

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST  
• AREA E: Lifelong Learning, Self-Development and Information Literacy  
See GE Handbook for information on each section of this form**

**ABSTRACT**


Course Abbreviation and Number: <u>GEL 101</u>		Course Title: <u>The Student, The University, The Community</u>	
Number of Units: <u>3</u> (currently certified as meeting Area E) <u>  </u>			
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input checked="" type="checkbox"/> Other: <u>First-Year Programs (FYP)</u>		Desired term of implementation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: <u>Immediately, for continuing certification</u>	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): <u>Joanne Pedersen</u>		Email: <u>pedersen@csusm.edu</u>	Submission Date: <u>2/03/14</u>

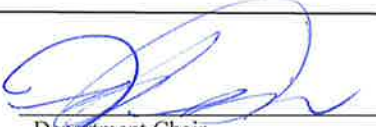
1. **Course Catalog Description:** Designed to equip students with the basic skills, concepts, and knowledge necessary to become a lifelong learner. Examination of current theory and research regarding the information age, health and wellness, career development, and psychological assessment. Practical application of the theory and research. Includes information literacy and technology skills, group and teamwork, and learning styles. *May not be taken for credit by students who have received credit for ESM 111, ESW 120, GEL 110 or GEL 120. Enrollment restricted to students with Freshman standing.*

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

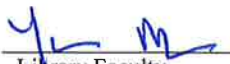
<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**


3-11-14  
 Course Proposer                      Date


3-11-14  
 Department Chair                      date

*Please note that the department will be required to report assessment data to the GEC annually.* JP  
DC Initial

 Library Faculty	<u>3/11/14</u> Date	Support    Do not support* <input checked="" type="checkbox"/> <input type="checkbox"/>	Support    Do not support* <input type="checkbox"/> <input type="checkbox"/>
Impacted Discipline Chair	Date	Support    Do not Support* <input type="checkbox"/> <input type="checkbox"/>	Approve    Do not Approve <input type="checkbox"/> <input type="checkbox"/>
Impacted Discipline Chair	Date	GEC Chair	Date

\* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: **Joanne Pedersen** Phone: **760-750-4186** Email: **pedersen@csusm.edu**

**California State University, San Marcos General Education Program**  
**GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**  
**• AREA E: Lifelong Learning, Self-Development and Information Literacy**  
*See GE Handbook for information on each section of this form*

**Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Lifelong Learning and Self-Development GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.	Readings, textbook chapters, lectures, guest speakers (e.g. from Student Health & Counseling Services, ASI, Campus Recreation, CLASS, Math Lab, Writing Center), various self-assessments (e.g. Academic Intrinsic Motivation Scale, Strengths Quest, Kognito, Wellness Wheel exercise). A central theme of this course is the engagement in self-assessment that allows for reflective thinking and discussion of one's own development and well-being.	In-class/small group discussion & exercises  Quizzes, written assignments  Reflective essays/papers that analyze self-assessment results and actual use of campus resources and attendance at campus events, workshops, social functions, etc.
E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.	In addition to the content stated in E1.1, this course creates direct connections and opportunities for students to actively engage in a variety of campus resources and organizations (e.g. Career Center, Student Health and Counseling Services, Library, Academic Departments, Math Lab/Writing Center, Undergraduate Advising, ASI, Campus Recreation, student clubs/organizations, etc.) Chapters in our GEL custom text material contain detailed information on campus resources available to students and how to connect with campus life at CSUSM. GEL instructors provide regular up-to-date information on opportunities.	In-class/small group discussion & exercises  Quizzes, written assignments  Reflective essays/papers that analyze self-assessment results and actual use of campus resources and attendance at campus events, workshops, social functions, etc.
E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.	Readings, textbook chapters, lectures, guest speakers (e.g. from Student Health & Counseling Services, ASI, Campus Recreation, CLASS, Math Lab, Writing Center), various self-assessments (e.g. Academic Intrinsic Motivation Scale, Strengths Quest, Kognito, Wellness Wheel exercise). A central theme of this course is the engagement in self-assessment that allows for reflective thinking and discussion of one's own development and well-being.	In-class/small group discussion & exercises  Quizzes, written assignments  Reflective essays/papers that analyze self-assessment results and actual use of campus resources and attendance at campus events, workshops, social functions, etc.

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA E: Lifelong Learning, Self-Development and Information Literacy**

*See GE Handbook for information on each section of this form*

<p>E1.4 Describe how their well-being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.</p>	<p>In addition to the content stated in E1.1, this course creates direct connections and opportunities for students to actively engage in a variety of campus resources and organizations (e.g. Career Center, Student Health and Counseling Services, Library, Academic Departments, Math Lab/Writing Center, Undergraduate Advising, ASI, Campus Recreation, student clubs/organizations, etc.) Chapters in our GEL custom text material contain detailed information on campus resources available to students and how to connect with campus life at CSUSM. GEL instructors provide regular up-to-date information on opportunities.</p>	<p>In-class/small group discussion &amp; exercises</p> <p>Quizzes, written assignments</p> <p>Reflective essays/papers that analyze self-assessment results and actual use of campus resources and attendance at campus events, workshops, social functions, etc.</p>
<p>E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.</p>	<p><b>LIBRARY MODULE:</b> All GEL sections include a 2-week Library Module facilitated by a faculty librarian. Curriculum is a comprehensive introduction to information literacy and the skills necessary for doing college level research. Students are taught techniques for 1) topic/thesis development, 2) using on-line data bases and other resources to locate relevant information, 3) distinguishing between scholarly sources and non-scholarly sources, 4) analyzing information relevant to a topic/thesis, 4) drawing conclusions and communicating those conclusions.</p> <p><b>CAREER MODULE:</b> All GEL sections include a 1-week Career Module facilitated by an advisor from the CSUSM Career Center. Curriculum requires students to engage in self-assessment about their own/personal career objectives. Students are taught how to use on-line tools to locate, analyze and synthesize information on career/s they wish to learn more about. Students use this information to think critically about their immediate academic plan and how their choice of major connects to their career objectives.</p>	<p><b>LIBRARY MODULE:</b> Student work is submitted via Cougar Courses. A variety of assignments allow for the determination of the student's ability to:</p> <p>Narrow down a topic and write an appropriate thesis statement.</p> <p>Use on-line data bases to locate relevant sources.</p> <p>Evaluate sources of information and distinguish between scholarly and non-scholarly sources.</p> <p>Draw conclusions relevant to thesis and communicate findings.</p> <p>Learning outcomes for this module are designed so that the student develops transferable skills relevant for conducting college level research in other classes and life settings.</p> <p><b>CAREER MODULE:</b> Worksheets and assignments on:</p> <p>Personality and career choice/self-assessment results</p> <p>Ability to use on-line tools to research/locate information on careers and connect that information with a personal academic plan (classes for the upcoming semester, choice of major, etc.) <a href="http://www.csusm.edu/careers/GEL/index.html">http://www.csusm.edu/careers/GEL/index.html</a></p>

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA E: Lifelong Learning, Self-Development and Information Literacy**

*See GE Handbook for information on each section of this form*

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

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	<p>Writing opportunities occur throughout the entire GEL course and provide opportunities to practice writing within the following categories:</p> <p>Reflective writing intended for personal self-development</p> <p>Reflective writing to be shared with peers</p> <p>Academic writing appropriate for conducting research and communicating research findings</p> <p>Academic writing appropriate for short essays on course content</p>	<p>Examples include:</p> <p>multiple self-assessment papers and worksheets</p> <p>quizzes requiring short written responses (APLIA assignments)</p> <p>paper on Common Read</p> <p>academic writing for Library Module and research paper/ annotated bibliography</p>
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	<p>Course content challenges to students to think critically about:</p> <p>Their self-development, academic and career planning</p> <p>Issues and problems/challenges facing today's college students</p>	<p>In-class/small group discussion &amp; exercises</p> <p>Quizzes, written assignments</p> <p>Reflective essays/papers that analyze self-assessment results and actual use of campus resources and attendance at campus events, workshops, social functions, etc.</p>
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST  
• AREA E: Lifelong Learning, Self-Development and Information Literacy  
See GE Handbook for information on each section of this form**

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

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe):  Curriculum includes reading and exercises to develop practical skills for enhancing the ability of the individual student to fully engage in a diverse classroom and campus community.  GEL instructors facilitate the ability of students to participate in the campus Civility Campaign
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Examples include: <ol style="list-style-type: none"> <li>1) Assignments/papers analyzing results of various self-assessment inventories</li> <li>2) Reflection papers</li> <li>3) Library and Career Module assignments</li> <li>4) Quizzes/essay exams</li> <li>5) Research project (e.g. annotated bibliography or short research paper)</li> </ol>
Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course.	Curriculum and assignments that build transferable/life-long skills include:  Career Module- facilitates life-long skills necessary for career choice and career development.  Library Module- facilitates development of information literacy skills that are transferable to other academic settings, career settings and life settings.  Multiple self-assessments designed to facilitate the student's awareness of their own motivation, personality, skills, learning styles, etc., in a way that informs development of both short-term and long-term life goals.

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA E: Lifelong Learning, Self-Development and Information Literacy**

*See GE Handbook for information on each section of this form*

<p>Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students' own personal development.</p>	<p>Readings, textbook chapters, lectures, guest speakers (e.g. from Student Health &amp; Counseling Services, ASI, Campus Recreation, CLASS, Math Lab, Writing Center), various self-assessments (e.g. Academic Intrinsic Motivation Scale, Strengths Quest, Kognito, Wellness Wheel exercise). A central theme of this course is the engagement in self-assessment that allows for reflective thinking and discussion of one's own development and well-being in a ways that facilitates short-term and long-term goal setting.</p> <p>This course creates direct connections and opportunities for students to actively engage in a variety of campus resources and organizations (e.g. Career Center, Student Health and Counseling Services, Library, Academic Departments, Math Lab/Writing Center, Undergraduate Advising, ASI, Campus Recreation, student clubs/organizations, etc.) Chapters in our GEL custom text material contain detailed information on campus resources available to students and how to connect with campus life at CSUSM. GEL instructors provide regular up-to-date information on opportunities.</p>
<p>Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.</p>	<p>Readings, textbook chapters, lectures, guest speakers (e.g. from Student Health &amp; Counseling Services, ASI, Campus Recreation, CLASS, Math Lab, Writing Center), various self-assessments (e.g. Academic Intrinsic Motivation Scale, Strengths Quest, Kognito, Wellness Wheel exercise). A central theme of this course is the engagement in self-assessment that allows for reflective thinking and discussion of one's own development and well-being in a ways that facilitates short-term and long-term goal setting.</p> <p>This course creates direct connections and opportunities for students to actively engage in a variety of campus resources and organizations (e.g. Career Center, Student Health and Counseling Services, Library, Academic Departments, Math Lab/Writing Center, Undergraduate Advising, ASI, Campus Recreation, student clubs/organizations, etc.) Chapters in our GEL custom text material contain detailed information on campus resources available to students and how to connect with campus life at CSUSM. GEL instructors provide regular up-to-date information on opportunities.</p>
<p>These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.</p>	<p>Each GEL section has a mandatory 6 hours of instruction conducted by a faculty librarian (i.e. the two-week Library Module).</p>
<p>Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and integrate these sources into their research assignments.</p>	<p>Delivery of the 2-week Library Module and an associated GEL research project assignment (specific topic at the discretion of the instructor)</p>
<p>Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.</p>	<p>Delivery of the 2-week Library Module and an associated GEL research project assignment (specific topic at the discretion of the instructor)</p>

GEL 101 - 18 Class Number: 45018: The Student, The University, The Community  
*A College & Life Success Course for CSUSM First-Year Students*  
FALL 2013

**Course Theme: Developing Passion for Higher Education, Campus Engagement & Lifelong Learning**  
**Instructor:** Dr. Joanne Pedersen **Office:** MARK 337 **Office Hours:** by appointment  
**Office phone:** 760-750-4186 **e-mail:** [pedersen@csusm.edu](mailto:pedersen@csusm.edu)  
**Class Meeting Time:** Tu Th 4:00PM to 5:15PM in ACD 407

### MATERIALS YOU WILL NEED

- 1) Staley, C. (2013). **FOCUS on College Success w/APLIA 3<sup>rd</sup> Edition**. Boston, MA: Cengage Learning Custom Publishing (available for purchase at the University Bookstore)
- 2) StrengthsQuest® code to obtain access to SQ website and Strengths Finder® assessment (available for purchase at [www.strengthsquest.com/schoolaccess](http://www.strengthsquest.com/schoolaccess))
- 3) Allison, J. (2006). **This I Believe: The Personal Philosophies of Remarkable Men and Women**. New York: Picador
- 4) GEL Custom Text Chapters (available for FREE within our Cougar Courses)

### WELCOME TO GEL 101!

Welcome to GEL 101, a college and life success course for first-year students. You are about to embark on a 15-week journey that will enhance your academic life at the college level and facilitate your ability to engage in all that Cal State San Marcos has to offer! **GEL 101 meets the Area E lower-division general education requirement in Life-long Learning, Self-Development and Information Literacy.**

#### Course Catalog Description for GEL 101-

Designed to equip students with the basic skills, concepts, and knowledge necessary to become a lifelong learner. Examination of current theory and research regarding the information age, health and wellness, career development, and psychological assessment. Practical application of the theory and research. Includes information literacy and technological skills, group and teamwork, and learning styles. *May not be taken for credit by students who have received credit for ESM 111, ESW 120, GEL 110 or GEL 120. Enrollment restricted to students with Freshman Standing.*

**NOTE: Students are expected to spend six hours each week working on this course beyond attending the lectures. Each week you should set aside six hours to work on GEL assigned reading, assignments and related projects. This general rule on study time also applies (depending on the number of units) to your other courses.**

### STUDENT LEARNING OUTCOMES FOR ALL COURSES MEETING AREA E

All courses satisfying the Area E “Lifelong Learning, Self-Development and Information Literacy” Lower-Division General Education Requirement are designed to assist students with being able to achieve the following general learning outcomes:

- 1) Describe the physiological, social/cultural, and psychological influences on their own well-being.
- 2) Identify and actively engage in behaviors that promote individual health, well-being, or development.
- 3) Describe the value of maintaining behaviors that promote health, well-being and development.
- 4) Describe how their well-being is affected by the university’s academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.

- 5) Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.
- 6) Students will communicate effectively in writing to various audiences.
- 7) Students will think critically and analytically about an issue, idea or problem.

**Additional general learning outcomes for this course include:**

- 1) Development of Intellectual and Practical Skills
- 2) Development of Personal and Social Responsibility
- 3) Exposure to and critical thinking about issues of diversity

To achieve these Area E learning outcomes your GEL instructor, along with library faculty and career advisors, will challenge you with a set of readings, activities and assignments designed to strengthen your motivation to be in college, your skills for learning and the development of your personal life goals and academic/career plan. You will take a fresh look at your time management skills, study skills, learning styles, teamwork skills, research skills, test-taking strategies, personal wellness and your academic plan. Our faculty librarian will help you build your college level research skills. While researching a variety of topics, you will learn how to effectively and efficiently use technology available on our campus to access, evaluate and communicate information and ideas. Our career advisor will help you clarify your long-term career goals and teach you how to research careers. This course will also provide you with opportunities to enhance your personal development/well-being and become an active member of the campus community outside the classroom. The theme for our course is "Developing Passion for Higher Education, Campus Engagement & Lifelong Learning." To that end, you will begin the semester with a confidential evaluation of your first semester academic plan, and end the semester with a clear plan for the upcoming semester and beyond.

**STUDENT LEARNING OUTCOMES SPECIFIC TO GEL 101**

***Upon completion of GEL 101 you will be able to:***

**Academic Success Skills**

- ❖ Design and implement an effective time management plan that meets your personal schedule and the demands of your coursework.
- ❖ Assess your personal learning style, study skills and test taking strategies and develop a plan to improve in these areas.

**Information Literacy & College Level Research**

- ❖ Formulate a research topic and write a relevant thesis
- ❖ Use a variety of print and electronic resources to locate and retrieve information related to thesis
- ❖ Critique scholarly vs. popular press literature
- ❖ Write a college level research report (in APA style) and produce a related oral presentation

**Academic & Career Planning**

- ❖ Research different academic majors (or confirm your choice of major)
- ❖ Develop a personal academic plan that includes university requirements, general education courses and courses for a major
- ❖ Research various career options
- ❖ Understand the career development process and explore key factors (skills, interests, values, personality and abilities) affecting career/major choice
- ❖ Identify and make contact with an academic advisor, a career advisor and a faculty advisor



**Wellness**

- ❖ Assess personal wellness along a number of dimensions including physical, psychological, social and fiscal
- ❖ Acquire and analyze information on wellness from Student Health Services and other campus resources

**Institutional Awareness & Resource Utilization**

- ❖ List the campus resources available to students and how those services are designed to meet the needs of our diverse student population
- ❖ Identify common student needs and the appropriate campus resources to address those needs
- ❖ Identify the variety of ways students can become active participants in the campus community outside the classroom

**Moral & Ethical Decision Making, Diversity**

- ❖ Locate and analyze the Cal State San Marcos policies on Academic Honesty, Drug-Free Campus & Smoking, Nondiscrimination, Sexual Assault, and Student Discipline
- ❖ Clarify your own values while understanding the values and ethical practices of our university community
- ❖ Development of practical skills for engaging in a diverse campus community

**COURSE REQUIREMENTS**

Your grade will be based on the following items:

1) Staley/APLIA assignments	100
2) First-Year Requirements Check List & Academic Planning Assignment	20
3) Values, Vision, Mission & Motivation Paper	30
4) Self-Assessment Paper	75
5) Strengths Finder Report/Reflection	100
6) This I Believe paper	50
7) Library Module	150
8) Health/Wellness Annotated Bibliography/Summary & Research Team Presentation	100
9) Career Module	100
10) Final Exam Paper (a take-home final)	75
11) <u>Attendance and class participation/being prepared for class will significantly influence your final grade</u>	

TOTAL POINTS 800

**ATTENDANCE & PARTICIPATION IN COURSE ACTIVITIES**

Attendance will be taken each class day. **15 points will be deducted each day you are absent OR late.** Excessive absence will significantly lower your grade. I will also be tracking your participation in class through possible pop quizzes/assignments and observing your work ethic during class time. To that end, please do not use cell phones (INCLUDING: NO TEXTING and NO SURFING THE INTERNET WHILE IN CLASS)

**Point Scale for Determining Final Grade:**

800 – 720	=	90%	<b>A range</b>
719 – 640	=	80%	<b>B range</b>
639 – 560	=	70%	<b>C range</b>
559 – 480	=	60%	<b>D range</b>

479 & below = F

### COMMUNICATION WITH THE INSTRUCTOR

Please, do not hesitate to contact me with any of your course or academic related questions/concerns. I am always available via e-mail ([pedersen@csusm.edu](mailto:pedersen@csusm.edu)) or voice mail (750-4186). You can also set up an appointment to see me in my office. **My general course policy does not allow for make up exams or acceptance of late work.** However, if you have a serious illness or other serious issue, it is your responsibility to contact me as soon as possible.

### ACADEMIC HONESTY POLICY STATEMENT

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy (2012-14 Catalog). All written work and oral presentation assignments must be original work. 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University

### ADDITIONAL CAMPUS POLICIES

Cal State San Marcos also has policies on Drug-Free Campus & Smoking, Nondiscrimination, Sexual Assault & Harassment, and Student Conduct/Discipline. Information on these policies can be found in the 2012-14 Catalog. Please review this information and be prepared to discuss these policies in class.

### ADA STATEMENT

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 4300, 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 me during my office hours in order to ensure confidentiality. For more information: [www.csusm.edu/dss](http://www.csusm.edu/dss).

General Education Lifelong Learning: GEL 101 Course Calendar Fall 2013			
GEL 101 Section 18 Course Number 45018- Tu Th 4pm to 5:15pm in ACD 407: Dr. Joanne Pedersen			
A College & Life Success Course for CSUSM First-Year Students			
Course Theme: <i>Developing your Passion for Higher Education, Campus Engagement and Lifelong Learning</i>			
*calendar updates/changes will be posted on our Cougar Courses			
Date	Topic/Activity	Reading & APLIA homework	
<b>week 1</b>			
<b>INTRODUCTION to the GEL EXPERIENCE</b>			
day 1	Tu 8-27	Introduction to GEL 101: "Who Are We Survey" & Review of Syllabus Introduce the CSUSM 2013-2014 Common Read: "This I Believe" Introduction to Cougar Courses: "Student How To Guides" & location of GEL Custom Text Chapters & course power-points: ACTIVATE CSUSM E-MAIL!!! <b>TO PURCHASE FOR THIS COURSE:</b> <b>Purchase Staley's "Focus on College Success 3rd Ed." with APLIA code: available in CSUSM bookstore (use code to register for APLIA)</b> <b>Purchase StrengthsQuest access code at <a href="http://www.strengthsquest.com/schoolaccess">www.strengthsquest.com/schoolaccess</a></b> <b>Purchase a copy of "This I Believe: The Personal Philosophies of Remarkable Men and Women" by Jay Allison (any bookstore or find copies on-line) (bring your copy of "This I Believe" to EVERY class session as we will have regular "This I Believe" moments)</b>	Reading & APLIA homework <b>ALWAYS! ALWAYS!</b> <b>Bring the assigned reading to class</b> <b>There will be open book pop quizzes, etc</b>  GEL Custom Text Chapter 1 (review in class) <b>Student Health 101</b> <b>Kognito on-line training</b> <b><a href="http://www.csusm.edu/shcs">www.csusm.edu/shcs</a></b>
day 2	Th 8-29	Academic Planning & Things You Must Do During Your First Year Are you in the correct classes this semester? Learning to use GE worksheets, Major worksheets, and other resources <b>Assign: First-Year Requirements Check List &amp; Academic Planning Assignment (DUE IN CLASS: 9-3)</b> <b>Assign: INTRODUCTION TO USING APLIA: Register for APLIA and do Introduction to Using APLIA- DUE Tuesday 9-3</b> <b>Julie Hansen coming to class to assist students with Registering for APLIA (15 to 20 minutes) she will show up at 4:30</b>	GEL Custom Text Chapter 2 & Chapter 6
<b>week 2</b>			
day 3	Tu 9-3	Visit from CLASS Directors: Important information on academic support services- Math Lab and Writing Center <b>DUE IN CLASS: First-Year Requirements Check List &amp; Academic Planning Assignment</b> <b>Assign: Complete APLIA/Staley: Ch. 1 Building Dreams, Setting Goals (DUE no later than 9-5)</b>	GEL Custom Text Chapter 2 & Chapter 6 <b>APLIA: Introduction to using APLIA DUE</b>
<b>UNIT 1: EXPLORING YOUR MOTIVATION</b>			
day 4	Th 9-5	Exploring the University Mission and Exploring Your Mission & Your Motivation for College <b>Assign: Values, Vision, Mission &amp; Motivation Paper (DUE IN CLASS: 9-12)</b>	GEL Custom Text Chapter 1 <b>APLIA: Staley Ch. 1 "Building Dreams" DUE</b>
<b>week 3</b>			
day 5	Tu 9-10	<b>DUE IN CLASS: Values, Vision, Mission &amp; Motivation Paper</b> <b>Sharing Mission Statements &amp; Ideas for Engagement with Learning</b> <b>Secrets to Dealing with Professors &amp; Making Your Spring Course Syllabi Work For You (BRING ALL OF YOUR FALL SYLLABI TO CLASS)</b>	read all Fall Syllabi and BRING TO CLASS
<b>UNIT 2: USING SELF-ASSESSMENT TOOLS</b>			
day 6	Th 9-12	Learning About Learning <b>COMPLETE: Multiple Intelligences Self-Assessment, VARK Learning Styles Assessment, SuccessTypes Learning Style Type Indicator (Staley Ch. 2)</b> <b>Assign: Self-Assessment Paper (DUE IN CLASS 9-24)</b>	<b>APLIA: Staley Ch. 2 "Learning..." DUE</b>
<b>week 4</b>			
day 7	Tu 9-17	<b>Open In Class Discussion &amp; Presentation of Self-Assessment Results: Multiple Intelligences, VARK, Success Types (bring your results to class!!!)</b> Where are your Biggest "Issues"- Listening/Note Taking in Class, Developing Memory, Reading/Studying, Test Taking: Staley Chs. 6,7,8,9	<b>CHOOSE ONE OF THE FOLLOWING APLIA</b> <b>APLIA: Staley Chs. 6, 7, 8, or 9 DUE</b>
day 8	Th 9-19	<b>Open In Class Discussion &amp; Presentation of Biggest Issues: Listening/Note Taking in Class, Developing Memory, Reading/Studying, Test Taking</b>	<b>APLIA: Staley Ch. 3 Managing Time.. DUE</b>
<b>week 5</b>			
day 9	Tu 9-24	Managing Your Time and Energy: Why Time Seems to Vanish and the Price of Procrastination <b>Purchase your Strengths Quest access code &amp; complete the Clifton Strengths Finder assessment before Thursday 9-26</b>	<b>APLIA: Staley Ch. 3 Managing Time.. DUE</b>
<b>UNIT 3: IDENTIFY &amp; BUILD YOUR STRENGTHS</b>			
day 10	Th 9-26	Introduction to StrengthsQuest and the Clifton Strengths Finder Assessment <b>DUE IN CLASS: Self-Assessment Paper</b> <b>Assign: Strengths Finder Report/Reflection: (DUE IN CLASS 10-8)</b>	
<b>week 6</b>			
day 11	Tu 10-1	Your Top 5 Strengths: What Next? Part I: <b>BRING YOUR TOP 5 STRENGTHS REPORT TO CLASS</b> <i>2013 MAJOR &amp; MINOR FAIR during University Hour 11:30am to 1:30pm</i>	
day 12	Th 10-3	Your Top 5 Strengths: What Next? Part II	
<b>UNIT 4: THIS I BELIEVE (dusting off your "Mission, Vision &amp; Values statement" and creating your own "This I Believe")</b>			
<b>week 7</b>			
day 13	Tu 10-8	<b>DUE IN CLASS: Strengths Finder Report/Reflection</b> "This I Believe" by Jay Allison <b>Assign: Write your Own This I Believe: (DRAFT DUE IN CLASS 10-10)</b>	"This I Believe: by Jay Allison
day 14	Th 10-10	Sharing & Presenting our own "This I Believe" <b>DUE IN CLASS: DRAFT version of your own This I Believe (drafts will be shared/presented in class &amp; turned in for credit....)</b>	"This I Believe: by Jay Allison
<b>UNIT 5: INFORMATION LITERACY</b>			
<b>week 8</b>			
day 15	Tu 10-15	LIBRARY MODULE: Faculted by Tricia Lantzy, Faculty Librarian (See separate syllabus for Library Module worth 150 points)	CLASS MEETS in Kellogg 2303 <b>APLIA: Staley Ch. 5 Information Literacy DUE</b>
day 16	Th 10-17	LIBRARY MODULE: Faculted by Tricia Lantzy, Faculty Librarian (See separate syllabus for Library Module worth 150 points)	CLASS MEETS in Kellogg 2303
<b>week 9</b>			
day 17	Tu 10-22	LIBRARY MODULE: Faculted by Tricia Lantzy, Faculty Librarian (See separate syllabus for Library Module worth 150 points)	CLASS MEETS in Kellogg 2303
day 18	Th 10-24	LIBRARY MODULE: Faculted by Tricia Lantzy, Faculty Librarian (See separate syllabus for Library Module worth 150 points)	CLASS MEETS in Kellogg 2303

UNIT 6: EXPLORING WELLNESS & HEALTH ISSUES AMONG COLLEGE STUDENTS		
week 10		
day 19	Tu 10-29	Wellness and Health Issues among College Students <b>form research teams; brainstorm and assign specific topics</b> Assign: Kognito on-line training and short reflection paragraph
		GEL Custom Text Chapter 3 & Chapter 7
day 20	Th 10-31	Wellness and Health Issues among College Students <b>in-class research team work; continue researching specific topic</b> <b>DUE IN CLASS Kognito reflection</b>
		APLIA: Staley Ch. 10 "Relationship..." DUE APLIA: Staley Ch. 11 "Wellness" DUE
week 11		
day 21	Tu 11-5	Wellness and Health Issues among College Students- Research & Presentation Preparation (IN CLASS RESEARCH TEAM WORK) Assign: <b>Research Project on Wellness and Health Issues among College Students- APA style Annotated Bibliography &amp; Summary</b>
day 22	Th 11-7	Wellness and Health Issues among College Students- Research & Presentation Preparation (IN CLASS RESEARCH TEAM WORK)
week 12		
day 23	Tu 11-12	<b>RESEARCH TEAM PRESENTATIONS &amp; DISCUSSION ON WELLNESS AND HEALTH ISSUES AMONG COLLEGE STUDENTS</b> <b>DUE IN CLASS: Research on Health &amp; Wellness Among College Students- APA style Annotated Bibliography &amp; Summary</b>
UNIT 6: BUILDING STRENGTH FOR YOUR ACADEMIC & CAREER PLAN		
day 24	Th 11-14	Revisiting your Academic and Career Plan in preparation for registering for Spring 2014 classes <b>tentative dates for Spring 2014 enrollment appointments: Nov. 14 through Dec. 6</b>
		APLIA: Staley Ch. 12 "Major & Career" DUE GEL Custom Text Ch 8 ONLINE StrengthsQuest Book Chapters 10 & 11
week 13		
day 25	Tu 11-19	CAREER MODULE: Facilitated by our Career Advisor, Joe LeDesma (See separate syllabus for Career Module worth 100 points)
day 26	Th 11-21	CAREER MODULE: Facilitated by our Career Advisor, Joe LeDesma (See separate syllabus for Career Module worth 100 points)
week 14		
day 27	Tu 11-26	OPEN ADVISING DAY FOR SPRING REGISTRATION (Connecting your Spring academic plan to your major and career goals)
day 28	Th 11-28	<b>THANKSGIVING HOLIDAY</b>
UNIT 7: FINAL REFLECTIONS		
week 15		
day 29	Tu 12-3	<b>FINAL TAKE-HOME EXAM GEL PAPER ASSIGNED &amp; explained in class</b>
day 30	Th 12-5	Last Day of Class Wrap Up
		<b>TH 12-12 FINAL TAKE-HOME EXAM GEL PAPER DUE to Dr. Pedersen no later than the final time for our class: 1:45pm on Thursday, Dec. 12</b>
		<b>SUMMARY OF ASSIGNMENT DUE DATES (necessary reading from the GEL custom text is listed above and is available via Cougar Courses)</b>
Tu 9-3		First-Year Requirement Check List & Academic Planning Assignment APLIA: Introduction to APLIA
Th 9-5		APLIA: Staley Ch. 1 Building Dreams, Setting Goals (includes assigned exercises as seen in the text and in your APLIA)
Tu 9-10		Values, Vision, Mission & Motivation Paper
Th 9-12		APLIA: Staley Ch. 2 Learning about Learning (includes assigned exercises as seen in the text and in your APLIA)
Th 9-19		APLIA: Choose to do just one of the following Staley APLIA chapters; Ch. 6, 7, 8 OR 9 (you will receive extra credit for doing more than one)
Tu 9-24		APLIA: Staley Ch. 3 Managing your Time, Energy, and Money
Th 9-26		Self-Assessment Paper
Tu 10-8		Strengths Finder Report/Reflection
Th 10-10		This I Believe paper
Tu 10-15		APLIA: Staley Ch. 5 Developing Information Literacy, Writing, and Speaking Skills
		LIBRARY MODULE: see separate Library Module Syllabus; all work for the Library Module will be completed within weeks 8 and 9 (10-15 though 10-24)
Th 10-31		APLIA: Staley Ch. 10 Building Relationships, Valuing Diversity APLIA: Staley Ch. 11 Working Toward Wellness
Tu 11-12		Health Wellness Annotated Bibliography/Summary & Research Team Presentation (includes having done KOGNITO)
Th 11-14		APLIA: Staley Ch. 12 Choosing a College Major and Career
		CAREER MODULE: see separate Career Module Syllabus; all work for the Career Module will be completed during week 13
Th 12-12		Final Take-Home Exam/GEL paper due to Dr. Pederwen no later than final time for our class (i.e. 1:45pm on Thursday, Dec. 12)

# **Values, Vision, Mission & Motivation Paper**

## **(30 points: Due Tuesday, 9-10)**

- List & briefly describe five of your personal values. (Use Staley FOCUS, Ch. 1 pgs. 21-33 to help you think about this.)
- Then craft two paragraphs. One for your personal “vision” and the other for your personal “mission.”
- Write a third paragraph on the following: What hurdles or obstacles do you see hindering your ability to: 1) live up to your values, 2) live daily life according to your mission, and 3) fulfill your vision?
- Finally, write several paragraphs that assess and discuss your AIMS results (i.e. Exercise 1.2 pg. 9-13) and your current state of motivation.
- Type/word process all of this. DUE in class on Tuesday, 9-10
  - CHECK SPELLING/GRAMMAR etc.

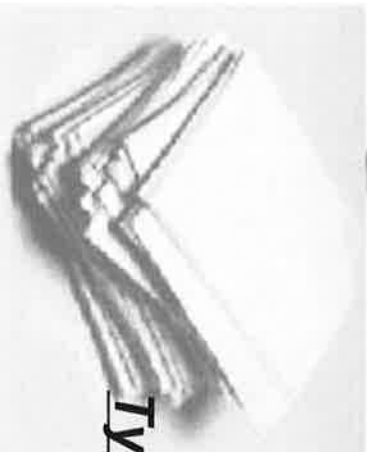
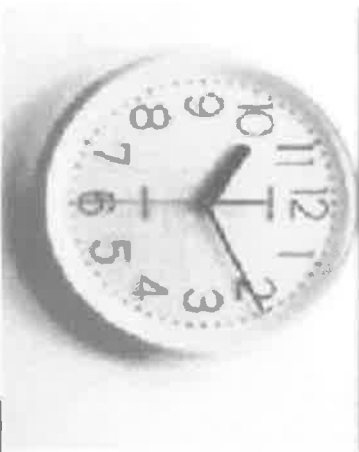
## SELF-ASSESSMENT PAPER-75 points: Due TUESDAY, 10-1)

Write a self-assessment paper (at least 4 to 5 full pages, double space, 1 inch margins, 12 point font) summarizing & analyzing:

- 1) Your MI results
- 2) Your VARK results
- 3) Your Success Types Learning Style Type Indicator results
- 4) Your self-analysis from doing Ch. 6, 7, 8, OR 9 (choose just one chapter to work with). This includes analysis of any relevant Exercise results from your Chapter.
- 5) Your personal issues with Time Management & Energy (based on our time management workshop in class and your work with Staley FOCUS Ch. 3
- 6) END YOUR PAPER: USING YOUR RESULTS. END YOUR PAPER WITH A SPECIFIC ACTION PLAN TO IMPROVE YOUR APPROACH TO ACADEMIC LIFE.

Type/word process all of this. DUE in class on Thursday.

10-1: CHECK SPELLING/GRAMMAR etc.



## ~~Strengths Finder Report/Reflection~~

Worth 100 Points (that's a lot of points!)

**DUE in class Tuesday, 10-8-13**

**NO LATE PAPERS**

- 1) Read Chapters 1 through 8 (i.e. Ch. I through VIII) in the online StrengthsQuest book)
- 2) Review your personal Signature Theme reports & all class Exercises
- 3) Write a full 5 page reflection paper (typed: 1 inch margins, double spaced, 12 point font) answering the following:
  - 1) What are your Signature Themes? (describe each theme in your own words)
  - 2) Which of your Signature Themes describe you best? Explain Why?
  - 3) Were you surprised by anything in the report? Explain.
  - 4) Using Chapters 6, 7 and 8 in the online text, present a detailed plan on how you can use your Signature Themes to be successful in college (e.g. developing an academic plan to choose your classes and major, getting involved on campus, being successful in your coursework).

## **GEL Day 19, Tuesday, 10-29-13**

### **Researching Wellness & Health Issues**

#### **among today's college students**

Today's Agenda/Outline for next Two Weeks:

- 1) Make certain you have completed all of your Library Module work
- 2) Complete the Kognito Training
- 3) Each Research Team works to refine a research topic and thesis related to the health/well-being of today's college students. Use class time to search for at least four sources (two must be scholarly sources) of information on your topic
- 4) Each individual student will write an APA Style Annotated Bibliography on at least four sources of info (due 11-12)
- 5) Each Research Team will create a presentation for the class on what they learned about their topic
- 6) Research Team Presentations on Tuesday, 11-12



~~Format for your Annotated Bibliography~~

~~Need at least 4 sources (2 must be scholarly)~~

~~You may share sources, but annotations **MUST BE IN YOUR OWN**~~

~~**WORDS. DUE in class on Tuesday, 11-13**~~

Your Name, GEL Research Project, Date

Your Topic

**Your Thesis Statement:**

Brown III, H., Pérez, A., Yarnell, L., Pagán, J. A., Hanis, C. L., Fisher-Hoch, S. P., & McCormick, J. B. (2011). Diabetes and employment productivity: Does diabetes management matter? *American Journal of Managed Care*, 17(8), 569-576.

*Write a short paragraph highlighting the main points (i.e. take home messages) of the source and how it relates to your topic and thesis. (MUST BE IN YOUR OWN WORDS!!!)*

Tweed, V. (2011). Type 2 diabetes. *Better Nutrition*, 73(9), 8

*Write a short paragraph highlighting the main points (i.e. take home messages) of the source and how it relates to your topic and thesis. (MUST BE IN YOUR OWN WORDS!!!)*