

ALS 102: INDIVIDUAL, COMMUNITY, AND CITIZENSHIP

In Workflow

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10. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 06 Nov 2024 20:36:38 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
2. Thu, 14 Nov 2024 21:23:55 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Wed, 30 Oct 2024 22:12:42 GMT

Viewing: ALS 102 : Individual, Community, and Citizenship

Last edit: Thu, 14 Nov 2024 21:23:36 GMT

Changes proposed by: David Toise (101012115)

Contact(s):

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Catalog Title:

Individual, Community, and Citizenship

Class Schedule Title:

Indiv, Comm, & Citizenship

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Arts and Letters

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE Only

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

ALS - Arts and Letters

Catalog Number: (course number)

102

Course ID: (For administrative use only.)

202652

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The course corresponds to learning outcomes for GE Area D Converting it to a GE Course will offer an additional course option and increase time to degree for CCE students needing GE courses. This course is only available through CCE for students in degree completion programs. The course will NOT be available to students matriculated stateside.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

This course examines the relationship between the individual and the community across at least two historical periods or cultural settings. Students will examine how perceptions of this relationship contribute to an understanding of belonging to or exclusion from political and social life.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Explain various approaches to conceptualizing the relationship between individual, community, and citizenship.	participation, informal writing (ex. discussion posts), formal essays (shorter papers and final papers).
2	Critically evaluate these various conceptions through textual analysis.	participation, informal writing (ex. discussion posts), formal essays (shorter papers and final paper).
3	Apply the content of this course to reflect on what makes a responsible citizen.	formal essays (shorter papers and final paper).

Attach a list of the required/recommended course readings and activities:

Syllabus 102 Fall 2021 8-25-21-1.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BA in Arts and Letters

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
 Knowledge of human cultures and the physical and natural world
 Intellectual and practical skills
 Personal and social responsibility
 Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society/4. Social and Behavioral Sciences

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Syllabus 102 Fall 2021 8-25-21-1.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 4: Social and Behavioral Sciences

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area 4, the cultural diversity requirements, and writing requirements are met for all course sections.

Typically, there is only one course offered per semester for CCE students in degree completion programs; this course is not available to matriculated stateside students. The section is staffed by and overseen by the Arts and Letters Dean's Office. The Dean and the appropriate Associate Dean review syllabi and course offerings.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The Dean's Office of the College of Arts and Letters provides potential faculty for this course with course learning outcomes and relevant GE learning outcomes and ensures that these outcomes are listed on syllabi. Again, typically one section is offered per semester or per academic year and individual syllabi are reviewed by the the Dean or Associate Dean.

Section 2.

Indicate in written statements how the course meets the following criteria for Area 4. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

From the catalog description: "This course examines the relationship between the individual and the community across at least two historical periods or cultural settings."

From the learning out comes: Students will be able to explain various approaches to conceptualizing the relationship between individual, community, and citizenship.

Syllabus details readings from a range of political theorists such as Plato, Confucius, John Stuart Mill, and W.E.B. Du Bois (among others) and historical contexts.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The course uses readings in historical/cultural context, traditions of political philosophy and theory, and textual analysis to examine concepts of citizenship and belonging.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

Sample syllabus indicates a range of theorists across historical periods and cultural backgrounds, addressing issues of gender, global contexts and awareness, and minority/majority status; catalog course description requires at least two different historical or cultural contexts.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

The idea of citizenship and belonging is examined in multiple historical/cultural contexts, as indicated in learning outcomes and sample syllabus. Students will then be able to "apply the content of this course to reflect on what makes a responsible citizen."

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Assessment strategies include final paper and shorter (formal) writing; sample syllabus includes 3,500 words of formal writing over three papers.

Students conference with instructor with a draft of 2,000-word final essay (week 7 on sample syllabus) and submit a revised final essay (week 8 on sample syllabus). Final essay is 25% of final grade and is graded by a rubric posted for the class on canvas.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

This course is for CCE students in degree completion programs only. It is not available to matriculated stateside students.

Please attach any additional files not requested above:

Syllabus 102 Fall 2021 8-25-21-1.pdf

Reviewer Comments:

Samuel Williams (s.b.williams) (Wed, 06 Nov 2024 20:10:44 GMT): The Committee has moved to approve the course with the following changes: please, use "evaluate" instead of two verbs in ELO one. Please, use "articulate" instead of "demonstrate" in ELO three. Please, just use one verb in ELO two and four. Please, match your assessment strategies in your syllabus to your course change request. Please, add title 9 to your syllabus. Best, Professor Williams

Jacqueline Irwin (irwin) (Wed, 06 Nov 2024 20:36:35 GMT): Melinda - Please see comments from Scott above and make these changes before moving forward. Thank you, Jacqueline, ALS Curriculum Chair

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