

<b>Syllabus for: GS 6: First Year Experience</b>	
<b>Semester &amp; Year:</b>	Fall 2014
<b>Course ID and Section Number:</b>	GS-6-E6315 (036315) TTH 10:05AM - 11:30AM, LRC 104 GS-6-E6316 (036316) TTH 1:15PM - 2:40PM, LRC 104 GS-6-E6320 (036320) MW 10:05AM - 11:30AM, LRC 104 GS-6-E6321 (036321) MW 11:40AM - 1:05PM, LRC 104
<b>Number of Credits/Units:</b>	3
<b>Day/Time: Location:</b>	GS-6-E6315 (036315) TTH 10:05AM - 11:30AM, LRC 104 GS-6-E6316 (036316) TTH 1:15PM - 2:40PM, LRC 104 GS-6-E6320 (036320) MW 10:05AM - 11:30AM, LRC 104 GS-6-E6321 (036321) MW 11:40AM - 1:05PM, LRC 104
<b>Instructor's Name:</b>	Vincent Peloso
<b>Contact Information:</b>	Office: HU108K Office Hours: M 9:00 AM – 10:00AM T 12:00 PM – 1:00PM W 1:15 PM – 2:15 PM TH 9:00 AM – 10:00 AM And by appointment  Voice Mail: 707-476-4565 Email: <a href="mailto:Vinnie-peloso@redwoods.edu">Vinnie-peloso@redwoods.edu</a>
<b>Course Description (catalog description as described in course outline):</b>	
<p>A first year experience course focusing on the development of academic and personal skills necessary to succeed in college and beyond. Students will learn how to manage time, understand classroom dynamics, and improve note-taking and test-taking skills. Students will be able to identify campus services and understand the technology used in higher education. Students will be directed towards specific educational goals and develop a comprehensive student education plan.</p>	
<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> </ol>	

3. Develop and complete a formal student education plan.
4. Analyze self-management systems and persistence practices to increase self-motivation and success.

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.

### **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/Chapter5500.pdf>

**Attendance:** Absences are considered excessive when the number of absences exceeds twice the number of times a class meets during one week. **For GS 6, five absences are considered excessive. Excessive absences will likely result in failure.** Exceptions require legal, medical or athletic documentation.

**Participation:** To be successful, you must participate. To participate, you must a) show up and b) speak up. Showing up means being prepared and present for the whole class from beginning to end. Speaking up means a) contributing to class discussions, b) engaging in class activities, c) completing assignments, and d) meeting deadlines.

Attendance is taken at every class. Participation in class discussion, class activities and assignments will be noted and recorded.

**Required Textbooks:** Available at the CR Bookstore and/or from various booksellers online. A copy is also on reserve in the CR library.

- 1) **On Course: Strategies for Creating Success in College and in Life**, 7th edition, Skip Downing (2011). Boston, MA: Wadsworth.
- 2) A three ring binder or spiral bound notebook in which to take notes, write and then keep your Journal Entries.

**Grading Policy:** Final grades are based on the following:

3 Quizzes (15 points each) =	45
33 Success Journals (5 points each) =	165
Student Education Plan =	30
1 Final Essay or Class Presentation =	60
<b>Total Possible Points =</b>	<b>300</b>

**Grading Scale:**

A =	270-300 points
B =	240-269 points
C =	210-239 points
D =	180-209 points
F =	0 – 179 points

### **Quizzes (45 Possible Points)**

This course is for students who choose to be successful in college and in life. One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation at every class, three quizzes on the textbook will be given. If you have read the chapters and completed your journal entries, you should have no trouble earning the maximum points (15) for each one. **No quiz may be made up.**

### **2. Success Journals (165 Possible Points)**

Your Success Journal provides an opportunity to explore in writing your thoughts and feelings as you experiment with the success strategies presented in **On Course**. By carefully examining each strategy in your journal, you will discover which ones will assist you to create a rich, personally fulfilling life. **Although I will be collecting your journals and looking through them, write it for yourself, not for me.**

**Journal Writings:** During this semester, you will write 33 numbered journal entries from our textbook. Usually, these entries will be written outside of class. At various times you may have an opportunity to read a journal entry to one or more classmates. **Please bring both your textbook and journal to every class.**

If you choose to word process your Journal Entries on a computer, print and hand in hard copies of the entries when they are due for full weekly credit (4 points for each completed entry). Then, **on our last class at the end of the semester, bring hard copies of all the entries to class for 33 additional points.** Many students come to regard their journal as one of their most valued possessions.

You also have the option of submitting your Journal Entries electronically through our class website on MyCR. Journal Entries are listed under the Assignments tab. Again, you will receive 4 points for each completed Journal Entry submitted on time plus **an additional 33 points for bringing in a hard copy of all the completed journal entries to our last class at the end of the semester.**

**Journal Evaluations:** To be eligible for full credit (4 points), all Journal Entries must be submitted by 5:00 pm on the Friday of the week they are assigned. Late Journal Entries will be marked down accordingly.

It is not my intention to read every journal entry you write. Instead, I will look through your journal entries to verify the completion of each assignment and to give credit for a job well done. However, I will read occasional entries just to get a sense of the issues you are working on. With this knowledge I can be of greater assistance to you this semester. If you want my comment on a specific journal entry, please let me know with a note in your journal.

**Journal Points:** Each journal entry can be awarded up to 5 points, 4 for being completed and handed in on time and 1 for being included in the end of the semester journal. Thus, all 33 journal entries are worth a possible total of 165 points. A journal entry will be awarded the maximum of 4 weekly points if it is a) complete (all steps in the directions have been responded to), and b) there is evidence of an attempt to **Dive Deep**.

Grammar, spelling, and punctuation will **NOT** be factors in awarding points in for journal entries. Feel free to express yourself without concern for standard English conventions.

### **3. Student Education Plan (30 Points)**

Meet with your counselor or advisor sometime during the semester to complete your Student Education Plan (SEP), show me a hard copy of it when it's done, and earn 30 points! The deadline to complete this assignment is **Wednesday, 11/24/14, 5:00 pm.**

### **4. Final Essay or Presentation (60 Possible Points)**

Choose one of the two following topics and either a) write an essay or b) give a class presentation:

**Topic One: One Student’s Story:** Relate the story of how you used a specific **On Course** strategy to overcome an obstacle to your success in college or in life. Use the “One Student’s Story” essays in our textbook as models of how to write your story.

An “A” paper or presentation will . . .

1. Explain a specific obstacle the writer faced.
2. Describe the specific On Course strategy used to overcome the specific obstacle.
3. Present the outcome of using the specific On Course strategy to overcome the specific obstacle the writer faced.
4. Show a commitment to excellence of expressions including professional appearance and a command of standard English.

**Topic Two: Personal Philosophy of Success Essay:** In this essay, you will present your own Personal Philosophy of Success, identifying the On Course success strategies that you will use for years to come. This essay is your opportunity to write the script that will keep you on course to a rich, personally fulfilling life!

An “A” paper or presentation will . . .

1. Offer the writer’s personal definition of success.
2. Demonstrate the writer’s careful consideration of three or more On Course success strategies that he or she will use to achieve success.
3. Contain extensive support (examples, experiences, evidence, and/or explanation) for each strategy.
4. Show a commitment to excellence in preparation, including professional appearance and a command of Standard English.

**All Presentations must be scheduled by Friday, 10/31/14.**

All essays must be a) typed, b) submitted as hard copy, c) in MLA format and d) at least three pages (750 words) in length.

**Final Presentations must be given and Final Essays handed in by Friday, 12/5/14, 5:00 pm.**

### GS 6 S14 Semester Schedule

WEEK 1	8/25/14 – 8/29/14	Introductions
WEEK 2	9/2/14 – 9/5/14	Preparations
WEEK 3	9/8/14 – 9/12/14	Chapter One, “Getting On Course,” pp. 1-38, Journal Entries 1-4
WEEK 4	9/15/14 – 9/19/14	Chapter Two, “Personal Responsibility,” pp. 39-74, Journal Entries 5-8
WEEK 5	9/22/14 – 9/26/14	Chapter Three, “Self-Motivation,” pp. 75-110, Journal Entries 9-12
WEEK 6	9/29/14 – 10/3//14	<b>First Quiz (Chapters 1-3)</b>
WEEK 7	10/6/14 – 10/10/14	Chapter Four, “Mastering Self-Management,” pp. 111-148, Journal Entries 13-16
WEEK 8	10/13/14 – 10/17/14	Chapter Five, “Employing Interdependence,” pp. 149-180, Journal Entries 17-20
WEEK 9	10/20//14 – 10/24/14	Chapter Six, “Gaining Self-Awareness,” pp. 181-214, Journal Entries 21-24
WEEK 10	10/27/14 – 10/31/14	<b>Second Quiz (Chapters 4-6)</b>
WEEK 11	11/3/14 – 11/7/14	Chapter Seven, “Adopting Lifelong Learning,” pp. 215-252, Journal Entries 25-28
WEEK 12	11/11/14 – 11/14/14	Chapter Eight, “Emotional Intelligence,” pp. 253-288, Journal Entries, Journal Entries 29-32
WEEK 13	11/17/14 – 11/21/14	Chapter Nine, “Staying On Course to Your Success” pp. 289-298, Journal Entry 33
WEEK 14	11/24/14 – 11/26/14	<b>Third Quiz (Chapters 7-9), Student Education Plans Deadline, Wednesday 11/26/14, 5:00 pm</b>
WEEK 15	12/1/14 – 12/5/14	Student Presentation deadline, <b>Final Essay Deadline, Friday, 12/5/14, 5:00 pm</b>
FINALS	12/8/14 – 12/12/14	Results