

## Syllabus for College Success – Eureka Campus

<b>Semester &amp; Year</b>	Fall 2018	
<b>Course ID and Section #</b>	GS-1-E4845	
<b>Instructor's Name</b>	Linda Ellis	
<b>Day/Time</b>	MW 1:15 - 2:40 p.m.	
<b>Location</b>	HU125	
<b>Number of Credit/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	
	<i>Office hours</i>	W HU119 2:45 to 3:45
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<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<b>Becoming a Master Student, 15<sup>th</sup> edition</b>
	<i>Author</i>	<b>Dave Ellis</b>
	<i>ISBN</i>	<b>13: 978-1-285-19389-2</b>

### Course Description

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.

### Student Learning Outcomes

1. Demonstrate learning study skills.
2. Display self and academic awareness.
3. Develop a career and academic plan.

### Our Purpose

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 goals-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.

### 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 DSPTS at 707-476-4280.

## Syllabus for College Success – Eureka Campus

### 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](http://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](http://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](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

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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](mailto: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.*

**COLLEGE OF THE REDWOODS**  
**General Studies One: College Success**  
**FALL 2018**

<u>Instructor:</u>	Linda Ellis	<u>Units:</u>	3
<u>Class time:</u>	M/W 1:15 to 2:40 p.m.	<u>Office hours:</u>	M – HU119 2:45-3:45
<u>Email:</u>	<a href="mailto:linda-ellis@redwoods.edu">linda-ellis@redwoods.edu</a>	<u>Classroom:</u>	HU125

Required Text: Becoming a Master Student, by Dave Ellis. ISBN: 978-1-285-19389-2

Course

Description:

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.

Student

Learning

Outcomes:

1. Demonstrate learning study skills.
2. Display self and academic awareness.
3. Develop a career and academic plan.

Recommended Materials:

1. Composition book or notebook for journal entries and in-class exercises.
2. Folder or binder to file handouts, documents and returned assignments.

Communication and the Course Website (Canvas)

If you have any questions, the best way to contact me is through email ([linda-ellis@redwoods.edu](mailto:linda-ellis@redwoods.edu)). You can also contact me through Canvas.

Canvas (Course Website):

You can access Canvas by pointing your browser to the top of the CR website page, logging in, and then clicking on the link for this course. Also check out the Canvas – Getting Started page for more help and information if you need further support to access your course.

Canvas contains important resources for this class, and a grade book for keeping track of your progress. The syllabus, weekly guide, notes (if necessary) and assignments can be found in Canvas under “files.” I also post weekly announcement

Course Grading:

Your grade should be posted on Canvas on a weekly basis. I try to return your corrected assignments to you a week after they are due. You should check your grade often and meet with me to solve problems as they come up.

### **Grading Criteria:**

<b>Class Requirements:</b>	<b>Percentage of Grade</b>
Class Participation	25%
Exercises/group work	15%
Quizzes	15%
Journals	15%
Student Portfolio/presentations	30%

### **Grading Scale:**

A	90-100
B	80-89
C	70-79
D	65-69
F	Below 65

### **Requirements for graded assignments:**

#### Class Participation

Participation points awarded as follows:

1. Arrive prepared for class (book, having read and completed the assigned work).
2. Participate in classroom activities and discussion.

#### Exercise/Group work:

Complete the assignment on time and answer all of the questions.

In class group work cannot be made up.

#### Quizzes

Quizzes will be given the first part of class. They are open-book..

#### Journals

Journals give you the opportunity to reflect on the material and your own personal views. You must type them and they need to be turned in on time.

I will not grade them on punctuation or spelling. The following is the rubric I will use to grade them.

Each journal is worth 10 points

1. Addresses each part of the journal requirements. Gives examples and comments on how examples relate to the idea (10-8 points).
2. Addresses most but not all of the parts of the journal. Makes some attempt to expand thinking by including details, comments or questions. (7-5 points)

3. Minimally addresses the journal or is off topic. Makes little attempt to gain or create perspective.

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

#### Portfolio Submission and Individual Class Presentation:

You will prepare and submit a final portfolio (collection) which will include the following:

1. Reflection essay (provided by the instructor)
2. Educational/Career Plan
3. Revised resume
4. An assessment of your participation.

#### Policy on Anticipated Absences:

Attendance is an important component of this course and accounts for 25 percent of your grade. If you have to miss a class, you are still responsible to get assignments in on time or before the due date. In most cases, you may also email me your assignment if you are going to be absent. Excessive absences will affect your grade by reducing your points for non-participation.

#### Late Assignments:

I will allow **one late assignment** and it must be given to me by the next class meeting.

**General Class Behavior:** Please listen. Talk when you have something to add to the discussion at hand and listen attentively when your colleagues are speaking. While I certainly do not expect you to agree with every comment either I or your classmates make during discussions, I do expect you to listen openly with respect for divergent opinions and for the individuals making them.

The following are examples of behavior considered inappropriate in class:

1. Side conversations;
2. coming to class stoned, drunk or otherwise chemically compromised.

#### Classroom Etiquette:

Be on time. If you need to leave early, please let me know before class begins. I suggest that you sit close to the door so you do not disturb the class.

Do not begin packing your belongings until I have dismissed the class for the day.

Electronic learning equipment (laptops, notebooks, smart pads, smart phones, etc.) can only be used after gaining your instructor's permission or by being pre-authorized by Disabled Student Programs and Service (DSPS) to use such devices in class.

#### 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 the class. In addition he/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. [www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://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.

### **Help with the GS-1 Course:**

Help can be obtained from five sources:

- 1) **Me.** As an instructor, I am here to help. Ask questions in class and meet with me outside of class if needed (during office hours to be announced). All of my contact information appears on the first page of the syllabus. You can arrange to see me during my office hours, set-up and appointment, talk to me after class or email me.
- 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 the LRC 102 and meet with 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, punctuation, writing and reading.
- 3) **The Academic Support Center (ASC)** is 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 materials covered in this course.
- 5) **DSPS and EOPS** (Extended Opportunity Program and Services) can also provide tutors.

**Please note: The above procedures are subject to change by the instructor in the event of extenuating circumstances.**

### Special Accommodations

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## Academic Honesty

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://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf>

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## Academic Misconduct

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### During an evacuation:

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- 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. (Be aware CR's lower parking lot and 101 frontages are within the Tsunami Zone).

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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."

We will test the system each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, 707-476-4112, [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

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**Date**      **Reading and Assignments**

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8/20      Introduction  
The Master Student

**Assignment**

**Due: 8/27/18**

List your current classes. Read p. 22, “Communicating with Your Instructor.” Record the phone number, e-mail address, and office location for each of your current instructors.

8/22 – 9/5      Chapter 1: Discovering Yourself

**Assignments**

**Due: 9/5**

Communicating with your instructor assignment

Complete the Discovery Wheel on pp. 36-38. Fill in the Discovery Wheel graphic on p. 39, noticing the weakest and strongest areas.

Do you agree with this assessment? Respond to the “Skills Snapshot” exercise on page 40 as you reflect on your answers and your results.

Complete the Learning Styles Inventory on pp. LSI 1-8. Carefully explore “Interpreting Your Learning Styles” on p. LSI-6. Based on your results, read ways to further develop all four modes of learning on p. LSI-7.

**Due: 9/12**

Carefully read the instructions for Exercise 8, “The Time Monitor,” on page 65. Take time in the next week to carefully fill out your own Time Monitor. Try to do this each day, rather than trying to remember your activities at the end of the week.

Analyze your use of time by completing Journal Entry 6 on page 69.

**Date**      **Reading and Assignments**

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9/10-9/12      Chapter 2: Time  
Personal Time Assessment  
Using Schedules and Planners  
Technology and Time Management—Pro’s and Con’s of Technology

**Assignments**

**Due: 9/12**

Review the characteristics of a good goal on pp. 71-72. Follow the process described in Exercise 10, p. 73 as you compile your list of three short-term, three midterm, and three long-term goals.

Complete “Practicing Critical Thinking 2,” p. 88.

9/17-9/19      Chapter 3: Memory  
Memory Techniques: Finding What Works for You

**Assignment**

**Due: 9/17**

Explore the apps listed on page 85. Be prepared to discuss your top three in class.

Quiz 2 due

**Due: 9/19**

Complete Journal Entry 8 after reading “Your Memory and Your Brain—6 Key Principles,” pp. 101-103.

Read “Mnemonic Devices on pp.114-115. Then complete Exercise 14. Be prepared to share your mnemonic device in the next class meeting.

**Date**      **Reading and Assignments**

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9/24-9/26      Chapter 4: Reading  
Muscle Reading

**Assignments**

**Due: 9/24**

Examine “Muscle Reading,” pp. 125-131. This process is only valuable if you plan to use it! Complete Journal Entry 10 on page 131, as you commit to using these principles in your classes.

Quiz 3

**Due: 9/26**

Complete the Skills Snapshot on p. 148.

10/01-10/03      Chapter 5: Notes  
Practice Note-Taking Session

Explore the digital tools on page 170. In class, be prepared to discuss any of these tools you have used in the past or would be willing to try.

**Assignment**

**Due: 10/01**

Quiz 4

**Date**      **Reading and Assignments**

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10/08 – 10/10 Chapter 6: Tests  
Connecting Learning Styles to Test Preparation

**Assignments**

**Due: 10/08**

Quiz 5

Complete Journal Entries 14 and 15 on page 178.

Read “Let Go of Test Anxiety” on pp. 188-189. Write 2-3 paragraphs concerning your own experiences with test anxiety. How would these techniques have helped you in these situations?

10/08 – 10/10 Chapter 6: Tests  
Connecting Learning Styles to Test Preparation

**Assignments**

**Due: 10/08**

Quiz 5

Complete Journal Entries 14 and 15 on page 178.

Read “Let Go of Test Anxiety” on pp. 188-189. Write 2-3 paragraphs concerning your own experiences with test anxiety. How would these techniques have helped you in these situations?

10-15 – 10/17 Chapter 7: Thinking  
What Is Critical Thinking?

Read and consider the three scenarios in Exercise 20 on pp. 209-210. In class, discuss your resulting responses with group members. How are your answers different? Is one response more “correct” than the others? Base this evaluation on what you have learned about critical thinking in this chapter.

**Assignment**

**Due: 10/15**

Quiz 6 due

**Date**      **Reading and Assignments**

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10/22 – 10/24 Chapter 10: Money  
Taking Stock of Your Finances: Creating Your Spending Plan

**Assignments**

**Due: 10/31**

Complete “The Money Monitor/Money Plan” on pp. 296-300.

Reflect on the results of your money monitor in Journal Entry 22 on page 301.

10/29 – 10/31 Chapter 11: Health  
Creating Your Personal Stress Management Plan

**Assignments**

**Due: 10/29**

Quiz 10

**Due: 11/05**

Explore the suggestions in “Choose To Sleep” on p. 325. In 2-3 paragraphs, explain how your sleep can be improved by putting these ideas into practice.

11/05 – 11/14 Chapter 12: Next Steps  
Career Interest Inventory

**Assignments**

**Due: 11/07**

Experiment with career planning by completing Journal Entry 28 on page 368.

Read “Start Creating Your Resume” on p. 369. Search online to find a template for building your resume. Be prepared to share the results of your search in class.

Complete the Discovery Wheel on pages 376-379. After charting your results on page 379, fill in the information in the Skills Snapshot on page 380.

**Date**                      **Reading and Assignments**

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11/19 - 11/23      **Thanksgiving Break**

11/26 – 12/12      Putting it All Together: Where Do You Go From Here

**Assignment**

**Due: 11/25**

Portfolios and class presentations begin.

