

Syllabus for General Studies 6 (GS-6): FIRST YEAR EXPERIENCE Del Norte: Pelican Bay State Prison

Semester & Year	Spring 2018	
Course ID and Section #	GS-6-D6111	
Instructor's Name	M. Smith	
Day/Time	Monday & Wednesday 5-6:25 pm	
Location	PBSP D Facility Education Classroom	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	PBSP D Facility, Room 4
	<i>Office Hours</i>	Saturdays 2:15-3:15pm
Textbook Information	<i>Title & Edition</i>	ON COURSE: Strategies for Creating Success in College and in Life (8 th 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 toward 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. If you have a disability or believe you might benefit from disability related services and may need accommodations, please contact your instructor and/or the PBSP Education Staff. PBSP Education Staff will work with the instructor to coordinate your required accommodations.

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Academic Support

Academic support is available and includes academic advising and educational planning. The scheduling of these services will be developed collaboratively with Pelican Bay Education Staff.

Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, the student will receive a failing grade for the assignment or exam and may be reported to the College of the Redwoods Chief Student Services Officer, or designee, and to Pelican Bay State Prison custody with subsequent disciplinary procedures. 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; 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 may be reported to Pelican Bay State Prison Custody with corresponding disciplinary procedures, and the Chief Student Services Officer at College of the Redwoods, 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.

Professional Boundaries

Students and faculty are expected to maintain professionalism in the classroom. This includes being mindful of personal space, using respectful language, and staying attentive to the instructor's directions during class. Students should avoid behavior that interferes with learning. Students will participate in group discussions and activities as part of the course. Keeping an open mind and being willing to accept other viewpoints will increase the value of your educational experience.

Emergency Procedures

College of the Redwoods will follow Pelican Bay State Prison safety policies and procedures.

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Course Content

- 1) Discovering self-motivation
- 2) Exploring college culture and institutional customs
- 3) Assessing personal learning preferences
- 4) Developing fundamental college academic skills
- 5) Learning about and utilizing self-management resources and tools
- 6) Developing internal awareness of individual attitudes and biases
- 7) Student educational planning

Themes

- 1) Active learning
- 2) Developing persistence
- 3) Valuing Diversity
- 4) Acquiring confidence in the college environment

Skills

- 1) Follow directions, listen carefully during lectures, and thoughtfully respond to questions posed during lectures and activities
- 2) Self-reflection as it relates to personal development
- 3) Communication in small groups and with college faculty and staff
- 4) Navigation of institutional services, policies, and procedures

Course Requirements

You are expected to:

- Be in class on or before the start time (5 pm), and stay until class is dismissed.
- Be prepared for class: Complete all assignments and come prepared to discuss them. Bring all materials needed for class (but do not bring food – you may bring water or drinks with secure caps).
- Turn in work on the day it is due. You will be marked down 1 point for every day an assignment is late. If you are unable to turn in an assignment on time due to an emergency or facility “shut down” that is out of your control, you will have the opportunity to make up assignments within a reasonable amount of time as determined by the faculty and PBSP Education Dept.
- Actively listen and participate in class – ask questions, respond to questions, and participate in class activities.
- Be respectful and considerate to everyone (including yourself!) when you are in class, even when you do not agree with their opinion or viewpoint. In those cases, you can respectfully disagree.

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Course Schedule – Tentative Breakdown

Wk	Date	Topic	Planning Ahead
1	1/15	HOLIDAY – Martin Luther King Jr. Day – NO CLASS	
	1/17	- Introductions - Syllabus - Conversation w/Author (p. 321-324) - How to score Self-Assessment	Study Skills: A Toolbox for Active Learners - Read pp. 257-267: Becoming An Active Learner <input type="checkbox"/> Study Skills Self-Assmt Handout (pp. 258-259) - Read pp. 268-273: Reading - Read pp. 274-281: Taking Notes
2	1/22	NO CLASS	
	1/24	❖ <i>Due: Study Skills Self-Assessment</i> REVIEW Study Skills Toolbox (pp. 257-281) - Active Learning - Reading - Taking Notes Preview Ch 1 Journal assignments	Ch 1: Getting On Course to Your Success - Read pp. 1-5: College Smart-Start Guide <input type="checkbox"/> Weekly Schedule - see p. 109 – include 6 hours of study time (double the hours of class time) - (Read pp. 5-14: Money Matters) - Read pp. 14-20: Understanding the Culture of Higher ED <input type="checkbox"/> Journal #1 (pp. 21-22) - Read pp. 22-28: Understanding the Expectations <input type="checkbox"/> Journal #2 (p. 28) - Read pp. 29-40: Understanding Yourself <input type="checkbox"/> Self-Assessment Handout (pp. 32-35) <input type="checkbox"/> Journal #3 (p. 38)
3	1/29	❖ <i>Due: Journals #1,2,3</i> ❖ <i>Due: Self-Assessment</i> Review Ch 1: Getting On Course to Your Success (pp. 1-40)	Study for Quiz - Ch 1 Ch 2: Accepting Personal Responsibility - Read pp. 41-42: Case Study in Critical Thinking– Late Paper - Read pp. 43-49: Adopting a Creator Mindset - Read pp. 50-56: Mastering Creator Language
	1/31	QUIZ – Ch 1 (Journals returned) Review Ch 2: Accepting Personal Responsibility - part 1 (pp. 41-56) Preview Ch 2 Journal assignments	<input type="checkbox"/> Journal #4 (p. 48) <input type="checkbox"/> Journal #5 (p. 55) - Read pp. 57-64: Making Wise Decisions - Read pp.65-70: Believing in Yourself–Change Your Inner Conversation
4	2/5	❖ <i>Due: Journals #4,5</i> ❖ <i>Weekly Schedule</i> REVIEW Ch 2: Accepting Personal Responsibility - part 2 (pp. 57-70)	Study Skills: A Toolbox for Active Learners - Read pp. 282-289: Organizing Study Materials
	2/7	(Journals returned) Preview Ch 2 Journal assignments REVIEW Study Skills Toolbox - Organizing Study Materials	<input type="checkbox"/> Journal #6 (p. 61) <input type="checkbox"/> Journal #7 (pp.69-70) Study for Quiz - Ch 2 Study Skills: A Toolbox for Active Learners - Read pp. 290-296: Rehearsing & Memorizing Study Mat'ls - Read pp. 297-306: Taking Tests

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Wk	Date	Topic	Planning Ahead:
5	2/12	❖ <i>Due: Journals #6,7</i> QUIZ – Ch 2 REVIEW Study Skills Toolbox - Rehearse/Memorize Study Mat'ls - Taking Tests	Ch 3: Discovering Self-Motivation - Read pp. 71-73: Case Study – Popson’s Dilemma - Read pp. 74-80: Creating Inner Motivation
	2/14	REVIEW Ch 3: Discovering Self-Motivation (Journals returned) Preview Ch 3 Journal assignments	<input type="checkbox"/> Journal #8 (pp. 79-80) - Read pp. 81-87: Designing a Compelling Life Plan <input type="checkbox"/> Journal #9 (p. 86) - Read pp. 88-95: Committing to Your Goals & Dreams <input type="checkbox"/> Journal #10 (p. 91) - Read pp. 96-100: Believing in Yourself – Personal Affirmation <input type="checkbox"/> Journal #11 (p. 99) Study for Quiz - Ch 3
6	2/19	HOLIDAY – President’s Day - NO CLASS –	See above
	2/21	❖ <i>Due: Journals #8,9,10,11</i> QUIZ – Ch 3	Ch 4: Mastering Self-Management - Read pp. 101-102: Case Study – The Procrastinators - Read pp. 103-107: Acting on Purpose - Read pp. 108-119: Creating a Leak-Proof Self-Mgmt System - Read pp. 119-129: Developing Self-Discipline - Read pp. 130-134: Believing in Yourself–Develop Self-Confidence
7	2/26	(Return Journals) REVIEW Ch 4: Mastering Self-Management	Study for Quiz - Ch 4
	2/28	QUIZ – Ch 4	<input type="checkbox"/> Journal #12 (p. 106) <input type="checkbox"/> Journal #13 (p. 114) <input type="checkbox"/> Journal #14 (p. 124-126) <input type="checkbox"/> Journal #15 (p. 133)
8	3/5	❖ <i>Due: Journals 12,13,14,15</i> Review for Midterm: (Ch 1-4 & Study Skills)	Study for Midterm
	3/7	Midterm Exam: (Ch 1-4 & Study Skills) Class Exercise (Return Journals) Preview Journal assignments	Ch 5: Employing Interdependence - Read pp. 135-137: Case Study – Prof Rogers’s Trial - Read pp. 137-144: Creating a Support System <input type="checkbox"/> Journal #16 (p. 143) - Read pp.145-149: Strengthen Relationships w/Active Listening <input type="checkbox"/> Journal #17 (p. 147-148) - Read pp. 149-157: Respecting Cultural Differences <input type="checkbox"/> Journal #18 (p. 154) - Read pp. 157-162: Believing in Yourself – Be Assertive <input type="checkbox"/> Journal #19 (p. 161)

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Wk	Date	Topic	Planning Ahead:
Spring Break	3/12	SPRING BREAK –	See above
	3/14	No classes this week	
9	3/19	❖ <i>Due: Journals #16,17,18,19</i> REVIEW Ch 5: Employing Interdependence (pp. 135-162)	Study for Quiz - Ch 5
	3/21	QUIZ – Ch 5 Student Education Plans (SEPs)	Ch 6: Gaining Self-Awareness - Read pp. 163-164: Case Study – Strange Choices - Read pp. 165-168: Recognizing When You Are Off Course - Read pp. 168-174: Identifying Your Scripts - Read pp. 174-183: Rewriting Your Outdated Scripts - Read pp. 183-187: Believing In Yourself – Write Your Own Rules
10	3/26	REVIEW Ch 6 – Gaining Self-Awareness	Go through CR Catalog – - Pick Major/Degree of interest - Look up classes – units, pre-requisites - Bring questions to class
	3/28	(Return Journals) Preview Journal assignments Student Education Plans – con't	<input type="checkbox"/> Journal #20 (p. 167) <input type="checkbox"/> Journal #21 (p. 173) <input type="checkbox"/> Journal #22 (p. 176-179) <input type="checkbox"/> Journal #23 (p.186) Study for Quiz - Ch 6
11	4/2	❖ <i>Due: Journals #20,21,22,23</i> QUIZ – Ch 6 Student Education Plans – con't	Ch 7: Adopting Lifelong Learning - Read pp. 188-190: Case Study – A Fish Story - Read pp. 190-196: Developing a Learning Orientation to Life - Read pp. 196-204: Discover Your Preferred Ways of Learning
	4/4	(Return Journals) REVIEW Ch 7 – Adopting Lifelong Learning Preview Journal assignments & Learning Preference Inventory	<input type="checkbox"/> Journal #24 (p. 195) <input type="checkbox"/> Self-Assmt: Learning Pref Inv (pp.197-199) <input type="checkbox"/> Journal #25 (p. 200) - Read pp. 204-212: Employing Critical Thinking <input type="checkbox"/> Journal #26 (p. 209) - Read pp. 213-217: Believing in Yourself – Dev Self-Respect <input type="checkbox"/> Journal #27 (p. 217) Study for Quiz - Ch 7

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Wk	Date	Topic	Planning Ahead:
12	4/9	<ul style="list-style-type: none"> ❖ <i>Due: Journals #24,25,26,27</i> ❖ <i>Due: Self-Assmt: Learning Preference Inventory</i> <p>QUIZ – Ch 7</p> <p>Go over Learning Preference Inv (SLO)</p>	<p>Study Skills: A Toolbox for Active Learners</p> <ul style="list-style-type: none"> - Read pp. 307-315: Writing
	4/11	<p>REVIEW Study Skills Toolbox (pp. 307-315)</p> <ul style="list-style-type: none"> - Writing <p>Start Ch 8</p>	<p>Ch 8: Developing Emotional Intelligence</p> <ul style="list-style-type: none"> - Read pp. 218-219: Case Study – After Math - Read pp. 220-224: Understanding Emotional Intelligence - Read pp. 224-233: Reducing Stress - Read pp. 234-242: Increasing Happiness - Read pp.242-246: Believing in Yourself-Develop Self-Acceptance
13	4/16	<p>(Return Journals)</p> <p>REVIEW Ch 8 – Developing Emotional Intelligence</p>	<p>Study for Quiz - Ch 8 (next Mon)</p>
	4/18	<p>Preview Journal assignments</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Journal #28 (p. 223) <input type="checkbox"/> Journal #29 (p. 233) <input type="checkbox"/> Journal #30 (pp. 239-240) <input type="checkbox"/> Journal #31 (p. 245) <p>Study for Quiz - Ch 8</p>
14	4/23	<ul style="list-style-type: none"> ❖ <i>Due: Journals #28,29,30,31</i> <p>QUIZ – Ch 8</p> <p>Preview Self-Assessment</p>	<p>SEP - finalize</p> <p>Study Skills: A Toolbox for Active Learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> Study Skills Self-Assessment (pp.316-320)
	4/25	<p>Preview Self-Assessment</p>	<p>Ch 9: Staying On Course to Your Success</p> <ul style="list-style-type: none"> - Read pp. 247-255: Planning Your Next Steps <input type="checkbox"/> Self-Assessment (pp. 249-252)
15	4/30	<ul style="list-style-type: none"> ❖ <i>Due: Study Skills Self-Assmt</i> ❖ <i>Due: SEP</i> <p>(Return Journals)</p> <p>Preview Journal – Ch 9</p> <p>Review for Final Exam</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Journal #32 (p. 253)
	5/2	<ul style="list-style-type: none"> ❖ <i>Due: Journal #32</i> ❖ <i>Due: Self-Assessment</i> <p>Review for Final Exam</p>	<p>Study for Final Exam</p>
Finals Week	5/9	Wednesday 5:00-7:00 pm	FINAL EXAM

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Grading Specifics

<u>Assignment Type</u>	<u>Points</u>	<u>Grading Scale</u>
32 Journal Entries (5 pts each)	160	93-100%=389-420 points = A
8 Chapter Quizzes (10 pts each)	80	90-92% = 376-388 points = A-
Participation in class (2 pts/class)	60	88-89% = 368-375 points = B+
Final Exam	60	83-87% = 347-367 points = B
Midterm Exam	30	80-82% = 334-346 points = B-
Student Education Plan	20	78-79% = 326-333 points = C+
Weekly Schedule	<u>10</u>	70-77% = 292-325 points = C
TOTAL POINTS POSSIBLE:	420	60-69% = 250-291 points = D
		Below 59% =0-249 points = F

Journal Entries (160 possible points)

Our textbook provides Journal Entry prompts throughout each chapter, giving you the opportunity to write about your thoughts, feelings, and experiences, as you explore the various strategies and exercises presented. Please complete all of them. As you respond to the Journal prompts, do not worry about spelling, grammar, or punctuation. The main point of these exercises is to get you to think about the subjects raised on a deeper level, learn things about yourself that you may not have previously realized, and discover which strategies and ideas may work for you in creating positive experiences in college and beyond.

You will receive 5 points for each Journal Entry completed **ON TIME**, based on the following rubric:

- 1) 2 points if it is complete (you have responded to all steps of the directions);
- 2) 2 points if you have attempted to Dive Deep;
- 3) 1 point if it is completed neatly. If it is not legible, you will receive 0 points for that Journal Entry.
- 4) **1 point will be subtracted for each late journal.**

I will not be writing comments on every Journal Entry that you write. However, I will be checking your entries to be sure you have completed all of the steps and answered all of the questions within the prompt, have attempted to "dive deep," and have written your responses legibly.

Chapter Quizzes (80 possible points)

This course is for students who are choosing to become successful in college and beyond. Consistently and actively participating in class will be one of the most important factors in attaining this success. To encourage you to complete the assigned readings for every class – which will prepare you to participate in the class discussions and activities – and to reward you for your preparation efforts, I will give you a short low-key quiz on 8 of the chapters (10 points each). If you have completed the assigned readings and journal entries, you should easily be able to earn full points on each quiz. **No make-up quizzes will be given.**

Participation in Class (60 possible points)

You will earn 2 points in every class if you:

- 1) Come to class on or before start time (as custody allows), and stay until class is dismissed;
- 2) Are prepared for class and actively listen and participate: All readings and assignments are completed, you bring all needed materials to class, you come to class with a question or comment related to the readings or course content, you ask questions, respond to questions, and participate

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in class activities.

Final Exam (60 possible points)

The Final Exam will be an opportunity to practice your test-taking skills in a low pressure situation. If you have done the readings, completed your journal entries, participated in the classroom discussions and activities, and taken the chapter quizzes, you should be able to easily pass the final exam.

Midterm Exam (30 possible points)

The Midterm Exam will be an opportunity to practice your test-taking skills in a low pressure situation. If you have done the readings, completed your journal entries, participated in the classroom discussions and activities, and taken the chapter quizzes, you should be able to easily pass the midterm exam.

Student Education Plan (SEP) (20 possible points)

Developing a SEP is one of the Student Learning Outcomes for this course. During the semester, your College of the Redwoods advisor/counselor will come to our class to explain the process. You will have access to College of the Redwoods catalogs to give you an idea of the courses and areas of study that are available.

Weekly Schedule (10 possible points)

Time management is a key skill that will assist you in arranging your schedule to accommodate time for your classes, studying, work, recreation, etc. Devising a "master" weekly schedule that accounts for where everything will fit timewise will earn you up to 10 points if it is legible, reasonable, and allows at least double your class-time hours for studying.