**ABSTRACT**

|  |  |
| --- | --- |
| **Course Abbreviation and Number:**      | **Course Title:**      |
| **Number of Units:** **\_\_\_\_\_** |
| **College or Program:**[ ] CHABSS [ ] CSM [ ] CEHHS [ ] COBA [ ] Other       | **Desired term of implementation:** [ ]  Fall [ ] Spring [ ] Summer Year:       | **Mode of Delivery:**[ ]  face to face[ ]  hybrid[ ]  fully on-line |
| **Course Proposer (please print):** | **Email:** | **Submission Date:** |

**1. Course Catalog Description:**

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

|  |  |
| --- | --- |
| [ ]  | Course description, course title and course number |
| [ ]  | Student learning outcomes for General EducationArea and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences |
| [ ]  | Topics or subjects covered in the course |
| [ ]  | Registration conditions |
| [ ]  | Specifics relating to how assignments meet the writing requirement |
| [ ]  | Tentative course schedule including readings |
| [ ]  | Grading components including relative weight of assignments |

**SIGNATURES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Course Proposer |  | Date |  | Department Chair |  | date |  |
| ***Please note that the department will be required to report assessment data to the GEC annually. \_\_\_\_\_\_*** ***DC Initial*** |
|  |  | Support□ | Do not support\*□ |  |  | Support□ | Do not support\*□ |
| GEW Director | Date |  |  | Library Faculty | Date |  |  |
|  |  |  |  |  |  |  |  |
|  |  | Support□ | Do not Support\*□ |  |  | Support□ | Do not Support\*□ |
| Impacted Discipline Chair | Date |  |  | Impacted Discipline Chair | Date |  |  |
|  |  | Approve□ | Do not Approve □ |  |  |  |  |
| GEC Chair | Date  |  |  |  |  |  |

|  |
| --- |
| **\* If the proposal is not supported, a memo describing the nature of the objection must be provided.** |
|  |
| Course Coordinator:      Phone       Email:       |

|  |
| --- |
| ***Part A: A2 Written Communication General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]***  |
|

|  |  |  |
| --- | --- | --- |
| **Written Communication GELOs this course will address:** | **Course content that addresses each GELO.** | **How will these GELOs be assessed?** |
| A2.1: Formulate/construct a readily identifiable, specific, arguable, and suitably complex thesis (e.g., provide a focus).  |       |       |
| A2.2: Use substantial and varied evidence to effectively support the thesis. |       |       |
| A2.3: Compose a clear and compelling introduction and conclusion. |       |       |
| A2.4: Compose and organize paragraphs with smooth and logical transitions between them. |       |       |
| A2.5: Consistently construct clear sentences using proper mechanics (e.g., spelling, punctuation) such that the work is concise, fluid and engaging. |       |       |
| A2.6: Construct written work to be effectively tailored to a particular audience and purpose.  |       |       |

 |
|  |

***Part B: General Education Learning Outcomes required of all GE courses related to course content:***

|  |  |  |
| --- | --- | --- |
| **GE Outcomes required of all Courses** | **Course content that addresses each GE outcome?** | **How will these GELOs be assessed?** |
| Students will communicate effectively in writing to various audiences. (writing) | Do not complete. This information is provided in Part A. | Do not complete. This information is provided in Part A. |
| Students will think critically and analytically about an issue, idea or problem. (critical thinking) |       |       |
| Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)  |       |       |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All A2 courses must meet at least one of the LEAP Goals.***

|  |  |
| --- | --- |
| **GE Programmatic Goals** | ***Course addresses this LEAP Goal:*** |
| LEAP 1: Knowledge of Human Cultures and the Physical and Natural World. | ***[ ]  No*** ***[ ] Yes*** |
| LEAP 2: Intellectual and Practical Skills | ***[ ]  No*** ***[ ] Yes*** |
| LEAP 3: Personal and Social Responsibility | ***[ ]  No*** ***[ ] Yes*** |
| LEAP 4: Integrative Learning | ***[ ]  No*** ***[ ] Yes*** |
| **CSUSM Specific Programmatic Goals** | **Course content that addresses the following CSUSM goals. Please explain, *if applicable.*** |
| CSUSM 1: Exposure to and critical thinking about issues of diversity. | ***[ ]  No*** ***[ ] Yes (please describe):*** |
| CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts. | ***[ ]  No*** ***[ ] Yes (please describe):*** |

 |
| ***Part D: Course requirements to be met by the instructor.***

|  |  |
| --- | --- |
| **Course Requirements:** | **How will this requirement be met by the instructor?** |
| Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. A minimum of six essays, totaling a minimum of 8000 words, is required.  |  |
| Reading for the course will be extensive and intensive and will be linked to the division or College offering the course. It shall include useful models of writing for academic, general, and special audiences. |  |
| The course will include a substantial written product, such as a long essay, a portfolio of written work, or a final essay exam, as the course’s culminating activity. The culminating activity will incorporate revision (multiple drafts). |  |
| At the discretion of the university or the instructor, students may be required to attend tutoring sessions as a corequisite to completing the course.  |  |
| Courses approved for Written Communication shall include an assessable Information and Computer Literacy component that will require students to develop an understanding of the core information sources and literature of the discipline.  |  |
| Student learning shall be measured by formative (process-oriented, such as comments and grades on writing) and summative (through the culminating activity) methods.  |  |

 |