

## Syllabus for GS-01– Del Norte Education Center

<b>Semester &amp; Year</b>	Spring 2019	
<b>Course ID and Section #</b>	GS-1-D5617	
<b>Instructor's Name</b>	Professor Ruth Rhodes	
<b>Day/Time</b>	Class: M/W 1:15-2:40	
<b>Location</b>	DM 36	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	E7 in the "Faculty Club House"
	<i>Office hours</i>	Tuesday and Thursday, 10:30-11:30 and by appointment
	<i>Phone number</i>	707-465-2336
	<i>Email address</i>	Ruth-Rhodes@redwoods.edu
<b>Textbook Information</b>	<i>Title, Edition, Author, and ISBN #</i>	<i>On Course: Strategies for Creating Success in College and in Life, 8<sup>th</sup> Edition Skip Downing, Cengage Learning 978-1-305-39747-7</i>
<p><i>"Education is not the learning of facts but the training of the mind to think,"</i> -Albert Einstein</p>		
<p><b>Course Description</b> 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><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate learning study skills.</li> <li>2. Display self and academic awareness.</li> <li>3. Develop a career and academic plan.</li> </ol>		
<p><b>Special Accommodations</b> 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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-465-2352.</p>		
<p><b>Academic Support</b> Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, 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: <https://www.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies#>. 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: <https://www.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies#>. 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 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.
- 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](http://redwoods.edu).” Please contact Public Safety, 707-476-4112, [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.*

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### Additional Emergency Procedure Notes from Professor Rhodes:

Our evacuation point for DM 36 in the case of a fire or natural disaster is in **the parking lot by the student lounge**. In the very unlikely event of an active shooter incident, rapidly disperse away from the campus rather than cluster at the evacuation point.

*Anxiety?* College of the Redwoods is structurally, geographically and statistically SAFER than nearly any other place you might be in Del Norte County, including your own home. Being prepared should not mean being afraid.

*Safe Spaces?* Academic classrooms have long been known as productive places to critically discuss and exchange ideas, values, and beliefs, holding them up to the light of reason. We will treat each other with civility and respect one another's personhood in accordance with the Code of Conduct, and I will be responsible for supporting that kind of environment. In that sense, please feel safe in our classroom. Beyond that, understand that your ideas, values, and beliefs may be challenged in this class—in fact, *ought* to be challenged as part of the learning process. Readings, lecture materials, and comments by other students, guest speakers, and even the professor may challenge ideas you hold deeply. As people in pursuit of education, we all must constantly examine and reexamine those things we hold as true and right and good; it is part of the critical thinking process. Expect to be introduced to new ways of seeing things in this class and in life, in general.

### **Attendance**

Please attend all sessions of each class. Your instructor can drop you from the roster if you miss more than two weeks (total) of class before Week 11.

### **Classroom Expectations**

- Be on time
- Silence your cell phone and put it away during class. Allow yourself to bring your full attention to lectures, discussions, and activities. Laptops should be used only with advanced permission.
- Participate fully—it's more interesting that way, and you're more likely to do better in the class if you're intellectually involved. **Step up** if only a few people are asking questions or contributing to the discussion. We always need new voices. **Step back** if you've made a number of comments already. Create a space for others to join in. It's okay if we have to wait for new people to chime in.
- Listen to whoever is talking. Give them your complete attention. Avoid side conversations.
- When working in groups, take a moment to be social in the beginning, but then focus on the task, and stay with it. Don't undermine the group's energy.
- If you need to excuse yourself, change seats, move to standing or stretch, please do so. You have freedom of movement here. Your freedom, however, should not infringe on the ability of others to focus, so if you need move, do so with minimal interruption.

## Grades

Grades will be updated weekly so you can check your progress on our class's *Canvas* site. Please let me know if you see an error so I can fix it. Errors discovered after finals week cannot be fixed.

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

## Rubric

All assignments except exams will be graded using the following rubric:

- 0/100 **Not submitted by due date**
- 50/100 **Not yet passing** (incomplete/lacking in sufficient depth)
- 75/100 **Meets expectations** (complete/sufficient depth)
- 100/100 **Exceeds expectations** (more than required completeness and depth)

## Materials

In addition to your textbook, please bring a notebook to class which you can divide into three sections: journal, class notes, and reading notes. You will need your textbook and notebook *every* class.

## Assignments

### 1. Journal Entries: 20% of course grade

You will keep a handwritten journal of your personal responses to specific questions raised in class or in the reading assignments. There will be approximately 25 entries assigned in total. Each assignment will be posted at the end of each class on the lecture slides. Journal entries will help you process ideas and issues more deeply and personally than an exam. Some will be completed as in-class activities. Others will be take-home assignments. Journals will be collected and evaluated before finals week, so make sure you keep up with your entries.

### 2. Exams: 20% of course grade

We will have 3 exams focused on the content of the *On Course* book and on the accompanying lectures. Not only will these exams help you read and remember what we've learned, but they will also help you practice your exam-taking skills. You may use notes for the first exam, a self-created study guide for the second exam, but no notes or guide for the last exam. Exams are *not* cumulative.

- Exam 1 (Chapters 1-3)
- Exam 2 (Chapters 4-6)
- Exam 3 (Chapters 7-9)

### 3. Documented Essay: 20% of course grade

You will write a documented essay in MLA style between 800-1000 words using at least 1 additional academic source. I will introduce the assignment in class and we'll work on it together, so you will have lots of coaching in advance.

### 4. Oral Presentation: 20% of course grade

You will present the results of your documented essay as a 5 minute oral presentation during the final week of class. You may use slides, poster board, video, or other media in addition to speaking. People who experience anxiety

when giving presentations will get plenty of support in overcoming their fears. Feel free to talk to me if you're worried about this element.

### **5. Group Project / Group Presentation: 20% of course grade**

You will demonstrate how you have learned to function in a group and your group's mastery of a specific strategy or set of strategies in *On Course*. Groups will choose, plan, and execute a unique project idea that will help future students grasp a concept in GS-01. Each group member will be graded individually. We will discuss the group projects at length in class, and you will have some class time to plan and work on it together.

Please note:

- There is **no extra credit** in this class.
- Late work **cannot be made up** after the assignment closes on Canvas.
- This syllabus and schedule are **subject to change**.

<b>Week</b>	<b>Date</b>	<b>Schedule / Reading Due Dates</b>
<b>1</b>	January 21 23	MLK Holiday – No Class Introduction / Belief Systems
<b>2</b>	28 30	Becoming and Active Learner (257-273) Reading and Note Taking (274-281)
<b>3</b>	February 4 6	Chapter 1: Getting On Course to Your Success (1-22) Chapter 1: Getting on Course to Your Success (22-40)
<b>4</b>	11 13	Chapter 2: Accepting Personal Responsibility (41-56) Chapter 2: Accepting Personal Responsibility (57-70)
<b>5</b>	18 20	President’s Day – No Class Chapter 3: Discovering Self-Motivation (71-100)
<b>6</b>	25 27	Organizing Study Materials / Rehearsing and Memorizing Study Materials / Taking Tests (282-306) <b>Exam 1</b> / Group Project Introduction
<b>7</b>	March 4 6	Chapter 4: Mastering Self-Management (101-119) Chapter 4: Mastering Self-Management (119-134)
<b>8</b>	11 13	Doing a Student Education Plan Chapter 5: Employing Interdependence (135-162)
	18-23	Spring Break – No Class
<b>9</b>	25 27	Instructor’s Personal Day – No Class Chapter 6: Gaining Self-Awareness (163-187)
<b>10</b>	April 1 3	<b>Group Project Presentations</b> <b>Exam 2</b> / Essay Introduction
<b>11</b>	8 10	Chapter 7: Adopting Lifelong Learning (188-204) Chapter 7: Adopting Lifelong Learning (204-217)
<b>12</b>	April 15 17	Chapter 8: Developing Emotional Intelligence (218-234) Chapter 8: Developing Emotional Intelligence (234-246)
<b>13</b>	April 22 24	Chapter 9: Staying On Course (247-254) <b>Exam 3</b> / Individual Presentation Introduction (DNUSD Spring Break—CR is still in session)
<b>14</b>	29 May 1	Writing Essays (307-314) Writing Essays
<b>15</b>	May 6 8	Writing Essays / Journals Due <b>Essays Due / Individual Presentations</b>
<b>16</b>	13	Class assessment activity