

Syllabus for [GS 6: First Year Experience] – Eureka Campus

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| Semester & Year | Spring 2017 | |
| Course ID and Section # | GS-6 E1193 | |
| Instructor's Name | Jay Scrivner | |
| Day/Time | M,W 10:05-11:30 | |
| Location | AJ 108 | |
| Number of Credits/Units | 3 | |
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| Textbook Information | <i>Title & Edition</i> | On Course 8th Edition |
| | <i>Author</i> | Skip Downing |
| | <i>ISBN</i> | 978-1-305-39747-7 |

Course Description

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**.

Student Learning Outcomes

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.

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

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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 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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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.

Required Text and Materials

On Course, Skip Downing – ISBN 978-1-305-39747-7

3 ring binder, paper, pen

Manila file folder (to turn in written work)

100 index cards

Essential Question: What can I change about my thinking in order to help me succeed when faced with the challenges of life and college?

Skip Downing writes that for 20 years he has continued “to identify the inner qualities that empower a person to make consistently wise choices, the very choices that lead to success both in college and in life” (xxvii). While he focuses on the individual (inner dialogue, habits of mind, choice making, et cetera), he also gives attention to the cultural norms and forces that shape behavior, all in order to give the reader the tools necessary to change and grow when dealing with challenges.

What are some reasons you are taking this class? What do you think will be easy about it? What do you think will be difficult? What types of habits do you think are easy to break? What types are difficult?

Why I teach this course

In the English classes I teach, I create ways for students to become more aware of how they know what they know. Gaining awareness of their thinking is necessary if they are to gain control over their learning and become independent and motivated. When we are conscious of how we think, we can analyze our choices and discover why we did what we did. We can break habitual patterns. *One Course* is entirely focused on helping students understand their ways of thinking in personal terms and how those ways help and hinder them, which is why I teach the course.

Course Policies

Attendance -- You need to be in class to do well in the class. Students at the College are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. For example, the class meets two times a week. Students should not exceed 4 absences for the

semester. If a student exceeds the limit on absences before week 11 of the semester (for Spring 2017, this date is _____), the instructor may drop the student. Students are still responsible to go into Web Advisor and withdraw themselves from the class in order not to receive an F. Arriving late or leaving early will count as 1/2 of an absence. Excused absences require documentation.

Conduct—Please show and practice respect for yourself, your classmates and the instructor at all times. Use academic language, participate, and do the work necessary to enjoy the challenges the class offers. I will touch base with you individually if your behavior is counterproductive. Serious misconduct may result in suspension from the class. See the College of the Redwoods catalog for the complete policy on student conduct.

Academic Misconduct --Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course.

The student code of conduct is available on the College of the Redwoods website at:

<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

Grading- Your grade is calculated using weighted categories.

Participation (20%) -- 1 point per class meeting if you accomplish the following:

Arrive prepared (i.e. with book, having read and completed assigned work)

Attend 100% of the class (i.e. not tardy or leaving early)

Participate in the activities and discussion

Chapter Tests (20%) – The tests give you a chance to synthesize information and demonstrate understanding of the learning goals. They are low-stakes and meant to help you prepare for pressure situations in other classes. You can revise two of them for a higher grade.

Course Journal (20%) – Each chapter has several journal prompts. They give the opportunity to reflect on the material and understand what biases and habits work for you and which ones need to change. Please do all of them. You can type them. If you write, please skip lines.

Also, they needed to be turned in on time. You are allowed 3 late journals but must check with me before you turn in a late journal. Here is the rubric I will use to grade them.

3—Addresses each part of the journal prompt clearly. Gives examples and comments on how examples relate to the idea or prompt.

2—Addresses most but not all of the parts of the prompt. Makes some attempt to expand thinking by including details, comments or questions.

1—Addresses prompt minimally or is off topic. Makes little attempt to gain or create perspective.

I do not plan to comment on every journal entry. Often, I will just write a score. If you disagree with the score, please talk to me. We can look at the rubric together. Also, if you want comments on a particular journal, make a note and I will respond to whatever questions/concerns you note.

Interview Project & Paper (20%) -- *On Course* helps call attention to habits and subconscious programing we all have and use. Being clear about such programs and habits can help you reach new goals. One higher-level learning goal is to synthesize different aspects and ideas embedded in various parts of a course. Doing this interview project is one way to synthesize information. ***Individually, you will identify, interview, write about, and present the experiences of a college graduate in your community.*** Through listening to others and sharing those experiences with the rest of class, we will gather understanding that can help each of us be more successful on our educational journeys.

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 have it completed by the due date for an A. 10% off per week for each week late thereafter.

Campus Resources

Academic Support Center (ASC): The ASC provides individual and group tutoring, workshops, and computers.

Technical Assistance and Access: Computers, printers, scanners, and Internet are available in the Academic Support Center and other locations within the Learning Resource Center, Writing Center, and several labs on the Eureka campus. For assistance with MyCR or WebAdvisor, call Information Technology Services at 476-4160.

Students with Disabilities Special Accommodations: I can allow special accommodations such as extra time on tests, quizzes, and exams only if you have a documented disability with DSPS. If you know you need special accommodations or if you think you may qualify for special accommodations, please contact Disabled Students Programs and Services (DSPS). **Special accommodations may take weeks to process**, so contact DSPS this week. They are located in the new Administration building Room 113 and can be reached by calling 476-4280.

Help with GS-6

Help can be obtained from five sources:

- 1) **Me.** As the instructor, I am here to help. Ask questions in class and meet with me outside of class if needed.
- 2) **The Writing Center.** I strongly recommend that you sign up for English 53A Writing Center hours. The Writing Center provides experienced tutors, computers and reference materials. You can get help with the readings and writing. Go to LRC 102 and meet Leslie Leach, the Director. Register on Webadvisor—a half unit in the Writing Center could enhance your learning experience and improve your grade. Peer tutors are available to respond to your writing and to help you plan, organize, develop, rethink, and revise your writing. They can also help you with your reading. Instructors are available to assist you with grammar, mechanics, punctuation, writing and reading.
- 3) **The Academic Support Center (ASC)** located in the back corner of the Learning Resource Center (LRC). The ASC provides tutors free of charge (appointments are required).
- 4) **Your classmates.** The students in this class can be a support system for you. Form a study group. It will help you learn the material covered in the course and will provide motivation when your resolve falters.
- 5) In addition, **EOPS and DSPS** can also provide tutors.

Contacting Me – All of my contact information appears on the first page of the syllabus. You can arrange to see me during my writing center hours if you are registered for 53A. You can also set up an appointment, talk to me after class or email me.

Instructor’s Personal Note:

Please know that I love teaching. I am especially happy to teach this particular class because of how it addresses metacognition – thinking about thinking. I have taught a wide variety of students, from International Baccalaureate candidates to students in Juvenile Hall. Creating real, often personal interest in the class was one of the main factors in student success, and this class, I hope, will help you create interest enough to overcome frustrations that challenging work creates. At CR, I have taught English 102, 350, 150, 1A and 1B. The reading and writing you do this semester will prepare you to move on. When I haven’t been able to teach, I’ve worked on a fishing boat, at a coffee shop, in a warehouse, and as a full-time gardener. I graduated from Denver University with a BA in English and minors in Art and Italian. Then I spent two years at the University of Washington where I received an MFA in creative writing. I moved to Humboldt County so that my lovely wife Sunni could go to the Dell’Arte School of Physical Theatre. She has transitioned from performing into running her own yarn store, and I have begun writing again as well as continuing to teach. We have adopted 2 children, both from China. Luan is 13 and August is 12. It is amazing to see them grow and change. It is also amazing to see how students grow and change, hence my happiness about life in general and about teaching in particular.

When Valerie Bettis first got into the movies, someone interviewed her, asked her how it felt to be successful. She said, “What do you mean? I’ve always been a success.”

--John Cage, *A Year From Monday*

GS-G Schedule

This schedule is tentative and may change.

Assignments are due on date noted. For example, 9/1 1-20 means you need to have read pages 1-20 in On Course by class on Thursday. Journal 1 (21) means you need to have written a response to Journal 1 on p. 21 to turn in on Tuesday 9/6. Please look ahead and plan accordingly.

Also, multiple assignments are due on the same day. It is often necessary to do homework everyday rather than waiting the day before the assignment is due.

Week 1
1/16 Holiday

1/18 Introductions & Syllabus & Opening reading.

Week 2
1/23 Have read 1-20 and Journal 1 (21) (read 261-268 in class)

1/25 20-28 & Journal 2 (28);

Week 3

1/30 29-39; Test 1 Surface and Deep Culture in class

2/1 Journal 3 (38) Need to have done self-assessment 32-33

Week 4

2/6 42-55 Journal 4 (48)

2/8 Journal 5 (55) & Test 2 Victim/Creator Mindset or Inner dialogue or Stereotype Threat in class

Week 5

2/13 55- 70, Journal 6 (61) & 274-282

2/15 Journal 7 (69-70) & In class Cornell notes to Core Learning

Week 6

2/20 Holiday, No Class

2/22 72-88 Journal 8 (79) & Journal 9 (86) &, In class Interview Project Begin

Week 7

2/27 88-100 Journal 10 (91) & Cornell notes due from other class. In class Test 3 Motivation (VxE=M)
or Goal setting (DAPPS)

3/1 Journal 11 (99)

Week 8

3/6 Chp 4 Self-Management 103-119 & Journal 12 (106)

3/8 Journal 13 (114), Interviewee due, 290-296. Test 4

SPRING BREAK

3/13 & 3/15 Spring Break, no class

Week 9

3/20 Chp 4 Self Management 119-134 & Journal 14 (124)

3/22 Journal 15 (133)

Week 10

3/27 Chp 5 Employing Interdependence 136-154 & Journal 16 (143)

3/29 Journal 17 (147) Interview Questions due

Week 11

4/3 Chp 5 Employing Interdependence 155-162 & Journal 18 (154)

4/5 Journal 19 (161) Test 5

Week 12

4/10 Chp 6 Gaining Self Awareness 165-186 & Journal 20 or 21 or 22 or 23.

4/12 Chp 7 Adopting Lifelong Learning 188-196; First draft Interview Profile or narrative

Week 13

4/17 Chp 7 Adopting Livelong Learning 196-217 & Journal 26 (209)

4/19 Creating Growth Mindset Test

Week 14

4/24 Chp 8 Developing Emotional Intelligence 219-232 & Journal 28 (223)

4/26 Chp 8 Developing Emotional Intelligence 232-246 & Journal 29 (233) & Begin Final article handout; Revised draft Interview Profile or Narrative due.

Week 15

5/1 Chp 9 Staying On Course 248-255 & Self-Assessment 258-59

5/5 Journal 32 (253)

Week 16

5/8 or 5/10 Final is a 2-3 minute presentation about interview.