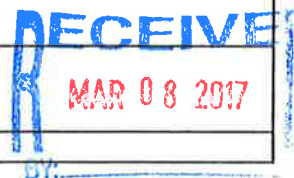


<b>ORIGINATOR'S SECTION:</b>														
<b>1. College:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b> Fall 2017	<div style="color: green; font-family: cursive;">         ✓ GE Form          Area DD       </div>												
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
<b>4. Course abbreviation and Number:* SSCI 300</b>														
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> Theories of Academic Achievement and Transfer Student Success														
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) Transfer Student Success														
<b>7. Number of Units: 3</b>														
<b>8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</b>  A multidisciplinary exploration of the theoretical and empirical literature in the social sciences focused on factors related to student success. Examines student success through the lens of different fields of study and across time, place, and social demographics. Emphasis on the issues of student success that affect CSUSM students.														
<b>9. Why is this course being proposed?</b>  The course is being proposed to help transfer students transition and succeed at CSUSM. While transfer students have good graduation rates, often their time-to-graduation is lower than for native students, as is their sense of belonging to the University. Along the way as they proceed toward graduation, students may (or may not) be offered advice from varied sources--faculty mentors, advisors, tutoring labs, etc.--about how to succeed in their courses. But, there are few resources on campus that provide students a systematic, in depth understanding of what social science research can tell us about the factors, behaviors, and skills needed to succeed in college.  SSCI 300: Transfer Student Success offers students such an in depth systematic multidisciplinary exploration of the theoretical and empirical literature in the social sciences focused on factors related to student success. The factors associated with student success will be examined through the lens of different fields of study and across time, place, and social demographics. While students will be exposed to skills and resources to assist in their transition to CSUSM, these issues will be presented within the framework of the larger discourse surrounding student success and struggle among diverse groups with regard to gender, race, class, age, and disability, etc. For example, while students will be exposed to the resources of the CSUSM Career Center that offer practical advice regarding preparing for and pursuing career goals, they will also read and reflect on research as varied as an ethnographic study of factors leading to academic success among varied racial/ethnic groups, as well as practical information on the impact of E-portfolios on student engagement prior to class.														
<b>10. Mode of Instruction*</b> For definitions of the Course Classification Numbers: <a href="http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf</a>														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: left;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td>C2 Face-to-Face</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2 Face-to-Face	Activity			Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C2 Face-to-Face												
Activity														
Lab														
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>														
<b>13. Course Requires Consent for Enrollment?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair



3-7-17

<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Credential Analyst	<input type="checkbox"/> Dean	<input type="checkbox"/> Program/Department - Director/Chair
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)			
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.			
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
18. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline			
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* SOC 495, ID 370			
20. How often will this course be offered once established?* One a year in the fall			

<b>PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:</b> (Mandatory information – all items in this section must be completed.)			
21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, please specify:			
22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.			
Discipline	Signature	Date	_____Support _____Oppose
Discipline	Signature	Date	_____Support _____Oppose

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (please print or type name) 3-6-17  
Matt Atherton Date  
 2. Program Director/Chair 3.6.17  
Radha Shaw Date  
 3. College Curriculum Committee 3/8/17  
C. P. H. Date  
 4. College Dean (or Designee) 3/8/17  
Mary Stoddard/Hugh Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date  
 7. President (or Designee) \_\_\_\_\_ Date

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# SSCI: Theories of Academic Achievement and Transfer Student Success

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Fall 2015  
T-TH 1:00-1:50  
ACD 206

Instructor: Matthew Atherton  
E-Mail: matherto@csusm.edu  
Phone: (760) 750-8571  
Office: SBSB 2242  
Office Hours: Thursday 1:30-3:30pm and by appointment

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## Overview

This course focuses on the concept of student success as a framework for helping transfer student's excel at CSUSM. Students will examine the topic of student success through a multidisciplinary social science lens. Students will engage historical perspectives, theory, empirical social scientific studies, and discussions of the academic success and struggles of different demographic groups. This will be accomplished through readings and activities that examine the larger social science theories and literature surrounding student's success with a focus on giving students the knowledge of strategies that lead to success. As students gain an understanding regarding issues of student success from social science research, they will apply that knowledge to their own transition to CSUSM through activities, written assignments, and guest speakers.

## Goals

By the end of this session, you will... Be able to formulate a detailed path to graduation

- Be able to explain research related to academic success and struggle
- Be able to construct positions and consider multiple perspectives on historical and contemporary discussions college student success
- Be able to assess the literature surrounding the varying educational success/struggle of different social groups
- Be able to identify on campus resources and understand how they contribute to academic success
- Apply techniques to increase academic success from the literature to your current and future academic goals.

Many of these objectives will be met as students critically examine and reflect on the readings. Students will be expected to actively engage a critical, in-depth analysis of the ideas in the readings and present that knowledge in short written assignments. Students will also engage in

## Required Reading

Available via Cougar Courses in the Course Reading Section. You will find the readings either on a main page or in the folder marked Course Reserves, noted as [CR] on class schedule

## Required Materials

100 Oxford Ruled 3x5 note cards

## Milestones

- **ANNOTATED BIBLIOGRAPHY DUE OCTOBER 25TH**
- **EXPERIENCE ASSIGNMENT DUE NO LATER THAN NOVEMBER 3<sup>RD</sup>**
- **PATHWAY TO GRADUATION DUE DECEMBER 1ST**
- **TERM PAPER DUE DECEMBER 8TH**

## GRADING

The following components will be used to measure the student's grade within the course

Participation	10%
Journal Assignments	30%
Annotated Bibliography	10%
Experience Assignment	10%
Pathway to Graduation	20%
<u>Term paper</u>	<u>20%</u>
Total	100%

guided self-reflection writing assignments. Lastly students will be introduced to ideas through guest speakers, which they will reflect on in short written assignments.

Program Student Learning Outcomes\*

By the end of the course students be able to meet the following learning outcomes.

- Locate, analyze, assess, and communicate social science scholarship.
- Assess and utilize concepts and theories from two social science disciplines to explore the varieties of social experience encountered by those of different nations, classes, races, genders, or sexual orientations.
- Compare, contrast, and apply research strategies from two social science disciplines to the analysis of human experience, a social issue, or to the solution of a real world problem.

\*A complete description of program student learning outcomes and corresponding activities can be found at the end of this document

General Education Program Student Learning Outcomes\*

Additionally this course fulfills the requirements of a upper division DD course. By the end of the course students be able to meet the following learning outcomes.

\*A complete description of general education program student learning outcomes and corresponding activities can be found at the end of this document

- Compare and contrast relationships within and between human cultures.
- Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
- Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry.
- Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
- Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments

The All University Writing Requirement (2500 words) will be met through a combination of the online journal assignment, formal written papers and in-class writing assignments.

Participation

You will be graded on your participation in the course. The minimum requirements for participating in a college level course includes regular on-time attendance, reading assigned material prior to the beginning of class and paying attention/note taking during scheduled lectures. Beyond the minimum requirements, students looking to receive full points for participation should actively engage in classroom discussion and activities. Examples of classroom engagements include asking thoughtful questions, participating in classroom discussions and giving full attention and effort to classroom activities. Conversely, any of the following behaviors significantly impact your participation grade in a negative way (frequently missing or showing up late to class, coming to class un-

Grades

All grades will be assigned on an absolute scale (partially shown below), rather than a curve

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+

Extra Credit:

Special extra credit assignments for individual students are not permitted. Therefore, do not request that I provide you with an extra credit opportunity because you are performing poorly in the course. In the instance that extra credit opportunities are given, they will only be provided in a manner that is open to all students in the course

Cell Phone Policy:

Many of us love our cell phones and do not know how we could have lived without one. We stay in touch and can be reached by the important people in our life no matter where we might be - but **Not in Class**. Before you enter the classroom, turn off your cell phone and put your cell phone away. Cell phones should not be left on the table or desk (this includes pulling them out how many minutes until class ends, this is what a watch is for) and under no conditions are you to answer a call or have a phone conversation during class (This includes the viewing or sending of text message). These activities during class are not compatible with an educational experience. Violators of this policy will

prepared, talking or sending text messages during lecture, sleeping in class). The instructor may use unannounced quizzes to help the assignment of the participation grade.

Social Media and Participation

The course will have an accompanying Facebook page. An important note, participation on social media in this class is not required and any student can receive full participation points without ever using them. However, it is a great tool for those students who may not feel as comfortable speaking in class; this allows alternative way to earn full participation. Plus, I have found it to be an excellent way to expand on the ideas presented in the class.

Grading Participation

Students will be required to turn in a participation log/narrative during the last week of class. In this log/narrative, students will give themselves a participation grade and write a justification for that grade. Note that the grade that students give themselves are not binding, they will simply be a guide for the instructor to assign a grade. Final determination of participation grades is a decision made by the instructor.

Participation Grading Guidelines	
A	Student meets minimum requirements (described below) and actively participates in class and/or online discussions, lectures, and activities
B	Student meets minimum requirements (described below) and minimally participates in class discussion, lectures and online discussions
C	Student attends the majority of class meetings (on time), comes to class prepared, is engaged in learning (not on cell phone etc.) and actively participates in group activates (described above)
D	Student fails to meet one of the minimum requirements (described above)
F	Student fails to meet several of the minimum requirements (described above)

Journal

A list of questions will be given to students in prior to covering particular sections. These questions should be answered as the student reads the corresponding portion of the text. The journals will be graded three times during the semester, at those times the journal will be graded based upon

be asked to leave class or will have points deducted from their participation grade. If you know there is a certain day you need to have your phone accessible in case you receive a call (childcare concerns etc), just come tell me and we can easily work something out.

No Late or E-mailed Assignments

All assignments are to be turned in at the beginning of class the date they are due except when there are documented extenuating circumstances (e.g., medical and family emergencies) or you have made a prior agreement with me. If you are struggling with an assignment or deadline, please come talk to me ASAP and we can try to work out an arrangement.

Make Up Exams

Make up exams are not permitted except when there are documented extenuating circumstances (e.g., medical and family emergencies), and faculty have been notified 24 hours prior to or after the exam. In circumstances in which faculty permit make up exams, the format of the exam is at the discretion of the faculty member.

Withdrawal and Incompletes

Withdrawal requests from the course will not be accepted after the Withdrawal Deadline unless there are documented extenuating circumstances that would require such a withdrawal. Students considering withdrawal from the course must ultimately do so by the deadline posted on the University Calendar.

Incompletes are not permitted except when there are documented extenuating circumstances that cause students to miss 1 or 2 major

the quality of the information provided. I am looking for you to put forth effort in answering the question more so than looking for a specific correct answer. The journal will be managed electronically on Cougar Courses Before each class you will log on and post your answers into your online journal. If access to the internet is an issue for you, please meet with me as soon as possible.

The journal serves a number of purposes. Beyond ensuring your critical engagement with the text throughout the semester, they give me a window into your reading of the text, which in turn directly informs my teaching. Also they will allow you to do some of the self-reflection exercises in the course.

#### *Journal Grading Guidelines*

Students should answer the questions in a manner that reflects an understanding and application of course readings in each entry. Answers should reflect effort on the student's part to completely answer the question. Since the assignment is effort based, any student who meets these requirements in all their posts will receive full points. Self-reflection questions should reflect that students have taken time to think about the question and articulated a thoughtful response to the questions

Given the volume of journal entries, you may not receive regular feedback on individual journal entries. I will, however, be responding/grading to you on several occasions: You will receive feedback early enough in the process that you can incorporate the feedback into your work to receive full points on the first graded set. I may also respond to individual journal entries intermittently throughout the semester. Beyond all this, you should regularly be reviewing your journal after our class discussions, to see how your understanding of the text has developed (but you do not need to edit/correct your journal entries, just make sure that you have a good understanding of the concepts)

#### Guidelines to getting a good grade on the journal assignment:

- ✓ **Finish your journals on time. No late assignments will be graded.** If the daily work has not been posted by the appropriate due date, it count as a zero for that day and substantially negatively affects your grade for that overall assignment.
- ✓ **Save all journal assignments into a word processor file before you post them.** This protects you in case you have a technical difficulty and Cougar Courses does not post your writing. Since it is saved in another location, you have a back up that you can quickly and easily resubmit. It would be very beneficial if you backed-up all of your posts from this class into a document.

assignments. Incompletes are not permitted when students have missed large portions of course material.

#### Academic Integrity Policy

The maintenance of academic integrity and quality education is the responsibility of each student within this University and The CSU system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus program. Please see the ***University Catalog, pages 84– 85*** for further information regarding the Academic Misconduct Policy. (If you are writing a paper and you are unsure of how to properly site or paraphrase a source, consult me or see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html> prior to the assignment being due.)

#### Special Needs Policy

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750 – 4905, or TTY (760) 750 – 4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting. (I prefer that any student



requesting special considerations meet with me during the first week of the course so we may talk about the best ways to incorporate those considerations in a manner that will help you succeed)

### **Credit Hour Policy**

The university policy dictates that “students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning” Therefore students in this course should allot 6 hours per week of work outside the classroom.

### **Final Exam Policy**

This course does not have a final exam or assignment due during the final exam period.

✓ **Do not wait until the last minute to post your assignment.** If you procrastinate and wait until the last five minutes to turn in your assignment, you are assuming the risk that comes with it. In other words, if your internet connection dies at 8:00am and you can't meet the 8:30am deadline, I am not going to have much sympathy for you.

✓ **Try to line-up solid back-up access to the internet.** While I will be flexible if you are having technical difficulties, it does not hurt to plan ahead. Try to think of a way to gain access to the Internet in case you are having technical difficulties (the public library, campus computer labs, a neighbor or a restaurant with free wireless such as Panera).

## **Papers**

There are several substantive papers in the course that will have students examining and critically analyzing the topic of student success and struggle as well as reflecting on future goals. These papers will get graded by the following criteria.

### **Term & Pathways Paper Grading Guidelines**

<b>A</b>	<b>Paper meets B requirements and contains a coherent and well paced style throughout. An A paper shows that the student has a clear understanding of the material and is able to apply or think about the topic in a sophisticated or original manner. The paper clearly demonstrated the author is passionate for his/her argument and ideas. May contain a couple proof reading errors that normally occur during the editing process</b>
<b>B</b>	<b>Paper meets C requirements with a clear argument well organized argument. The student demonstrates a understanding of the main arguments presented in class material and uses them to support his/her arguments. Paper has minimal grammatical issues.</b>

<b>C</b>	<b>Paper meets guideline requirements and has a thesis with some support. However the overall paper is lacking in the level of quality expected in an upper level college course. Examples include but aren't limited to vague/broad arguments, unclear support for arguments and several awkward or poorly edited sections.</b>
<b>D</b>	<b>Paper has one or more significant flaws or shows an overall lack of organization or understanding. Examples include but aren't limited to lack of basic organization, numerous section of incoherent or awkward writing, failure to meet basic paper guidelines and weak support for arguments</b>
<b>F</b>	<b>Paper shows a fundamental lack of effort or understanding of a scholarly paper. Examples include but aren't limited to failure to meet several basic formatting guidelines laid out in assignment (e.g. page length, grammatical errors) lack of a coherent argument, or lack of support for arguments</b>

The guidelines for the Experience and Annotated Bibliography are detailed on the assignment handouts

## Course Schedule

Date	Topic/assignment	Reading (to be read before class)
8/30/16	Course overview	<ul style="list-style-type: none"> <li>None</li> </ul>
9/1/16	Getting ready for the semester	<ul style="list-style-type: none"> <li>10 Steps to Earning Awesome Grades (10StEAG) Chapter 1-4</li> </ul>
9/6/16	Learning from a interdisciplinary perspective	<ul style="list-style-type: none"> <li>Interdisciplinary Approach - Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies</li> <li>Teaching and Learning in Interdisciplinary Higher Education: A Systematic Review</li> </ul>



9/8/16	Student Success and Struggle a historical perspective	<ul style="list-style-type: none"> <li>Understanding Student Success Through the Lens of History</li> <li>Psychosocial Factors Predicting First-Year College Student Success</li> </ul>
9/13/16	Student Success and Struggle a historical perspective	<ul style="list-style-type: none"> <li>Who will succeed and who will struggle? Predicting early college success with Indiana's Student Information System</li> </ul>
9/15/14	Writing Center Presentation	<ul style="list-style-type: none"> <li>10 Steps to Earning Awesome Grades (10StEAG) Chapter 5</li> <li><b>The Effects of Writing Centers Upon the Engagement and Retention of Developmental Composition Students in One Missouri Community College</b></li> </ul>
9/20/16	Introduction to Critical Thinking	<ul style="list-style-type: none"> <li>On Liberty Chapter 1-3</li> </ul>
9/22/16	Introduction to Critical Thinking	<ul style="list-style-type: none"> <li>On Liberty Chapter 4-5</li> </ul>
9/27/16	Self Reflection: past	<ul style="list-style-type: none"> <li>None, but you have a question in you journal. Don't forget to bring 100 notecards to class</li> </ul>
9/29/16	Student Struggle and Stratification	<ul style="list-style-type: none"> <li>The Transition To College: Diverse Students, Diverse Stories</li> <li>Why Aren't More African Americans Going to College?</li> </ul>

10/4/16	Student Struggle and Stratification	<ul style="list-style-type: none"> <li>• Empty Promises: The Myth of College Access in America</li> <li>• First -Generation College Students: Additional Evidence on College Experiences and Outcomes</li> </ul>
10/6/16	Student Struggle and Stratification	<ul style="list-style-type: none"> <li>• Silenced Struggles: The Experiences of Latina and Latino Undocumented College Students in California</li> <li>• Gender Inequality and Higher Education</li> </ul>
10/11/16	Library Skills	<ul style="list-style-type: none"> <li>• What do they know?: An assessment of undergraduate library skills</li> </ul>
10/13/16	Library Skills	<ul style="list-style-type: none"> <li>• How to develop library research skills in college students</li> <li>•</li> </ul>
10/18/16	The common read	<ul style="list-style-type: none"> <li>• Creating Common Ground: Common Reading and the First Year of College</li> <li>• Sal Si Puedes: Forward (p.vii-xxxvi)</li> </ul>
10/20/16	Self Reflection: Present	<ul style="list-style-type: none"> <li>• Big Five Personality Test (Link)</li> </ul>
10/25/16	Outside Factors of student struggle & SOAR	<ul style="list-style-type: none"> <li>• Assessing the Relationships Between Perceived Support From Close Others, Goal Commitment, and Persistence Decisions at the College Level</li> <li>•</li> </ul>

10/27/16	Career Center Presentation	<ul style="list-style-type: none"> <li>• Attributes Employers Want to See on New College Graduate Resumes</li> <li>• The Benefits of E-portfolios for Students and Faculty in Their Own Words</li> </ul>
11/1/16	Grit	<ul style="list-style-type: none"> <li>• Grit: The Power of Passion and Perseverance</li> </ul>
11/3/16	Grit	<ul style="list-style-type: none"> <li>• Don't Believe the Hype About Grit, Pleads the Scientist Behind the Concept</li> <li>• The Limits of "GRIT"</li> </ul>
11/8/16	Self Reflection: Future	<ul style="list-style-type: none"> <li>• Be Mindful of your Path (CR)</li> </ul>
11/10/16	Advising Visit	Look at Spring 2017 Schedule
11/15/16	Student research	<ul style="list-style-type: none"> <li>• Undergraduate Research as a High-Impact Student Experience</li> </ul>
11/17/16	Mindset	<ul style="list-style-type: none"> <li>• Mindset: The New Psychology of Success</li> </ul>
11/22/16	Mindset	<ul style="list-style-type: none"> <li>• Growth Mindset Framing</li> <li>• Academic tenacity: <b>Mindsets</b> and skills that promote long-term learning</li> </ul>
11/29/16	<b>Mindfulness</b>	<ul style="list-style-type: none"> <li>• Cultivating mindfulness: effects on well-being</li> <li>•</li> </ul>
12/1/16	<ul style="list-style-type: none"> <li>• <b>Mindfulness</b></li> </ul>	<ul style="list-style-type: none"> <li>• Developing mindfulness in college students through movement-based courses: effects on self-regulatory <del>self-efficacy, mood,</del></li> </ul>

		stress, and sleep quality
12/6/16	<b>Student Success Center</b>	<ul style="list-style-type: none"> <li>• None, but you have a question in your journal</li> </ul>
12/8/16	Final Class	<ul style="list-style-type: none"> <li>• Term Paper Due</li> </ul>

<u>General Education Program Learning Outcome</u>	<u>Corresponding activity and assessment</u>
Compare and contrast relationships within and between human cultures.	Short written assignments (journal), in-class activities, Term Paper assignment. (in particular assignments regarding On Liberty)
Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.	Short written assignments (journal) and term paper assignment, Writing Center activity
Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry.	Short written (journal), annotated bibliography and term paper assignment, and library in class activities
Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.	Short written assignments (journal), in-class activities (i.e. assignments regarding On Liberty and "grit readings")
Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments	Short written assignments (journal), in-class activities, term paper assignment

<u>Program Learning Outcome</u>	<u>Corresponding activity and assessment</u>
Locate, analyze, assess, and communicate social science scholarship.	Short written (journal), annotated bibliography and term paper assignment
Assess and utilize concepts and theories from two social science disciplines to explore the varieties of social experience encountered by those of different nations, classes, races, genders, or sexual orientations.	Short written assignments (journal), in-class activities, term paper assignment.
Compare, contrast, and apply research strategies from two social science disciplines to the analysis of human experience, a social issue, or to the solution of a real world problem.	Short written (journal), annotated bibliography and term paper assignment