

**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

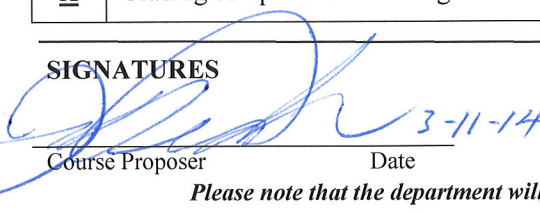
Course Abbreviation and Number: <u>ESW 120:</u> <u>cross-listed as GEL 120</u>	Course Title: <u>Writing and Reading for College Success</u>	
Number of Units: <u>4 (currently certified as meeting Area E)</u>		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> 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

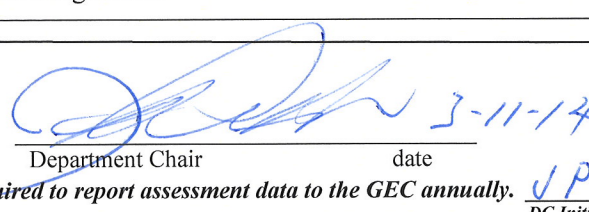
1. Course Catalog Description: Through selected material from the humanities, natural sciences and social sciences, students learn how various disciplines examine similar topics. The intent is to illustrate how disciplines interact to create knowledge and to prepare students for the wide array of reading and writing styles that will be required of them as they fulfill lower-division course work. Fundamental college success skills, information literacy, academic and career planning are also covered. *Also offered as GEL 120. Enrollment is restricted to incoming first-year students who have accepted admission to CSU San Marcos and submitted their Intent to Enroll. Students may not register for both ESW 120 and ESM 111. Students who plan on enrolling in a First-Year Learning Community at CSU San Marcos should consider ESW 5 or ESW 25 as GEL 101 is a part of First Year Learning Communities and students may not receive credit for both ESW 120 and GEL 101.*

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

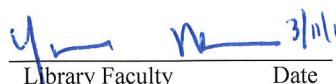
<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<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
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

 3/11/14
Library Faculty Date

Support Do not support*

Support Do not support*
Impacted Discipline Chair Date

Support Do not Support*
Impacted Discipline Chair Date

Approve Do not Approve
GEC Chair Date

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* 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?
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-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.

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	<p>in self-assessment that allows for reflective thinking and discussion of one's own development and well-being.</p>	
<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 & 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.</p>
<p>E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.</p>	<p>LIBRARY MODULE: All ESW/GEL 120 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 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>CAREER MODULE: All ESW/GEL 120 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</p>	<p>LIBRARY MODULE: 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>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>

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	to think critically about their immediate academic plan and how their choice of major connects to their career objectives.	
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	<p><u>Compared to GEL 101: ESW/GEL 120 places emphasis on the writing process and the utilization of “peer editing” as a technique to strengthen writing skills.</u></p> <p>Writing opportunities occur throughout the entire ESW/GEL 120 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 (e.g. APLIA assignments)</p> <p>paper/essay on Common Read</p> <p>academic writing for Library Module and a research paper/annotated bibliography</p> <p>formal written critiques of film, literature or art</p> <p>use of formal writing style (e.g. MLA or APA)</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 & 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>
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.

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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"/> <i>No</i> <input type="checkbox"/> <i>Yes</i>
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> <i>Yes</i>
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> <i>Yes</i>
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> <i>No</i> <input type="checkbox"/> <i>Yes</i>
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"/> <i>No</i> <input checked="" type="checkbox"/> <i>Yes (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"/> <i>No</i> <input type="checkbox"/> <i>Yes (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 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.

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<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>

Sample GEL 120 syllabus updated (Feb. 2104) to meet new guidelines for LDGE Area E

“Take a limitation and turn it into an opportunity. Take an opportunity and turn it into an adventure by dreaming BIG!” – Jo Franz

SUMMER 2013

ESW/GEL 120: Writing and Reading for College Success

Professor Lauren Mecucci Springer

Class Number 35615/35619 Monday - Thursday 1:00 – 4:05 P.M. University Hall 100

Office Location: Markstein Hall 340

Office Hours: Before class, after class, and by appointment.

Email: Mecuc001@cougars.csusm.edu

Welcome to ESW/GEL 120!

As part of the EOP Summer Bridge program, this section of ESW/GEL 120 will take you on a five week journey through life as a college student at Cal State San Marcos. I, along with library faculty, career advisors, and other professors and staff members, will be presenting you with challenging assignments and activities that will encourage critical thinking, develop necessary skills, and generate knowledge on a variety of topics in a wide array of disciplines. The goal of this course is to prepare you to actively and effectively write, read, and participate on campus.

Course Description:

The California State University San Marcos course catalogue defines and describes this course as follows:

Through selected material from the humanities, natural sciences and social sciences, students learn how various disciplines examine similar topics. The intent is to illustrate how disciplines interact to create knowledge and prepare students for the wide array of reading and writing styles that will be required of them as they fulfill lower-division coursework. Fundamental college success skills, information literacy, academic and career planning are also covered. Also offered as GEL 120. 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 ESW 120 and ESM 111. Students who plan on enrolling in a First-Year Learning Community at CSU San Marcos should consider ESW 5 or ESW 25 as GEL 101 is part of First-Year Learning Communities and students may not receive credit for both ESW 120 and GEL 101.

General Education Learning Outcomes (GELOs):

1. E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.
2. E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.

Sample GEL 120 syllabus updated (Feb. 2104) to meet new guidelines for LDGE Area E

3. E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.
4. 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.
5. E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.
6. Students will communicate effectively in writing to various audiences (writing).
7. Students will think critically and analytically about an issue, ideas or problem (critical thinking).

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

Specific Student Learning Outcomes (SLOs) for ESW/GEL 120:

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 and College Level Research:

- Formulate a research topic and write a relevant thesis.
- Use electronic databases to locate and retrieve information related to a thesis.
- Critique scholarly versus popular press literature.
- Write a college level research report (in APA for MLA style) and produce a related oral presentation.

Academic and 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.

Sample GEL 120 syllabus updated (Feb. 2104) to meet new guidelines for LDGE Area E

Institutional Awareness and Resource Utilization:

- List the campus resources available to students.
- Identify the 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 of the classroom.

Moral and Ethical Decision Making:

- Locate and analyze the CSUSM policies on Academic Honest, Drug-Free Campus and Smoking, Nondiscrimination, Sexual Assault, and Student Discipline.
- Clarify your own values while understanding the values and ethical practices of our university community.

My Goals for this Class:

In addition to meeting the above SLOs, my goal for each of you is that by the end of the class, you will successfully be able to:

- Write in a clear, coherent manner appropriate for college-level classes across the curriculum.
- Give clear, concise, and confident presentations.
- Navigate the CSUSM campus and successfully engage in the university community.

Required Texts and Materials:

GEL Custom Reader 2013 (available on Cougar Courses)

Computer Access and a working campus email address

A budget for copies.

A Greenbook for in-class writings

Class Participation: Attendance plays an integral role to your success in this class. Not only will excessive absences cause you to miss out on important class discussions, quizzes, announcements, and workshops, but a lack of in-class contribution will impact your final grade. Please be on time and prepared to contribute to our class discussions, activities, and workshops. Being prepared means bringing required materials to every class and bringing any other materials germane to that days in-class work. **Note:** absences are *not* excuses for not completing any work.

Assigned Readings and Work: All assigned readings and work must be completed *before* the start of class. Please come to class prepared and ready to participate in discussion. Reading quizzes will be given as incentive for you to complete the reading assignments. There will not be an option to make-up quizzes.

Late Work: I do not accept late work. If you know you're going to miss class ahead of time, plan on turning your work in early. I collect assignments within the first 5 minutes of class the day they are due. If you're late, your work will be marked down. I also do not accept work that's

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not in Times New Roman 12 point font or isn't stapled. I suggest investing in a stapler. Lastly, I do not accept work via email without *explicit* permission from me. Do not assume you can simply email me your work before class and I'll accept it.

Electronics: I do not allow any electronics devices in class. This includes, but is not limited to, cell phones, ipods, and laptops. Please see me if you need your cell phone kept on for emergency reasons.

CSUSM Writing Center: I encourage you take advantage of all the resources on this campus which have been developed to help you succeed. Visit the writing center, seek out tutors and writer's workshops, email me, attend my office hours, and ask questions! Note: you are all required to see me during my office hours at least once during the semester. For information about appointments, workshops, forms, and more, please visit:

<http://www.csusm.edu/writingcenter/>

Cougar Courses: This class will utilize an online resource website and interactive forum called Cougar Courses. Most CSUSM classes incorporate Cougar Courses in some way or another. For this class, links to all handouts, assignments, writing prompts and this syllabus can be found in Cougar Courses. All essays will be submitted within Cougar Course in the "Turn in Papers" link.

Note on Plagiarism:

Students will be expected to adhere to the standards of academic honesty and integrity. All written work you turn in must be your own and original. All outside ideas/materials/writing you use must appropriately references the original author, even when you paraphrase. Direct quotes must be punctuated with quotation marks. You are responsible for the honest completion of *your own work* and may not turn in any work completed by others—including friends and tutors—for credit. You will submit all your essays through a Turnitin.com link in Cougar Courses, which I use to identify plagiarism. An attempt to plagiarize may result in a lowered or failing grade. Blatant incidents of plagiarism will be reported where disciplinary action may include suspension or expulsion from the college.

Academic Assistance Policy:

If you have a hidden or visible disability, which may require classroom or test accommodations, please see me as soon as possible during a scheduled office hour. If you have not already done so, please register with Disabled Student Services. DSS info: Craven Hall 5205 - 760-750-4909

Email Policy:

Email is the best way to contact me outside of class. All emails should be sent to: mecuc001@cougars.csusm.edu. I also require that you regularly check your CSUSM email. Throughout your collegiate career, professors, advisors, peers and more will contact you via that email, so getting in the habit of checking this email is a great idea. Please make sure your name and class are in the subject line of each email you send me. For example: Lauren Mecucci, GEL 120. **Note:** When you email me or anyone else, be sure to begin your email with a salutation; be sure to address the person you're writing; be sure to use spell check and proof read. Lastly, be sure to sign your name at the bottom of the email. Emails should be considered academic writings. Moreover, if you miss class, you must contact a peer or two to inquire about what you

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missed. Once you do that, then you may email me for clarification. Be proactive about your education.

Grading/Points Breakdown:

Modules

Library Module – 150 Points

Career Module – 100 Points

Writing Assignments

Journal Entries – 50 Points

Research Paper – 100 Points (6 pages)

Campus Life Outline (Group) – 50 Points

“This I Believe” Essay – 25 Points (2 pages)

Miss Representation Essay – 25 Points (2 pages)

Presentations

Individual Research Paper Presentation – 50 Points

Campus Life Group Presentation – 50 Points

In-Class Assignments, Homework, and Quizzes

Reading Quizzes – 25 Points

In-Class Activities and Homework – 75 Points

Attendance and Participation – 50 Points

Total Points Available – 750 Points

A	A-	B+	B	B-	C+	C	C-	D	F
698-750	675-697	652-674	623-651	600-622	578-599	548-577	525-547	450-524	0-449

ESW/GEL 120
 Summer 2013

Mondays, Tuesdays, Wednesdays, and Thursdays at 1:00-4:05 P.M.

The assigned readings and work must be completed by the date they first appear on the schedule (they're in bold). Always look one day ahead on the schedule so you know what to read for the next class. This schedule is subject to change based on class needs.

****All assignments must be typed****
 MLA, Times New Roman, 12 point font

Monday, June 24 Week 1	Welcome to GEL 120! Review the class, the syllabus, and take attendance. Bring your materials to every class. Buy a greenbook before the next class. Exchange contact information with at least 3 other classmates. Take diagnostic essay.
Tuesday, June 25	Read chapter 1 in the reader. Assign “My Mission and Values” and “This I believe.” Start working on both assignments in class. Read “This I Believe” essays. Watch <i>Scrubs</i> clip. (GELOs #1 and #6)
Wednesday, June 26	Bring in 2 copies of your working “This I believe” essay. Talk about peer editing and how it works. Complete peer editing for the draft. Talk about MLA format. “My Mission and Values” worksheet is due today. (GELOs #1 and #6)
Thursday, June 27	Read chapter four in the reader. Scavenger Hunt. Bring in 2 copies of your revised “This I Believe Essay.” Last day to work on the essay in class. Week 1 quiz. (GELOs #4 and #6)
Monday, July 1 Week 2	“This I Believe” essay is due at the start of class (hardcopy and turnitin). Assign groups for group presentation, and begin working on it in class. Note: this would be a day to bring laptops if you think you’d need it. (GELOs #2,

	#3, and #4)
Tuesday, July 2	Continue working on group presentation. Read chapter 2. Group Outline Draft Due at the start of class. Each group member needs his or her own copy, and I need a copy, too. (GELOs #2, #3, and #4)
Wednesday, July 3	Group Outline Final Draft Due at the start of class (just 1 copy per group for me). Week 2 quiz. Continue working on group presentations in class. (GELOs #2, #3, #4 and #6)
Thursday, July 4	No class. Happy 4 th !!
Monday, July 8 Week 3	Read chapter 7. Wrap up working on group presentations. Start and complete group presentations. (GELOs #1, #2, #3, and #5)
Tuesday, July 9	Introduce Research Project. Watch clip about arguments. Begin working on it in class. Read chapter 5. Career Module – 2:30-4:00 (GELOs #1, #2, #3, #4, #5, #6, and #7)
Wednesday, July 10	Bring in Research Topic. Research topic approval. Watch clips about Wikipedia. Career Module – 2:30-4:00. (GELOs #1, #2, #3, #4, #5, #6, and #7)
Thursday, July 11 Watch video in Janette’s class and meet former students.	Go to other GEL classroom at watch <i>Miss Representation</i> and meet former Summer Bridge Students. Week 3 Quiz. (GELOs #2, #5, and #7)
Monday, July 15 Week 4	Read chapter 3. Bring in 2 copies of your research paper outline. Start peer editing in class. Discuss AXES. Week 4 quiz. (GELOs #1, #3, #5, #6, and #7)
Tuesday, July 16	Assign <i>Miss Representation</i> essay. Read chapter 8. Library Module – Go to Kellogg 3400 1:00-2:15. (GELOs #1, #4, #5, #6, and #7)
Wednesday, July 17	Bring in 2 copies of your <i>Miss Representation</i>

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	essay. Peer edit in class. Bring in 2 copies of your research paper. Continue peer editing in class. (GELOs #1, #2, #3 #4, #5, #6, and #7)
Thursday, July 18	Library Module – Go to Kellogg 3400 1:00-2:15. <i>Miss Representation</i> Essay is due at the start of class (hardcopy and turnitin). Read chapter 6. Week 4 quiz. Bring in 2 revised copies of your research paper draft. (GELOs #1, #2, #3 #4, #5, #6, and #7)
Monday, July 22 Week 5	Bring in 2 copies of you revised research paper draft. Bring in one copy of your works cited page. Continue in-class peer editing. (GELOs #2, #3, #5, #6, and #7)
Tuesday, July 23	Library Module – Go to Kellogg 3400 1:00-2:15. Bring in 2 copies of your completed research paper draft (All requirements met!) Note: This is the last day we're working on this in class. (GELOs #3, #4, #5, #6, and #7)
Wednesday, July 24	Start individual research paper presentations. Week 5 quiz. (GELOs #3, #5, and #7)
Thursday, July 25	Library Module – Go to Kellogg 3400 1:00-2:15. Last Day of Class. Research paper is due at the start of class (hardcopy and Turnitin). Course wrap up. Finish up presentations if we need to. (GELOs #3, #4, #5, #6, and #7)

Group Presentation

Group Members:

1. _____
2. _____
3. _____
4. _____
5. _____

Your Group's Topic:

Each group will research and present an aspect of college life.

You are not limited to a traditional speech. You are encouraged to use visuals, PowerPoint, or even create a short video (video cameras are available for check-out at the Media desk of the Library).

There must be some written component to accompany your presentation that you will turn in to me. For example, if you are talking through your presentation, you would turn in an outline. If you are doing a video, you would turn in a script.

Feel free to make your presentation humorous, but it must be instructional.

Requirements:

1. 10-15 minutes.
2. A written component.
3. A works cited page in MLA format.
4. At least 2 outside sources.

Outline Due: _____

Presentation Date: _____

My Mission and Values

Using the CSUSM Mission Statement as a guide, create your own personal mission statement for yourself as a person and student. Think about how your personal values may affect your life as a student and vice versa.

For each section, fill in the following:

- My Vision -** What is your broadest view of yourself? What are your hopes, dreams, and goals? This section should be the broadest and most abstract.
- My Mission -** How do you intend to accomplish what you've outline in the Vision section? What actions will you take? Who will you rely on to get there? This section should be more specific, like a plan or blueprint.
- My Values -** First, list five abstract values that you hold dear to you. Then, follow up each value with at least three examples of what those values are or how they play into your life.

My Vision

My Mission

My Values

- 1.
- 2.

3.

4.

5.

Sample of a Group's Scavenger Hunt List

GROUP 1

- * Where is the Pride Center?
- * Take a picture with at least three of your group members with the Cesar Chavez statue.
- * Take a picture with at least three of your group members at the top of the new parking structure.
- * What services are found in Cougar Central?
- * Take a picture of the Writing Center's door.
- * Take a picture with three of your group members with the "Focus" statue.

"This I Believe..." Essay

**"What matters most is not the idea a man holds, but the depth at which he holds it." –
Ezra Pound**

Background: As a class, we've spent some time discussing personal narrative, both how to read it and how to construct it. We've read and listened to many "This I Believe" essays and discussed what held our interests and what didn't, what was "good writing" and what we didn't like as much. Arguably, all of these essays are making multiple points; some of the points are a bit obvious, but other points are quite nuanced. This is not an easy task, but it's what I'm asking you to do. Breathe. You already know what you believe, right?

Assignment: In 2 or more full pages, create a personal narrative that follows a mix of the program guidelines as outlined by thisibelieve.org, as well as my guidelines. Your essay must:

- Tell a story about something *real* and show how it connects to your personal beliefs or values.
- Name your belief. Within one to two sentences, the reader should know exactly what your personal belief is.
- Be positive! Tell your reader what you *do* believe, not what you *don't* believe.
- Be personal. Write in a way that is comfortable to you. I want to hear your voice.
 - Your audience is your academic peers and your instructor.
 - Your purpose is to convey (using vivid description and narration) a belief or beliefs you hold.

Keep the following in mind:

- No one can prove you wrong. This is about you, so keep that in mind while writing this essay.
- Although this isn't a standard academic essay, this essay still must be thesis driven. Will you have a thesis statement at the end of your first paragraph? No. But *you will* be making a point/argument (that's a thesis!!).
- Although this is a more creative, relaxed essay format, you still need to treat it like an academic assignment. Take this seriously. Have fun with it, but remember to meet all of the requirements, as well.
- Craft your response in any form that suits you and your style of communication. This is not a formal, 5- paragraph- essay assignment where you will be judged on how you adhere to a particular academic form.
- Please use "I" to express yourself. I am genuinely interested in what you have to say; however, you should avoid "we."
- Use this opportunity to examine the role a belief has played in your life.
- Be descriptive. Think about your senses, but avoid clichés.
- Your story doesn't have to be awe-inspiring or a total downer. It can even be funny. The only thing it must be is real. Ground it in real life events, but only focus on *one* story.

Submission details:

- Multiple drafts and peer editing required.
- Typed, MLA, double spaced format, 2 or more full pages

- Double submission: hard copy/Turnitin on Blackboard

Draft Due: _____

Final Due: _____

Miss Representation Response

Write a response on *Miss Representation*. Do you think the documentary succeeds in representing the media's influence on girls and women accurately? Why or why not? How does the Director, Jennifer Siebel Newsom, present her case? In other words, what statistics, interviews, images, and arguments are most compelling and why? Use specific examples from the film to back-up your opinion.

In the last paragraph, respond to the following questions:

If you are a woman:

Could you relate to any part of this documentary on a personal level? Do you feel empowered?

If you are a man:

Was this film eye-opening or do think the people interviewed for this film are over-reacting? What do you think about the term "female toy", that Dr. Heldman uses to describe how men perceive actresses in films?

Your Response must be:

- 2 or more pages, MLA Format
- 12 point, Times New Roman Font

Draft: _____

Final: _____

Research Paper: Personal Wellness

"A part can never be well unless the whole is well." – Plato

Background: In chapter seven of your GEL Reader, you began to orient yourself with various organizations and businesses on and off campus that contribute to your overall wellness.

Assignment: For your research paper, you will formulate an argument based on one of the eight dimensions of wellness.

Firstly, select one of the eight dimensions of wellness: physical, intellectual, emotional, spiritual, social, occupational, environmental, or cultural.

Secondly, select a specific aspect, area or topic within the dimension of wellness you've chosen. For example, if you choose spiritual, you could focus on yoga or church.

Thirdly, select one of the following discipline perspectives: humanities, science, or social science.

Finally, craft 3 or more potential research questions you'd like to answer in the process of writing your paper. These questions must encompass steps one through three. For example, if you chose "physical," "sex," and "social sciences," your research question might be "How does reality TV impact college students' views on safe sex?" Once you have your questions, you'll narrow down your research topic/question, which ultimately needs to be approved by me.

As you continue researching your topic, your job, then, becomes to develop a specific claim or perspective on the topic. Then, you'll use scholarly research to defend your claim or perspective.

Remember: You are required to incorporate at least five *scholarly* sources into this assignment in order to lend critical weight to your argument. Research should be used to help establish the significance of your argument. Use research to advance your argument about an aspect of wellness. **Note:** This is not a book report-type research paper. Instead, your research should be used to advance and support your argument about an aspect of wellness.

- Your audience is your academic peers and your instructor.
- Your purpose is to defend your argument about a particular aspect of a wellness dimension.

Tips for Success:

- Work with me during office hours, email me, or set up a conference.
- Visit the writing center.
- I highly recommend you select a topic you have some sort of personal interest in. If you do, you will write better and research will seem less daunting.
- See Professor Carr for research tips and help.

Submission details:

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- Multiple drafts and peer editing required.
- Typed, MLA, double spaced format, 6 or more full pages
- At least five outside, scholarly sources.
- Works Cited page in MLA format.
- Double submission: hard copy/Turnitin on Blackboard

Drafts Due: _____

Final Due: _____