

Syllabus for: General Studies 6: First Year Experience	
Semester & Year:	Spring 2013
Course ID and Section Number:	K2952
Number of Credits/Units:	3
Day/Time:	T/TH 12:35-2:00 p.m.
Location:	KTIS-HTEC Room 3
Instructor's Name:	Chrystal Helton
Contact Information:	Office location and hours: Phone: 717-725-6075 Email: chrystal-helton@redwoods.edu
Course Description (catalog description as described in course outline):	
A first year experience course focusing on the development of academic and personal skills necessary to succeed in college and beyond. Primarily assisting students in the transition between high school to college level expectations. Topics covered will be self-efficacy, time management, classroom dynamics, introductory academic skills enhancement, institutional campus services and technology used in higher education.	
Student Learning Outcomes (as described in course outline) :	
<ol style="list-style-type: none"> 1. Examine and evaluate different learning preferences and how these concepts of self-discovery may be applied to improve lifelong learning. 2. Demonstrate successful navigation within the college system. 3. Differentiate between the high school and college learning environment (as well as the differences between Native worldviews, learning styles, and those in academia) 4. Define and demonstrate active learning with response to oral and written assignments. 5. Complete a formal educational plan 6. Increase self-motivation 	
Special accommodations: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.	
The student code of conduct is available on the College of the Redwoods website at: http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf	
Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	



GS 6 (K2952): First Year Experience Spring 2012

Chrystal Helton

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Meeting Times: T/Th 12:35-

Office Hours: Open door policy

Credits: 3

"Society is like this card game here, cousin. We got dealt our hand before we were even born, and as we grow we have to play as best as we can." –Louise Erdrich, *Love Medicine*

What You Will Need

- ✓ *The American Indian and Alaska Native student's Guide to College Success* by M. Pavel & E. Inglebret (2007).
- ✓ 3 ring-binder with tabbed separators
- ✓ Notebook paper
- ✓ Pens, pencils, highlighters
- ✓ Calendar/appointment book

Course Overview

This is a first year experience course focusing on the development of academic and personal skills necessary to succeed in college and beyond. This course aims to primarily assist students in the transition between high school and college level expectations. Topics covered will be self-efficacy, time management, classroom dynamics, introductory academic skills enhancement, institutional campus services and technology used in higher education.

What You Will Learn (Course Learning Outcomes—CLOs)

By the end of our time together, you should have completed the following objectives:

1. Examine and evaluate different learning preferences and how these concepts of self-discovery may be applied to improve lifelong learning.
 - Identify personal strengths, roles, responsibilities, and contributions to the community
2. Demonstrate successful navigation within the college system.
 - Utilize the internet to locate academic resources
 - Locate and utilize student support services
 - Access information about 4 year institutions, tribal colleges, and community colleges
3. Differentiate between the high school and college learning environment (as well as the differences between Native worldviews, learning styles, and those in academia)
 - Understand the educational history of Native Americans
 - Recognize worldview and epistemology and how these impact our experience in higher education

4. Define and demonstrate active learning with response to oral and written assignments.
 - Identify and learn from college graduates within the community
 - Demonstrate academic skills (classroom etiquette, note taking, time management, study strategies, planning)
 - Apply problem solving and critical thinking skills
 5. Complete a formal educational plan
 6. Increase self-motivation
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How You Will Be Graded:

Attendance & Participation	20%
Assignments & Journal	30%
Interview Project	20%
Educational Plan & Personal Essay	20%
Midterm & Final Exams	10%

Course Focus

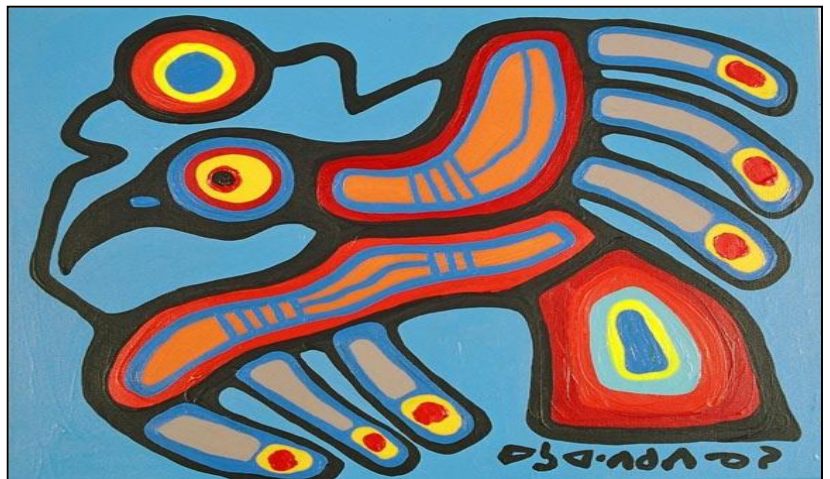
This course will address important features of college success that are centered in the worldviews, concepts, and traditions that are valuable within our communities. Through personal research, writing, and sharing, students will better understand how to make higher learning work for them. To do this, students will identify and interview mentors within the community, recognize personal strengths and gifts, and distinguish their potential contributions to the community. Students will also practice applying key academic skills such as learning effective study strategies and using problem-solving and critical thinking, reading, and writing skills. Course assignments, readings, and projects are designed to enable students to uncover their natural love of learning and to understand the importance of higher education in their lives and the lives of their communities.

Grading:

A (93-100%)	A- (90-92%)	
B+ (87-89%)	B (83-86%)	B- (80-82%)
C+ (77-79%)	C (70-76%)	
D (69-60%)		

Special Needs

Please let me know as soon as possible if you have any learning needs so that I can make whatever accommodations necessary to help you be successful in this class. Students with learning disabilities may be eligible for additional assistance through student services: please contact Melissa Ruiz at the Disabled Student Programs and Services (625-4846). Also, don't forget that I am available during my office hours.



Attendance & Participation

One of the most important things you can do to ensure success in this class is to come and be engaged. When you miss a class, contact me by email or phone and let me know what is happening. Also, I encourage each of you to find someone in class who you can turn to for assignments or missed activities and discussion notes. **Any time you miss a class, it is up to you to find out what you missed. Please note that attending and participating in each class session is worth ten points (each day) and is 20% of your final grade.** To receive the ten points, you must be on time and involved with the day's learning. Please also keep in mind that CR's attendance policy requires students to attend 85% of class time. For our class, this equates to being able to miss no more than 2.5 classes.

Class Structure & Activities

Almost all of our classes will consist of collaborative learning—sharing our experiences and knowledge, teaching each other, and learning together. We will have open discussions, group activities, workshops, and presentations from members of our communities, which will require us to learn how to respectfully address issues with others. Being an active learner will require that you complete a variety of classroom activities.

Major Assignments You Will Complete

Interview Project

Students will identify a college graduate in the community, develop interview questions (i.e. How has your college degree helped you to contribute to the community? What made your success in college possible?), interview the college graduate, write a profile of the successful college student, and present the profile to the class. I will provide you with more specific instructions with due dates and a rubric during the third week of class.

Educational Plan and Personal Essay

Each of you will prepare an educational plan and personal essay that will include your strengths, goals, and the steps you intend to take in order to reach these goals. Handouts with further instructions, due dates, and a rubric will be given to you during the ninth week of class.

Midterm & Final Exams

You will have a Midterm Exam (25 pts) during week eight and a Final Exam (50 pts) during finals week. Both exams will consist of multiple choice, fill-in-the-blank, short answer, and essay questions. Remember, exams are a way for the instructor to assess your learning and understanding of class materials. We will be practicing different study and test-taking strategies before each exam.

A Healthy Learning Environment

*CR's Academic
Misconduct Policy states
that*

Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.

MyCR

Each day, I update information on MyCR. Through MyCR you can access your grades, assignments, due dates, as well as resources and links. This is also a great way to contact me or other students in the class. With access to MyCR, there should be no reason you are not up-to-date on assignments, even when you are absent. I will show you how to log in and use MyCR during the first two weeks of class.

Topics Schedule

Week 1	Introduction, course syllabus & expectations Learning types & styles Why are you here?
Week 2	Listening and note-taking strategies Worldview differences History of education & Indian education
Week 3	Active reading strategies Early Native college graduates Interview Project Introduction Individual Purpose
Week 4	College graduate profiles Interview Project introduction Strategies for college success
Week 5	Guest Interview Benefits of going to college Interview Project: questions due
Week 6	Emotional Intelligence Victims-v-creators More annotating & summarizing Study & test-taking strategies Creating study guides
Week 7	What are rubrics? What is Peer Review? Peer Review: Interview Projects Interview Project work time
Week 8	Midterm Exam Preparing for a speech Interview Project Presentations Mid-semester conferences

Week 9

Note-taking Continued
Personal Strengths
Introduction to the Personal Essay
The Writing Process: Creating Ideas

Week 10

What is Critical Thinking?
Critical Thinking panel discussion
Personal Essay: analysis of student example

Week 11

Majors & careers
Introduction to the Educational Plan: online college research
Personal Essay/Educational Plan writing

Week 12

What are Tribal Colleges?
Personal Essay: *creating* ideas → *presenting* ideas
Educational Plan work

Week 13

Writing workshop: revision strategies
Peer review (Personal Essay & Educational Plan)

Week 14

More on study and test-taking strategies
Creation of study guide for final exam
Editing workshop

Week 15

Personal Essay Presentations
Review for final exam
More editing & revising

POTLUCK:

Wednesday, May 1st!

Bring a dish to share. Also bring your own platter, utensils, and cup to use. This is a (close-to) zero waste event.

Week 16

Final Exam (Tuesday, May 7th): 12:35-2:00 p.m.

The policies and procedures outlined in this syllabus are subject to change.

