

Syllabus for College Success—Eureka Campus

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| Semester & Year | Spring 2017 | |
| Course ID and Section # | GS-1-E1189 | |
| Instructor's Name | Deborah Gerth | |
| Day/Time | T/TH 8:30-9:55 AM | |
| Location | CA 105 | |
| Number of Credits/Units | 3 | |
| Contact Information | <i>“Office” location</i> | LRC corridor |
| | <i>Conference hours</i> | TU 3:00-3:30 PM, TH 10:00-10:30 AM |
| | <i>Phone number</i> | None |
| | <i>Email address</i> | deborah-gerth@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | <i>Becoming a Master Student, 15th ed.</i> |
| | <i>Author</i> | Dave Ellis |
| | <i>ISBN</i> | 9781285193892 |
| Recommended Materials | Binder with dividers and loose-leaf notebook paper | |
| | Weekly planner (not a monthly calendar) | |
| | Several folders for organizing projects | |
| Course Description | | |
| <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, textbook 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> | | |
| Student Learning Outcomes | | |
| <ol style="list-style-type: none"> 1. Demonstrate learning study skills. 2. Display self and academic awareness. 3. Develop a career and academic plan. | | |
| Our Purpose | | |
| <p>GS-1 is designed to help you succeed in college: to set your own goals for learning and achievement and to develop the skills you need to meet those goals. Study skills are essential, but so are the “soft skills” that will keep you on track: self-awareness, a growth mindset, effective goal-setting, time management, and persistence. Be prepared for a good dose of personal introspection and self-reflection, since this is how we work on these skills. Also be prepared for class time to emphasize group activities and discussion, not just lectures, since building new networks of support in college is critical for success. GS-1 meets the CSU transfer requirements for lifelong learning and self-development, and that’s exactly what you can expect to work on in our course.</p> | | |
| Grading | | |
| <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> | | |

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A (90-100%)

B (80-89%)

C (70-79%)

D (60-69%)

F (0-59%)

There are no pluses or minuses. There is no extra credit.

Participation (10%)

You will receive a participation point for each of our class meetings if you can demonstrate your professionalism by checking ALL of these boxes:

- 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, earbuds, 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.

Exams (20%)

You will take two comprehensive, in-class essay exams. See the schedule for approximate exam dates.

Quizzes and Homework (10%)

Online quizzes and unscheduled collection of some homework assignments will help you keep current with your textbook readings. No late work is accepted in this category. If you know you will be absent, make arrangements to show me your completed work before your absence to receive homework credit.

Reflection Essays (25%)

See the assignment handout for details about these two essays, and the schedule for due dates. Late essays are accepted with a penalty of one grade per (calendar) day late.

Career and Education Roadmap (10%)

See the assignment handout for details. Late roadmaps are accepted with a penalty of one grade per (calendar) day late.

Group Presentation (15%)

See the assignment handout for details. No late presentations will be accepted since they are scheduled for the group and the whole class.

Individual Presentation (10%)

See the assignment handout for details. You'll give your presentation during finals week, so late presentations cannot be made up.

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 more than five absences may be

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dropped from the course without notice. When you know absences will be an issue, communicate with me right away.

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 off-task homework
- 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 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

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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 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.

GS-1 College Success
Spring 2017 Schedule

The syllabus and schedule are subject to change.

| Weeks | Key Concepts and Major Assignments | Readings |
|------------------------|--|---|
| Week 1 1/16 | <ul style="list-style-type: none"> · Introductions · Reading process · Canvas orientation · Personal responsibility mindset | <ul style="list-style-type: none"> · Introduction Chapter |
| Week 2 1/23 | <ul style="list-style-type: none"> · College culture · Researching student services—group projects | <ul style="list-style-type: none"> · Chapter 1 (Discovery) |
| Week 3 1/30 | <ul style="list-style-type: none"> · Discovery Wheel · Active learning · Learning preferences · Multiple intelligences | <ul style="list-style-type: none"> · Chapter 1 (cont.) |
| Week 4 2/6 | <ul style="list-style-type: none"> · College reading strategies · Group projects due | <ul style="list-style-type: none"> · Chapter 4 (Reading) |
| Week 5 2/13 | <ul style="list-style-type: none"> · Test-taking strategies · Study groups · Managing anxiety · Academic honesty | <ul style="list-style-type: none"> · Chapter 6 (Tests) |
| Week 6 2/20 | <ul style="list-style-type: none"> · Time management · Planning · Procrastination · Goal-setting · Essay #1 due 2/24 | <ul style="list-style-type: none"> · Chapter 2 (Time) |
| Week 7 2/27 | <ul style="list-style-type: none"> · Time management · Begin group projects · Examination #1 | <ul style="list-style-type: none"> · Chapter 2 (cont.) |
| Week 8 3/6 | <ul style="list-style-type: none"> · Financial management · Values and spending · Education costs · (Spring Break next week) | <ul style="list-style-type: none"> · Chapter 10 (Money) |
| Week 9 3/20 | <ul style="list-style-type: none"> · Note-taking strategies · Note-taking process · Online courses | <ul style="list-style-type: none"> · Chapter 5 (Notes) |
| Week 10 3/27 | <ul style="list-style-type: none"> · Personal communication · Listening · Public speaking · Writing | <ul style="list-style-type: none"> · Chapter 8 (Communicating) |

| Weeks | Key Concepts and Major Assignments | Readings |
|------------------------|---|---|
| Week 11 4/3 | <ul style="list-style-type: none"> · Leadership · Stereotype and prejudice · Cultural sensitivity and resiliency · Essay #2 due 4/7 | <ul style="list-style-type: none"> · Chapter 9 (Diversity) |
| Week 12 4/10 | <ul style="list-style-type: none"> · Critical thinking · Problem-solving · Logic · Creativity · Health and wellness presentations · Examination #2 · Group presentations due | <ul style="list-style-type: none"> · Chapter 7 (Thinking) |
| Week 13 4/17 | <ul style="list-style-type: none"> · Thinking · Health and wellness presentations | <ul style="list-style-type: none"> · Chapter 7 (cont.) |
| Week 14 4/24 | <ul style="list-style-type: none"> · Evaluation · Future planning · Health and wellness presentations · Roadmap due 4/27 | <ul style="list-style-type: none"> · Chapter 12 (Next Steps) |
| Week 15 5/1 | <ul style="list-style-type: none"> · Health and wellness presentations · Individual presentations · Individual presentations due | |
| Week 16 5/8 | <ul style="list-style-type: none"> · Individual presentations <p>Final class meeting _____</p> | |