year Seminar: Becoming an Educated Person**

**Last edit: Mon, 20 Sep 2021 01:42:16 GMT**

Changes proposed by: Danielle Martin (217369244)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Danielle Martin	danielle.martin@csus.edu	916-278-6380

### Catalog Title:

First Year Seminar: Becoming an Educated Person

### Class Schedule Title:

First Year Seminar

### Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

### Academic Organization: (Department)

Political Science

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

No

### Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

### Subject Area: (prefix)

POLS - Political Science

### Catalog Number: (course number)

21

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?**

No

**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:**

Currently there is no Political Science FYE Seminar. After discussions with FYE coordinator, the department has recognized the benefit for our majors of offering an FYE seminar in political science. As required, the department has adopted the uniform FYE curriculum with the addition of a learning goal about civil engagement.

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

Introduction to the meaning of higher education, the 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. Units may not be applied toward Political Science, International Relations, or Political Science-Journalism majors, or Political Science minor.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

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."**

1. The student will have an understanding of the ideas and values related to education which will include:
  - a. The relationship of education to personal development
  - b. The significance of the teaching and learning process
  - c. The meaning of higher education as it relates to society
2. The student will actively demonstrate intellectual skills for lifelong learning by:
  - a. Utilizing academic skills (e.g., speaking, writing, note-taking, study skills, time management)
  - b. Taking responsibility for his/her own education and development
  - c. Demonstrating academic honesty, including an understanding/intolerance of plagiarism
  - d. Reading, writing, reflecting, and discussing course topics to demonstrate integrative thinking
3. The student will develop 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 gain an understanding of their own cultural norms, and begin to explore intercultural issues, to support the diverse nature of society and the University
6. The student will demonstrate an understanding and appreciation of the importance of civic engagement

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

POLS 21 Syllabus, 9 13 2021.docx

**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.**

Current Events &amp; Reading Reflections: 24 points (ELO 1a-c; 2a-d; 3; 4; 5; 6)

Participation: 10 points (ELO 1a-c; 2a; 3; 4; 5; 6)

Activities (3 activities) 8 points (ELO 1a-c; 2a-d; 3; 4; 5; 6)

Written assignments (3 written assignments, including Sac State FYE Signature Assignment): 32 points (ELO 2a-d; 3; 4; 5; 6)

Oral presentations (2 presentations): 10 points (ELO 2a, c, d; 3; 4; 5; 6)

Midterm Exam: 8 points (ELO 1a-c; 2a-d; 3)

Final Exam: 8 points (ELO 1a-c; 2a-d; 3; 4; 5; 6)

Total: 100 points

**For whom is this course being developed?**

General Education

**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:**

POLS 21 Syllabus, 5 12 2021.docx

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?**

No

## **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, 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 Sac State FYE 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**

FYE Signature Assignment includes interviewing faculty or professional in planned discipline/major/career and discussing challenges in planned discipline/major/career.

## Specific criteria:

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

Required FYE Signature Assignment includes interview with faculty or professional in planned discipline/major/career and reflection. Diversity is topic of FYE Signature Assignment requirement.

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

FYE 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

FYE Signature Assignment includes "Reflect on Future," requiring identifying future plans.

Assignment includes:

Purpose:

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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.

## 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 1 500 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.]

Multiple formal writing assignments required. FYE Signature assignment included in all sections with minimum of 900 words for assignment. Current Events & Reading Reflections are two page writing assignments required throughout the semester.

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.**

POLS 21 is housed in Political Science department; coordination of all 21 courses is based out of the FYE Programs office.

Key: 14479