

CALIFORNIA STATE UNIVERSITY, LONG BEACH

UNIVERSITY 111: PAIDEIA FIRST YEAR SEMINAR

STANDARD COURSE OUTLINE

Is this course proposed as General Education Course? Yes No

Is this course proposed as a Cross-Listed Course? Yes No

I. GENERAL INFORMATION

- A. Course number: UNIV 111
- B. Title: Paideia First Year Seminar
- C. Units: 3
- D. Prerequisites or Co-requisites: None
- E. Responsible faculty: David Tabb Stewart
- F. SCO prepared by: William Mohr, Alexis Pavenick, Brittany Ransom, David Tabb Stewart, Amy Wax
- G. Date prepared or revised: Fall 2018
- H. Classification code: C5
- I. Course typically offered: Fall

II. CATALOG DESCRIPTION (40 words max)

First-year seminars designed to excite students about college learning through varied topics, facilitate college transition by developing students' critical/creative thinking, writing or quantitative analysis, and teamwork abilities, utilizing resources provided on CSULB's campus. Letter grade only (A-F).

III. EXPANDED DESCRIPTION/CURRICULUM JUSTIFICATION

UNIV 111 is intended to facilitate the transition between high school and college for first-year students at CSULB. This involves a) stimulating intellectual curiosity/enthusiasm and creative/critical thinking and inquiry across a number of disciplinary areas, b) developing beginning level college English-language reading and writing skills, OR developing beginning level college quantitative reasoning skills; c) exposing students to college-level course material, requirements, and communication/behavioral norms, and d) familiarizing students with on-campus resources and tools for successfully completing coursework. Faculty members (either in teams or individually) offer courses that reflect a variety of cultural themes and hot-button issues, providing a focal point for each seminar. Accordingly, seminars vary widely in terms of

their content, structure, and style; some are single-discipline lectures, others are interdisciplinary courses that combine large lectures with smaller seminars, and still others conform to different pedagogical patterns.

UNIV 111 is conceived as a Lifelong Learning Course. Lifelong learning is an “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.” Thus, “Category E, Lifelong Learning and Self-Development Criteria: ... facilitate[s] understanding of the human being as an integrated physiological, social, and psychological organism. Courses ... are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein [AS 12.00 sec. 7.9].

UNIV 111 addresses that by fostering love for, and excitement about, different kinds of learning at the beginning of a student’s college career. For instance, most students understand little about what a university is or can be, the meaning and function of general education, how general education frames a disciplinary or interdisciplinary program, how all elements of their education may prove useful in finding a “first” job, and how lifelong learning will help them prepare for promotions and shifts to new jobs, foster health for life, build relationships with diverse people, and prepare themselves to act as citizens for the public good. In this regard, UNIV 111 gives special focus to two pillars: “Inquiry-based Learning” (IBL) and teamwork.

Inquiry-based learning (IBL) is a process where “the student takes center stage...embarking on a voyage of discovery, drawing on previous personal experience and prior knowledge”—such as their previous learning or co-curricular experience with hobbies or interests—and the teacher, as facilitator and coach, “proffers an issue, a problem, a realm of study that the learner will personally investigate with the support of the teacher.” At the heart of this practice students discover, build out “knowledge webs” from what they already know, and actively take charge of their learning. Thus each section of UNIV 111 will give attention to the meta-topic of learning—demonstrating how knowledge is built and learning can become an “*integrated physiological, social, and psychological*” life-practice for a human being.

The Naval Academy cadet proverb, “cooperate and graduate” suggests that teamwork and networking are necessary for academic survival and growth (that is, address “*stress*” [and] “*key relationships to the social environment*”). It has been argued that teams can develop better problem solutions than individuals (because they collectively know more and have more talents to draw upon). Even the smartest people are made smarter by networking. Treisman and Surles (2001) argue that academic teamwork is often a new skill for members of under-represented minorities who may have finished high school by focused self-reliance—but it is especially helpful in math and science courses. Thus, each section of UNIV 111 will give focus to developing teamwork as a necessary skill from the beginning of a college career through an entire life.

The intention of this SCO is to provide the foundation for syllabi that make use of faculty disciplinary expertise from the various academic disciplines taught at CSULB. That is, potentially any discipline could be presented under this rubric as long as the course syllabus

conforms to the learning goals outlined below. Initially, Paideia Fellows will review all syllabi for conformity with the SCO and one Paideia Fellow will function as “course director.” The Paideia program will subsequently seek to institutionalize the Paideia seminar governance following the model of the Honors Program. See sec. XI below.

This course will focus on the three GE Essential Skills and related Student Learning Outcomes:

1) The essential skill of “**Foundation and Skills for Lifelong Learning**” is supported by the linked student learning outcomes of a) “Curiosity” and b) “Initiative”; and

2a) the essential skill of Written Communication is supported by the linked student learning outcomes of a) “Content and Purpose for Writing” and b) “Sources and Evidence”; OR

2b) the essential skill of Quantitative Reasoning is supported by the linked student learning outcomes of a) “Application/Analysis” and b) “Communication”; and

3) the essential skill of “Teamwork” is linked with the student learning outcomes of a) “Contributions to Team Meetings” and b) “Fosters Constructive Team Climate.”

4) the essential skill of “Information Literacy” is linked with the learning outcome of “Access the Needed Information

IV. MEASURABLE STUDENT LEARNING OUTCOMES

A. With respect to **GE Skill Lifelong Learning**:

1. Demonstrate curiosity about the process of learning and its “production of a self” as a contribution to “well-being”:

(a) through accessing, utilizing, and evaluating appropriate academic resources, course on-line modules, and University resources for success within and outside of the classroom (including digital literacy for relevant technological platforms, library, etc.), students will explore topics with some evidence of depth, providing occasional insight and/or information indicating interest in the subject. (level 2/4 or above in the LEAP rubric); and

(b) by developing a meta-narrative about one’s own self as adult learner and student scholar. Students will be able to articulate various ways of learning and the meaning of learning for themselves as measured by their articulation of this in the final Learning Web synthesis in a range of grades.

- a. **Evaluation:** First, students’ ability to use the (i) “technologies of learning” such as on-line modules, University resources, and library resources effectively to complete a research assignment will be measured by the successful “find and use” of on-line, university, and library materials in a course assignment. Students’ conception of (ii) self-as-adult-learner of disciplinary subject matter will be observed by comparing the self-reflections in a first short written assignment with elements of the final assignment (e.g., discussion as focus group, learning-web construction, personal learning goals, etc.).

- b. Second, with reference to the larger impact for the Paideia seminars, curiosity about (i) “technologies of learning,” will be measured by a survey of students 2-3 weeks after their library session to quantitatively and qualitatively measure whether the students have used the library since their required assignment to do so, and whether they have used the library to find materials for a class other than UNIV 111. An attempt to gauge further impact will be measured by asking the students similar questions in the middle of the following semester. These data will be used to improve information finding lessons and assignment rubrics. A cross-seminar sample of relevant student products will be taken. (ii) Students’ curiosity as an aspect of “self-as-adult-learner,” will be measured by a sample of the qualitative data collected from the seminars’ first and last assignments. This will be sorted by key words, themes, or topics and analyzed. The Paideia program will seek to work with scholars of education to evaluate the meaning of this data and how it might affect the understanding of the quantitative data collected about Paideia seminar students. Assessors will analyze these using the relevant LEAP rubrics and use these data to make suggestions for improving syllabi, assignments, assignment rubrics, etc.
 - c. **Instructional Strategies:** Construction and evaluation of learning webs or wikis using found information, research paper, team work product, etc. may be used as appropriate. Instructional strategies may vary by instructor and course disciplinary content.
2. Demonstrate initiative to become aware and understand the University and campus through active engagement during site visits: completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities (level 3/4 in the LEAP rubric).
- a. **Evaluation:** A campus site visit exercise resulting in a contribution to a learning web, team work product, or writing assignment provides evidence of the visit, analysis of the experience, and a precipitant follow-up. Assessors will analyze these work samples from selected seminars using the relevant LEAP rubric. The data will be used to make suggestions for improving syllabi, lesson plans, and assignment rubrics.
 - b. **Instructional Strategies:** Instructors may use any active learning or inquiry-based strategy that promotes finding, analysis, and follow-up. More than one finding exercise may be used relevant to university resources such as a site-visit to university office, event, art museum, Japanese garden, Puvungna, etc.

B. With respect to **GE Skill Written Communication** (as appropriate):

- 1. Demonstrate ability to complete written assignments that show recognition of the content and purpose of writing at the beginning college level: i.e., demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (level 2/4 in the LEAP rubric);
 - a. **Evaluation:** The Paideia assessors will take a sample, from all seminars that use this SLO, of initial short writing coordinated with end-of-course papers of at least a thousand words. The relevant LEAP writing rubric for “recognition of the

quantitative data in a work product measured by a rubric and reported by a range of grades. Assessors will analyze a sample of final work products using the relevant LEAP rubric across QR seminars and use these data to make suggestions for improving syllabi, lesson plans, rubrics, and coordination with other math classes.

- b. **Instructional Strategies:** As the focus is making use of quantitative arguments in a work, the instructor may make use of graphs, tables, etc. to collect, analyze, and evaluate information. Instructional strategies may vary by instructor and course disciplinary content.

D. With respect to **GE Skill Teamwork:**

1. Demonstrate ability to participate in, and make contributions to, team based activities related to campus site visits and building “learning webs” (Illich, *Deschooling Society*, 1973); i.e. “Offers new suggestions to advance the work of the group” (level 2/4 or above in the LEAP rubric);
 - a. **Evaluation:** Observation by professor using a rubric reported by a range of grades. Best if teacher makes a first effort observation and an end-of-class observation. Observation by Paideia seminar teachers as part of Program evaluation using cross-seminar rubric. The results of the assessment of assignments and student performance will be used for improvement of syllabi, lesson plans, and assignment rubrics.
 - b. **Instructional Strategies:** Any HIP or other strategy that makes use of teams, e.g., case studies, pedagogical games, etc. May use the Transferable Skills modules to set up lessons (see below in Bibliography). Instructional strategies may vary by instructor and course disciplinary content.
2. Develop interpersonal skills and foster a constructive team climate by treating team "members respectfully and politely in constructive communication: i.e. “Supports a constructive team climate by doing any two of the following: (a) Treats team members respectfully by being polite and constructive in communication; (b) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work; (c) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it; (d) Provides assistance and/or encouragement to team members. (Team Climate; level 2/4 or above in the LEAP rubric).
 - a. **Evaluation:** Observation by professor using a rubric reported by a range of grades. Best if teacher makes a first effort observation and an end-of-class observation. Observation by Paideia seminar teachers as part of Program evaluation using cross-seminar rubric. The results of the assessment of assignments and student performance will be used for improvement of syllabi, lesson plans, and assignment rubrics.
 - b. **Instructional Strategies:** Any HIP or other strategy that makes use of teams, e.g., case studies, pedagogical games, etc. May use the Transferable Skills modules to set up lessons (see below in Bibliography). Instructional strategies may vary by instructor and course disciplinary content.

E. With respect to **GE Skill Information Literacy:**

1. Students will be able to develop their own keywords for initial searches, manage discovery and deepen research through their understanding of the process and the

patience good research requires, facilitate their research on several different types of databases, retrieve items relevant to their research topic, and evaluate the merits of the items they have found. That is, the student will “access information using [a] variety of search strategies and some relevant information sources [showing] ability to refine [a] search” (Access to Needed Information; level 2-3/4 in the LEAP rubric for this essential skill).

- a. **Evaluation.** Coordinated with IV.A.1.a. and b. above—as measured by a Library survey. The results of the assessment of assignments and student performance will be used for improvement of syllabi, lesson plans, and assignment rubrics.
- b. **Instructional Strategies.** A required Library Instruction Session will teach students to learn effectively and efficiently and apply research and retrieval methods to UNIV 111 assignments, as well as assignments in other classes throughout their degree. Students will be instructed in four methods of library research and retrieval: 1) Strategies for performing successful searches and retrievals via the Cal State Universities’ 23-campus library search managed through the federated OneSearch platform; 2) Strategies for performing successful searches and retrievals within the databases suggested by the UNIV 111 instructor and the librarian in relation to the topic of the class; 3) Using interlibrary loan to retrieve items not immediately available through the library’s resources; 4) Searching and locating physical books and DVDs in the library. Instructional strategies may vary by instructor and course disciplinary content.

These outcomes should appear on all course syllabi (that is A1 & A2, D1 & D2, E1, and either B1 & B2 or C1 & C2). In addition, each syllabus may have learning outcomes relative to disciplinary course content (see F1 below for example).

<i>Content</i>	<i>SLO</i>	<i>Grade %</i>
Attendance and Participation	D1, D2	10%
Written Assignment (as appropriate) - OR - Quantitative Assignment (as appropriate)	B1, B2 - OR - C1, C2	25%
Team Based Project	A1, A2, D1, D2	25%
Campus based site visit / activity	A1, A2, D1	15%
Other (assignments as given by instructor)	E1, F1 and B1, B2 - OR - C1, C2	25%

V. OUTLINE OF SUBJECT MATTER

Disciplinary Content Example. This is an example of disciplinary subject matter integrated with lessons related to understanding universities and our particular university. **This example chooses essential skill B** with content from Religious Studies and a gaming pedagogy. Other first-year seminars following this SCO may choose a different High-impact Practice [HIP] pedagogy.

Game pedagogy is an HIP long used in diplomatic education (e.g., Model U.N; peace negotiations), emergency and strategic military planning, or exercises where one imagines themselves in a different social class or the like (e.g., as a homeless person). The case study method found in business and legal education is analogous. “Reacting to the Past,” a gaming-pedagogical approach developed at Barnard College in the early twenty-first century, has found its way into the humanities: especially history, including the history of science, history of art, history of religions, etc.

The course is made up of two complex, live action, role-playing [LARP] games that take seven to eight class sessions each. These can be set up thematically, e.g. to illustrate the historical tensions between religion and science (Galileo game; Darwin game; Kansas game); or the history of ideas in a tradition and their interplay with political authority (e.g., Christianities: Nicaea game; 2nd Crusade game; Anne Hutchinson game; or Confucianism and its development in the China game and Korea game); or the play between the body politic and people who attempt or resist religious reforms (e.g., Josiah game; Anne game; Kansas game). In the games the students work in teams (**Essential skill D, teamwork**). **The following is an example:**

F1. Non-GE Disciplinary Student Learning Outcome:

The student will be able to articulate and discuss an overarching theme in religious studies (in this case, the tensions in the body politic caused by religious reforms) as demonstrated in a final paper contributed to the class learning web. (Achievement of this goal will be measured by a range of grades based on an assignment rubric.)

For Student Learning Outcomes mentioned below for each activity (A1, A1a, A1b, 1, B-2, C1, C2, D1, D2, E1, F1) refer to discussion above.

Week One: INTRODUCTION

Some seminars may begin the week before general classes start. In this scenario some hours of instruction would be shifted from the end of the course.

Introduction to the University: Attend Student Convocation. Discuss what a University is and how it is different from High School. What is a syllabus? Read Stone on and visit Puvungna. A2.

Introduction to Gaming: how LARPs and how “Reacting to the Past” Games work Introduction to the University. Play a “micro game.” A1.

Introduction to College-level learning: How is a syllabus related to learning? Can you learn by playing? Read Huizinga. Short writing assignment on self as learner. B1, A1(b).

JOSIAH GAME: The One and the Many (Gods)

Week Two: Josiah Game Prep Sessions 1 and 2: Order v. Prophecy

Game: Read Student Manual. F1.

The Initial Scenario: The discovery of Deuteronomy

Ancient Near Eastern context: ostraca from Josiah's reign

University: "Where is it?" Web scavenger hunt for university information. Find the relevant office, take a photo. Make first contribution to the class (digital) Learning Web. A2.

Learning: What do you know and how do you know that you don't know? What is a learning web? How does one add to, or build, knowledge? E1, A1(b).

Week Three: Josiah Game Prep Sessions 3 & 4: Religious Reform from above and Resistance

Game: Distribution of Character Role Sheets; Conference with Professor about Roles Deuteronomy v. Leviticus: Documentary Hypothesis and Biblical "Sources." F1.

University: What are the roles of student, faculty, librarians, advisors, and staff? What about diversity? Transferable Skills unit [TSK] "Diversity & Inclusion." A1(a), D2, E1.

Learning: Why is there often not just one solution to a problem? Is diversity an advantage or a problem? Does diversity hinder or help? Read hooks 2003. A1(b).

Week Four: Josiah Game Play Sessions 1 & 2: Game begins; Josiah's demand

Game: Faction [=Team] Meetings; Reading related to roles. D1, F1.

First Paper due. B1.

First Assembly: Hezekiah's ritual opening; Huldah's prophecy; first speeches

University: TSK "Teamwork." D1.

Learning: How can teamwork foster or hinder learning? A1(b), D1.

Week Five: Josiah Game Play Sessions 3 & 4: Economic issues; priestly prerogatives; resistance by traditionalists

Game: Round one speeches begin—as speak, post papers to Learning Web. B1, D1; Drafting royal decree. B2, F1.

University: Mission of the University and prospective major department. What are your goals? Second contribution to Learning Web. A1(a), D1.

Learning: Is knowing one discipline enough? Should one know something deeply or broadly or both? A1(b).

Week Six: Josiah Game Play Sessions 5 & 6: Purging opponents of reform.

Game: Vote on Decree draft to present to King; end round one.

Promulgation of degree, trials and purges; start of round two. F1.

Second paper due; second round speeches. B1, B2, F1.

University: TSK "Self-confidence." A1(b).

Learning: How do you shape your own "self" by learning? A1(b).

Week Seven: Josiah Game Play Sessions 7 & 8: Foreign Policy; Ancient Near Eastern treaties
Passover texts;

Game: Finish 2nd round speeches; produce draft treaty (B2) and vote; Passover celebration. F1.

University: The University in Your Future. What is GE and how does it relate to future plan? Registering for spring courses; consulting advisors. TSK “Initiative.” A2.
Learning: Planning, synergy, and serendipity in learning. A1(b).

Week Eight: Postgame: Israelite Exile

Game: Postmortem discussion: Exile and its aftermath. Summative in-class writing. B2, F1.

University: TSK “Flexibility”; How to survive midterms. D2.

Learning: Cramming v. learning. A1.

GAME #2

Week Nine: Prep Session #1: Introduction to Game #2

Game: Read Student Manual; Roles distributed. F1.

University: TSK “Time Management”: How do I catch-up if I’m behind? A1.

Week Ten: Prep Sessions 2 & 3: Presentation

Game: Discuss Game Readings; Faction/Team meetings. D1, D2.

University: Library Lesson. Who’s Afraid of the Library? TSK “Problem Solving.” E1.

Learning: Should we read anything written before the last ten years? E1.

Week Eleven: Play Sessions 1 & 2: Play begins

Game: Faction/Team Meetings; First Paper due; First Speeches. B1, B2.

University: TSK “Conflict.” D2.

Week Twelve: Play Sessions 3 & 4

Game: First round Speeches. F1.

University: Derek Bok “Purposes of Undergraduate Education.” A1(b).

Learning: How do learning and teaching (inter)relate? Read hooks 1994. A1(b).

Week Thirteen: Play Sessions 5 & 6

Game: Second paper due; second speeches. B1, B2, F1.

University: Attend University Event. A2.

Learning: What are different learning styles? A1(b).

Week Fourteen: Play Sessions 7 & 8

Game: Finish 2nd round speeches; Finale. D1, F1.

University: Site visit relevant to Game: e.g. University Art Gallery, Japanese Garden, laboratory, etc. A2.

Learning: Library survey of use of resources. E1.

Week Fifteen: Postgame

Game: Postmortem discussion. F1.

University: Getting ready for finals; Course evaluations. A1(a).

Week Sixteen (Finals)

Final integrative and summative paper (B1, B2) contributed to class Learning Web. D1.

Learning: Critiquing class Learning Web and conceptualizing self-as-learner/student scholar. A1(b), D2.

VI. METHODS OF INSTRUCTION

The primary approach to teaching will be Inquiry-based learning (IBL). Within this modality instructors may present course information using introductory lectures, small-group discussions, hybrid on-line learning modules, build learning webs, play pedagogical games, make on-campus site visits, react to convocation or university-wide lectures as learning experiences, or make use of other active-learning pedagogies.

As mentioned above, Inquiry-based learning (IBL) is a process where “the student takes center stage...embarking on a voyage of discovery, drawing on previous personal experience and prior knowledge”—such as their previous learning or co-curricular experience with hobbies or interests—and the teacher, as facilitator and coach, “proffers an issue, a problem, a realm of study that the learner will personally investigate with the support of the teacher.” This approach draws on intrinsic motivations rather than extrinsic alone and hypothesizes a higher level of student excitement and engagement with the learning process.

IBL makes use of active learning pedagogies that have a long history in educational literature, confirmation in the social sciences, use in teaching business, military, and diplomatic decision-making, and traction in science education beyond teaching labs. Holistic use of active learning techniques such as “live-action role playing” games (where teams must persuade undecideds of the idea sets at issue) show gains in rhetorical skills, empathy, persistence of knowledge, collaboration, and socialization. These gains have also been shown among non-native English speakers integrated in classes with native-English speakers. “The opportunity gap” is addressed through the creation of more intimate classes, small groups within the class, and closer relationships with the teacher.

VII. INFORMATION ABOUT TEXTBOOKS/READINGS

Nature of Lifelong-learning (GE Category “E”)

Bain, Ken. “What Do They Know about How We Learn?” 22-47. In *What the Best College Teachers Do*. Cambridge: Harvard University Press, 2004.

Giamatti, A. Bartlett. “A Family of Freedoms and Responsibilities,” 79-86. In *A Free and Ordered Space: The Real World of the University*. New York: W.W. Norton, 1988.

hooks, bell. “The Will to Learn: The World as Classroom,” 1-12” and “Talking Race and Racism,” 25-40. In *Teaching Community: A Pedagogy of Hope*. New York: Routledge, 2003.

hooks, bell. “Ecstasy: Teaching and Learning without Limits.” 201-207. In *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.

Huizinga, Johan. “Nature and Significance of Play as a Cultural Phenomenon,” 1-27. In *Homo Ludens: A Study of the Play Element in Culture*. Boston: Beacon Press, 1950.

Jaeger, Werner. "The Individual Shapes his own Personality," 115-35. In *Paideia: The Ideals of Greek Culture*, v.1: *Archaic Greece; The Mind of Athens*. New York: Oxford University Press, 1965.

Nature of the University, CSULB campus.

Bain, Ken. "Introduction: Defining the Best," 1-21. In *What the Best College Teachers Do*. Cambridge: Harvard University press, 2004.

Bok, Derek. "On the Purposes of Undergraduate Education," III.11-21. In Peter M. Lowentrou (ed.), *The University in Your Future*.

Boulton, Geoffrey. "Global: What are Universities for?" *University World News*, no. 69 (25 March 2009),

<http://www.universityworldnews.com/article.php?story=20090326200944986> (accessed 05-06-2018).

Buckholz, Robert O. "Be True to Your Medieval University Tradition," I.10-19. In Peter M. Lowentrou (ed.), *The University in Your Future*.

CSULB Library web site: <https://www.csulb.edu/university-library> (accessed 05-06-2018).

CSULB Mission statement and supporting documents, and mission statements of three CSULB departments (one each for a student's preferred, moderate interest, non-preferred major):

http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/mission/ (accessed 05-06-2018) + CSULB Colleges and Departments: <https://www.csulb.edu/academic-affairs/menu/academics/colleges-departments> (accessed 05-06-2018).

CSULB Student Affairs web site: <http://web.csulb.edu/divisions/students/> (accessed 05-06-2018).

Lowentrou, Peter M. (Ed.). *The University in Your Future*. Long Beach: The University 100 Program of California State University, Long Beach, 2009.

Manke, Beth (P.I.) et al. "Transferable Skills Program." Selected units with wrap-around lesson materials revised from 14 "Pure Michigan Talent Connect" modules related to Communication, Collaboration, Critical Thinking, and Creativity. California State University, Long Beach, Re-imagining the First-year Taskforce, 2018. (Professor may select from these for hybrid components of course). See below.

Transferable Skills Program

PURE MICHIGAN
Talent Connect



Communication

- Humility
- Communication
- Conflict



Collaboration

- Diversity & Inclusion
- Self-Confidence
- Teamwork



Critical Thinking

- Ethical Character
- Personal Judgement
- Problem Solving
- Time Management



Creativity

- Positive Attitude
- Initiative
- Flexibility
- Work Ethic

Stone, Craig. "Connecting with the Ancient Past of CSULB," I-25-27. In Peter M. Lowentrou (ed.), *The University in Your Future*.

Wieruszowski, Helene. Selections from "Student Life in the Later Middle Ages," 189-199. In *The Medieval University*. Princeton: D. Vann Nostrand, 1966.

Content Material related to the Course Outline Example

Game 1:

Stewart, David Tabb and Adam Porter. *The Josianic Reform: Deuteronomy, Prophecy, & Israelite Religion*. URL: <https://reacting.barnard.edu/the-curriculum> (2008-18).

Other Game Possibilities:

Driscoll, Marsha, Elizabeth E. Dunn, Dann P. Siems, and B. Kamran Swanson. *Charles Darwin, the Copley Medal and the Rise of Naturalism, 1861-64* (Norton, 2014).

Duncan, John and Jennifer Jung-Kim. *Korea at the Crossroads of Civilizations: Confucianism, Westernization, and the 1894 Kabo Reforms*. URL: <https://reacting.barnard.edu/the-curriculum> (2009).

Gardner, Daniel K. and Mark C. Carnes. *Confucianism and the Succession Crisis of the Wanli Emperor, 1587* (Norton, 2014).

Henderson, David E. *Constantine and the Council of Nicaea: Defining Orthodoxy and Heresy in Christianity, 325 CE*. (University of North Carolina Press, 2016).

Purnell, Frederick (Jr.), Michael S. Petersen, and Mark C. Carnes. *The Trial of Galileo: Aristotelianism, the "New Cosmology," and the Catholic Church, 1616-33* (Norton, 2014).

Winship, Michael P. and Mark C. Carnes. *Trial of Anne Hutchinson: Liberty, Law, and Intolerance in Puritan New England* (Norton, 2013).

VIII. BIBLIOGRAPHY related to First-year Seminars, active learning, and gaming pedagogies

- AASC&U, Academic Affairs, Re-imagining the First-year Consortium. Website, on-line document depository, discussion board, conference materials.
- Bandura, A. "Social-Learning Theory and Self Identificatory Processes" 213-262. In Robert A. Goslin, ed., *Handbook of Socialization Theory and Research*. New York: Rand McNally, 1969.
- Bensimon, E. M. "The Underestimated Significance of Practitioner Knowledge in the Scholarship of Student Success." *The Review of Higher Education* 30.4 (2007): 441-469.
- Bergman, J.-P., et al. "Creating Future Capabilities – Scenario Process on Inter-Industrial Knowledge Networks." The Fifth European Conference on Organizational Knowledge, Learning, and Capabilities, University of Innsbruck, Austria, 2-3 April 2004. 23pp.
URL:
http://www2.warwick.ac.uk/fac/soc/wbs/conf/olkc/archive/oklc5/papers/c-4_bergman.pdf
; accessed 10 Oct 2017.
- Bergman, J.-P., A. Jantunen, and J.-M. Saksa. "Enabling Open Innovation Process through Interactive Methods: Scenarios and Group Decision Support Systems." *International Journal of Innovation Management* 13.01 (2009): 139-156.
- Brownell, J. E., & Swaner, L. E. "High-impact Practices: Applying the Learning Outcomes Literature to the Development of Successful Campus Programs." *Peer Review [AAC&U]* 11.2 (2009): 26-30.
- Clines, D.J.A. "Learning, Teaching, and Researching Biblical Studies: Today and Tomorrow," *Journal of Biblical Literature* 129:1 (2010): 5-29.
- CSULB RFY Taskforce Resources. BeachBoard.
- CSULB, UNIV 100. Standard Course Outline [SCO], Reader, selected syllabi and other documents. Active through 2008. *Collection in possession of David Tabb Stewart*.
- Davison, A. and S.L. Goldhaber. "Integration, Socialization, Collaboration: Inviting Native and Non-Native English Speakers into the Academy through 'Reacting to the Past'", in *Reclaiming the Public University: Conversations on General and Liberal Education*. New York: Peter Lang, 2007.
- Freeman, S. Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H. & Wenderoth, M. P. "Active Learning Increases Student Performance in Science, Engineering, and Mathematics." *Proceedings of the National Academy of Sciences of the United States of America [PNAS]* 111.23 (2014): 8410–8415; doi: 10.1073/pnas.1319030111. URL: <http://www.pnas.org/content/111/23/8410.full>, accessed 10 Oct 2017.
- Hailikari, T., Kordts-Freudinger, R., & Postareff, L. "Feel the Progress: Second-year Students' Reflections on Their First-year Experience." *International Journal of Higher Education* 5.3 (2016): 79-90.
- Huizinga, J. *Homo Ludens [Playing Man]*. Boston: Beacon Press, 1955.
- Jamelske, Eric. "Measuring the Impact of a University First-Year Experience Program on Student GPA and Retention." *Higher Education: The International Journal of Higher Education and Educational Planning* 57.3 (2009): 373-391.
- Kinzie, Jillian. "Advancing a Framework for Student Success" and "High-impact Practices to Promote Student Learning and Success: Considerations for Equity and Quality." Papers

- presented at AASC&U Summer Academic Affairs Conference, Re-imagining the First-year Consortium Meeting. Baltimore, MD; July 2017.
- Kuh, G., O'Donnell, K., & Reed, S. "High-impact Practices: Eight Key Elements and Examples." In *Ensuring Quality & Taking High-impact Practices to Scale*. Washington, D.C.: Association of American Colleges and Universities, 2013.
- Kuh, G., Schneider, C. *High-impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, D.C.: Association of American Colleges and Universities, 2008.
- Lee, A., Williams, R. D., Shaw, M. A., & Jie, Y. "First-year Students' Perspectives on Intercultural Learning." *Teaching in Higher Education* 19.5 (2014): 543-554.
- Murray, Jacqueline and Peter Wolf. "Faculty Experience Teaching in an Interdisciplinary First-Year Seminar Program: The Case of the University of Guelph." *Canadian Journal for the Scholarship of Teaching and Learning* 7.1 (2016): 1-22.
- Nah, F. F. H., Zeng, Q., Telaprolu, V. R., Ayyappa, A. P., & Eschenbrenner, B. "Gamification of Education: A Review of Literature." In F. F. H. Nah (Ed.) *Lecture Notes in Computer Science* 8527 (2014): 401-409. Cham, Switzerland: Springer.
- National Resource Center for the First Year Experience and Students in Transition, URL: <http://www.sc.edu/fye/>, accessed 10 Oct 2017.
- Prosser, M. and K. Trigwell. *Understanding Learning and Teaching: The Experience in Higher Education*. McGraw-Hill Education, 1999.
- Reacting to the Past. URL: <http://reacting.barnard.edu>, accessed 10 Oct 2017. [HIP pioneered by Barnard College using gaming-as-pedagogy].
- Rendón [Linares], Laura I. "Validating Culturally Diverse Students toward a New Model of Learning and Student Development." *Innovative Higher Education* 19.1 (1994): 33-51.
- Rendón Linares, Laura I. and Susana M. Muñoz. "Revisiting Validation Theory: Theoretical Foundations, Applications, and Extensions." *Enrollment Management Journal* 2.1 (2011): 12-33.
- Shaulskiy, Stephanie Levitt. "Belonging beyond the Classroom: Examining the Importance of College Students' Sense of Belonging to Student Organizations for Student Success." Ph.D. Dissertation, Ohio State University, 2016.
- Stewart, D. T. (P.I.), A. Pavenick, R. Alcaraz, B. Gasior, W. Mohr, B. Ransom, S. Samonas, and A. Wax with assistance from N. Gerard and G. Pickett. *Paideia Fellows' Report, 1 June 2018*. California State University, Long Beach, Reimagining the First-year Taskforce, 2018.
- Strayhorn, T.L. "A Hierarchical Analysis Predicting Sense of Belonging among Latino College Students." *Journal of Hispanic Higher Education* 7 (2008): 301-20.
- _____. "Singing in a Foreign Land: An Exploratory Study of Gospel Choir Participation among African American Undergraduates at a Predominately White Institution." *Journal of College Student Development* 52.2 (2011): 137-55.
- Stroessner, S. J., L. S. Beckerman, and A. Whittaker. "All the World's a Stage? Consequences of a Role-Playing Pedagogy on Psychological Factors and Writing and Rhetorical Skill in College Undergraduates." *Journal of Educational Psychology* 101 (2009), 605-620.

- Treisman, P.U. and S. A. Surlles. "Systemic Reform and Minority Student High Achievement." In *The Right Thing to Do, the Smart Thing to Do: Enhancing Diversity in the Health Professions in Honor of Herbert W. Nickens, M.D.* (pp. 260-280). Washington, DC: Institute of Medicine, National Academy Press, National Academy of Sciences, 2001.
- Wieman, C. and S. Gilbert. "Taking a Scientific Approach to Science Education, Part I—Research." *Microbe* 10/4 (2015a): 152-56.
- _____. "Taking a Scientific Approach to Science Education, Part II—Changing Teaching." *Microbe* 10/5 (2015b): 203-207. URL: <http://www.physics.emory.edu/faculty/weeks/journal/wieman-15microbe-b.pdf>, accessed 10 Oct 2017.39

IX. INSTRUCTIONAL POLICIES/REQUIREMENTS

A. Policies for Attendance, Withdrawal, and Late Assignments

The instructor's syllabus must contain explicit statements of attendance, withdrawal and late assignment policies, which must be consistent with University policies. As they develop their individual course policies, instructors should refer to the current CSULB Catalog of Graduate and Undergraduate Studies and to the Academic Senate website for campus guidelines and policy statements.

- i. In establishing attendance policy, faculty should consult the Academic Senate policies on attendance or from the catalog:
http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html;
- ii. And on withdrawal:
http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html.
- iii. Faculty should include a statement about how they will handle late assignments in their syllabus.

B. Special Needs Statement

Faculty should include the following statements in their syllabi:

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Disabled Student Services at 562-985-5401 or visit Brotman Hall, Suite 270 during 8AM-5PM weekday hours. Disabled Student Services will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to DSS as soon as possible.

It is the Student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability.

C. CSU Assistive Technology Initiative

In keeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, whether in print form or as an

e-version. The Accessible Instructional Materials (AIM) Center located in AS 116 can be of assistance in this process.

X. ASSESSMENTS AND GRADING SYSTEM

This course is letter grade only. Grading practices and procedures must be in accord with the University Catalog. No one demonstration of competence may count for more than one third of the final grade in the course.

Grading policies and procedures and the percentage of the course grade associated with each assessment must be explicit on each instructor's syllabus. Instructors must develop scoring guidelines for assessments, which must be made available to students.

Students have a right to be informed promptly of their scores and to review each of their demonstrations of competence with their instructor.

Students will be expected to come prepared for class (bringing all required materials), have a positive attitude along with an open mind and be actively engaged in learning. Punctuality, attendance, and active participation are critical and will impact grades accordingly.

Final grades should be determined by factoring in the following:

- Writing or Quantitative Reasoning skills
- Verbal skills
- Critical thinking skills
- Team based activities and interpersonal skills
- Ability to access and utilize academic resources on campus
- Site visit and / or campus based activity participation
- Effort, motivation, general commitment to the class
- Attendance
- Class participation
- Quality, and timely completion, of all assignments

The following definitions apply to grades assigned:

90–100%:	A	mastery of the relevant course standards
80–89%:	B	above average proficiency in meeting course standards
70–79%:	C	satisfactory proficiency in meeting course standards
60–69%:	D	partial proficiency in meeting course standards
0–59%:	F	little or no proficiency in meeting course standards

Grading criteria will be clearly articulated in the course syllabus and assignment descriptions.

In compliance with university policy, final grades should be based on at least three, and preferably four or more, demonstrations of competence. In no case will any single assignment or the final examination grade count for more than one-third of the course grade.

Individual instructors will create their own assignments and assessment plan. If instructors include additional assessments, these need to be explicitly linked to SLOs.

The instructor should reference the University Grading Policy in the syllabus:

http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/part_one_definitions.html;

and the University policies on cheating and plagiarism:

http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

XI. CONSISTENCY OF SCO STANDARDS ACROSS SECTIONS

Part of the usefulness of an SCO is derived from the need for consistency of standards, across sections (for multi-sectioned courses) and semesters (for ALL courses). Present and future instructors of the course should follow the instructions given in the SCO to ensure consistency of pedagogical practices. This section outlines possible activities for the course coordinator(s) to measure consistency.

A. Syllabi for, or Cross-listings with, UNIV 111

- i. All future syllabi must conform to the SCO and its SLOs understanding that sec. V above shows an example. See also the discussion in Section III.
- ii. Crosslisted courses must substantially reflect this SCO and its SLOs (they may choose one or another of the Written Communication or Quantitative Reasoning SLOs).

B. Course Coordinator Activities

- i. The initial group of Paideia Seminar faculty (“Paideia Fellows”) will work together (under the direction of the course coordinator) to develop a program and teaching assessment plan that supplements the SPOT. This assessment plan will embody the Program Learning Outcomes [PLOs] of the Paideia program. This will also include self-assessment of teaching and course observations by peers (Wieman and Gilbert 2015b).
- ii. The course coordinator will organize Faculty Learning Communities [FLCs] and/or a digital “Faculty Lounge” to enable issue sharing and problem solving, to create fora for faculty development around the specialty of teaching first-year students, and to brainstorm and collect ideas for the future.
- iii. A digital “Faculty Lounge” will serve as a “learning web” for newly recruited Paideia Fellows and seminar instructors.
- iv. The initial cohort of Paideia Fellows will work to further institutionalize the program by creating a faculty governance structure, perhaps analogous to the Honors Program’s governance committee. The tasks of the governance committee would include reviewing new syllabus proposals that make use of this SCO, and the syllabi and SCOs of proposed cross-listed seminars. In addition, a governance committee would also function as the program assessment committee.
- v. The course coordinator would work with the Associate Vice President for Undergraduate Studies and the Vice Provost for Academic Affairs.