

| Syllabus for First-Year Experience (Late-start)—Eureka Campus | | |
|---|---|--------------------------------------|
| Semester & Year | Spring 2016 | |
| Course ID and Section # | GS-6-E9325 | |
| Instructor's Name | Deborah Gerth | |
| Day/Time | T/TH 2:50-4:30 PM | |
| Location | LRC 104 | |
| Number of Credits/Units | 3 | |
| Contact Information | <i>Office location</i> | None |
| | <i>Office hours</i> | Conferences by arrangement |
| | <i>Phone number</i> | None |
| | <i>Email address</i> | deborah-gerth@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | <i>On Course, 7th Ed.</i> |
| | <i>Author</i> | Skip Downing |
| | <i>ISBN</i> | 1133309739 |
| Recommended Materials | Binder with dividers and loose-leaf notebook paper Weekly planner (not a monthly calendar) | |
| <p>Course Description</p> <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> | | |
| <p>Student Learning Outcomes</p> <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. | | |
| <p>Grading</p> <p>Your grade will be posted on Canvas. You should check it often and meet with me to solve problems as soon as they come up—don't wait!</p> <p style="text-align: center;">A (90-100%) B (80-89%) C (70-79%) D (60-69%) F (0-59%)</p> <p style="text-align: center;">There are no pluses or minuses. There is no extra credit.</p> | | |
| <p>Participation (20%)</p> <p>You will receive a participation point for each of our class meetings if you can check ALL of these boxes:</p> <p><input type="checkbox"/> Attendance during 100% of the class session (if you're more than a few minutes late</p> | | |

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you lose your point!)

- ❑ Engaged participation in ALL of the activities during the class session (sleeping, texting, or doing homework for other classes does 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 Journals (20%)

I’ll assign 2-3 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.

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.

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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.

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 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

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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.

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). 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

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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.

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.