

Syllabus for GS-6: First Year Experience PBSP		
Semester & Year	Spring 2018	
Course ID and Section #	GS-6 D6138	
Instructor's Name	Professor Gerth	
Day/Time	M 5:00-8:10 pm	
Location	PBSP B Yard	
Number of Credits/Units	3.0	
Contact Information	<i>Individual conferences or "office hours" may be provided by request in accordance with PBSP policies and schedules.</i>	
Textbook Information	<i>Title & Edition</i>	<i>On Course, 8th Ed.</i>
	<i>Author</i>	Skip Downing
	<i>ISBN</i>	1305397479
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		
<ol style="list-style-type: none"> 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. 		
What You Need to Succeed		
<ul style="list-style-type: none"> <input type="checkbox"/> The textbook listed above <input type="checkbox"/> Folder to keep your work organized <input type="checkbox"/> Journal book <input type="checkbox"/> Curiosity, engagement, effort, and persistence. 		
Grading		
A (90-100%) B (80-89%) C (70-79%) F (0-69%) There are no D's. There are no pluses or minuses. There is no extra credit.		
Participation (25%)		
You will receive a participation point for each of our class meetings if you can check ALL of these boxes:		
<ul style="list-style-type: none"> <input type="checkbox"/> Attendance during 100% of the class session <input type="checkbox"/> Engaged participation in ALL of the activities and discussions during the class session <input type="checkbox"/> Preparation, including bringing your books and materials to class and completing all readings and assignments on time. Many class meetings will include a quiz on the previous reading assignment. 		

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Course Journals (40%)

I'll assign journal entries from your textbook each week. The journal assignments ask you to reflect on the concepts you are learning and to apply them to your own life. I'll grade your journals based on how *thoughtful and complete* they are. The attached handout will explain more details about completing these assignments.

I expect you to do your best as you write your journals, but I realize some students struggle with writing issues like spelling and punctuation. These are journals, not term papers, so *perfection is not expected, but high quality thinking is*. You should bring your journal book to class each week for journal checks, grading, and class activities. **LATE JOURNALS ARE NOT ACCEPTED FOR GRADING.** If you know you will be absent, make arrangements to turn them in early.

Tests and Quizzes (20%)

You will demonstrate your understanding of the textbook readings by passing tests and quizzes. Tests are noted on your schedule; quizzes will not be announced in advance. Because test-taking is an important college study skill, the tests and quizzes are designed to be useful opportunities to develop your own "best practices" for college test preparation.

Final Exam (15%)

The final will be essay questions that reflect on your learning and planning as a new college student.

Workload and Professionalism

The expectations for college work sometimes surprise new students because they are so different from high school—that's part of what you will learn to manage in this course. This is a challenging class: each week you'll work on textbook readings, reading logs with your written notes, and written journals, as well as studying for quizzes and exams. You'll sometimes have time in class to work on these assignments, but usually they will be homework. The college "rule" for homework is 2 hours of individual work for every hour of class time, which means about 6 hours of homework for this class each week. You'll need to treat yourself as a professional to learn to meet these expectations. Here are some habits and practices that will help you work like a college student:

1. **Attend regularly.** You *always* miss something important when you're absent. There is no busy work. During class we do not repeat the textbook readings; we build on them and add new information. No absences are excused. If you collect more than 3 absences before Week 11, you may be dropped from the course.
2. **Engage and focus.** Show respect for the learning process and everyone present by listening, responding, and asking questions. Our class is a learning community investigating college success; everyone's ideas, work, and questions are needed.
3. **Be prepared.** Complete homework. Bring books and assignments to each class. Save and organize your graded work. If you are not prepared, "fess up" and observe group activities so you don't slow the group down.
4. **Manage time.** Organize your time carefully. Plan your study times, especially if you have other commitments to work, programs, or other classes. Don't let procrastination sabotage your success.

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Late Work

The activities and discussions during class time are based on the homework from the previous week. This makes on-time assignments critical, and I do you no favors by allowing you to fall behind with late work. For this reason I will not accept late work. The exception to this policy is if CDCR security actions cause you to miss an assignment. Speak to me immediately about how to get such an assignment completed.

Learning Environment

Every student is entitled to a learning environment that is positive, safe, and engaging. Every student is also responsible to help *create* that positive environment. You will do that by speaking and acting with integrity, being prepared with books and homework assignments, staying on-task, ALWAYS treating other students with respect and support, and *faking* a positive attitude on the days you don't really have one. I make these same commitments as your teacher. Remember that your actions and attitudes affect your own success, our class community, and the future of the college program at PBSP. Students who disrupt the learning community will leave the class.

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 707-465-2352.

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 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

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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

Pelican Bay personnel will direct faculty and students if there is an emergency during a College of the Redwoods class meeting. Students and faculty will follow all CDCR safety and conduct policies, including directions for emergencies.

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-6 Schedule

Course Investigation: How can I create meaning and success for myself as a college student?

Dates	Investigation Questions	Reading Homework	Journal Assignments
Week 1 Jan. 15	NO CLASS: MLK Holiday		
Week 2 Jan. 22	<ul style="list-style-type: none"> Who is this learning community? What is this course about? Why is inquiry part of college thinking? What are my strengths and weaknesses? 	<input type="checkbox"/> Course Syllabus <input type="checkbox"/> p. 20 <input type="checkbox"/> pp. 22-28 <input type="checkbox"/> pp. 29-40	<input type="checkbox"/> Journal 2 <input type="checkbox"/> Self-Assessment (32ff) <input type="checkbox"/> Journal 3
Week 3 Jan. 29	<ul style="list-style-type: none"> What social factors have shaped me as a student so far? What is active learning? What do I know about how to study in college? 	<input type="checkbox"/> pp. 257-67	<input type="checkbox"/> Journal 0 <input type="checkbox"/> Self-Assessment (258ff)
Week 4 Feb. 5	<ul style="list-style-type: none"> How do successful college students read? How can I take responsibility for my success in college? 	<input type="checkbox"/> pp. 41-49 <input type="checkbox"/> pp. 268-73	<input type="checkbox"/> Journal 4 notes
Week 5 Feb. 12	<ul style="list-style-type: none"> How can my self-talk support my success? How can inquiry and investigation help me make good decisions? 	<input type="checkbox"/> pp. 50-70	<input type="checkbox"/> Journal 5 notes <input type="checkbox"/> Journal 6 notes <input type="checkbox"/> Journal 7 notes <input type="checkbox"/> Full journal: choose to expand 1 entry from your notes
Week 6 Feb. 19	<ul style="list-style-type: none"> How does time management affect my success? What note-taking strategies will help me learn and remember what I read and hear? 	<input type="checkbox"/> pp. 101-07 <input type="checkbox"/> pp. 274-81	<input type="checkbox"/> Journal 12
Week 7 Feb. 26	<ul style="list-style-type: none"> How well am I learning? (Exam 1) What strategies can I use to create self-discipline in my studies? 	<input type="checkbox"/> pp. 108-18 <input type="checkbox"/> pp. 119-26 <input type="checkbox"/> pp. 127-34	<input type="checkbox"/> Journal 13 notes <input type="checkbox"/> Journal 14 <input type="checkbox"/> Journal 15 notes
Week 8 March 5	<ul style="list-style-type: none"> How does my mindset affect my success? How does my unique personality affect my learning? How can I use that knowledge to create success for myself? 	<input type="checkbox"/> pp. 188-203 <input type="checkbox"/> pp. 204-17 <input type="checkbox"/> Preparation for Expert Group presentations: read and study pp. _____	<input type="checkbox"/> Journal 24 notes <input type="checkbox"/> Learning Preference Inventory and worksheet <input type="checkbox"/> Journal 25 notes
Spring Break March 12	NO CLASS		

Week 9 March 19	<ul style="list-style-type: none"> • How can we use inquiry to think critically? • How do successful college students write? • Expert groups work time 	<input type="checkbox"/> pp. 307-14	<input type="checkbox"/> Journal 26 notes <input type="checkbox"/> Journal 27 notes <input type="checkbox"/> Full journal: choose to expand 1 entry from your notes
Week 10 March 26	<ul style="list-style-type: none"> • What is my student plan? • How can I create goals that are useful to me? • Expert groups work time 	<input type="checkbox"/> pp. 71-80 <input type="checkbox"/> pp. 81-87	<input type="checkbox"/> Journal 8 <input type="checkbox"/> Journal 9
Week 11 April 2	<ul style="list-style-type: none"> • How well am I learning? (Exam 2) • Expert groups work time 	<input type="checkbox"/> pp. 88-92 <input type="checkbox"/> pp. 93-100	<input type="checkbox"/> Journal 10 <input type="checkbox"/> Journal 11
Week 12 April 9	<ul style="list-style-type: none"> • Expert group presentation • How can I avoid sabotaging my own success? 	<input type="checkbox"/> pp. 163-68 <input type="checkbox"/> pp. 168-74 <input type="checkbox"/> pp. 174-79	<input type="checkbox"/> Journal 20 notes <input type="checkbox"/> Journal 21 notes
Week 13 April 16	<ul style="list-style-type: none"> • Expert group presentation • How can I manage my self-talk and life scripts to get back on course? 	<input type="checkbox"/> pp. 180-87	<input type="checkbox"/> Journal 22 notes <input type="checkbox"/> Journal 23 notes <input type="checkbox"/> Full Journal: choose to expand 1 entry from your notes
Week 14 April 23	<ul style="list-style-type: none"> • Expert group presentation • How have I changed as a student? 	<input type="checkbox"/> pp. 247-55	<input type="checkbox"/> Self-Assessment (249ff) <input type="checkbox"/> Journal 32
Week 15 April 30	<ul style="list-style-type: none"> • How well am I learning? (Exam 3) • What have I learned about how college students study? 	<input type="checkbox"/> pp. 316-20	<input type="checkbox"/> Self-Assessment (316ff)
Week 16 May 7	<ul style="list-style-type: none"> • What have I learned? How will I use what I've learned? (Final Exam) 		

If a class is unexpectedly cancelled, students are responsible for reading and writing the scheduled assignments to prepare for the next class. The syllabus and schedule are subject to change.

Success isn't a result of spontaneous combustion. You must set yourself on fire.

Arnold H. Glasow

How to Write a Journal That's a "24"

Your journals will be graded based on their critical thinking, depth, completeness, and engagement with the course concepts. Here are some tips on creating a journal entry that is thoughtful and complete enough to earn the full 24 points:

- **Follow the directions carefully.** First read the whole prompt to make sure you understand all the steps. Turn the page if you need to make sure you've read it all. Copy the few sentences that the directions ask you to copy before you start your reflection. When you think you're finished, review the prompt to make sure you haven't forgotten part of it.
- **Elaborate fully in your answer.** "Elaborating" is what your English teachers are always telling you to do; if you learn this through your journal writing, it's going to help you in all your college writing. What it means is that your response doesn't just skim quickly over the surface, but develops it richly with specific details, examples, and reflective commentary. A fully elaborated answer is longer and more deeply reflective. In a journal, elaboration allows you to learn more about yourself than a superficial, fast response. A fully thoughtful and complete journal is usually several pages long.

If you are still learning how to elaborate in your writing, a helpful practice is to ask yourself questions and then answer them as you write. These questions can help you when you're writing a reflective journal:

- What's a specific example of the point I just made?
- Why do I think this point I've made is true? What do I think caused me to think or act this way?
- Was the issue I'm writing about different in the past? How? Why?
- Is the issue I'm writing about likely to be different in the future? How? Why?
- How does this issue affect other dimensions of my life? For instance, how does it affect my actions? My thinking? My feelings? My social self? My spiritual self?

It's not necessary to answer each of these questions for each journal; just use the questions to prompt you to say more.