

<b>Syllabus for GS 1: College Success</b>		
<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	GS 1 E9323 TTH 11:40 am – 1:05 pm GS 1 E9665 MW 11:40 am – 1:05 pm	
<b>Instructor's Name</b>	Vincent Peloso	
<b>Day/Time</b>	GS 1 E9323 TTH 11:40 am – 1:05 pm GS 1 E9665 MW 11:40 am – 1:05 pm	
<b>Location</b>	LRC 104	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	HU 108K
	<i>Office hours</i>	M 12:00 – 1:00 PM T 10:30 – 11:30 AM W 1:15 – 2:00 PM TH 9:00-10:00 AM
	<i>Phone number</i>	707-476-4565 vm
	<i>Email address</i>	<a href="mailto:Vinnie-peloso@redwoods.edu">Vinnie-peloso@redwoods.edu</a>
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	On Course Study Skills Plus, 3 <sup>rd</sup> Edition
	<i>Author</i>	Skip Downing
	<i>ISBN</i>	978-1-305-39748-4
<b>Course Description</b>		
<p>A course designed to inform and assist students to obtain the knowledge and skills necessary to reach their educational objectives. Topics covered include: Self-discovery, motivation, memory development, time and stress management, text book reading, note and test-taking skills, healthy living practices, and career and academic planning. Students will be utilizing a wide variety of college resources, study skills, and techniques to support their goals.</p>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1) Demonstrate learning study skills.</li> <li>2) Display self and academic awareness.</li> <li>3) Develop a career and academic plan.</li> </ol>		
<b>Special Accommodations</b>		
<p>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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		

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### Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.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 website.

### Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.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 website.

### Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

([http://www.redwoods.edu/Eureka/campus-maps/EurekaMap\\_emergency.pdf](http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf)). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional

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information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

### Course Grades:

A = 360–400 Points

B = 320–359

C = 280–319

D = 240–279

F = 238 or below

### Points:

15 Quizzes (5 points each) = 75

32 Success Journals (5 points each) = 160

6 Study Skills Activities: “Do One Different Thing This Week” (10 points each) = 60

Student Education Plan = 30

1 Final Essay = 75

Total Possible Points 400

### Quizzes (75 Possible Points)

This is a course 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, 15 unannounced quizzes on the readings will be given. If you have read the assignment and completed your journal entry, you should have no trouble earning the maximum points (5) for each quiz. **No quiz may be made up.**

### Success Journals (160 Possible Points)

Your Success Journals provide an opportunity to explore 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 your journal for yourself, not for me. You may occasionally be asked to share your Journal Entries with your classmates.

**Journal Writings:** During this semester, you will write 32 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.

If you choose to word process your Journal Entries on a computer, print and bring hard copies of all the completed journal entries to **our last regularly scheduled class at the end of the semester for 33 additional points.** Many students come to regard their journal as one of their most valued possessions.

**Journal Points:** Each journal entry will be awarded up to 5 points 4 for each one completed and submitted by the due date and one more for each hard copied journal entry brought to class during our

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last regularly scheduled meeting. Thus, all 32 journal entries will be worth a possible total of 160 points. A journal entry will be awarded the maximum of 4 weekly points if it fulfills the following two criteria:

1. The entry is complete (all steps in the directions have been responded to), and
2. The entry is written with high standards (an obvious attempt has been made to Dive Deep).

Grammar, spelling, and punctuation will NOT be factors in awarding points in this journal. You are free to express yourself without concern for Standard English conventions.

### **Study Skills Activities: “Do One Different Thing This Week” (60 Possible Points)**

You will complete a Study Skills Activity for the following six topics:

- Reading
- Taking Notes
- Organizing Study Materials
- Rehearsing and Memorizing Study Materials
- Taking Tests
- Writing

The creation of each Study Skills Activity will provide an opportunity to do one different thing for a week, something you have never done before. This experiment will help you determine the most effective way for you to deepen your learning in college and beyond, as well as raising your grades!

Each of your Study Skills Activities can earn up to 10 points if completed and submitted by its due date. Thus, all six plans will be worth a possible total of 60 points. To complete each plan, simply choose one new study skill with which you will experiment, track your choices for a week, and then answer the three questions provided, diving deep to squeeze the most value from your experience.

### **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 Friday, 4/1/16, 5:00 pm.**

### **Final Essay (75 Possible Points)**

As your final project, you will choose one of the two following topics and write an essay.

#### Option 1: One Student’s Story

In this essay, you will 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” essay will . . .

1. Explain a specific obstacle the writer faced.
2. Describe the specific On Course strategy used to overcome the specific obstacle.

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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 in preparation, including professional appearance and a command of Standard English.**

### Option 2: Personal Philosophy of Success

In this essay, you will present your own Personal Philosophy of Success, identifying the On Course success principles and 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” essay will . . .

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

**REMINDER: Fifteen unannounced quizzes will be given.** No quizzes may be made up. Please bring your textbook and journal to every class.

### Spring 2016 GS 1 Schedule

Week 1: 1/18/16 – 1/22/16:

Read “College Smart-Start Guide” and “Money Matters, pp 1 - 14”

Write Journal 1: “Understanding the Culture of Higher Education,” **due Friday by 5:00 pm**

Week 2: 1/25/16 – 1/29/16:

Read “Understanding the Culture of Higher Education,” “Understanding the Expectations of College and University Educators” and “Understanding Yourself,” pp. 14 – 38.

Write Journals 2 and 3: “Understanding the Expectations of College and University Educators” and “Understanding Yourself” (including self-assessment) **due Friday by 5:00 pm**

Week 3: 2/1/16 – 2/5/16:

Read “Reading” in A Toolbox for Active Learners, pp. 268 – 282.

Do “Reading: Do One Different Thing This Week” **Written report due next week**

Read “Adopting a Creator Mindset” and “Mastering Creator Language,” pp. 43- 55.

Write Journals 4 and 5: “Adopting a Creator Mindset” and “Mastering Creator Language” **due Friday by 5:00 pm**

Week 4: 2/8/16 – 2/12/16:

Turn in Written Report: “Reading: Do One Different Thing This Week”

Read “Taking Notes” in A Toolbox for Active Learners, pp. 283 – 296.

Write “Taking Notes: Do One Different Thing This Week” **Written report due next week**

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Read “Making Wise Decisions” and “Believing in Yourself—Change Your Inner Conversation,” pp. 57 -69.

Write Journals 6 and 7: “Making Wise Decisions” and “Believing in Yourself—Change Your Inner Conversation” **due Friday by 5:00 pm**

Week 5: 2/15/16 – 2/19/16:

Turn in Written Report: “Taking Notes: Do One Different Thing This Week”

Read “Organizing Study Materials” in A Toolbox for Active Learners, pp. 297 -312.

Do “Organizing Study Materials: Do One Different Thing This Week” **Written report due next week**

Read “Creating Inner Motivation” and “Designing a Compelling Life Plan,” pp. 74 -86.

Write Journals 8 and 9: “Creating Inner Motivation” and “Designing a Compelling Life Plan” **due Friday by 5:00 pm**

Week 6: 2/22/16 – 2/26/16:

Turn in Written Report: “Organizing Study Material: Do One Different Thing This Week”

Read “Rehearsing and Memorizing Study Materials” in A Toolbox for Active Learners

Do “Rehearsing and Memorizing Study Materials: Do One Different Thing This Week”

**Written report due next week**

Read “Committing to Your Goals and Dreams” and “Believing in Yourself—Write a Personal Affirmation,” pp. 88 -99

Write Journals 10 and 11: “Committing to Your Goals and Dreams” and “Believing in Yourself—Write a Personal Affirmation” **due Friday by 5:00 pm**

Week 7: 2/29/16 – 3/4/16:

Turn in Written Report: “Rehearsing and Memorizing Study Material: Do One Different Thing This Week”

Read “Taking Tests” in A Toolbox for Active Learners, pp. 323 -338.

Do “Taking Tests: Do One Different Thing This Week” **Written report due next week**

Read “Acting on Purpose” and “Creating a Leak-Proof Self-Management Plan,” pp. 103- 119.

Write Journals 12 and 13: “Acting on Purpose” and “Creating a Leak-Proof Self-Management Plan” **due Friday by 5:00 pm**

Week 8: 3/7/16 – 3/11/16:

Turn in Written Report: “Taking Tests: Do One Different Thing This Week”

Read “Writing” in A Toolbox for Active Learners, pp. 339 – 352.

Do “Writing: Do One Different Thing This Week” **Written report due next week**

Read “Developing Self-Discipline” and “Believing in Yourself—Develop Self-Confidence,” pp. 119 -133.

Write Journals 14 and 15: “Developing Self-Discipline” and “Believing in Yourself—Develop Self-Confidence” **due Friday by 5:00 pm**

Week 9: 3/21/16 – 3/25/16:

Turn in Written Report: “Writing: Do One Different Thing This Week”

Read “Creating a Support System,” “Strengthening Relationships with Active Listening” and “Respecting Cultural Differences,” pp. 137 – 157.

Write Journals 16, 17 and 18: “Creating a Support System,” “Strengthening Relationships with Active Listening” and “Respecting Cultural Differences” **due Friday by 5:00 pm**

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Week 10: 3/28/16 – 4/1/16:

Read “Believing in Yourself—Be Assertive,” “Recognizing When You Are Off Course” and “Identifying Your Scripts,” pp. 157 -173.

Write Journals 19, 20 and 21: “Believing in Yourself—Be Assertive,” “Recognizing When You Are Off Course” and “Identifying Your Scripts” **due Friday by 5:00 pm**

Week 11: 4/4/16 – 4/8/16:

Read “Rewriting Your Outdated Scripts,” “Believing in Yourself—Write Your Own Rules” and “Developing a Learning Orientation to Life,” pp. 183 -195.

Write Journals 22, 23 and 24: “Rewriting Your Outdated Scripts,” “Believing in Yourself—Write Your Own Rules” and “Developing a Learning Orientation to Life” **due Friday by 5:00 pm**

Week 12: 4/11/16 – 4/15/16:

Read “Discovering Your Preferred Ways of Learning,” “Employing Critical Thinking” and “Believing in Yourself—Develop Self-Respect,” pp. 196 - 217.

Write Journals 25, 26 and 27: “Discovering Your Preferred Ways of Learning,” “Employing Critical Thinking” and “Believing in Yourself—Develop Self-Respect” **due Friday by 5:00 pm**

Week 13: 4/18/16 – 4/22/16:

Read “Understanding Emotional Intelligence,” “Reducing Stress,” “Increasing Happiness” and “Emotional Intelligence at Work” pp. 220 – 241.

Write Journals 28, 29 and 30: “Understanding Emotional Intelligence,” “Reducing Stress” and “Increasing Happiness” **due Friday by 5:00 pm**

Week 14: 4/25/16 - 4/29/16:

Read “Believing in Yourself—Develop Self-Acceptance” and “Planning Your Next Steps,” pp. 242 – 253.

Write Journals 31 and 32: “Believing in Yourself—Develop Self-Acceptance” and “Planning Your Next Steps” **due Friday by 5:00 pm**

Week 15: 5/2/16 – 5/6/16:

**Final Essays due by 5:00 pm, Friday, 5/6/16, which is also the Last Day to Hand in Anything**

Week 16: 5/9/16 – 5/13/16: Results