

<b>Syllabus for: General Studies 6: First Year Experience</b>	
<b>Semester &amp; Year:</b>	Fall 2013
<b>Course ID and Section Number:</b>	034892 D4892
<b>Number of Credits/Units:</b>	3
<b>Day/Time:</b>	M/W 3:10-4:35 p.m.
<b>Location:</b>	DM 36
<b>Instructor's Name:</b>	Chrystal Helton
<b>Contact Information:</b>	Office location and hours: By appointment Phone: 717-725-6075 Email: chrystal-helton@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b>	
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 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.	
<b>Student Learning Outcomes (as described in course outline) :</b>	
<ol style="list-style-type: none"> <li>1. Assess individual learning preferences, which can be applied towards improving lifelong learning skills.</li> <li>2. Identify college expectations and demonstrate successful navigation within the college system.</li> <li>3. Develop and complete a formal student education plan.</li> <li>4. Analyze self-management systems and persistence practices to increase self-motivation and success.</li> </ol>	
<b>Special accommodations:</b> 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.	
<b>Academic Misconduct:</b> 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: <a href="http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf">http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</a> 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 (D4892): First Year Experience Fall 2013

Chrystal Helton

*Meeting Times:* M/W 3:10-4:35 p.m.

DM 36

*Email:* [chrystal-helton@redwoods.edu](mailto:chrystal-helton@redwoods.edu)

*Office Hours:* After class and by

appointment

*Cell:* 717-725-6075

*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

- ✓ *On Course: Strategies for Creating Success in College and in Life*, 7<sup>th</sup> edition by Skip Downing (2011). Boston, MA: Wadsworth.
- ✓ 3 ring-binder with tabbed separators
- ✓ Notebook paper
- ✓ Pens, pencils, highlighters
- ✓ 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, individual purpose, time management, classroom dynamics, introductory academic skills enhancement, institutional campus services and technology used in higher education.

### What is a Syllabus?

A syllabus is often seen as a “master document” or contract for your classes. In it, you’ll most often find the following: (1) a description of the course learning outcomes (what skills and/or knowledge you’ll learn), (2) required materials, (3) how you will be graded, (4) instructor policies and procedures, (5) major

assignments, activities, and exams (sometimes with due dates), and (6) a schedule of themes and activities.

### What You Will Learn (Course Learning Outcomes—CLOs)

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

1. Assess individual learning preferences, which can be applied towards improving lifelong learning skills.
2. Identify college expectations and demonstrate successful navigation within the college system.
3. Develop and complete a formal student education plan.
4. Analyze self-management systems and persistence practices to increase self-motivation and success.

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Personal Essay	20%
Midterm & Final Exams	15%

#### **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%)

#### **How You Will Be Graded:**

Attendance & Participation	20%
Assignments & Journal	25%
Interview Project	20%
Education Plan &	

#### **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 the Disabled Student Programs and Services office.

*"Any fool can know. The point is to understand."*  
--Albert Einstein

### **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 to their communities.

### **Assignments & Journal**

You will complete assignments and journal entries every week that ask you to practice, deepen, and reflect on your understanding of materials and skills covered.



Assignments and Journals will be collected and graded each week. Each journal entry is worth 10 points. We will discuss and practice “good journaling” during the first week of class.

## **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 five points (each day) and is 20% of your final grade.** To receive the five 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.

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## **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.

### ***Education Plan and Personal Essay***

Each of you will prepare an education 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.

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### **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.

<b>Topics Schedule</b>
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**Week 1**

(8/26-28)      Intr  
roductions,  
course  
syllabus &  
expectatio  
ns  
Self-  
assessme  
nt  
*Chapter 1*    College  
culture  
What is  
success?  
Journals  
#1 & 2

**Week 2**

(9/4)      Note-  
taking strategies  
Worldview  
differences  
NO CLASS 9/2 History of  
American education  
system  
Journal #3

**Week 3**

Active  
reading strategies

(9/9-11)

*Chapter 2*

College graduate profiles  
Interview Project Introduction  
Personal responsibility  
Journal #4

**Week 4**

practice  
(9/16-18)  
*Chapter 2*

More annotating & summarizing  
Making wise choices  
Changing your inner-conversation  
Guest interview  
Journal #5

**Week 5**

(9/23-25)  
*Chapter 4*

Time management & self-discipline  
The Writing Process  
What are rubrics?  
Writing Lab: drafting and revising  
Journal #6

**Week 6**

(9/30-10/02)  
*Chapter 6*

Gaining confidence  
Peer Review: Interview Project  
Self-awareness  
Journal #7

**Week 7**

(10/7-9)

Organizing study materials  
What is revision?  
Editing tips  
Speaking in front of others



<b>Week 8</b> (10/14-16)	<b>Interview Project Presentations (DUE!)</b> Study strategies and review <b>Midterm Exam</b> Mid-semester conferences Journal #8
<b>Week 9</b> (10/21-23) <i>Chapter 3</i> Plan	Self-motivation and purpose Goal setting Introduction to the Personal Essay and Education Plan  The Writing Process review: Creating Ideas Journal #9
<b>Week 10</b> (10/28-30) <i>Chapter 8</i>	What is “Emotional Intelligence” (guest speaker) Stress management Mindfulness Personal Essay exploration Education Plan research (LAB) Journal #10
<b>Week 11</b> careers (11/4-6) <i>Chapter 5</i>	Guest speaker: choosing majors, paths, and  Your support system Strengthening relationships Personal Essay/Education Plan writing Journal #11
<b>Week 12</b> (11/11-13) NO CLASS 11/11 <i>Chapter 7</i>	What is Critical Thinking? Personal Essay: <i>evaluating a student example</i> Education Plan research and writing (LAB) Journal #12
<b>Week 13</b> (11/18-20) <i>Chapter 7</i>	Community Issue panel discussion Your “Learning Style” Multiple Intelligences Journal #13

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**Week 14**  
(11/25-27)

Peer Review  
Revision Strategies Editing workshop

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**Week 15**  
(12/2-4)  
POTLUCK

Studying and test-taking strategies  
Revision & editing workshop  
Review for final exam  
More editing & revising

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**Week 16**  
(Wed., Dec. 11<sup>th</sup>)

**Final Exam**  
**Personal Essay/Educational Plans due**  
**Presentations**

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