

Syllabus for: First Year Experience

Semester & Year:	Summer 2015
Course ID and Section Number:	GS 6:First Year Experience E8684
Number of Credits/Units:	3.0 units
Day/Time:	MTWThF 9:00AM-11:05AM
Location:	Eureka High School Main 121
Instructor's Name:	April Garwin
Contact Information:	Office location and hours: TBD and by appointment Email: april-garwin@redwood.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: FIRST YEAR EXPERIENCE
CLASS SYLLABUS

Instructor Contacts:

E-mail address: april-garwin@redwoods.edu (use the subject line "GS 6" for e-mails, please)

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. 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

Attendance	20 points
Four take-home assignments (5 points each)	20 points
Journal entries (1 point per entry; 20 entries total)	20 points
Two 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:

	94-100 points= A	
90-93 points= A-	84-86 points= B	87-89 points= B+
80-83 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.

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. It is your responsibility to know what is announced in class, whether or not you are present when it's announced.

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.

Date	Topic	To Do List	Class Activity	Due Dates
6/18	Start Chapter 1		Name tags	
6/19		Journal 1	Self-Assessment Calendaring	
6/22		Journal 2	Culture Shock	Journal Check
6/23	Start Chapter 2	Journal 4	The Late Paper	Assignment 1
6/24		Journal 6	Responsibility Circle Victim/Creator Role Play	
6/25		Journal 7	Language of Responsibility; Excuses and Reasons	
6/26	Start Chapter 3	Journal 10	Retirement	1 st Set of Journal Entries Due (1,2,4,6,7) AND Assignment 2
6/29		Journal 11	Taking Notes	
6/30		Journal 12	Time Savers	
7/1	Start Chapter 4	Journal 14 Journal 15	Compare and Contrast Charts	
7/2			Interdependence	2 nd Set of Journal Entries Due (10,11,12,14,15) AND Assignment 3
7/6	Start Chapter 5	Journal 17	Scavenger Hunt	
7/7		Journal 19	What's in a Name?	
7/8		Journal 21 Journal 22	Micro-aggressions	
7/9	Start Chapter 6	Journal 24	Strange Choices	MIDTERM
7/10		Journal 25	Instead Course Correction	3 rd Set of Journals Entries Due (17,19,21,22,24) AND Assignment 4
7/13	Start Chapter 7	Journal 26	Learning Preference Inventory My Favorite Teacher	
7/14		Journal 28	The Logic of Advertising	
7/15		Journal 29	Timeless Quotes	
7/16	Start Chapter 8	Journal 33	Claiming Respect	
7/17			After Math	4 th Set of Journal Sentries Due (25,26,28,29,30)
7/20			Student Presentations	
7/21			Student Presentations	
7/22				FINAL

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. This assignment does NOT need to be typed.

- First, use the calendar 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!
- I will periodically ask to see your calendar during the semester. BRING IT TO EVERY CLASS!

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. This assignment should be typed.

- 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?

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. This assignment should be typed.

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

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, type 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?

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. Most students prefer to use a slide-making program such as Powerpoint, or something similar.