

<b>Syllabus for GS-6 First Year Experience – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2019	
<b>Course ID and Section #</b>	GS-6 Section E5622	
<b>Instructor's Name</b>	Amy Berkowitz	
<b>Day/Time</b>	Tuesday/Thursday 2:50-4:30pm	
<b>Location</b>	AJ 108	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	TBA
	<i>Office hours</i>	Tue Thur 2:15-2:45pm & by appointment
	<i>Phone number</i>	
	<i>Email address</i>	amy-berkowitz@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	On Course eighth edition
	<i>Author</i>	Skip Downing
	<i>ISBN</i>	978-1-305-397-47-7
<b>Course Description</b>		
<p><b>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 directed towards specific educational goals and develop a comprehensive student education plan.</b></p>		
<b>Student Learning Outcomes</b>		
<p><b>1. Assess individual learning preferences which can be applied towards improving lifelong learning skills.</b></p> <p><b>2. Identify college expectations and demonstrate successful navigation within the college system.</b></p> <p><b>3. Develop and complete a formal student education plan. 4. Analyze self-management systems and persistence practices to increase self-motivation and success.</b></p>		
<b>Special Accommodations</b>		
<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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<b>Academic Support</b>		

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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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500. 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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.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 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

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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 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.*

**Welcome to GS 6 First Year Experience.** I am delighted to be teaching this course; it’s been one of my favorite courses to teach here at College of the Redwoods. The work we do in this class could be the most important time in your life, but it’s up to you to make it significant. I am looking forward to our journey together!

Please get your book right away. There is homework and reading assigned the first day. There is a copy on 2-hour reserve in the LRC (library). Our book is one of the most used on campus, so plan ahead in case someone else has it first. If you are in EOPS, they may be able to help you get a book.

### **In addition to our text, please have the following and bring to class:**

- A Journal (composition book) for your journal entries only
- A notebook (any kind you prefer) for taking class notes
- An eagerness to learn
- An open mind

**My classroom rule** is simple: we shall treat one another with respect. If you are engaging in disrespectful behavior I will caution you first. If you would like to discuss my reasons, we can do so after class. In order for us to have the most productive experience possible, we need everyone to feel safe and valued in our classroom. Please keep this in mind when dealing with others.

It is my intention to make use of class time for activities that promote active learning. These activities involve exercises and discussions. We will be working together as a learning community. Your participation matters! Please come to class with all reading and assignments completed. The assignments will prepare you to take part in class activities and discussions. Choose to be responsible in completing your work on time and coming to class prepared.

I will provide grading rubrics when I introduce new assignments or before. You will always know how I will evaluate your work.

### **Assignment points:**

There are 1000 points available as follows:

- **Class Participation** 10 points per class= 300
- **25 Journal Entries** at up to 5 points each= 125
- **Get Connected Journal Entries** (campus activities)-3 (25 points each) =75
- **Quizzes** (points vary) = 100
- **Midterm** 200
- **Education Plan** 100
- **Final Essay**—in class 100

## Grading Scale:

A	95-100 %	950-1000 Points
A-	90-94%	900-949 Points
B+	86-89%	860-899 Points
B	82-85%	820-859 Points
B-	78-81%	780-819 Points
C+	74-77%	740-779 Points
C	70-73%	700-739 Points
D	60-69%	699-669 Points
Fail	0-59%	599 Points or below

## Assignments

**Class Participation (10 possible points per class meeting)** 30% of class and a possible 300 points. This is the easiest way for you to get points in this class. It is my intention to make use of class time for activities that promote active learning. These activities involve exercises and discussions. We will be working together as a learning community. **Your participation matters!** Please come to class with all reading and assignments completed. The assignments will prepare you to take part in class activities and discussions. Choose to be responsible in completing your work on time and coming to class prepared. On time attendance (not leaving early), prepared to work, participating in class activities will earn you full points of **up to 10 points per day**.

Note: this is a college level class, and I expect college level writing and thinking. If you need additional support with your writing skills, there are several options available on campus including but not limited to: the writing center (in the LRC), the Light Center (in the SS building), and tutoring. Please see me if you would like help connecting to these services.

**Journal Entries (up to 5 points each)** will be assigned. You are allowed 3 late journal entries, but they must be completed within 1 week of the due date.

I will not comment on every journal entry, but I will score them as follows:

5 Points—Question has been answered thoroughly with examples and analysis of the issue.

3 Points—Question has been partially answered and/or examples or analysis are missing or are weak.

1 Point—Question has been minimally answered and/or is illegible.

If you have any questions about this rubric or if you disagree with my grade on an entry, please let me know; we can discuss the issue and review the rubric.

**Get Connected (25 points each)** —You will be attending or participating in 3 different campus activities and writing about it. You can turn this in early, but not late. I will give you the rubric when I explain the assignment in week 1.

**Quizzes—I am planning on having several pop quizzes** this semester. You will not know when to expect one. If you attend class and do the assignments (including the reading) you will be prepared to do well. Total points available: 100

**Midterm Paper—200 Points** This will be a written assignment. I will provide the details and the rubric when I assign it. (Approximately 4 typed pages)

**Education Plan 100 points** You will meet with a counselor or advisor and develop a formal Student Education Plan (SEP). This is an easy 100 points!

**Final Exam-100 points**—This will be in the form of an essay you will write in class. I will give you details and the rubric when I explain the assignment.

**Homework is due by next class unless otherwise noted**

**Calendar:**

**I. Laying the Foundations for Success**

***Week 1 Introduction***

Tuesday Syllabus, Introductions, What makes for college success? What is a unit?  
Homework:  
Read "Understanding College Culture" pg. 14-31  
Complete Self-Assessment & Score it pg. 32-34  
Journal entry 1: (pg21)

Thursday Internal factors for success, College Culture, Mattering & Marginalizing, Get Connected  
assignments  
(no homework)

***Week 2 Campus Resources***

Tuesday Finding campus resources—walking tour of the campus.  
Homework: Journal 3 pg. 38  
Read pg. 35-49

Thursday Reading for College, Getting the most out of textbooks, Active Reading  
Homework: Read 65—70 AND 103-107  
Journal 12 (106)

***Week 3 Time Management and Study Skills***

Tuesday Time management systems analysis and calendars  
Homework: Read 290-306  
Journal-Study Blocking (prompt provided)

Thursday Organizers, Note Taking, Test Preparation  
Homework: Read 72-80 (be prepared to discuss Popson's Dilemma in class)  
Journal 8 (79-80)

***Week 4 Self-Motivation***

Tuesday Motivation  
Homework: Read 81-100  
Journal 10 (91)

Thursday Goals & Dreams, Introduce the Midterm Paper  
Homework: Journal 11 (99)

**Midterm paper: due Friday, March 15 before 11:59pm**

## ***Get Connected first entry due by 2/19 IN CLASS***

### ***Week 5 Essays and Writing for College***

Tuesday	Inside Out Process, Guide for Midterm Homework: Begin to fill out the guide
Thursday	Introductions & Conclusions, Planning for research and other long-term papers Homework: Read 119-129

## **II. Taking Charge**

### ***Week 6 Self-Discipline***

Tuesday	Self-Discipline, Procrastination Homework: Read 130-134 Journal 14 (124-126)
Thursday	Creating Success Homework: Read 5-14 Financial Plan (follow outline on page 8)

### ***Week 7 School and Money***

Tuesday	Finance Basics, Banking, Credit, Debt Homework: Cost/earnings of your degree/profession (prompt & resources provided) Read 261-266 Do the active learning exercise (266)
Thursday	Paying for school & Budgeting, Value of Education Homework: Read 41-49 Journal 4 (48)

### ***Week 8 Active Learning***

Tuesday	Active Learning & Beautiful Questions Homework: Read 50-64 Journal 5 (55)
Thursday	Self Esteem Homework: Read 164-173 Journal 20 (167) AND Journal 21 (173)

## ***REMINDER: MIDTERM PAPERS ARE DUE BY THE END OF FRIDAY***

## **Enjoy your Spring Break!**

## **III. Digging Deeper**

### ***Week 9—Self Awareness***

Tuesday	Self-Sabotage Homework: Read 174-186 Journal 23 (186)
Thursday	Core Beliefs, Writing your Own Rules for Success Homework: Read 145-149 Journal 17 (147)

## ***Get Connected #2 due Tuesday 4/2 IN CLASS***

### ***Week 10 Interdependence***

Tuesday	Group Roles and Dynamics, Active Listening Homework: Read 149-162 Journal 18 (154)
Thursday	Healthy/Unhealthy Relationships and Resources Homework: Read 130-134 Journal 17 (147)

### ***Week 11 Emotional Intelligence***

Tuesday	Feelings and Actions Homework: Read 188-203 (be prepared to discuss a Fish Story in class) Journal 16 (143)
Thursday	Happiness and Self-Love Homework: Read 234-246 Journal 30 (239)

### ***Week 12 Life Long Learning***

Tuesday	Critical Thinking Growth Mindset & Learning Preferences Discussion: Fish story Homework: Read 204-217 Journal 26 (209)
Thursday	Logical Arguments and Critical Thinking Homework: Read 218-233 Journal 29 (233)

### ***Week 13 Self Care***

Tuesday	Stress vs Toxic Stress Homework: Journal on stress (prompt to be provided)
Thursday	Care Practice & Benefits, Stress on the Cellular Level Homework: Read 247-255 Do the Self-Assessment Journal 32 (253)

### ***Week 14 Staying on Course***

Tuesday	Hope and Belonging Homework: Read 57-62 Journal 6 (61)
Thursday	Myth of Learning Styles

## ***Get Connected #3 Due Tuesday 5/7 In Class***

### ***Week 15 Wrap up and Prepare for the Final***

Tuesday	Final Preparation Part I
Thursday	Final Preparation Part II

***Final: (In class writing assignment)- Tuesday, May 14 3:15PM***

This syllabus is subject to change by the instructor with notice to the students.