

Syllabus for: First Year Experience

Semester & Year:	Spring 2014
Course ID and Section Number:	GS 6:First Year Experience E5201
Number of Credits/Units:	3.0 units
Day/Time:	MW 4:30-5:55pm
Location:	HU127
Instructor's Name:	Justine M. Shaw
Contact Information:	Office location and hours: HU127A T 10:30-11:30am; W 3-4:00pm, and by appointment Phone: 707/476-4322 Email: justine-shaw@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. Topics include time management, classroom dynamics, effective collection and organization of course-related materials, inter- and intrapersonal skill development, successful navigation of institutional resources, and efficient use of educational technology. Students will learn to identify educational goals and develop a comprehensive student education plan.

Student Learning Outcomes (as described in course outline) :

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.

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://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

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: section E5201

Instructor: Justine M. Shaw, Ph.D.
Spring 2014

MW 4:30-5:55pm
HU127
3.0 units

GS 6: FIRST YEAR EXPERIENCE
CLASS SYLLABUS

Instructor Contacts:

Office: HU127A
Office Phone: 707/476-4322
Office Hours: T 10:30-11:30am; W 3-4:00pm, and by appointment
E-mail address: justine-shaw@redwoods.edu (use the subject line "GS 6" for e-mails)
MyCR: <http://mycr.redwoods.edu/xsl-portal> (link on main CR webpage too)

What is a Syllabus?

The course syllabus is a "master document" for your classes. It typically includes: a) a summary of the course outcomes (what you'll be learning to do); b) a list of required materials; c) a description of activities and how you will earn your grade; d) instructor-specific policies and procedures; e) a schedule of reading and writing assignments and their due dates; and f) scheduled exam dates. When you have questions about the course, you can refer to the syllabus and often find the answer there.

Course Description:

A first year experience course focusing on the development of academic and personal skills necessary to succeed in college and beyond. Topics include time management, classroom dynamics, effective collection and organization of course-related materials, inter- and intrapersonal skill development, successful navigation of institutional resources, and efficient use of educational technology. Students will learn to identify educational goals and develop a comprehensive student education plan.

Student Learning Outcomes:

Upon completion of this course, students should achieve the following:

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.

Textbooks: The primary textbook for this class is *On Course: Strategies for Creating Success in College and Life*, 7th edition (ISBN#1-133-60683), by Skip Downing. Additional readings may be announced in class and posted on MyCR. Bring your textbook to each class unless otherwise announced by your instructor.

Reading: Readings will provide the basis for understanding the lectures and should be completed before coming to class. The "Reading List" page of this syllabus contains the assignments for each week.

Calculating Your Final Score

Thirty class periods (variable number of in-class activities)	20 points
Four take-home assignments (5 points each)	20 points
Journal entries (1 point per entry; 20 entries total)	20 points
Two take-home exams (10 points each)	20 points
Classroom Presentation	10 points
<u>Student Education Plan</u>	<u>10 points</u>
Total	100 points

NOTE: There are no extra-credit opportunities; your entire grade will be composed of these assignments.

Letter grades for the course will be assigned according to the following:

90-93 points= A-	94-100 points= A	
80-83 points= B-	84-86 points= B	87-89 points= B+
	70-76 points= C	77-79 points= C+
	60-69 points= D	
	<60 points= F	

Class Attendance and Assignments: In order to pass this course, you will need well-organized notes, completed assignments, and regular participation in classroom activities. In-class assignments and activities cannot be made up, even if you have a legitimate excuse to miss class. While the readings will help to flesh out concepts covered in the lectures, they do not provide a substitution for class attendance. If you miss a class, it is your responsibility to get notes from a classmate; the instructor does not provide notes for absent students. There will be no makeups for any in-class assignments and late assignments, including exams, will only be accepted under the circumstances outlined below. Papers/ assignments/ exams may be turned in via the instructor's inbox (within the HU127 classroom, accessible only when no other class is present) or in class/ in person on the due date.

Missed Work and Criteria for a Legitimate Absence: If you miss the deadline for any graded item, including take-home assignments, take-home exams, presentations, or any other written work (anything other than an in-class assignment), you will be allowed full credit for that score only under the following circumstances:

- You were absent from class on the day in question, and
- You, personally, were ill on the day in question and have presented to me, within one week of that date, official documentation attesting to that fact, or
- Your official dependent was ill on the day in question and you have presented to me, within one week of that date, official documentation attesting to that fact, or
- You were involved in a documented medical emergency and have presented your paperwork to me within one week of the incident, or
- You were involved in a documented home, automobile emergency, or other event beyond your control (burglary, fire, flood, accident, etc.), and have presented your paperwork to me within one week of the incident.

If you do not meet the above criteria, 10% will be deducted for each weekday (M-F) an assignment is late.

Students who have been absent from more than five classes (unexcused or excused) and failed to turn in a take-home assignment and/ or exam will be dropped by the instructor on or by the last student withdraw date.

Policy on Anticipated Absences: If you anticipate having to miss class at some point during the term, you are still responsible to get assignments in on or before the regular due date. If your anticipated absence falls on the day of a scheduled exam, you must take the exam before the date of your absence. You must present qualifying documentation to me at least two weeks prior to the date of your anticipated absence in order to get clearance to take ahead of time an exam that is scheduled on the day you will be absent.

Classroom Etiquette: If we all adhere to the following common sense guidelines our class time together should be a pleasant experience for everyone:

- Be on time. If you need to leave early, please let me know before class begins. Avoid leaving class unless you need to take a bathroom break, in which case you do not need my permission to leave the classroom.
- Do not begin packing your belongings until the end of the class session and after I have dismissed the class for the day.
- Avoid interrupting people when they are talking, and please do not hold separate conversations during lecture, small-group, or large-group discussion, or when someone else has the floor. Those who continue to violate this norm will be asked to leave the classroom for the remainder of the session and will forfeit any credit for in-class work on that day.
- Address your fellow classmates respectfully, whether or not you agree with their particular viewpoints.
- Electronic equipment (laptops, notebooks, smart pads, smart phones, etc.) can only be used after gaining your instructor's permission and then, only after agreeing to my Rules of Conduct. If you are pre-authorized by Disabled Students Programs & Services (DSPS) to use such devices in class, you may have certain rights of use, but you still must adhere to my Rules of Conduct regarding such use.

Rules of Conduct for the Use of Electronic Learning Equipment:

- The default status for all students is that all electronic devices (including cell phones) are to be turned off or muted during class. Do not call, chat, or read or send text messages or email during class for any reason. You will be asked to leave until you can give the class your undivided attention. Plus, it's just rude.
- Use of electronic learning equipment in class is allowed only at your instructor's discretion and only with my expressed permission. Pre-authorization by DSPS to use such devices in class must be presented to me in writing.
- When authorized, the use of electronic learning equipment is limited to a) note-taking (including software that transcribes voice lectures to written notes, but excluding software that records voice files), b) referring to an electronic copy of the course textbook (not some other reading), and c) vision or hearing augmentation.
- Making or receiving phone calls in class is expressly forbidden. If you are on call or anticipate needing take a call, please get approval from me first at the beginning of class and then make sure to set your phone to vibrate. If a call does come through, please leave quietly and take the call outside of the classroom. This allowance only applies if you get permission from me ahead of time. If I see you checking your phone during class and you have not made arrangements with me to have your phone on during class I may ask you to leave class for the remainder of the session.
- No one is allowed to wear earbuds or earphones during class, unless required under DSPS accommodations.
- Voice recording: you may record lecture and discussion during the class only if you have notified me ahead of time; do not record me or others without prior consent.
- Failure to adhere to these Rules of Conduct will result in removal of all in-class electronic privileges and may result in dismissal from the class session.

Journal: You are required to maintain a journal for this course. You will need a journal with blank pages; this could be a blank bound book or spiral notebook. Be aware of journal check dates listed on the "Reading List" table of the syllabus. Your 20 journal entries are worth 20 points (20%) of your grade.

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 by the end of the second week of the semester. No last-minute arrangements or post-grading 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 Student Programs and Services.

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 written work or cheating on exams will receive an "F" in the course.

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The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced in class and posted on MyCR. It is your responsibility to know what is announced in class, whether or not you are present when it's announced.

GS 6 – First Year Experience
CLASS CALENDAR

WEEK OF	MONDAY	WEDNESDAY
1/20	Start Chapter 1 <i>Name Tags</i>	Journal 1 assigned <i>Mattering and Marginalizing</i>
1/27	Bring syllabi for ALL of your classes Journal 2 assigned	Journal check Journal 4 assigned <i>Culture Shock</i>
2/3	Start Chapter 2 Take-Home Assignment #1 due <i>The Late Paper</i>	Journal 6 assigned <i>Responsibility Circle;</i> <i>Victim/ Creator Role Play</i>
2/10	Journal 7 assigned <i>Language of Responsibility;</i> <i>Excuses and Reasons</i>	Start Chapter 3 1st set - 5 Journal Entries due (1, 2, 4, 6, 7) <i>Retirement</i>
2/17	Take-Home Assignment #2 due Journal 10 assigned <i>I Have a Dream</i>	Journal 11 assigned <i>Taking Notes</i>
2/24	Journal 12 assigned <i>Time Savers</i>	Start Chapter 4 Journal 14 assigned <i>Compare and Contrast Charts</i>
3/3	Journal 15 assigned <i>Interdependence</i>	2nd set - 5 Journal Entries due (10, 11, 12, 14, 15) <i>Scavenger Hunt</i>
3/10	Exam 1 due <i>Relationship Bank</i>	Start Chapter 5 Journal 17 assigned <i>What's In a Name?</i>
3/17	*Spring Break*	*Spring Break*
3/24	Journal 19 assigned <i>Microaggressions</i>	Take-Home Assignment #3 due <i>The Party</i>
3/31	Start Chapter 6 Journal 21 assigned <i>Strange Choices</i>	Journal 22 assigned <i>Character Cards</i>
4/7	Journal 24 assigned <i>Instead</i> <i>Course Corrections</i>	Start Chapter 7; 3rd set - 5 Journal Entries due (17, 19, 21, 22, 24) <i>Test Smart Plan</i>
4/14	Journal 25 assigned <i>My Favorite Teacher</i>	Take-Home Assignment #4 due Journal 26 assigned <i>The Logic of Advertising</i>
4/21	Journal 28 assigned <i>Timeless Quotes</i>	Start Chapter 8 <i>Claiming Respect</i>
4/28	Journal 29 assigned <i>After Math</i>	Journal 33 assigned <i>Incompletions</i>
5/5	Student Presentations; 4th set - 5 Journal Entries due (25, 26, 28, 29, 33)	Student Presentations
5/12	Exam 2 due (by end of official final exam time)	

Text in *italics* above refers to in-class activities that (with the exception of "name tags") may not be made up if you are not present on the day, or at the time of, the activity.

Note: I intend to promote an environment in this class in which all people are treated with dignity and respect. During the course of the semester, we may consider subjects with political and/ or ethical implications. Your tests, assignments, journals, and class participation will not be evaluated based upon the opinion that you express about these issues. Instead, your grade will relate to your ability to analytically approach these issues and bring related information to support your arguments, as well as the degree to which you fulfilled the assignment instructions.

SPRING SEMESTER 2014

Classes Begin.....	Jan 18
All-College Holiday (Martin Luther King, Jr.'s, Birthday)	Jan 20
No Classes (Lincoln's Birthday)	Feb 14
All-college Holiday (President's Day)	Feb 17
No Classes (Spring Break)	Mar 17-22
Final Exams	May 12-16
Classes End	May 16
Commencement (Eureka and K-T)	May 17

GS 6 Take-Home Assignment #1: Calendar Use

Keeping track of upcoming deadlines and regular assignments is an essential part of being a good student, managing your workload, and decreasing stress. Rather than being surprised that a test or assignment deadline has arrived, you should make a habit of writing important events in a calendar and checking that calendar regularly.

- First, use the calendar in this syllabus (following pages) to enter holidays and other important CR events. Be sure to write in relatively small print to leave room for other entries. If you already have a calendar that you use, print or electronic, you can complete this assignment with this instead. However, if your calendar is electronic, you will need to make an appointment or come to office hours on or before the due date to show me your electronic calendar.
- Then, locate the section of each of your syllabi (from all of your classes, including this one) with test dates and assignment deadlines. Enter these on your calendar also.
- For classes with regular assignments, such as a weekly reading response, also write down the day when each response is due.
- Write down any other scheduled responsibilities or events that you need to attend (work, family events, religious events, social events, etc.).
- Update your calendar each week for that week and the following week, continuing to block out when you will complete upcoming assignments (including reading and studying for tests). As you do this, pay attention to the dates when upcoming assignments are due. Be sure to allow plenty of time to proofread your work, and even show it to your instructor for feedback, before the actual due date. Also, remember that studying more frequently for shorter time periods is more effective than studying for a single long session prior to a test.
- Try to follow the schedule as much as possible; exact times aren't necessarily critical if your schedule is somewhat flexible, but if you aren't able to get to a task on the day that you planned, be sure that you are able to reschedule it for a time when you can complete it prior to the due date.
- If/ when an instructor changes a deadline or adds a new assignment, your work schedule changes, or you find out about events you want to attend, be sure to update your calendar.
- Maintain this calendar over the course of the semester; you will re-submit it at the end for an additional grade. While your calendar should remain readable for this final grading, don't worry if it looks a bit "used" – it SHOULD be used by you!

Grading Rubric (1 point for each category, 5 points total)

_____ Calendar includes CR holidays and events

_____ Calendar includes test dates for all classes

_____ Calendar includes assignment due dates for all classes

_____ Calendar includes personal events

_____ Calendar has been updated and maintained (at end of semester)

~ January 2014 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	Notes:

~ February 2014 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	Notes:

~ March 2014 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Notes:				

~ April 2014 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	Notes:		

~ May 2014 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

GS 6 Take-Home Assignment #2: Using Office Hours

Taking the time to meet with your professor outside of class is a good way to get answers to questions that you have about assignments, find out more about the subject, get study tips, or let him or her know about specific interests that you have related to the class. It can help you get to know your instructor better, which may also help you feel more connected to course material. In order to take full advantage of office hours, it's good to prepare a list of questions or topics that you'd like to address, as well as a notebook to write down responses and tips.

- A) For your second take-home assignment, you are to meet with one of your other professors; if this is your only class, then you'll meet with me! If your professor has regular, posted office hours that you can attend, it's generally fine to just stop in; however, he or she may already know that another student is coming in, so you may want to confirm that he or she will be available on the day you plan to stop by. If you can't make the official posted office hours or the instructor sees students by appointment only, then arrange a mutually agreeable date and time to meet. Be sure to confirm the location of the meeting and provide an approximate length of time that you think you'll need to talk. For this assignment, 30 minutes should be adequate.
- B) Then, prior to the meeting, prepare a list of at least five questions or specific points that you would like to address. These might be items from prior classes, readings, or assignments that you need clarified, questions that you have about the discipline in general, requests for tips about preparing for exams, or anything else that relates to that course. Write them on a sheet(s) of paper, leaving room to take notes on responses, allowing about half a page for your notes on each response. Try to make your questions or requests as specific as possible; for example, it is easier for your professor respond to an inquiry about how to construct a diagram for a project than it is for him or her to help you if you say that you just "feel lost" in class.
- C) Meet with your instructor and take notes on the responses to each of your questions. After the meeting, type up your questions and summarize the responses, organizing the responses into complete sentences composing at least a paragraph (at least 3 complete sentences for each response) of text for each.
- D) After this, write up one additional paragraph summarizing if/ how this experience changed how you feel about approaching faculty for help and what you might do differently in the future. What was the most helpful thing that you learned through this experience?

Grading Rubric (1 point for each category, 5 points total)

- _____ The five questions or points were specific and clear in the information they request (vs. general complaints or observations).
- _____ Questions/ points, response summaries, and the final summary paragraph were organized as paragraphs of complete sentences, using proper grammar, spelling, and punctuation.
- _____ Response summaries directly pertained to the question/ point being addressed.
- _____ Additional summary paragraph included some constructive observations about how you might improve future interactions with faculty.
- _____ Additional summary paragraph included the most helpful thing learned through experience.

GS 6 Take-Home Assignment #3: Improving Test-Taking

One of the best ways to deal with test-taking anxiety is by being very prepared for a test, as well as by learning from your past mistakes so that you don't keep repeating them. Review p.205-214 of your *OnCourse* book. Complete the exercises on p. 213 and 214 for another class that you are taking or, if this is your only class, complete it for GS 6.

- A) Prior to a test in one of your classes, create the 25-question practice test described on p. 213. You should create 25 questions or problems that will be like those on your test, not necessarily the types described on p.213.
- B) Request meeting with your instructor in person or, if this is not possible, ask him or her to provide you with written feedback on a hard copy or electronic version (email printout is fine).
- C) Revise your practice test based upon feedback.
- D) Once you have taken the test that you practiced for, complete the "test debrief" exercise on p.214. You do not need to re-write the "solution" text in each area, but you should include the number of points lost in each problem area and a total of lost points.
- E) Write a full paragraph summarizing what you learned from the "debrief" and what you will differently in the future to prepare to take tests.

You will turn in your original draft (A), the feedback from your instructor (B), your revised test (C), the completed "test debrief" exercise (D), and summary paragraph (E).

Grading Rubric (1 point for each category, 5 points total)

_____ An original 25-question (or equivalent) practice test draft was created.

_____ Feedback was sought from the course instructor.

_____ The practice test was revised based upon this feedback.

_____ The "debrief" exercise contained point totals in one or more problem areas (unless you received 100%).

_____ The summary paragraph included concrete solutions to prepare for future tests (unless you received 100%).

GS 6 Take-Home Assignment #4: Library Resources

A critical part of being a successful student is being able to find information. While Googling information can answer many questions, it won't necessarily provide you with technical details or the wide range of voices available in "primary" (written by those collecting or generating the data or ideas) source like a book or journal article. This exercise is intended to familiarize you with both the CR library's online resources and its hard-copy resources that must be accessed in person. Knowing where and how to find these resources will be essential for writing papers and completing other research-related assignments in your future classes. The CR library website is: <http://www.redwoods.edu/eureka/Library/> (or click on "library" from the CR main page).

For this assignment, write your answers on a separate sheet of paper, using the number/ letter given below to indicate the portion of the assignment to which your answer pertains.

A) Accessing online library resources:

A1) Go to the library web page. Locate the search box in the center of the library home page; it reads "Search the Library Catalog (Find Books and More)". Without changing the pull-down menu, type in the word "maya" in the blank and hit enter. How many results were given? (total provided at upper left) Although this may have seemed like one topic, how many topics were actually covered in the first page of references alone? What topics were included?

A2) Go back to the search box to this same search box. This time, with "maya" in the blank, use the pull-down menu to select "author" instead of the default "library catalog." How did this change your search results?

A3) Go back again to the search box. Now, type "maya archaeology" and select "subject" from the pull-down menu. How did this change your results? Write the title of the English-language print book that our library has in its collection on this subject.

A4) Go back to the main library page again, this time selecting "articles and databases" from the menu. Select the "Country Watch" database. NOTE – this will require you to enter your student ID barcode number. In the "quick links" box, select "Phillipines" from the pull-down menu. According to this site, what is the current total population for the entire country? What are its official languages?

A5) Go back to the main research database page. Now, click on "EBSCO: Academic Search Premier" and enter "radiocarbon dating" in the search box. In what journal was the article on this subject by M.W. Dee (and others) published? Click on the "pdf full text" link under this listing to see the entire article. According to this article, why are archaeologists concerned about discrepancies between radiocarbon and historical dates?

A6) Go back to the main research database page. Now, click on "Science Online" and type "ardipithecus" in the "enter keyword" search box. Leave "full text" on the pull-down menu. Locate "The Ardipithecus ramidus Skull and Its Implications for Hominid Origins" by Gen Suwa and others and select "author summary". Why do the authors say that the "Ardipithecus ramidus skull is of particular interest"?

A7) Go back to the home page for the library. Click on "Citation Help" on the left-hand menu. Select "MLA Citation Guide" from the choices. If you are not familiar with any citation method, this is a good one to become familiar with since it is what CR's English classes and many other courses use. Print or save this citation guide so that you can easily locate it to use, even without an internet connection. According to this guide, what information must be included for the complete citation of a book? What free citation tool software does this sheet describe? How do students access this tool?

Continued on the next page...

B) Using hard copy resources in the CR library:

B1) Libraries use a system of "call numbers" to help facilitate access to books on a particular subject and allow any book to be quickly located by those familiar with the system. Our CR library uses the common "Library of Congress" (LOC) classification system (<http://www.loc.gov/catdir/cpsolcco/> to learn more details). Use the call number "F1435.3.K55 S34 1992" to locate a book, starting by locating the books that start with the letter "F" and then, within the Fs, note the numbers on the books until you locate "F1435.3". Then, look at the remainder of the LOC number system "...K55 S34 1992" to locate this exact book because there could be multiple books listed under "F1435.3". What is the title of the book with this exact call number? According to the text, what is "Yaxuna"? (Use the book's index to look up this word, then look at the page numbers in the index, starting with the first page listed until you understand enough to define/ describe what this word means.) Be sure to either place the book back EXACTLY where you got it or leave it on an official reshelving cart if you are at all unsure where it should go.

B2) Find the shelves that are located near the transparent plastic wall that separates the library from the Academic Support Center. What kinds of things are stored on those shelves? In what order are the items organized?

B3) Next, go to the rows of shelves behind the Reference Desk (semi-circular desk that you walk past to get to student computers); for the future, remember that the reference librarian who often sits here can help you find resources for assignments. Walk down the center aisle. Look at the labels on the sides of the shelves; look for the shelves with the blue labels marked OVERSIZE on the left side of the aisle. What subjects do these books cover? How many rows of shelves are marked OVERSIZE? Why do you think these books are filed separately from the general collection? What other collections exist in this area?

General Studies 6
Student Presentation

10 points (10%) of your grade in this course is based upon a ten-minute presentation that you will make to the class. The presentation should be focused upon a career path that you are considering. It should include information about the education and other formal training required to work in that career, as well as the hard and soft skills necessary to get hired, succeed, and advance. Be sure to include why each hard and soft skill is needed.

A sign-up sheet for presentation dates will be passed around in class. Once you have committed to a particular date for your presentation, you may only change the date with the permission of the instructor, which will include you providing written documentation concerning why you are/ were unable to be present on the original date.

You should be able to find all of the information necessary to complete this assignment on the "Career Café" page (<http://www.cacareercafe.com/>) which we will have explored with Student Services staff at some point during the semester. You're welcome to use other resources, however.

Grading Rubric

Your presentation will be graded according to the following five categories, each valued at twenty points. Your success in each category will be evaluated relative to your classmates - so several people will receive a twenty in each category.

_____	Flow, organization, and evidence of preparation specific to presentation (addl. comments) _____
_____	Eye contact, volume, and pace _____ _____
_____	Detailed content about education and training needed for career _____ _____
_____	Detailed content about the hard skills needed in career _____ _____
_____	Detailed content about the soft skills needed in career _____ _____