

**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

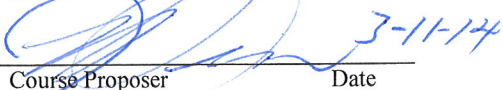
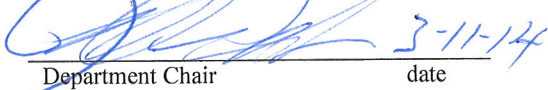
Course Abbreviation and Number: <u>ESM 111:</u> <u>cross-listed as GEL 110</u>	Course Title: <u>Quantitative Skills and College Success</u>	
Number of Units: <u>4 (currently certified as meeting Area E)</u>		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> 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): Joanne Pedersen	Email: pedersen@csusm.edu	Submission Date: 2/03/14

1. Course Catalog Description: Fundamental college success skills including study skills, test taking strategies, information literacy, academic and career planning will be covered with an emphasis on the development of quantitative skills necessary for successful completion of the lower-division curriculum in mathematics. Also offered as GEL 110. Students may not receive credit for both. Corequisite: ESM 11. Enrollment restricted to incoming first-year students who have accepted admission at CSU San Marcos and submitted their Intent to Enroll. Students may not register for both ESM 111 and ESW 120. Students who plan on enrolling in a First-Year Learning Community at CSU San Marcos should consider ESM 5, ESM 10, ESM 20 or ESM 30 as GEL 101 is a part of First Year Learning Communities and students may not receive credit for both ESM 111 and GEL 101.

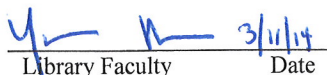
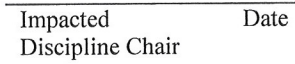
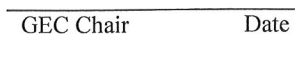
2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<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
Date

3-11-14
date

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

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

**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

* 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

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

Lifelong Learning and Self-Development GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.</p>	<p><u>Compared to GEL 101: ESM/GEL 110 places emphasis on building skills and confidence related to quantitative literacy. The course includes readings and workshop activities related to managing math anxiety and preparing for retaking the ELM exam. The course also includes an assignment on money management & fiscal wellness).</u></p> <p>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.</p>	<p>In-class/small group discussion & 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>E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.</p>	<p><u>Compared to GEL 101: ESM/GEL 110 places emphasis on building skills and confidence related to quantitative literacy. The course includes readings and workshop activities related to managing math anxiety and preparing for retaking the ELM exam. The course also includes an assignment on money management & fiscal wellness).</u></p> <p>Also, 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,</p>	<p>In-class/small group discussion & 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>

**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

	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.	
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 or research papers that examine topics related to wellness and analyze self-assessment results and actual use of campus resources and attendance at campus events, workshops, social functions, etc.
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.	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.
E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.	LIBRARY MODULE: All ESM 111/GEL 110 sections at least 5 hours of Library Module instruction 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	LIBRARY MODULE: Student work is submitted via Cougar Courses. A variety of assignments allow for the determination of the student's ability to: Narrow down a topic and write an appropriate thesis statement. Use on-line data bases to locate relevant sources. Evaluate sources of information and

**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>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><u>The ESM 111/GEL 110 research project is designed to develop a sense of appreciation for the history of mathematics (e.g. the significant individuals and cultures involved in the development of mathematical concepts)</u></p> <p>CAREER MODULE: All ESM 111/GEL 110 sections include a 3 hour 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>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>Research Project on the history of mathematics.</p> <p>CAREER MODULE: 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.) http://www.csusm.edu/careers/GEL/index.html</p>
--	--	---

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?
<p>Students will communicate effectively in writing to various audiences. (writing)</p>	<p><u>Compared to GEL 101: ESM/GEL 110 places emphasis on written assignments having relevance to quantitative literacy (e.g. see research paper assignment, assignment on money management & fiscal wellness).</u></p> <p>Writing opportunities occur throughout the entire ESM 111/GEL 110 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>Examples include:</p> <p>multiple self-assessment papers/reflections and worksheets</p> <p>quizzes and exercises requiring short written responses (e.g. APLIA assignments)</p> <p>academic writing for Library Module and a Research Project/paper on topics related to the history of mathematics</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***

	<p>Academic writing appropriate for conducting research and communicating research findings</p> <p>Academic writing appropriate for short essays on course content</p>	
<p>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</p>	<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 & exercises</p> <p>Quizzes, written assignments (e.g. paper on Common Read, Research Paper on Wellness)</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>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Do not complete. This information is provided in Part A.</p>	<p>Do not complete. This information is provided in Part 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 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.*

GE Programmatic Goals	Course addresses this LEAP Goal:
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
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.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(please describe):</i> 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. Examples include: GEL instructors facilitating 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 <i>(please describe):</i>

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

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Examples include: 1) Assignments/papers analyzing results of various self-assessment inventories 2) Reflection papers 3) Library and Career Module assignments 4) Quizzes/essay exams 5) Research project (e.g. annotated bibliography and/or short research paper)
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 & 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 & 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 ESW/GEL 120 section has a mandatory 5 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 Library Module and an associated ESW/GEL 120 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 Library Module and an associated ESW/GEL 120 research project assignment (specific topic at the discretion of the instructor)</p>

ESM 111/GEL 110, CRN# 35550: Quantitative Skills and College Success
A Summer Academy Early Start Program: Summer 2013

Instructor: Joshua W. Lovelace

Email: lovelace@csusm.edu

Office Hours: Kellogg 1109 by Appointment

Class Schedule: MTWRF 10:00am-11:50am

Class Location: Markstein Hall #308

COREQUISITE: ESM 11: Quantitative Skills and College Success Laboratory CRN# 35548

Lab Schedule: MTWRF 1:00pm-2:50pm

Lab Location: University Hall #270

WELCOME TO ESM 111/GEL 110!

You are about to embark on a 5 week journey that will introduce you to academic life at the college level and all that Cal State San Marcos has to offer! Your ESM instructor, along with library faculty and career advisors, will challenge you with a set of activities and assignments designed to strengthen your motivation to be in college, your skills for learning and the development of your personal academic and career plan. You will take a fresh look at your time management skills, study skills, learning styles, teamwork skills, test-taking strategies and personal wellness. Library faculty will introduce you to college level research skills and the technology available on our campus to access, evaluate and communicate information and ideas. Career advisors will help you clarify your long-term career goals, and how to research careers. This course will also expose you to opportunities and resources for becoming an active member of our campus community outside the classroom and will provide a supportive learning environment for improving your quantitative literacy skills.

As part of the Summer Academy experience, you will also be enrolled in ESM 11, a quantitative skills laboratory designed to compliment ESM 111. This component of the course will focus on learning strategies and test taking strategies for college-level mathematics. At the end of the course, students will have an opportunity to retake the Entry Level Mathematics (ELM) exam, and consult a counselor to adjust Math courses for the Fall semester.

MATERIALS YOU WILL NEED TO PURCHASE FOR ESM 111

1) Stayley, FOCUS on College Success 3rd edition available at
<http://www.cengagebrain.com/shop/isbn/9781111827526>

2) Custom CSUSM GEL chapters (pdf versions of these chapters available for free on Cougar courses)

3) Students will also need to purchase a 6 week ALEKS access code for the lab portion of the course (ESM 11) and register for the ELM exam at the end of the course.

CATALOG DESCRIPTION FOR ESM 111*

Fundamental college success skills including study skills, test taking strategies, information literacy, academic and career planning will be covered with an emphasis on the development of quantitative skills necessary for successful completion of the lower-division curriculum in mathematics. *Also offered as GEL110. Students may not receive credit for both. Corequisite: ESM 11. Enrollment is restricted to incoming first-year students who have accepted admission at CSU San Marcos and submitted their intent to Enroll. Students may not register for both ESM 111 and ESW 120. Student who plan on enrolling in a First-Year Learning Community at CSU San Marcos should consider ESM 5, ESM 10, ESM 20 or ESM 30 as GEL 101 is a part of First Year Learning Communities and students may not receive credit for both ESM 111 and GEL 101.*

****This course meets the Area E lower-division general education requirement for Lifelong Learning, Self-Development and Information Literacy.***

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

STUDENT LEARNING OUTCOMES SPECIFIC TO ESM 111/GEL 110

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, with an emphasis on developing strategies to improve quantitative literacy

Information Literacy & College Level Research

- ❖ Formulate a research topic and write a relevant thesis related to mathematical ideas and the history of mathematics
- ❖ Use electronic data bases to locate and retrieve information related to a 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
- ❖ Research various career options
- ❖ Understand the career development process and explore key factors (skills, interests, values, personality and abilities) affecting career/major choice

Wellness

- ❖ Assess personal wellness along a number of dimensions including physical, psychological, social and physical
- ❖ Acquire and analyze information on wellness from Student Health Services and other campus resources. Self-assessment related to math anxiety.

Institutional Awareness & Resource Utilization

- ❖ Visit the campus resources available to students
- ❖ 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

- ❖ 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

*NOTE: There will be separate syllabi for both the Library and Career Modules.

GRADING POLICY

Library Module*	200 Points
Career Module*	200 Points
Research Project	200 Points
Assignments	100 Points
Quizzes	100 Points
Exams	100 Points
Attendance	100 Points
Total	1000

GRADING SCALE

1000-900	90% A
899-800	80% B
799-700	70% C
699-600	60% D
Below 599	F

IMPORTANT DATES

July 1st-2nd: Career Module
July 8th-11th: Library Module
July 12th: Exam #1 & Bibliography Due
July 15th: Outline Due
July 19th: 1st Draft Due
July 24th: Final Draft and Projects Due
July 25th: Final Exam
July 26th: ELM Exam

Sample syllabus updated (Feb. 2014) to meet new guidelines for LDGE Area E

Written/Oral Assignments (not including quizzes/exams)

Associated Readings

Vision: 1 Paragraph	CSUSM Custom Text, Ch.1 Focus
Mission and Values: 2 Paragraphs	CSUSM Custom Text, Ch.1 Focus
Personality Activity: 3 Paragraphs	Ch.2 Focus
Economy Activity Reflection: 2 Paragraphs	Ch.3 Focus
Fallacy Exercise: 1 Paragraph	Ch.4 Focus
"Smoke" and Writing Style: Worksheet	Ch.5 Focus
Speech Analysis: 3 Paragraphs	Ch.5 Focus
"Line Up" Diversity Reflection: 2 Paragraphs	Ch.10 Focus, Ch.8 Outliers
Debates: Oral presentation	Ch.5 Focus
Math Anxiety Reflection: 2 Paragraphs	Ch.9 Focus, Website

Research Project (annotated bibliography/4 page research paper & presentation: See instructions)

Additional written exercises for Library and Career Modules

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 (see pages 94 in the 2010-12 Course 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. Any student found participating in academic dishonesty will receive a zero for the assignment and will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University

ADA STATEMENT

Students with disabilities who require 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 the instructor after class or during office hours.

RESEARCH PROJECT INSTRUCTIONS

The purpose of this assignment is to introduce students to the process of doing research and composing an academic presentation. Each student will be working on one research topic with 4-5 of classmates in a group. Students will produce an annotated bibliography, an outline, a first draft, and a final draft. Groups will give a presentation reporting findings. Below is a list of research topics.

1. **Egyptian Mathematics** -- How did Egyptian write numbers, and how did they work with fractions?
2. **Prime Numbers** -- How do we know that there are infinitely many, and how can we find them? What are Mersenne primes? Are there any other 'special' primes?
3. **Fermat's Last Theorem** -- What is this, how is it connected to the Pythagorean Theorem?
4. **Konigsburg Bridge Problem** -- What is the problem, what is the basic idea behind the solution, and why is the solution of this sometime called the start of topology?
5. **Parallel Postulate & Non-Euclidean Geometry** -- What does it say, what is it equivalent to, and what happens in geometry if we assume that it does not hold?
6. **Pascal's Triangle & the Binomial Theorem** -- What are some of the special properties of this triangle, and how is this used in combinatorics and in expanding powers of binomials?
7. **Mayan Mathematics** -- How did Mayans write numbers, and what do we know about the Mayan calendars?
8. **Four Color Theorem** -- What does it say, and what was controversial about its proof?
9. **Sizes of Infinity** -- How is it possible to have two sizes of infinity? What is the Cantor Hypothesis?
10. **Greek Mathematics** -- Why were rational numbers so important to the Greeks? How can you prove that a number is irrational? (for example $\sqrt{2}$)
11. **Fibonacci Sequence** -- What is the Fibonacci sequence and how does it relate to the 'Golden Ratio'? Give examples of the Fibonacci sequence in nature.

Annotated Bibliography: 3 Paragraphs

Outline – Research Paper

First Draft – 4 Pages

Final Draft – 4 Pages

Group Presentation: Visual Aid & Activity

Annotated Bibliography

You will need to collect at least three academic resources pertaining to your topic. These sources need to include at least one **book**, one **article**, and one **web resource**. Your annotated bibliography will consist of the following:

1. Bibliographic citation (APA style)
2. Summary paragraph describing (at least 5 or 6 full sentences) the information this source contains that you will be using in your research paper

Book Example:

Webb, C. D. (1992). *A theoretical basis for Pig Latin semiotics*. New Haven, CT: Bayside.

(summary paragraph here)

Journal Example:

Oguisso, T. (1999). Professional nursing in Brazil. *International Nursing Review* (Vol 43, pp. 81-94).

(summary paragraph here)

Website Example:

Landsberger, J. (n.d.). Citing Websites. In *Study Guides and Strategies*. Retrieved May 13, 2005, from <http://www.studygs.net/citation.htm>.

(summary paragraph here)

GEL 110 - Final Research Project

Annotated Bibliography – _____/15 pts. DUE: 7/26

Outline – _____/20 pts. DUE: 7/26

Research Paper:

First Draft – _____/25 pts. DUE: 8/2

Final Draft – _____/40 pts. DUE: 8/9

Presentation – _____/100 pts. DUE: 8/11 & 8/12

Group Members:

Week 1

Monday: Introduction and Syllabus

HW: Get Login, Print Syllabus, and Vision Paragraph

Tuesday: The CSUSM Mission & Vision & development of your own personal Mission & Vision. Learning How to Learn (understanding PPT

HW: Mission and Vision Paragraphs

Wednesday: Understanding your personality and related learning styles/VARK and Personality Matrix

HW: Reflective Paragraph and Results

Thursday: Trip to Cougar Central, Advising and other Campus student support resources

HW: Your Fiscal Wellness & Writing a Budget homework

Friday: Fiscal Wellness/Money Management & Trading Activity

HW: 2 Reflective Paragraphs about Fiscal Wellness

Week 2

Monday: Career Module Part 1 (Identifying your academic and related Career Goals), Quiz 1

Tuesday: Career Module (Researching career options) Part 2

Wednesday: Critical Thinking, Argumentation, and Logical Fallacies

HW: Find 2 Fallacies, Read Outliers Ch.2

Thursday: Holiday (Happy 4th)!

Friday: Public Speaking and Analysis, Quiz 2

HW: Analyze a speech, 3 Paragraphs: Logos, Pathos, Ethos

Week 3

Monday: “Smoke” Metaphor Game, Library Module Part 1

Tuesday: Library Module Part 2, Writing Style Activity

Wednesday: Library Module Part 3

Thursday: Library Module Part 4

Sample syllabus updated (Feb. 2014) to meet new guidelines for LDGE Area E

Friday: Annotated Bibliography draft Due, Exam 1, Debate topics and groups
HW: Read Outliers Ch.8

Week 4:

Monday: Culture and Diversity, Great Debaters Part 1
HW: Research 5 points for and against debate topic

Tuesday: Great Debaters Part 2, Review Arguments

Wednesday: Academic Honesty, Diversity, Ethics, “Line Up”
HW: 2 Reflective Paragraphs

Thursday: Debates Part 1, Quiz 3

Friday: Debates Part 2, 1st Draft Due

Week 5:

Monday: Relationships and Cultural Intelligence, Contact Part 1

Tuesday: Contact Part 2, Quiz 4

Wednesday: Final Draft of Research Project Due, Presentations Part 1
HW: Math Anxiety Paragraphs

Thursday: Presentations Part 2, Final Exam

Friday: ELM Exam Day! Good Luck!