

Syllabus for GS 6: First Year Experience	
Semester & Year:	Fall 2015
Course ID/Section Number:	GS 6 - D8459
Number of Credits/Units:	3
Day/Time:	MW 3:40 - 5:05 PM
Location:	DM 36
Instructor's Name:	Deborah Gerth
Contact Information:	Office location: Associate faculty office Student conferences: W 3:00 - 3:30 Email: deborah-gerth@redwoods.edu Phone (message only): 465-2300
Course Description	
<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>	
Student Learning Outcomes	
<ol style="list-style-type: none"> 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. 	
Required Books and Materials	
<ol style="list-style-type: none"> 1. <i>On Course</i>, 7th Ed. by Skip Downing (Cengage) ISBN-10: 1133309739 2. Binder with dividers and loose-leaf notebook paper (no spiral notebooks please) 3. Recommended: weekly planner (not a monthly calendar) 	
Grading	
A (90-100%) B (80-89%) C (70-79%) D (60-69%) F (0-59%) There is no extra credit.	
<p>Your grade will be posted on Canvas; you should check it frequently and meet with me to solve problems as soon as they come up—don't wait!</p>	
Participation (20%)	
<p>You will receive a participation point for each of our 30 class meetings if you can check ALL of these boxes:</p>	

- Attendance during 100% of the class session (if you're more than a few minutes late you lose your point)
- Engaged participation in ALL of the activities during the class session (sleeping, texting, or doing homework for other classes do not demonstrate engaged participation!)
- Preparation, including bringing your books and materials to class and completing all readings and assignments by the due date. Most class meetings will include a quiz on the previous reading assignment, and your performance on this quiz will help show me whether you came to class prepared.

Chapter Tests (20%)

You will demonstrate your understanding of each textbook chapter by passing a test. You will have 3 chances to pass each chapter, but to receive an A you need to earn it on the first attempt, and the highest grade you can earn on the third attempt is a C. You will always know exactly what the learning goals are for each chapter before you begin reading it, which will help you master the material. The make-up chapter tests become more time-consuming, so it is in your interest to prepare well for the initial test. Because test-taking is an important college study skill, the chapter tests are designed to be excellent opportunities to develop your own "best practices" for college test preparation.

Course Journal (20%)

I'll assign 2 journal entries from your textbook each week. The journal assignments ask you to reflect on the concepts you are reading about and to apply them to your own life. I'll grade your journal based on how *thoughtful and complete* each entry is; each entry is worth 10 points, and will receive a 10 (exceeds expectations, very thoughtful, very complete), a 7 (meets basic expectations), or a 5 (does not meet expectations).

I expect you to do your best as you write your journals, but I realize some students struggle with writing issues like spelling and punctuation. These are journals, not term papers, so *perfection is not expected, but high quality thinking is*. Typed journals are easy for me to read, but legible handwritten entries are also acceptable. You should keep your journal entries in a section of your binder so you'll be prepared to turn them in periodically during the semester. **LATE JOURNALS ARE NOT ACCEPTED FOR GRADING.** If you know you will be absent, make arrangements to turn them in early or at the front office on the collection date.

Interview Project and Paper (20%)

To learn more about college success strategies from a real person, you will interview a college graduate from your community and share what you learned with an essay and an informal presentation to the class. We will work on this assignment together through the semester, and you'll receive a clear assignment handout and due dates when we begin.

Student Education Plan or SEP (20%)

With the assistance of a counselor or advisor from Student Support Services, you will

develop your own SEP. You must show evidence that you've completed your SEP by the due date of October 24. If you meet the deadline this is an automatic A grade; late completions will receive lower grades.

Attendance

Attendance is required since you cannot be learning if you are not here, and you *always* miss something when you're absent. There are no excused absences except for official school activities. Just as you would with a job, *you* must take responsibility for your absences and the assignments or tests you may miss. Students with excessive absences may be dropped from the course; more than five absences are considered excessive for GS6.

Classroom Environment

Everyone wants class time to be interesting and enjoyable! Each of us makes a powerful contribution in creating a successful learning community. I expect everyone's contribution to be positive, including my own. Here are positive actions I expect from each of us in every class:

- Be on time so you don't disrupt learning
- Have all your books and materials with you
- Turn off your cell phone and put it away
- Save snacks for the break and don't eat during class (drinks are OK)
- Leave the room quietly and rarely (you don't have to ask)
- Stay on task with the class work and avoid sleeping, texting, social networking, and homework from other classes
- Ask questions when you are confused
- Have a positive attitude—*or fake it!*
- Always treat all members of the class with respect and encouragement
- Take responsibility for the results of your work

Students who choose not to take these constructive actions are disrupting the learning of the whole class and will be asked to leave.

Emergency Information

In an emergency, be prepared to evacuate the building efficiently if necessary. Use the evacuation routes posted on the map in your classroom. Bring your personal belongings with you. Assist nearby students with disabilities if you can, or ask others to help. Proceed quickly to the designated evacuation point and do not leave until given an all-clear by your instructor or other official. You can sign up for RAVE emergency alerts from the CR website (use the search feature with "rave").

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.