

## UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL

## FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number ID370Course Title Transfer Student Success

- ☐ This is a new course. A FORM C is being filed concurrently.
- ☐ This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- ☐ This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- ☐ This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course. Please see attached syllabus.
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.) This course will be offered in a face-to-face format.

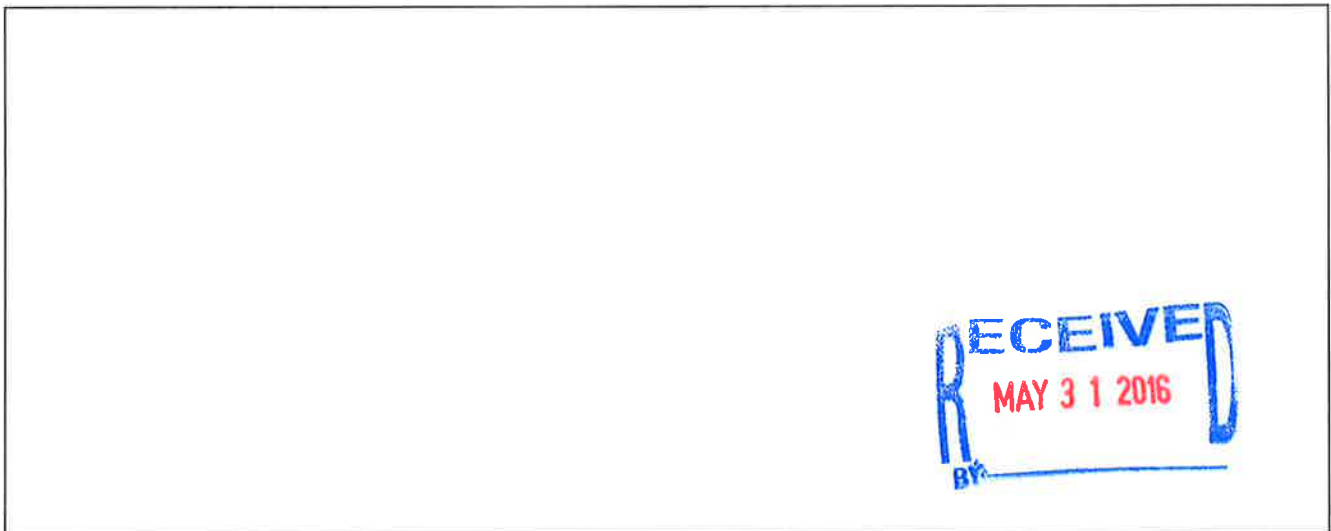
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

     yes      X no

- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

     yes      X no

- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.



Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Marta

Originator

Program Director

General Education Coordinator

General Education Committee Chair

Signatures

6-16-16

Date

Date

Date

Date

**FORM INSTRUCTIONS FOR UDGE-DD (WHITE)**  
**UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL**  
**FOR AREA DD – SOCIAL SCIENCES**

**The Definition of Upper Division GE Courses:**

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

**Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.**

1. Please attach a syllabus or draft syllabus of the course. Please see attached syllabus.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units. 3 units.
3.
  - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements? No
  - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major. No
  - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors. Please see answer on the previous page.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

This course provides transfer students with the guidance, resources and substantive introduction to topics that are delivered to our students who enter as freshmen. While transfer students have good graduation rates, often their time-to-graduation is lower as well as their sense of belonging to the university. This course is designed to provide transfer students with not only the tools and resources they need to excel both in terms of academic success (time to graduation, GPA) but also quality of the degree (sense of belonging, connection to faculty). Lastly by introducing students to the social science topics in a deeper multidisciplinary manner helps bridge knowledge and skill gaps that often can occur when transition from community college curriculum to upper division curriculum at CSUSM

The course will focus on three main topics 1) student acclimation to academic & student life resources 2) academic self-reflection and goal setting, 3) introduction to in-depth examinations of social science topics from a multidisciplinary perspective. Acclimation to student resources will involve projects and guest speakers from programs and resources such as the library, Writing Center, Student Affairs (SOAR), Career Center, and the Career Readiness Initiative. Acclimation to student life will focus on ways they can build relationships with faculty and become involved in the co-curricular events at the college and university level through involvement and focused reflection. Lastly, the class will focus on skills and knowledge within for academic success. This course will not only bridge knowledge gaps that hinder students as they transition to their major, it will provide a solid foundation of social science skills and knowledge. Students will be able to analyze, explain, and examine contemporary social problems from a multidisciplinary perspective by using social scientific reasoning, research and writing. This emphasis on dynamic understandings of topics will gradually build an understanding of the importance a multidisciplinary and analyzing topics from various social perspectives, which will culminate in their "term paper" assignment at the end of the semester. The social science approach is the perfect way to bridge the gap between the way students learned about topics in community college and the way they will be expected to analyze and apply knowledge in their upper division courses at CSUSM.

**Criteria for Upper Division Area DD Courses:**

**Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.**

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

This course will start by building a foundation of critical thinking which emphasizes critical analysis that relies heavily on logic and evidenced based analysis of social issues. Students will engage specific social issues, including those related to their transition to the University, and be given readings from varied disciplines with which to view the issues. They will be asked to apply these perspectives to the problem in pre-class short writing assignments as well as in class active learning exercises. Students will also be asked to choose a topic for a longer paper in which they will need to analyze the issue from at least two different social science perspectives. This will include understanding some of the previous literatures/research from each of those perspectives as well as developing research questions and/or public policy avenues for future work based on each perspective.

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

As students cover each topic, they will engage the topic through readings that emphasize how issues of race, class, sexual orientation, ethnicity, and religion influence the way the problem is framed as well as those affected by the issue. Students will be required to apply these perspectives to analyze the intersectionality of these issues.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

This course is not an introduction to the social science perspective per se (that is accomplished in courses such as SSCI 301. Rather, the core values of a social science perspective (intersectionality, multiple perspectives, emphasis on scientific reasoning) will be baked into the foundation of the course. The way students will explore and analyze the substantive topics covered in the course will always integrate multiple perspectives in both the readings and assignments. (Please see the attached syllabus for details on how the UDGE DD learning outcomes will be assessed.

#### **Assessment for Upper Division Area DD Courses:**

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

Students will be required to answer reflective essay questions related to the substantive readings that will be due prior to start of the class that covers that topic. These journal questions emphasize the application and analysis of the readings rather than simple recall or identification of information. In my teaching experience, these types of questions help students engage the topic in a meaningful way prior to class and enhance the lecture or active learning activity covered in that class session. Secondly, students will be writing a longer term paper, which will emphasize research on a social science topic. Students will be required to complete an annotated bibliography on a topic of their choice. This annotated bibliography will require students to use academic sources from at least two different social science fields/databases. The final term project will task students with writing a realistic plan for future research and/or community engagement regarding their topic. This paper will require students use the varied sources from their annotated bibliography to explain and demonstrate the importance of a multidisciplinary approach to analyzing social issues

Student mastery of student learning outcomes for the course as well as UDGE Area DD SLOs will be assessed using a rubric designed by the professor.

b. If you use any course assessment activities (e.g., “pre” and “post” testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well. NA

## Annotated Bibliography Assignment

Building on the work from the sessions in the library, students are expected to locate and present 5 scholarly sources in this annotated bibliography. Students are expected to incorporate articles from at least two different social science perspectives from different databases covered in class. This assignment is designed to have you engage the topic you will ultimately write about in your term paper. The more work you put into your summary and analysis of these sources will greatly reduce the amount of work you will need to do for the term paper.

Below is a description and example of an annotated bibliography

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What exactly is an annotated bibliography?

Definitions:

Bibliography - list of citations information sources (books, articles, documents, websites or webpages, audio, video).<sup>1</sup>

Annotation - a brief (often about 150 words) descriptive and evaluative paragraph the purpose of which is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Explanation:

An annotated bibliography summarizes the central theme and scope of each source in the list. Each annotation should include:

- **Citation:** a complete citation for each work included.
- **Summary:** a sentence or two summarizing the author's main point.
- **Evaluation:** a) a statement about the type of source (e.g., a scholarly research article, an editorial from a professional magazine, a feature newspaper article, a chapter from a popular book, a U.S. government website); b) a short evaluation of the authority of the author to write about the topic, quality of the source, objectivity, etc.
- **Your Notes:** Your own thoughts on why this is relevant for you in the context of your research paper, and how you will use this source. <sup>2</sup>
- **The social science perspective:** Briefly talk about how the article represents its discipline (since you will need to think about the ways these differ or compliment each other for the final paper). For example, the psychological article emphasizes an individual perspective to the issue.

Tips:

- Don't confuse abstracts or summaries with annotations.<sup>3</sup>
- Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes.<sup>4</sup>
- Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority. <sup>5</sup>

See the list of criteria for evaluating sources at

<http://library.njit.edu/researchhelpdesk/howto/evaluate.php> <sup>6</sup>

See also Engle, Blumenthal, and Cosgrave. "How to prepare an annotated bibliography."  
Reference Department. Uris and Olin Libraries, Cornell University. rev. 12 Feb 2010.  
Accessed 27 August 2010.  
<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>