

<b>Syllabus for :</b>	College Success	
<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	GS 1 E9893	
<b>Instructor's Name</b>	Stephen Quiggle	
<b>Day/Time</b>	M T TH	8:15 a.m. -9:15 a.m.
<b>Location</b>	C-5	South Fork High School campus
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	
	<i>Office hours</i>	Before / after class and by appointment
	<i>Phone number</i>	(707) 223-1713
	<i>Email address</i>	Stephen-quiggle@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Becoming a Master Student: Concise. 2012. 12 <sup>th</sup> Edition. Wadsworth
	<i>Author</i>	Dave Ellis
	<i>ISBN</i>	9780495912811
<b>Course Description</b>	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.	
<b>Student Learning Outcomes</b>	1) Demonstrate learning study skills. 2) Display self and academic awareness. 3) Develop a career and academic plan.	

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### **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](#) DSPS at 707-476-4280; concurrently enrolled HS students see: Ann Constantino.

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### **Academic Support**

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

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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.

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### **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 South Fork High School campus on which this course is located:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). 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 / authorities.

**GS- 1 College Success (E9893)**  
**College of the Redwoods at South Fork High School**  
**Spring 2016 Syllabus**

**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**

**(Required)** Davis, Ellis. Becoming a Master Student: Concise. 2012. 12<sup>th</sup> Edition. Wadsworth

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

**Course Description & Requirements**

GS-1 College Success (*3 Units LEC*) *Grade Only*

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.

**Class Content Focus**

This course is centered upon acquiring & practicing skills for personal satisfaction & academic / 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. This class will practice: being present, personal responsibility, personal management, and public speaking (and thinking before doing so) AND some basic social life skills, e.g. creating a budget, employment interviewing, & what might be termed “life after high school”.

**Student Learning Outcome Objectives**

- 1) Demonstrate learning study skills.
- 2) Display self and academic awareness.
- 3) Develop a career and academic plan.

**Class Guidelines**

**Expect the following:**

- Weekly: Text exercises and reading, lectures, discussions, weekly inspirations, and videos
- Students must type all papers and all assignments are **due** at the respective due dates as noted. Written Assignments, quizzes, and speeches are noted 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:
  - o you may check in with me privately at any time prior to or after class or by email.
  - o You may contact a classmate to receive lecture notes, information, and assignments.

## Learning Support Services

If you have a documented disability or a reasonable request and wish to discuss accommodations or other learning needs, please let me know as soon as possible – all reasonable measures will be taken to assist. If you are a concurrently enrolled HS student and this provision applies to you (IEP, 504 plan) Please contact me directly with specific concerns. You may also check in with Ann Constantino.

## Course Expectations

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

- Complete all assignments on or before the due dates to the best of *your own* ability
- **Attendance is key** as are engagement in classroom discussions and participation
- Do your best in applying what you are learning in your daily lives

## Evaluating and Reporting Student Progress

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

Participation & Attendance	50 points
Quizzes (2 @ 25 points)	50 points
Public Speaking presentation	50 points
Weekly Inspirations	50 points
Writing assignments (2 @ 25 points)	50 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 CR 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 **Monday, January 19<sup>th</sup>, 2016**, and end with the final class on **May 12<sup>th</sup>, 2016**. The last day to drop this class is **April 1<sup>st</sup>** (no foolin').

## Course Calendar

The course meets **Mondays, Tuesdays, and Thursdays from 8:15 a.m. to 9:15 a.m.** with the following **Exceptions:** There are no classes held February 15-19 (President's week) or March 28- April 1 (Spring Break).

**We will meet on a Saturday in April to be announced 30 days in advance; this class session will allow us to compensate for hours missed during the break and for presentations regarding transfer / matriculation / education assessment planning from college guidance counselors.**

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

***Week One - January 19<sup>th</sup>***

Class Introduction; review course syllabus and grading parameters.

Let's all tell us about us

Review college / university structure & requirements and other vocational options

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

Syllabus Quiz

***Week Two - January 25<sup>th</sup>***

Discussion Focus: Transitions & Progress

Walking to running, child to adult, high school to college, we can always progress

***Week Three - February 1<sup>st</sup>***

Review the course text

Chapter One - First Steps

Discussion Focus: Multiple intelligences & learning styles

***Week Four - February 8<sup>th</sup>***

Chapter Two - Time & Money

Discussion Focus: **FREEDOM** to do what you want, when you want... managing your minutes and \$\$

First written paper topic & parameters - discuss rubric

***Week Five Intersession - President's week***

***Week Six - October February 22<sup>nd</sup>***

Chapter Three - Memory

Discussion Focus: Putting it to work for yourself

**Written Assignment #1 Due - Thursday**

***Week Seven - February 29<sup>th</sup>***

Chapter Four - Reading

Discussion Focus: Read faster & with better comprehension

***Week Eight -- March 7<sup>th</sup>***

Chapter Five - Notes

Discussion Focus: Listen, write, record, and re-read

**Quiz 1**

***Week Nine - March 14<sup>th</sup>***

Chapter Six - Tests

Discussion Focus: Different types of tests require different approaches

Second written paper topic & parameters

***Week Ten - March 21<sup>st</sup>***

Chapter Seven - Thinking

Discussion Focus: Critical... and intuitive

***Week Eleven – Spring Break***

***Week Twelve – April 4<sup>th</sup>***

Chapter Eight - Communicating

Discussion Focus: From body language to writing ... to throwing a tantrum

***Written Assignment #2 Due - Thursday***

***Week Thirteen– April 11<sup>th</sup>***

Review public speaking

Create / Refine / Practice

Discuss grading rubric

**Possible meeting on Saturday, the 23<sup>rd</sup> for a 5 hour class at the Garberville Site**

***Week Fourteen - April 18<sup>th</sup>***

Chapter Nine - Health

Discussion Focus: What you put in... what comes out(?); exercise... mental / emotional

***Week Fifteen - April 25<sup>th</sup>***

Chapter Ten - Next?

Discussion Focus: What to “do” with all of your learning

Quiz 2

***Week Sixteenth - May 2<sup>nd</sup>***

Individual Speeches with critiques

***Week Seventeenth - May 9<sup>th</sup>***

Discussion Focus: Tying it all together

Practical applications: interview skills

Final assignments turned in

Wrap up

***Final Grades***

***If this schedule changes, I'll let you know tootsweet!***