

<b>Syllabus for: (name of class)</b>		GS 6 - First Year Experience
<b>Semester &amp; Year:</b>	Fall 2014	
<b>Course ID and Section Number:</b>	036642	
<b>Number of Credits/Units:</b>	3.0	
<b>Day/Time:</b> <b>Location:</b>	M T TH 2:15 - 3:15 SFHS Campus (Miranda)	
<b>Instructor's Name:</b>	Stephen Quiggle	
<b>Contact Information:</b>	Office location and hours: Prior to and after class and by appointment Phone: (707) 223-1713 Email: stephen-quiggle@redwoods.edu	
<b>Course Description (catalog description as described in course outline):</b>	<p>GS-6 First Year Experience (<i>3 Units LEC</i>) <i>Grade Only</i></p> <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> <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>	

**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/News/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.

<p style="text-align: center;"><b>GS- 6: First Year Experience - Section 036642</b> <b>College of the Redwoods at South Fork High School</b> <b>Fall 2014 Syllabus</b></p>
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**Instructor Information**

Instructor: Stephen Quiggle      (707) 223-1713      E-mail: [stephen-quiggle@redwoods.edu](mailto:stephen-quiggle@redwoods.edu)

Office Hours: Prior to and after class; by appointment, or by phone

**Textbook Information**

On Course - Strategies for Success in College and in Life. Skip Downing, 2011. Wadsworth.

The Four Agreements. Don Miguel Ruiz, 1997. Amber-Allen Publishing, Inc.

**Course Description & Requirements**

GS-6 First Year Experience (*3 Units LEC*) *Grade Only*

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.

**Class Content Focus**

A great percentage of this course is centered upon acquiring & practicing individual skills for personal satisfaction & social success. Class process & content will focus on: self-respect, emotional & mental health, & thoughtful decision making; there will also be discussion / practice on how you, the student, choose to “show up” for personal & social well being in your life. Therefore, our class will practice: being present, personal grounding, public speaking (and thinking before doing so), personal management, & some basic social life skills, e.g. creating a budget, employment interviewing, & what might be termed “life after high school” necessities.

**Student Learning Outcome 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.

## Class Guidelines

- Class content includes: Both book chapters, lectures, discussions, ancillary materials, and videos
- Students must type all papers and all assignments are due at the respective due dates as noted on the syllabus. **Assignments and quizzes are in bold and will be announced.**
- **Prior arrangements** must be made if a student will miss an assignment due date.
- If you miss material or have questions about how to proceed:
  - You must communicate clearly and with enough time to allow response and clarity.
  - You may contact a classmate to receive lecture notes, information, and assignments.
- Your individual grades will only be addressed privately.

## Learning Support Services

If you have a documented disability or a reasonable request and wish to discuss accommodations or other learning needs, please contact me as soon as possible – all reasonable measures will be taken to assist. Please contact me directly with specific concerns. For more information regarding services for students with disabilities go to the DSPS website at: <http://redwoods.edu/district/dsps/>.

Concurrently enrolled high school students may also connect with a SFHS counselor. If you are a HS student and this provision applies to you (IEP, 504 plan) please inform me privately.

## Course Expectations

Students are expected to:

- Complete all assignments on or before the due dates to the best of *their own* ability
- Attend and engage in classroom discussion and participate in group activities
- Do their best in applying their learning and knowledge in their daily lives

Self respect and respect of others will be the beginning, middle & end of all interactions

## Evaluating and Reporting Student Progress

Your grade will be determined in the following manner (there will be opportunities for extra credit):

Participation (including attendance)	75 points
Quizzes (10 @ 10 points each)	100 points
Public Speaking presentation	25 points
Writing assignments (2 @ 50 points each)	100 points

## Grading Scale

A = 93% and above, A- = 90-92%, B+ = 88-89%, B = 83-87%, B- = 80-82%, C+ = 78-79%,  
C = 65-77%, D = 60-64%, F = 59% and below

## Academic Dishonesty

In accordance with the Board of Trustees' Policy Manual, plagiarism, cheating, or any other form of academic dishonesty is not condoned. Students found to have committed academic dishonesty will be referred to the Dean of Students or high school principal and may be dropped from this course.

## **Term Calendar**

Class will begin on **September 8, 2014**, and end with the final class on **December 11, 2014**. The last day to drop this class is **October 31, 2014**, after that, you receive a grade.

## **Course Calendar**

The course meets **Mondays, Tuesdays, and Thursdays from 2:15 p.m. to 3:15 p.m.**, with the following **Exceptions** November: 10<sup>th</sup> (local holiday), 11<sup>th</sup> (Veteran's Day), and 27<sup>th</sup> (Thanksgiving); and **Additions**: Meet Saturday, October 25<sup>th</sup> at the Garberville Instructional Site (<required).

### **Meetings are Monday, Tuesday and Thursday (with one Saturday meeting)**

#### ***Week One – September 8<sup>th</sup>***

Class Introduction and expectations; review course syllabus, parameters for quizzes, written assignments, participation and activities.

Review college / university structure & requirements and other vocational options

Write at least 3 topics of interest to you to review in class

Syllabus Quiz

#### ***Week Two – September 15<sup>th</sup>***

Having acquired them, review the class texts - “Course” & ancillary book - “Agreements”, respectively

Chapter One - Course: Success -What does it mean to you?

Intro - Agreements

Discussion Focus: Believe in yourself

Out of class Video: You tube - Validation: <http://www.youtube.com/watch?v=Cbk980jV7Ao>

Quiz 2

#### ***Week Three – September 22<sup>nd</sup>***

Chapter 2 - Course: Personal Responsibility

Discussion Focus: Thought, word, deed; visioning... physiology first!

First written paper parameters & rubric assigned

Quiz 3

#### ***Week Four – September 29<sup>th</sup>***

Chapter 1 Agreements: Honor your word

Discussion Focus: What is integrity in action?

Quiz 4

#### ***Week Five – October 6<sup>th</sup>***

Chapter 3 Course: Believing in yourself

Discussion Focus: Setting goals / personal affirmations

Outlines Due

Quiz 5

#### ***Week Six - October 13<sup>th</sup>***

Chapter 2 Agreements: Don't Take it personally!

Discussion Focus: What is personal anyway?

Public Speaking: What it is, what it's for...what will you do? Choose topics review parameters

Quiz 6

***Written Assignment #1 Due - Thursday***

**Week Seven – October 20th**

Chapter 4 Course: Be the “Boss” of you  
Discussion Focus: Time management and commitment  
Refine your speaking topic  
Quiz 7  
*Late papers ½ credit due Thursday*

**October 25<sup>th</sup> - Saturday 9a.m. to 3 p.m. at the Garberville Instructional Site**

Review course content & parameters so far  
Juniors / Seniors breakout session with Sheila Hall, CR Director of Counseling & Advising  
Frosh / Sophomores review “life skills” 101  
public speaking in a forum

**Week Eight -- October 27<sup>th</sup>**

Chapter 5 Course: Dependency, Codependency, Autonomy & interdependence  
Discussion Focus: Passive - Assertive - Aggressive  
Written Assignment #2 parameters  
Quiz 8

**Week Nine– November 3<sup>rd</sup>**

Chapter 3 Agreements: Don’t make assumptions  
Discussion Focus: Investigation, intuition, asking questions; active listening and communications styles  
Outlines Due  
Quiz 9

**Week Ten - November 10<sup>th</sup> (Monday & Tuesday are local holidays) Class meets Thursday 11/13 only**

Chapters 6 & 8 Course: Self - Awareness & Being “Heart Smart”  
Discussion Focus: Define yourself; stress v. anxiety

**Week Eleven – November 17<sup>th</sup>**

Chapter 4 Agreements: Always do your best  
Discussion Focus: Have I done all that I *reasonably* can?  
Quiz 10  
**Written Assignment #2 Due - Thursday**

**Week Twelve – November 24<sup>th</sup>**

Chapter 7 Course: Be a life long learner  
Discussion Focus: Critical thinking and flexibility  
*Late papers ½ credit due Thursday*

**Week Thirteen– December 1st**

Video: TBA  
Mapping out a personal plan

**Week Fourteen - December 8<sup>th</sup>**

Wrap up  
Discussion Focus: Tying it all together

**Final Grades**

***Things change... and so might this syllabus; you will have ample notice should that be necessary!***