

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*) **OCTOBER 1, 2010; REV 12.13.10**

PROGRAM AREA(S) UNIV

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) **and Course No.** UNIV 150

Title: FIRST YEAR SEMINAR **Units:** 4

Prerequisites

x **Corequisites** ENGL 102 /103, ENGL 105 or ENGL 106

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): **This freshman seminar integrates the CI mission and critical thinking with strategies to promote student success. Students will develop literacies (quantitative, information, scientific, financial, cultural), communication skills (oral and written), and multicultural perspectives (in national and international contexts).The seminar promotes success in major core courses and/or introduces students who have not declared a major to CI's interdisciplinary "ways of knowing."**

Grading Scheme:

x A-F Grades

Credit/No Credit
Optional (Student Choice)

Repeatability:

Repeatable for a maximum of units

Total Completions Allowed 1

Multiple Enrollment in Same Semester

Course Level Information:

x Undergraduate

Post-Baccalaureate/Credential
Graduate

Mode of Instruction/Components *(Hours per Unit are defaulted).*

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture		1			
Seminar	4	1	40	Y	
Laboratory		3			
Activity		2			
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

4 hours **lecture** per week
hours blank per week

2. Course Attributes:

x **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

A-2 English Writing

x A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences

B-2 Life Sciences – Biology

B-3 Mathematics – Mathematics and Applications

B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

D (Social Perspectives)
 E (Human Psychological and Physiological Perspectives)
 UDIGE/INTD Interdisciplinary
 Meets University Writing Requirement
 Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
 Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: The First Year Seminars, focused on integrating new students to university life and academic expectations, are part of the mission-based core of the forthcoming co-curricular University Experience Program (part of the Title V HSI grant funded beginning October 2010). Designed to facilitate retention and student success, the First Year Seminars will implement strategies to integrate academic and student support services, as well as incorporate culturally sensitive and engaging pedagogy in the delivery of academic content to prepare students for their majors. The student learning outcomes focus on critical literacies, communication, and multicultural engagement (with SLOs 1-4 drawn from Revisions to SP 06-06 General Education Learning Goals and Outcomes, facilitating the transition to outcomes-based GE), as well as demonstration of skills necessary for academic success, and disciplinary-based knowledge. Research shows that first year students are more likely to acquire and use critical learning skills when they are tied to academic performance and not in stand alone one unit “how to go to college” courses. Each First Year Seminar will have common readings and assignments related to critical thinking and multicultural perspectives. Co-requisite composition class will foster identification of writing challenges for individual students as well as shared learning opportunities across courses for cohorts who share them. In sections with a STEM emphasis, early identification of challenges with mathematical ability will be remedied through collaboration with the math tutoring center. The course meets the A3 (Critical Thinking) and C3B (Multicultural) General Education categories. Students in the Seminars will learn to use the e-portfolio system (funded by the Title V HSI grant, the platform for the outcomes-based University Studies GE transition as well as the University Experience Program assessment). Students will upload artifacts and writing reflective self-assessment regarding mission-based outcomes, and faculty will assess the outcome with rubrics in the electronic system as part of the regular grading for the course. Students will be assigned a Co-Curricular Learning Community, made up of 7 or 8 students, which will meet outside of class with a University Experience Associate assigned to the seminar to serve as an affinity group for students to discuss the work of the seminar, other Mission-based programming on campus (lectures, films, etc.), and challenges associated with adjusting to university life. The UE Associates are students employed and trained in the University Experience Program. The expectation is that LC’s will continue beyond the seminar (with support from the University Experience Program) through students’ first two years at the university.

B. Degree Requirement: Requirement for the Major/Minor
 Elective for the Major/Minor
 Free Elective

Note: Submit Program Modification if this course changes your program.

4. Student Learning Outcomes. (List in numerical order. You may wish to use the following resource in utilizing measurable verbs: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

Upon completion of the course, the student will be able to:

- (1) Integrate content, ideas, and approaches from multicultural perspectives, both national and international;
- (2) Evaluate information and its sources critically;
- (3) Reason inductively and deductively and from a variety of perspectives;
- (4) Use relevant tools in various contexts to present and/or integrate ideas;
- (5) Demonstrate knowledge and techniques to increase the effectiveness of their: Time Management Skills; Studying, including note taking, reading and test taking skills; interpersonal skills; mathematical ability; and writing ability.
- (6) Identify “ways of knowing” for different academic disciplines.

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

Ongoing: basic skills tracking and assessment through writing and/or math assignments; tutoring in use of e-portfolio; acquisition and application of university-level learning skills; incorporation of composition course work and peer-led learning communities

Topics are listed here separately, but will be integrated in practice through juxtaposition of readings and analytic frames, writing prompts drawing connections among topics, Blackboard Discussion board, in-class group work, problem solving projects, etc.

Topic 1: CI Mission: definitions and understandings

Topic 2: Transition from high school to academic and campus life; intellectual toolbox for university success; multicultural legacies and education

Topic 3: What is critical thinking? How does one evaluate evidence?

Topic 4: Modes of argument, rhetorical perspectives, and the relationship of language to logic in different cultural contexts

Topic 5: Inductive and deductive reasoning; fallacies in reasoning

Topic 6: Multicultural inquiry: historical and contemporary issues in California, the United States, and the World

Topic 7: Civic engagement: introduction to serving and learning in a multicultural county

Topic 8: Disciplinary knowledge: building blocks, ways of knowing, research methods, interdisciplinary intersections

Does this course content overlap with a course offered in your academic program? Yes No

If YES, what course(s) and provide a justification of the overlap. UNIV 110

The new First Year Seminars overlap with elements of UNIV 100 University Life and College Success and UNIV 110 Critical Thinking and the University Mission. Students enrolled in UNIV 150 sections will not enroll in UNIV 100 or 110, so they will not overlap for individual students.

Does this course content overlap a course offered in another academic area? Yes No

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

6. Cross-listed Courses (Please note each prefix in item No. 1)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course:

B. Program responsible for staffing: Academic Affairs/UNIVERSITY EXPERIENCE

7. References. [Provide 3 - 5 references]

Campus Reading Celebration text (assuming that choosing criteria continues to include meeting University Mission)

Gary Colombo, Robert Cullen, and Bonnie Lisle (2001). *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 5th ed Bedford.

Sonia Maasik and Jack Solomon (1999). *California Dreams and Realities: Readings for Critical Thinkers and Writers*, Bedford, 2nd ed.

Helaine Levine-Keating and Walter Levy (2000), *Lives through literature: a thematic anthology*, Prentice Hall.

Parrenas, Rhacel Salazar. (2005). *Children of Global Migration: Transnational Families and Gendered Woes*. Stanford, CA: Stanford University Press.

Moses, R. P., and C. E. Cobb, Jr. (2001). *Radical Equations: Civil Rights from Mississippi to the Algebra Project*. Boston MA: Beacon Press.

Gardner, J. (2000). *Your College Experience, Strategies for Success* 4th Edition. Belmont, CA: Wadsworth Publishing

8. Tenure Track Faculty Qualified to Teach This Course.

Julia Balen, Brad Monsma, Andrea Grove, Marie Francois, Cindy Wyels, Antonio Jimenez, Geoff Buhl, Kathryn Leonard, and many others

9. Requested Effective Date:

First semester offered: Fall 2011

10. New Resources Requested. Yes No X

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs

D. Lab Fee Requested (please refer to Dean’s Office for additional processing) Yes No

E. Other

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes No x

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 4, 2010** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2010**, of preceding year.

Last day to submit forms to be considered during the current academic year: **April 15th.**

Marie Francois

10/3/10

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval) Date

Request for UNIV 150: FIRST YEAR SEMINAR to be added to GE Category A3: Critical Thinking

Committee Response:

Approved by committee on 11-17-2010

Criteria and Justifications Submitted:

- *Prepare the student to use reasoning of both inductive and deductive types*
Through the textbooks and supplemental readings, students will be introduced to both types of reasoning. We will use mission-based multicultural and civic engagement examples for students to practice using inductive and deductive reasoning skills.
- *Focus on the analysis of written, oral, visual and/or symbolic communication*
Within this course, students will have the opportunity to use oral and written language to demonstrate their comprehension of arguments within a variety of communication genre (film, internet, TV, journal articles, etc). Rereading America focuses on critical perspectives on the common myths that have shaped the American experience, with readings, art, and other communications that reflect struggles that result in social constructions of gender, race, social class, etc.

- *Prepare the student to assess common fallacies in reasoning*
This course will present arguments on a variety of mission-related topics such as multiculturalism, internationalization, interdisciplinarity, and social issues. The students will have to recognize which fallacies are commonly used within particular discourses. Furthermore, students will have to critique particular messages while abstaining from common fallacious traps. Popular discourse is filled with fallacious arguments about each of the topics. This course will introduce students, through critical thinking models, to academic discourse expectations with regard to these topics.
- *Address modes of argument, rhetorical perspectives, and the relationship of language to logic*
Examining multicultural perspectives in literature, non-fiction, and published research offer an ideal focus for helping students to discern the relationship between language and action. Through assignments, guest speakers and class discussion, students will have to compare different perspectives and produce logically sound arguments.

Request for UNIV 150: FIRST YEAR SEMINAR to be added to GE Category C3b: Multicultural

Committee Response:

Approved by committee on 11-17-2010

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
Critically evaluating issues and experiences in California, American, and global societies calls for students to wrestle with issues ranging far beyond the simple recognition and recall of factual information, asking them to engage elemental questions from the nature and formation of identities to the meaning of freedom and equality. Students will study experiential and affective questions about multicultural communities, and will reflect individually and in group discussions on the subjective issues of identity and reality, as well as objective measures of experience.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
Students will read about, reflect on, and critique the Algebra Project, which sprung from the imagination of Bob Moses, veteran civil rights organizer in the American south. The book *Radical Equations* tells of the organizing and empowerment behind the understanding that economic access and full citizenship depend crucially on math and science literacy as Moses developed algebra tutoring programs in African American communities in the American South.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
Short stories from male and female authors from cultures around the world will be selected from the *Lives Through Literature* anthology.
- *Examine the interrelationship between the creative arts, the humanities, and self*
The multicultural experience in California and the United States is bound with the creative arts, and students will examine the links between artistic forms and ethnic identity. A core reading, *Rereading America* uses classic Norman Rockwell prints as well as contemporary political cartoons to prompt visual thinking, with the images paired with textual representations.
- *Include an exposure to world cultures*
Many of the readings will address world cultures from Asia, Africa, Europe, and Latin America and their impact on America and California.
- *Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspected of ethnicity, class, gender, ability/disability, and community.*
Readings will expose students to contemporary life in the US, Canada, and Mexico, as well as the "ways of knowing" of immigrants -- Iranians in Los Angeles, Mexicans in Chicago – as well as of Native Americans and indigenous cultures of other continents. The role of culture in shaping contemporary and historical social and political movements such as feminism, ethnic nationalism, and civil rights will also be addressed.

Approval Sheet

Program/Course: Univ 150

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date