

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

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## In Workflow

1. ECON Committee Chair (lang@csus.edu)
2. ECON Chair (lang@csus.edu)
3. SSIS College Committee Chair (wickelgr@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (cappiello@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (wlindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Wed, 07 Sep 2022 23:33:53 GMT  
David Lang (lang): Approved for ECON Committee Chair
2. Wed, 07 Sep 2022 23:34:10 GMT  
David Lang (lang): Approved for ECON Chair
3. Fri, 30 Sep 2022 01:11:59 GMT  
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
4. Wed, 05 Oct 2022 21:07:01 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

## New Course Proposal

Date Submitted: Wed, 07 Sep 2022 23:25:49 GMT

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

**Last edit: Wed, 28 Sep 2022 19:24:59 GMT**

Changes proposed by: Sharon Jordan (101032668)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Andrea Walters	Andrea.walters@csus.edu	916-952-9922

**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)**

Economics

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

No

**Catalog Year Effective:**

Fall 2023 (2023/2024 Catalog)

**Subject Area: (prefix)**

ECON - Economics

**Catalog Number: (course number)**

21

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

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites 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

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

We are proposing a new first year seminar course designed to give incoming student broader choice in accessing an introduction to the university life and lifetime learning, in accordance with updated General Education goals, AAC&U First Year Experience Rubric, and Sacramento State First Year Experience Rubric. Includes signature assignments similar to other offered courses, with additional focus on the value social sciences add to lifetime learning and university education.

While many freshmen seminar courses exist, there are few offerings from the School of Social Sciences and Interdisciplinary Studies. In the Department of Economics, we are uniquely suited to answer questions about individual decision making and constrained optimization. Many of the examples we use to teach basic economic concepts include modeling time management and selecting a career based on returns to educational investment. In addition to being well suited to present basic learning skills and career planning, this course will expose incoming students to some of the basic economic concepts they will interact with as they transition to adulthood; by presenting them with real life examples of economic phenomena.

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

Introduction to higher education for an economics major or student interested in social sciences, to the resources of the University, and to the skills for lifelong learning. Designed to help students develop academic success strategies, time management, and to improve information literacy, intercultural competence, and integrative thinking. Special attention to how economists view the world and an understanding of current events and social issues. Provides students with the opportunity to interact with peers and faculty, building a community of support.

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

No

**Fee Course?**

No

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

No

**Is this course designated as Curricular Community Engaged 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):**

Lecture

**Lecture Classification**

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

**Lecture 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 and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Recognize the ideas and value related to education, including the philosophy of higher education and the CSUS mission, the relationship of education to personal development and the significance and value of the researching and learning process	Final research project and presentation, quizzes/participation, and homework assignments (preparation of study materials for examinations)
2	Demonstrate active learning and improvement of intellectual and academic skills (speaking, writing, note-taking, time management, and study skills). Develop a sense of responsibility for their own education and development, and recognize and avoid academic dishonesty	Reflection papers designed to help students hone writing skills; research paper with accurate citations in professional style; class presentation of research; homework assignments (study notes and time management assignment)
3	Develop and demonstrate information competence and computer literacy including the campus LMS, Microsoft Word, Excel, and PowerPoint as tools.	Introduction to university life quiz; reflection papers; final presentation
4	Demonstrate an understanding of 'self' as an integrated social being including an understanding and appreciation of the multicultural nature of society and the university and exposure to the many resources supporting the whole student, including mental and physical health support and diverse clubs and organizations	homework assignments (Introduction to University scavenger hunt)
5	Assemble organized knowledge of course topics including reading about, writing on, and discussing current events and topics relating to personal edification.	reflection papers, final project paper and presentation.
6	GE - Students will be able to identify their own perspective and make connections/comparisons across perspectives.	homework assignments (Introduction to University scavenger hunt)
7	GE - Students will be able to plan, monitor, and assess their own learning.	Reflection papers designed to help students hone writing skills; research paper with accurate citations in professional style; class presentation of research; homework assignments (study notes and time management assignment)
8	GE - Students will be able to set personal and/or professional goals.	Homework Assignments, Final project paper and presentation

**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:**

Syllabus Econ 21 Final Edits.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?**

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 Requirement, FYE signature assignment

Variable: Taught by faculty from across the 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.

Upon completion of First Year Seminar Assignment, students will be able to:

1. Discuss discipline/career/major with professional/faculty member
2. Identify issues around 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 their 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:

1. Interview a professional/faculty member about planned discipline/career/major
2. questions must address challenges/barriers to this discipline/career/major, issues with diversity, and key elements for success in discipline/career/major
3. reflect on the answers to the questions and on the interview experience in a written essay (minimum 300 words)

Part Two: Complete Research on the Topic

Purpose:

1. Identify two sources from possible discipline/career/major - professional and popular (secondary) media
2. Compare the information/quality from each source
3. reflect in written form on the positive and negatives of each source

Assignment Info:

1. Compare two sources on a topic related to discipline/career/major
  - 1.1 Popular/social/secondary media source
  - 1.2 Professional source (primary source or scholarly journal)
2. Identify the positive and negative aspects of the types of sources used
3. write up a short summary about each source and compare the differences in writing style, message, audience, reliability in a written essay

Part Three: Reflect on future

Purpose:

1. Written reflection on 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 (listed above)
2. How have your plans for the future been influenced/affected/alterd by doing parts one and two (above)?
3. Discuss your plan for success, personally, in the future and at Sacramento State
4. 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 3 years

## **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, Sacramento State mission statement, General Education, career planning health and wellness, diversity/multiculturalism, Canvas LMS, major/career exploration.

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

Outcomes of Signature Assignment:

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

**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/career/major. 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 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 the 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 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 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 this course

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.**

ECON 21 is housed in the Economics department, coordination of all 21 courses is based out of the FYE programs office

Key: 14786