*UNIV 302*

California State University San Marcos          • NEW COURSE •          FORM C

| 1ORIGINATOR'S SECTION: | | |
|---|---|---|
| **1. College: OUGS**<br><br>☐ **CHABSS** ☐ **CoBA**<br>☐ **CoEHHS** ☐ **CSM** X**OUGS** | **Desired Term and Year of Implementation (e.g., Fall 2008):**<br><br>Fall 2018 | |

**2.Course is to be considered for G.E.?** (If yes, also fill out appropriate GE form*)   ☐ Yes ☒ No

**3. Course will be a variable-topics (generic) course?** ☒ Yes ☐ No
("generic" is a placeholder for topics)

**4. Course abbreviation and Number:*** UNIV 302

**5. Title:** *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
**Special Topics in Student Success**

**6. Abbreviated Title for PeopleSoft:**
*(no more than 25 characters, including spaces)*
Spec Top: Student Success

**7. Number of Units:** 1-3

**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 not count toward the 80-word limit.)*

Selected topics in student success. May be repeated for credit/no-credit for a total of four times per topic.

**9. Why is this course being proposed?**
The Office of Undergraduate Studies serves as the campus hub to promote students' academic success in collaboration with the colleges. As such, we work in partnership to secure grants to support students' success. McNair is our first grant that requires a course component like the one proposed here. Topics containers like this one teach students advanced student success strategies that are unique to respective grants. In the case of the first UNIV 302 Topic: McNair Scholars Learning Community, the course will prepare ensure that students are on progress to graduate successfully and prepare them for success in graduate school.

**10. Mode of Instruction***

| *For definitions of the Course Classification Numbers:* | Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) |
|---|---|---|---|
| *http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/ Instructional%20Mode%20Conventions.pdf* | | | |
| | Lecture | 1-3 | C-5 |
| | Activity | | |
| | Lab | | |

**11. Grading Method:***
☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☒ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

**12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.**

**13. Course Requires Consent for Enrollment?** ☒ Yes ☐ No

☐ Faculty   ☐ Credential Analyst   ☐ Dean   ☒ Program/Department - Director/Chair

**14. Course Can be Taken for Credit More than Once?** ☒ Yes ☐ No
If yes, how many times? 4 (including first offering)

**15. Is Course Crosslisted:** ☐ Yes ☒ No

If yes, indicate which course          and check "yes" in item #22 below.

**16. Prerequisite(s):** ☐ Yes ☒ No

**17. Corequisite(s):** ☐ Yes ☒ No

**18. Documentation attached:**

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| ☒ Syllabus | ☐ Detailed Course Outline |
|---|---|

**19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:***

**20. How often will this course be offered once established?*** Once a semester

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**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**
*(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)?**     ☐ Yes  ☒ 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.)*     ☐ Yes  ☒ No

If yes, obtain signature(s).  Any objections should be stated in writing and attached to this form.

Discipline _____   _____   _____Support _____Oppose
                        Signature                                      Date

Discipline _____   _____   _____Support _____Oppose
                        Signature                                      Date

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**SIGNATURES : (COLLEGE LEVEL) :**                                    **(UNIVERSITY LEVEL)**

Joanne Pedersen Ph.D.                              12/18/17
1. Originator   (please print or type name)        Date              5. UCC Committee Chair                          Date

2. Program Director/Chair                           Date              6. Vice President for Academic Affairs (or Designee)  Date

3. College Curriculum Committee                     Date              7. President (or Designee)                      Date

4. College Dean (or Designee)    12-18-17           Date

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* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.
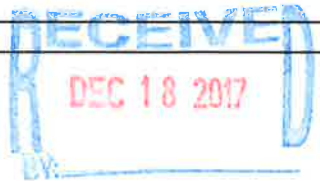
## SAMPLE SYLLABUS: UNIV 302

## McNair Scholars Learning Community Course

Co-Instructors:

Contact:

Office hours:

Course meets:

Course Website:

### *Course Description:*

In this one unit credit course, TRIO McNair scholars will explore topics to enhance their understanding and approach to learning at the college level. The course will delve into learning strategies for student success, such as adaptability, growth mindset, and resiliency. Students will have the opportunity to develop a wide range of skills, including: how to effectively interact with your professors, public speaking, professional etiquette and accountability, effective study habits for their classes, and financial literacy. Students will be exposed to various programs at CSUSM, be shown how to navigate useful resources on campus, and learn about academic opportunities available on campus for students to leverage during their college experience. By actively participating in the course, students will be provided with chances to interact with other professionals at CSUSM, and build a sense of community and support CSUSM.

*Note: This course is different than any other you probably have taken at the CSUSM. Our goal is to help you develop and succeed as a university student and future graduate student. In order for this to happen you will be asked to be open to reflecting on your own identity as a student. We also ask that you be open to trying new techniques and approaches to studying and learning at the university. If you choose to stay in this class then you are acknowledging that you will have an open mind and will do your best to learn from each other and the instructors.*

### TRIO Seminar Shared Learning Objectives:

- Create TRIO/McNair identity
- Creating a sense of belonging to CSUSM
- Build a network of peer support
- Provide transition support to transfer students
- Deliver a variety of topics for student preparation and success
- Expose and connect students with CSUSM advisors, staff, and faculty
- Develop a strong foundation for research
- Prepare students for graduate school

**Expectations:**

- Show up punctually and prepared to participate in all class discussions surrounding assigned readings on the course website.
- Building a strong appreciation for interdisciplinary work
- Developing critical thinking and writing skills through class discussions, group research projects, and peer-to-peer teaching opportunities.
- Learning essential study strategies and explore the science of how the brain learns in order to develop a toolbox of academic skills.
- Developing a community of peers with similar academic interests and objectives, and obtain insight from successful students already involved in undergraduate research.
- Learning about campus resources and services.

*Requirements:*

**Materials:**

All materials need to be brought to every class. Failing to be prepared for class is not acceptable at a college level. We expect you to have the following for each class:

- Academic Planner (accessibility to it virtually is acceptable)
- A way of taking notes during class
- Articles: all articles will be provided for you on the course website

    Examples of Articles:

    Dweck, Carol. "Chapter 8: Changing Mindsets." Mindset: The New Psychology of Success. Random House, 2006. 213-246.

    University of York. "New insights into why sleep is good for our memory." ScienceDaily. *ScienceDaily*, 14 November 2017. <www.sciencedaily.com/releases/2017/11/171114123323.htm>.

    Brandeis University. "Why all-nighters don't work: How sleep, memory go hand-in-hand." *ScienceDaily*. ScienceDaily, 23 January 2015. <www.sciencedaily.com/releases/2015/01/150123121735.htm>.

**Receiving Credit:**

This is a one unit credit course. In order to receive credit, you must actively participate in weekly class sessions. Assessment will be based upon the understanding of content as well as an application of the skills and strategies presented in class. Students will receive a credit for the course based on their successful completion of the following requirements:

- Attendance requirements fulfilled
- Active participation (including reading) fulfilled at the discretion of the instructors
- All reflections, assignments, and assessments fulfilled
- Any group projects completed
- Attendance to at least 1 TRIO McNair cultural event
- Final presentation completed
- Having more than two late/missing assignments will result in **NO CREDIT** for this course.


**Attendance and Excused Absence:**

You are expected to attend **every** class as well as check your email and course website regularly. Two missed classes for the semester is acceptable if you inform us of the absence 24 hours in advance and make arrangements to meet one-on-one to discuss the missed material. Please note: although you are allowed two excused absences, EVERY class you miss must be made up with an instructor. It is your responsibility to contact us and coordinate a time to make up your class before the week is over.


Examples of acceptable reasons for missing a deadline and/or class include but are not limited to:

- Documented serious illness and/or injury.
- Death in the immediate family.
- Documented absence for a University related event.
- Pre-arranged absence (contact instructors before class for approval).


Examples of unacceptable reasons for absences:

- Social engagement reasons.
- Work/school conflicts.
- Daily-life matters.

**Unexcused Lateness:**

Along with attendance, you are expected to be ready to go at the start of class. We will be taking mark for each class on students who show up late. Unexcused Lateness is defined as arriving up to 20 minutes after the class starts. Anything after 20 minutes is counted as an absence for the class.

You will be allowed to have two late attendances for the semester. Anything after the second late attendance (i.e. 3rd late attendance) will be marked as an absence. We do understand that sometimes travel and limited commute times between classes can inhibit you to arrive on time. It is up to you to let us know if you will be late for a class.

**Class Participation:**

You are not only expected to attend every class but you must **actively participate** in every class as well. **Active participation** is defined as coming to class with homework completed, respectfully listening to and working with your peers and guest speakers, and making a committed effort to speak up in class. Participation will also be graded based on your effort to attempt the methods and skills taught in the course.

*Assignments*

**Weekly Materials:**

There will be a variety of readings, articles, links, and/or videos you will need to go over every week throughout the semester. These materials will contain content we will cover in the following week. You are responsible for reviewing the content and using them to contribute to the class. All materials can be found on the course calendar.

**Reflection Questions:**

Students will be required to respond to reflection questions by their due date. The reflection questions, their due date, and response submission options are all available on the course website. Be sure to fulfill the minimum or maximum required words for each reflection or you will not get credit for that assignment – It is your responsibility to confirm that your responses meet word requirements. If you turn in a reflection late, please refer to the Late Assignment section. Missed reflections must still be made up to receive full credit.

**Strengths Assessment:**

During the semester you will be required to fill out an individual assessment (i.e. CliftonStrengths®) that will be provided by TRIO McNair. The login information and due date will be posted on the course website. It is important that you fill out this assessment on time so results will be available to you when results are covered in class. Failure to complete the assignment on time will count as a late assignment.

**Cultural Event:**

Every student in a TRIO McNair Seminar is required to attend a cultural event that is put on by the TRIO McNair Staff. Options to fulfill this requirement will be communicated during class time. Students that do not attend a cultural event by the end of the semester will get a **NO CREDIT** grade.

**Final Presentation:**

The final presentation will be outlined on the course website with specific instructions on what completion looks like. You will have the majority of the semester to prepare, research, and build your presentation. Students who miss their final presentation will get a **NO CREDIT** grade.

**Late Work Policy:**

In order to receive credit for this course all assignments must be complete and submitted, even late work. Work submitted after the deadline will be considered late homework for that week. Late assignments still need to be completed. Late assignments are counted by the week. You get 3 late homework weeks for the semester. You can only can get one late homework mark per week (Ex. if you miss both a reflection and a discussion on the same week, you will only be marked for one late assignment). **Exceptions to the late policy can only be considered in cases of documented/excused illness or family emergency AND if instructors are contacted before the assignment is due.**

**ADA Statement:**

Student 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 4300, and can be contacted by phone at (760) 750-4905 or by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

**Academic Honesty Statement:**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

It is recommended that students be referred to the full Academic Honesty Policy at http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html .

## Course Summary:

| Date | Details |
|---|---|
| Week 1 | Introductions; Class Expectations and Syllabus |
| Week 2 | Visits from Campus Resources; Time Management |
| | *Assignment: Complete CliftonStrengths* |
| Week 3 | Learning Strategies: Bloom's Taxonomy; Stress Reduction and Healthy Behaviors for the Brain (Exercise, Diet, and Sleep) |
| Week 4 | Professional Etiquette; CliftonStrengths |
| Week 5 | Introduction to Summer Research Programs |
| Week 6 | Adapting in the College Environment |
| Week 7 | Growth Mindset |
| Week 8 | Successful Students Panel |
| | *Assignment: Reflective Essay (Example Questions: Based on the topics we've covered in class so far, which topic(s) resonated with you the most and why? What do you consider to be a successful student? Of the things you mentioned, how much does this represent you? What practices do you have that contribute towards your success?)* |
| Week 9 | Emotional Intelligence; Awareness Material: Identity, Microaggressions, Stereotype Threat, and Privilege. |
| Week 10 | Personal Accountability; Resilience; Presentation and Communication Skills |
| Week 11 | Short Presentations: Identified Summer Research Programs and Their Requirements |
| Week 12 | Working on Summer Research Applications (In Class Review and Critiques) |
| | *Assignment: Personal Statement and Other Application Essays Due* |
| Week 13 | Financial Literacy |
| Week 14 | Final Presentations |
| Week 15 | Final Presentations |
| Week 16 | Final Presentations |