

Syllabus for GS-6 First Year Experience – Eureka Campus

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| Semester & Year | Fall 2017 | |
| Course ID and Section # | GS-6 Section E2677 | |
| Instructor's Name | Amy Berkowitz | |
| Day/Time | Monday/Wednesday 8:30AM-9:50AM | |
| Location | SS 109 | |
| Number of Credits/Units | 3 | |
| Contact Information | <i>Office location</i> | TBA |
| | <i>Office hours</i> | MW 8:00AM-8:30AM & by appointment |
| | <i>Phone number</i> | |
| | <i>Email address</i> | amy-berkowitz@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | On Course eighth edition |
| | <i>Author</i> | Skip Downing |
| | <i>ISBN</i> | 978-1-305-397-47-7 |

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

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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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. 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

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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.

Welcome to GS 6 First Year Experience. I am delighted to be teaching this course; it's been my hope to do so since I began teaching at College of the Redwoods. The work we do in this class could be the most important time in your life, but it's up to you to make it significant. I am looking forward to our journey together!

Please get your book right away. There is homework and reading assigned the first day. There is a copy on 2-hour reserve in the LRC (library). Our book is one of the most used on campus, so plan ahead in case someone else has it first.

In addition to our text, please have the following and bring to class:

- A Journal (composition book) for your journal entries only
- A notebook (any kind you prefer) for taking class notes
- An eagerness to learn
- An open mind

My classroom rule is simple: we shall treat one another with respect. If you are engaging in disrespectful behavior I will caution you first. If you would like to discuss my reasons, we can do so after class. In order for us to have the most productive experience possible, we need everyone to feel safe and valued in our classroom. Please keep this in mind when dealing with others.

It is my intention to make use of class time for activities that promote active learning. These activities involve exercises and discussions. We will be working together as a learning community. Your participation matters! Please come to class with all reading and assignments completed. The assignments will prepare you to take part in class activities and discussions. Choose to be responsible in completing your work on time and coming to class prepared.

I will provide grading rubrics when I introduce new assignments or before. You will always know how I will evaluate your work.

Assignment points:

There are 1000 points available as follows:

Class Participation 10 points per class= 280

21 Journal Entries at up to 5 points each= 105

Get Connected Journal Entries (campus activities)-3 (10 points each) =30

8 Quizzes 23-24 points each = 185

Midterm 200

Education Plan 100

Final Essay—in class 100

Grading Scale:

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|------|----------|---------------------|
| A | 95-100 % | 950-1000 Points |
| A- | 90-94% | 900-949 Points |
| B+ | 86-89% | 860-899 Points |
| B | 82-85% | 820-859 Points |
| B- | 78-81% | 780-819 Points |
| C+ | 74-77% | 740-779 Points |
| C | 70-73% | 700-739 Points |
| D | 60-69% | 699-669 Points |
| Fail | 0-59% | 599 Points or below |

Assignments

Class Participation (10 possible points per class meeting) 28% of class and a possible 280 points. This is the easiest way for you to get points in this class. It is my intention to make use of class time for activities that promote active learning. These activities involve exercises and discussions. We will be working together as a learning community. **Your participation matters!** Please come to class with all reading and assignments completed. The assignments will prepare you to take part in class activities and discussions. Choose to be responsible in completing your work on time and coming to class prepared. On time attendance (not leaving early), prepared to work, participating in class activities will earn you full points of **up to 10 points per day**.

Journal Entries (up to 5 points each) will be assigned. You are allowed 3 late journal entries, but they must be completed within 1 week of the due date.

I will not comment on every journal entry, but I will score them as follows:

5 Points—Question has been answered thoroughly with examples and analysis of the issue.

3 Points—Question has been partially answered and/or examples or analysis are missing or are weak.

1 Point—Question has been minimally answered and/or is illegible.

If you have any questions about this rubric or if you disagree with my grade on an entry, please let me know; we can discuss the issue and review the rubric.

Get Connected (10 points each) —You will be attending or participating in 3 different campus activities and writing about it. You can turn this in early, but not late. I will give you the rubric when I explain the assignment in week 1.

Quizzes—I am planning on having 8 **pop quizzes** this semester. You will not know when to expect one. If you attend class and do the assignments (including the reading) you will be prepared to do well. Total points available: 185

Midterm Paper—200 Points This will be a written assignment. I will provide the details and the rubric when I assign it. (Approximately 4 typed pages)

Education Plan 100 points You will meet with a counselor or advisor and develop a formal Student Education Plan (SEP). This is an easy 100 points!

Final Exam-100 points—This will be in the form of an essay you will write in class. I will give you details and the rubric when I explain the assignment.

Homework is due by next class unless otherwise noted

Calendar:

I. Laying the Foundations for Success

Week 1 Introduction

- Monday 8/28 Syllabus, Introductions, What makes for college success? What is a unit?
Homework: Journal entry 1: (pg21)
Read "Understanding College Culture" pg. 14-31
Complete Self-Assessment & Score it pg. 32-34
- Wednesday 8/30 Internal factors for success, College Culture, Mattering & Marginalizing, Get Connected assignments
Homework: Journal 3 pg. 38
Read pg. 35-49

Week 2 Campus Resources

- Monday 9/4 Labor Day—no class
- Wednesday 9/6 Finding campus resources
Homework: Read pg. 41-49
Journal 4 pg. 48

Week 3 Active Learning

- Monday 9/11 Learning & Self Esteem
Homework: Journal 5 pg. 55
Read 50-64
- Wednesday 9/13 Beautiful Questions
Homework: Self-Assessment pg.258-260 and score it
Read 65-70, 103-107
Journal 12 pg. 106

Week 4 Study Skills

- Monday 9/18 Organizers, Study Blocking, Note taking, Quadrants Active Learning, CORE
Homework: Use study blocking to plan 1 day (or more)
Read 261-273
Active Learning exercise pg. 266
- Wednesday 9/20 Text layout, Active Reading
Homework: Journal (prompt to be provided)
Read pg. 274-289

Get Connected first entry due by 9/25

Week 5 Organizers, Notes, Studying Strategies, Test Preparation

- Monday 9/25 Notes and Organization
Homework Use at least one of the strategies and Journal about the experience
Read 290-306
- Wednesday 9/27 Test Preparation Strategies
Homework Journal 8 pg. 79-80
Popson's Dilemma pg. 73 (come ready to discuss next time)
Read pg. 71-80

II. Taking Charge

Week 6 Self-Motivation

Monday 10/2 Motivation

Homework: Journal 10 pg. 91
Read pg. 81-100

Wednesday 10/4 Goals, Dreams, Affirmations, and how to get what you want

Homework: Read pg. 102 (be prepared to discuss next class) 119-129
Journal 11 pg. 99
Write your Dreams and at least 1 objective for each

Midterm paper: Your life Plan due 10/22 11:59pm

Week 7 Self-Discipline

Monday 10/9 Self-Discipline and Procrastination

Homework: Journal 14 pg.124-126
Read pg.130-134

Wednesday 10/11 Creating Success

Homework: Journal 15 pg. 133
Read pg. 5-14

Week 8 Money and School

Monday 10/16 Costs and benefits of a college education

Homework: Create a budget for yourself using the guides on pg.8
Read (article?)

Wednesday 10/18 Scholarships, banks, loans, credit cards, debt

Homework: Journal 16 pg. 143
Read 135-149 (be prepared to discuss Rogers' Trial)

III. Digging Deeper

Week 9 Employing Interdependence

Monday 10/23 Interpersonal relationships & Group Dynamics

Homework: Journal 18 pg. 154
Read pg. 149-162
Article on DV and/or micro-aggressions

Wednesday 10/25 Healthy/Unhealthy Relationships, Diversity, Cooperation,

Homework: Journal 20 pg. 167 and Journal 21 pg. 173
Read pg. 163-174 (be prepared to discuss Strange Choices)

Get Connected #2 due Monday 10/30 11:59PM

Week 10 Self-Awareness

Monday 10/30 self-sabotage

Homework: Journal 23 pg. 186
Read 174-187

Wednesday 11/1 Core Beliefs and Writing your Own Rules for Success

Homework: Read 307-314

Week 11 Essay Writing

Monday 11/6 Inside Out Process

Homework:

Wednesday 11/8 Introductions & Conclusions

Homework: Learning Preference Inventory (197-199)
Journal 25 (200)
Read 188-203 (including Fish Story-be prepared to discuss)

Week 12 Life Long Learning

Monday 11/13 Growth Mindset & Learning Preferences

Discussion: Fish story

Homework: Journal 26 (209)
Read 204-217

Wednesday 11/15 Critical Thinking, Logical Arguments, Self Respect

Homework: Journal what you do to take care of you
Read 218-233

Week 13-14 Self Care & Emotional Intelligence

Monday 11/21 Self Care Practice & Benefits

Homework: Read 234-246
Journal 29 (pg. 233)

Wednesday 11/23- **NO CLASS MEETING (alternative assignment)**

Assignment: Practice self love for the rest of the week

Have a lovely Thanksgiving!

Week 14 Emotional Intelligence continued

Monday 11/27 Happiness and self love

Homework: Journal 30 (pg. 240)

Wednesday 11/29 Core values

Homework: Journal 32 (pg. 253)
Read 247-255
Do the Self-Assessment

Get Connected #3 Due 12/4 11:59 PM

Week 15 Staying On Course

Monday 12/4 Self-assessment revisited

Wednesday 12/6-Wrapping it all up

Final: Monday, December 11 8:30 AM (In class writing assignment)

This syllabus is subject to change by the instructor with notice to the students.