

Syllabus for College Success – Del Norte Education Center

Semester & Year	Spring 2018	
Course ID and Section #	GS-1-D3510: College Success	
Instructor's Name	Ms. Kelly Carbone	
Day/Time	Tuesdays & Thursdays 1:15 pm - 2:40 pm	
Location	DA Room 1	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	Counseling Office - Middle Office
	<i>Office hours</i>	By Appointment
	<i>Phone number</i>	707-465-2323
	<i>Email address</i>	kelly-carbone@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Becoming a Master Student, 15th ed
	<i>Author</i>	Dave Ellis
	<i>ISBN</i>	9781285193892
<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>		
<p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate learning study skills. 2. Display self and academic awareness. 3. Develop a career and academic plan. 		
<p>Course Purpose</p> <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>		
<p>Special Accommodations</p> <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 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 707-465-2352.</p>		
<p>Academic Support</p> <p>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.</p>		

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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 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>. 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; 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 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>.

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.

Policy on Hate-Based Communications

In this class I have a zero tolerance policy when it comes to individuals, groups, or organizations professing ideologies that target, intimidate, and/or dehumanize individuals or groups based on their perceived race, color, ethnicity, nationality, national origin, citizenship, language, religion, age, sex, sexual orientation, gender identity, body size, marital status, genetic status, veteran status, assault and trauma survivor status, and/or physical dis/ability. Such expression is antithetical to the spirit of the academy and to the mission of the college. Individual actions that express hatred, contempt, or otherwise degradation of others will not be tolerated. Any and all speech, gestures, adornment, emblems, codes, insignias, signs, symbols, slogans, flags, propaganda, paraphernalia, or other memes that express or represent hate-based ideology or discrimination against protected classes, or otherwise signifies identification with, sympathy for, affiliation with, or membership in a hate group are strictly prohibited from this classroom. Your instructor reserves the right to determine what is acceptable. Any violation of this policy will result in the student(s) having classroom privileges suspended until compliance is assured. Names will be forwarded to the Dean of Students.

Emergency Procedures for the Del Norte campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at (<http://www.redwoods.edu/delnorte/Maps-and-Directions; scroll down to the Safety Map>). For more information on Public Safety, go to <http://redwoods.edu/publicsafety> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.

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- 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 campus authorities.

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, 707-476-4112, 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.

Grading

A (90-100%) B (80-89%) C (70-79%) D (60-69%) F (0-59%)

ASSESSMENTS		
Assessment #1	10	5%
Assessment #2	20	10%
Assessment #3	10	5%
JOURNALS		
Journal #1	10	5%
Journal #2	10	5%
Journal #3	10	5%
PROJECTS		
Group Project - 40 pts		
Participation	20	10%
Presentation	20	10%
Individual Project - 50 pts		
Draft #1	10	5%
Draft #2	10	5%
Written Component	10	5%
Presentation	10	5%
SEP	10	5%
ATTENDANCE		
Attendance	50	25%
Total Points	200	100%

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Grading: 200 points Total

A (90-100%) B (80-89%) C (70-79%) D (60-69%) F (0-59%)

Assessments - 40 pts (20%)

Assessments will be comprised of multiple choice, short answer, and open-ended questions.

Journals - 30 pts (15%)

Scoring Rubric

8-10pts: Clearly demonstrates an understanding of the task, completes all requirements, and provides an insightful explanation or opinion based on the text/class concepts.

6-8 pts: Demonstrates an understanding of the task, completes all requirements, and provides some explanation or opinion using situations or ideas from the text/class as support.

4-6 pts: May address all of the requirements, but demonstrates only a partial understanding of the task and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation. Vague or little references to concepts from the class.

2-4 pts: Demonstrates minimal understanding of the task, does not complete all requirements, and provides only a vague reference to, or no use of, the text. No references to concepts from the class.

0-2 pts: Journal entry is completely irrelevant or off-topic or incomplete.

Group Project - 40 pts (20%)

You will be teaching the class about a chapter in the book: *Becoming a Master Student*. The chapter can be one that we have already covered in class, or one that we have not yet covered in class.

You will work on the project in class, and you will be graded on teamwork strategies and planning strategies as well as the lesson itself. Significant points will be deducted, should you be absent during this class period.

Requirements:

The lesson must be between 10-15 minutes long.

You must prepare and use a visual guide/activity of your choice.

You must prepare a quiz with at least 5 questions.

You will also turn in the work that you used to show evidence of planning the presentation together.

Individual Final Project - 50 pts (25%)

As the summative project for this class, you will complete two drafts (20 pts - 10%), and a final, third draft of a written assignment (10 pts - 5%) with your updated Student Education Plan (10 pts - 5%). You will also create a presentation related to your written assignment (10 pts - 5%) that you will present to the class.

Attendance - 50 pts (25%)

Each class meeting is worth 2 points. Class will involve exercises and discussions. Please come to class with all reading and assignments completed, and participate to earn the full points in class.

Spring 2018 GS1 Course Outline

* Please Note – This course outline is subject to change *

Spring 2018 GS1 Course Outline		
Week 1	Tuesday, Jan 16 Syllabus & Resources Day	Thursday, Jan 18 Mindset Reading: "The Master Student: Introduction" pgs. 15 - 28
Week 2	Tuesday, Jan 23 Multiple Intelligences Reading: "Discovering Yourself" pgs. 32-60	Thursday, Jan 25 Motivation Reading: "Motivation" pgs. 25 – 26 ASSESSMENT #1 Due in Canvas 1/25/18 @ 11:59 pm
Week 3	Tuesday, Jan 30 Career Day: Part I Reading: "Thinking About Your Major" pgs. 225-226 JOURNAL #1: Holland Codes Due in Canvas 1/29/18 @ 11:59 pm	Thursday, Feb 1 Time Management & Goal Setting Reading: "Time" pgs. 63-93
Week 4	Tuesday, Feb 6 Notetaking Reading: "Notes" pgs. 151-172 by Thursday, Feb 8th	Thursday, Feb 8 Study Skills & Memory Reading: "Memory" pgs. 101 - 121
Week 5	Tuesday, Feb 13 Testing Reading: "Tests" pgs. 177 - 195	Thursday, Feb 15 Presenting Reading: "Public Speaking" pgs. 261-264 & "Communicating in Teams" pgs. 243-245
Week 6	Tuesday, Feb 20 In Class: Group Project Preparation	Thursday, Feb 22 Group Presentations
Week 7	Tuesday, Feb 27 Review Day	Thursday, Mar 1 ASSESSMENT #2: MIDTERM Due in Canvas 3/1/18 @ 11:59 pm
Week 8	Tuesday, Mar 6 Communication Reading: "Communication" pgs. 234-243	Thursday, Mar 8 Career Day: Part II JOURNAL #2 Due in Canvas 3/7/18 @ 11:59 pm
Week 9	SPRING BREAK	
Week 10	Tuesday, Mar 20 Money Management Reading: "Money" pgs. 295-316	Thursday, Mar 22 No Class Meeting - Meet with a Counselor to update Educational Plans
Week 11	Tuesday, Mar 27 Guest Speakers: Financial Literacy Workshop JOURNAL #3 Due in Canvas 3/27/18 @ 11:59 pm	Thursday, Mar 29 No Class Meeting - Meet with a Counselor to update Educational Plans

Week 12	Tuesday, Apr 3 ASSESSMENT #3 Due in Canvas 4/3/18 @ 11:59 pm	Thursday, Apr 5 Writing the Paper Read: "Reading" pgs. 139-144 & pgs. 259-260
Week 13	Tuesday, Apr 10 Multicultural Perspective DRAFT #1 OF INDIVIDUAL PROJECT DUE IN CLASS	Thursday, Apr 12 Multicultural Perspective (cont...) & CLUE REVIEW
Week 14	Tuesday, Apr 17 Physical Health DRAFT #2 OF INDIVIDUAL PROJECT DUE IN CLASS	Thursday, Apr 19 Mental & Emotional Health
Week 15	Tuesday, Apr 24 Individual Project Preparation	Thursday, Apr 26
Week 16	Tuesday, May 1 Final - Individual Presentations	Thursday, May 3
Week 17	Tuesday, May 8 Final – Individual Presentations	Thursday, May 10