

SAMPLE COURSE SYLLABUS
GEL 110: Quantitative Skills & College Success
(A Summer Academy College Success Course)

This 3 unit course will meet during a 5 week summer session
Possible schedule: MTWR for 2 hrs. 10 min. per day.

WELCOME TO SUMMER ACADEMY!

You are about to embark on a 5 week journey that will introduce you to college life and all that Cal State San Marcos has to offer. Summer Academy includes classroom instruction and out-of-class activities that will help strengthen your basic academic skills and college survival techniques. You will also get to know our campus and some of our wonderful staff and faculty. The entire experience is designed to empower you and to prepare your mind, body and spirit for your first year of college! As part of your Summer Academy experience you are enrolled in GEL 110. This course is designed to compliment GEL 010A & B (Quantitative Skills & College Success Laboratory) and will pay particular attention to the development of learning strategies, study skills, and test taking techniques for college level mathematics. All GEL 110 students will develop a highly personalized academic plan for the first year of college. If you are also enrolled in GEL 010 A, Summer Academy will provide you with the opportunity to retake the Entry Level Mathematics Exam. If you are also enrolled in GEL 010 B, you will be better prepared to choose, and succeed in, the correct B4 (mathematics/quantitative reasoning) course for your major and long-term academic plan. GEL 110 fulfills the lower-division Area E requirement in Lifelong Learning.

Catalog Description for GEL 110: Equips students with the basic skills, concepts, and knowledge necessary to become lifelong learners. Fundamental college success skills including study skills, test taking strategies, information literacy, academic and career planning will be covered with an emphasis on the development of quantitative skills necessary for successful completion of the lower-division curriculum in mathematics. *Course offered during summer session for incoming first-year students. Prerequisite: Freshman standing or consent of instructor. Corequisite: GEL 010A or GEL 010B. Students receiving credit for GEL 110 may not receive credit for GEL 101 or GEL 120.*

Course Objectives:

- 1) Development of college success skills in the areas of study skills, time management, academic planning, career exploration and general life goals.
- 2) Development of study skills & test taking strategies necessary to master quantitative material across the areas of our lower-division GE curriculum (Mathematics and Natural Sciences, Social Sciences).
- 3) Application of quantitative skills and information to everyday life. Examples include managing personal finances, interpretation of statistical information presented by the media.
- 4) Serve as a support course for GEL 010 A & B. This includes tracking progress in GEL 010 A & B, study skills and test preparation strategies, and an introduction to services available at the Math Lab, www.csusm.edu/math_lab. Students enrolled in GEL 010 A will retake the ELM at the end of the Summer.

- 5) Library instruction to develop fundamental college level research skills. Introduction to electronic data bases and various search techniques used to locate material. Development of skills to organize and communicate information.
- 6) Familiarization with campus policies and graduation requirements. Students will be required to attempt the Computer Competency Requirement examination.
- 7) Introduction to the Cal State San Marcos campus and campus life and campus resources.

List of potential assignments for grading purposes

- 1) Weekly "MAPS Journal" (in response to progress in the mathematics lab, GEL 010 A/B)
- 2) LASSI-learning and study skills inventory
- 3) Written assignments and exercises from a standard first-year experience text (e.g. Robert Feldman's "Power Learning.")
- 4) Annotated Bibliography related to a research assignment
- 5) Resume writing & Academic Plan

BIBLIOGRAPHY OF SAMPLE READINGS

Student Reading:

Feldman, R. S. (2005). *Power learning: Strategies for success in college and life*. New York: McGraw-Hill.

This text also serves as a workbook and covers a variety of topics related to academic success and personal development. Of particular interest is Ch. 13, "Money Matters." This chapter leads students through a series of quantitative exercises to create and manage a personal budget (including the understanding of credit cards and interest).

Smith, R. A. (2002). Statistical Seduction. In R. A. Smith, *Challenging your preconceptions: Thinking critically about psychology*. (pp. 16-26). Belmont, CA: Wadsworth.

Teaches students how to analyze and interpret statistical information encountered in everyday life situations. Covers the correct analysis and interpretation of means, graphs, and correlational research.

Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.

An ideal text for prompting discussions about motivation for attending college, personal and long-term goal setting, academic planning and academic success.

Readings intended for instructor professional development:

Masiello, L. (1993). *Write at the start: A guide to using writing in freshman seminars*.

(Monograph No. 9). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience.

Upcraft, M. E.; Gardner, J. N.; Barefoot, B. O. (2005). *Challenging & supporting the first-year student: A handbook for improving the first year of college*. San Francisco, CA: Jossey-Bass.

SAMPLE ASSIGNMENT "Weekly MAPS Journal"

The purpose of this assignment is help you reflect on your progress in the mathematics laboratory, GEL 010 A/B. At the end of each week (over the weekend), summarize the week. Some questions that you should try to answer are:

- How do you feel about your progress?
- What was your total time spent working on MAPS? Are you able to spend at least five hours working on ALEKS (or on ALEKS worksheets) in addition to the time that you spend in the MAPS class (i.e., GEL 010)? If not, what are you going to do to make up this time?
- What topic took the longest? What was the hardest thing about solving this kind of problem (be specific)? What changed, or what did you learn, or what did you realize that made it possible for you to solve this kind of problem?
- Can you think of at least one real-world example where you could use something you learned this week?
- Write your own word problem that you can solve.

Please word process your weekly journals. You might want to put your summary in the form of a "Dear Diary" entry or a letter to a friend who is far away and who wants to know how MAPS is going.

SAMPLE SYLLABUS CALENDAR: GEL 110		
<i>Note: Course will meet 4 days per week, 2hrs. 10 min. per class session, for a five week summer session</i>		
DATE	TOPIC	READING
Week 1	GETTING STARTED	
M	Introduction to Summer Academy: Why College? Quantifying your learning and study skills- the LASSI exercise Introduction to the personal "Weekly MAPS Journal"- due each Monday Time Management & Progress/Retention Worksheets	Feldman (2005)
T	Developing Skills for the Quantitative World: Dealing with math anxiety & developing effective study skills, test taking www.mathacademy.com/pr/minitext/anxiety/index.asp Connect to the GEL 010 "MAPS Book" assignment	Feldman (2005) "Coping with Math Anxiety"
	CAREERS AND ACADEMIC PLANNING	
W	Career Module: Session 1	
R	Career Module: Session 2	
Week 2		
M	Career Module: Session 3	
T	Academic Planning, Choosing a Major and Personal Goal Setting Introduction to Graduation Road Maps How to adjust your schedule (for students already through Orientation)	Feldman (2005) and CSUSM General Catalog
	QUANTITATIVE WORLD IN EVERYDAY LIFE	
W	Developing Skills for your Financial World: Exercises from Feldman Ch. "Money Matters" Creating and using your personal budget	Feldman (2005)
R	The Consumer and Quantitative Information: Means, graphs and correlations: Don't be deceived!	Smith (2002)
Week 3	COLLEGE-LEVEL RESEARCH	
M	Library Module: Session 1 -- in Bibliographic Research Rooms in Kellogg Library	Various original sources
T	Library Module: Session 2 -- in Bibliographic Research Rooms in Kellogg Library	related to research project
W	Library Module: Session 3 -- in Bibliographic Research Rooms in Kellogg Library	"
R	Library Module: Session 4 -- in Bibliographic Research Rooms in Kellogg Library	"
Week 4		
M	Research wrap up: oral presentation skills	Feldman (2005)
	PERSONAL AND INTERPERSONAL WELLNESS	
T	Health and Wellness	Feldman (2005)
W	Values and Ethics at CSUSM	Feldman (2005) and CSUSM General Catalog
	COMPUTER COMPETENCY	
R	Overview of CCR (Invites Mary Atkins) -- in a Computer Lab	On-line CCR study materials
Week 5		
M	Take CCR -- class begins one hour earlier to allow for sufficient exam time Class meets today in a computer lab	
	CAMPUS CONNECTIONS	
T	Co-curricular Activities and Resources at CSUSM (Includes visit to Math Lab) Organized in collaboration with Student Life and Leadership	
	ORAL PRESENTATIONS	
W	Students present research projects	
R	Students present research projects	