

Syllabus for GS 6: First Year Experience – Eureka Campus		
Semester & Year	Spring 2016	
Course ID and Section #	GS-6-E9324 (0393240) GS-6-E9327 (039327)	
Instructor's Name	Vincent Peloso	
Day/Time	GS-6-E9324 MW 10:05 AM – 11:30 AM GS-6-E9327 TTH 1:15 PM – 2:40 PM	
Location	LRC 104	
Number of Credits/Units	3	
Contact Information	<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
	<i>Email address</i>	Vinnie-peloso@redwoods.edu
Textbook Information	<i>Title & Edition</i>	On Course: Strategies for Creating Success in College and in Life , 7th edition, 2011
	<i>Author</i>	Skip Downing
	<i>ISBN</i>	978-1-133-30973-4
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 2. Preferences which can be applied towards improving lifelong learning skills. 3. Identify college expectations and demonstrate successful navigation within the college system. 4. Develop and complete a formal student education plan. 5. Analyze self-management systems and persistence practices to increase self-motivation and success. 		
Special Accommodations		
<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</p>		

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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 at 707-476-4280.

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.

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

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

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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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). 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 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 if you have any questions.

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Grading Policy: Final grades are based on the following:

3 Quizzes (10 points each) =	30
33 Success Journals (5 points each) =	165
25 In Class Assignments =	25
Student Education Plan =	30
1 Final Essay or Class Presentation =	50
Total Possible Points =	300

Grading Scale:

A = 270-300 points
B = 240-269 points
C = 210-239 points
D = 180-209 points
F = 0 – 179 points

Quizzes (30 Possible Points)

This course is 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, three quizzes on the textbook will be given. If you have read the chapters and completed your journal entries, you should have no trouble earning the maximum points (10) for each one. **No quiz may be made up.**

2. Success Journals (165 Possible Points)

Your Success Journal provides an opportunity to explore in writing 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 it for yourself, not for me.**

Journal Writings: During this semester, you will write 33 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. **Please bring both your textbook and journal to every class.**

If you choose to word process your Journal Entries on a computer, print and hand in hard copies of the entries when they are due for full weekly credit (4 points for each completed entry). Then, **on our last regularly scheduled class at the end of the semester, bring hard copies of all the entries to class for 33 additional points.** Many students come to regard their journal as one of their most valued possessions.

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You also have the option of submitting your Journal Entries electronically through our class website on Canvas. Journal Entries are listed under the Assignments tab. Again, you will receive 4 points for each completed Journal Entry submitted on time plus **an additional 33 points for bringing in a hard copy of all the completed journal entries to our last regularly scheduled class at the end of the semester.**

Journal Evaluations: To be eligible for full credit (4 points), all Journal Entries must be submitted by 5:00 pm on the Friday of the week they are assigned. Late Journal Entries will be marked down accordingly.

It is not my intention to read every journal entry you write. Instead, I will look through your journal entries to verify the completion of each assignment and to give credit for a job well done. However, I will read occasional entries just to get a sense of the issues you are working on. With this knowledge I can be of greater assistance to you this semester. If you want my comment on a specific journal entry, please let me know with a note in your journal.

Journal Points: Each journal entry can be awarded up to 5 points, 4 for being completed and handed in on time and 1 for being included in the end of the semester journal. Thus, all 33 journal entries are worth a possible total of 165 points. A journal entry will be awarded the maximum of 4 weekly points if it is a) complete (all steps in the directions have been responded to), and b) there is evidence of an attempt to **Dive Deep.**

Grammar, spelling, and punctuation will **NOT** be factors in awarding points in for journal entries. Feel free to express yourself without concern for standard English conventions.

In-Class Assignments (25 Points)

In order to foster greater engagement and involvement, 25 in-class writing assignments will be given throughout the semester. Each is worth one point if completed and turned in on the day it's assigned. Some will be given at the beginning of class, some at the end, and some during class. **You must be present to earn these points.**

As with the Journal Entries, grammar, spelling, and punctuation will **NOT** be factors in awarding points in for these assignments. Feel free to express yourself without concern for standard English conventions.

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 or Presentation (50 Possible Points)

Choose one of the two following topics and either a) write an essay or b) give a class

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presentation:

Topic One: One Student’s Story: 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” paper or presentation will . . .

1. Explain a specific obstacle the writer faced.
2. Describe the specific On Course strategy used to overcome the specific obstacle.
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 of expressions including professional appearance and a command of standard English.

Topic Two: Personal Philosophy of Success Essay: In this essay, you will present your own Personal Philosophy of Success, identifying the On Course success 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” paper or presentation will . . .

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

All Presentations must be scheduled by Friday, 4/1/16.

All essays must be a) typed, b) submitted as hard copy, c) in MLA format and d) at least three pages (750 words) in length.

Final Presentations must be given and Final Essays handed in by Friday, 5/6/16, 5:00 pm.

GS 6 S16 Semester Schedule

WEEK 1	1/18/16 – 1/22/16	Introductions
WEEK 2	1/25/16 – 1/29/16	Preparations

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WEEK 3	2/1/16 – 2/5/16	Chapter One, “Getting On Course,” pp. 1-38, Journal Entries 1-4
WEEK 4 Journal	2/8/16 – 2/12/16	Chapter Two, “Personal Responsibility,” pp. 39-74, Entries 5-8
WEEK 5	2/15/16 – 2/19/16	Chapter Three, “Self-Motivation,” pp. 75-110, Journal Entries 9-12
WEEK 6	2/22/16 – 2/26/16	First Quiz (Chapters 1-3)
WEEK 7 148,	2/29/16 – 3/4/16	Chapter Four, “Mastering Self-Management,” pp. 111-148, Journal Entries 13-16
WEEK 8	3/7/16 – 3/11/16	Chapter Five, “Employing Interdependence,” pp. 149-180, Journal Entries 17-20
Spring Break 3/14/16 – 3/18/16		
WEEK 9	3/21/16 – 3/25/16	Chapter Six, “Gaining Self-Awareness,” pp. 181-214, Journal Entries 21-24
WEEK 10	3/28/16 – 4/1/16	Second Quiz (Chapters 4-6), Student Education Plans Deadline, Friday, 4/29/16, 5:00 pm
WEEK 11	4/4/16 – 4/8/16	Chapter Seven, “Adopting Lifelong Learning,” pp. 215-252, Journal Entries 25-28
WEEK 12	4/11/16 – 4/15/16	Chapter Eight, “Emotional Intelligence,” pp. 253-288, Journal Entries, Journal Entries 29-32
WEEK 13	4/18/16 – 4/22/16	Chapter Nine, “Staying On Course to Your Success” pp. 289-298, Journal Entry 33
WEEK 14	4/25/16 – 4/29/16	Third Quiz (Chapters 7-9)
WEEK 15	5/2/16 – 5/6/16	Student Presentation deadline, Final Essay Deadline and the last day to hand in anything, Friday, 5/6/16, 5:00 pm
WEEK 16	5/9/16 – 5/13/16	Results