

Course Information

Semester & Year: Spring 2020

Course ID & Section #: GS-6 Section#E8329

Instructor's name: Amy Berkowitz

Day/Time: Tuesday/Thursday 2:50-4:15PM

Location AJ 108

Number of units: 3

Instructor Contact Information

Office location: by appointment

Office hours: Tuesday/Thursday 2:15-2:45pm

Phone number:

Email address: amy-berkowitz@redwoods.edu

Required Materials

Textbook title: On Course

Edition: 8th

Author: Skip Downing

ISBN: 987-1-305-39747-7

Catalog 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.

Course Student Learning Outcomes (*from course outline of record*)

1. Assess individual learning preferences that 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.

Evaluation & Grading Policy

I will provide grading rubrics when I introduce new assignments or before. You will always know how I will evaluate your work. I do not like to accept late work, but I will make exceptions for extraordinary life circumstances. There will be no extension on the Midterm paper. Quizzes may not be made up. See more below for point and grade values.

Assignment points:

There are 1000 points available as follows:

- **Class Participation** 10 points per class= 280
- **30 Journal Entries** at up to 5 points each= 150
- **Get Connected Journal Entries** (campus activities)-3 (25 points each) =75
- **Quizzes** (points vary) = 195 total
- **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. *Some journal assignments will be worth 10 points (as noted).

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: 125

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) Due: October 18 by 11:59pm

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! Due before week 15

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

Extra Credit will be given occasionally at the instructor's discretion.

Student feedback policy

I will provide feedback in a timely fashion. Generally, students can expect a response to email questions within 48 hours (may be longer on weekends and holidays). I am available during office hours and by appointment to discuss questions and concerns. Most assignments will be graded by next class or next week. Midterm papers will take longer to return. I will let you know what to expect when we discuss that assignment.

Institutional Policies

Special Accommodations Statement

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 accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

Student Accessibility Statement

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color.

Students who discover access issues with this class should contact the instructor.

Admissions deadlines & enrollment policies

Spring 2020 Dates

- *Classes begin: 1/18/20*
- *Martin Luther King Jr. Day (all-college holiday): 1/20/20*
- *Last day to add a class: 1/24/20*
- *Last day to drop without a W and receive a refund: 1/31/20*
- *Census date: 2/3/20 or 20% into class duration*
- *Lincoln's Birthday (no classes): 2/14/20*
- *Last day to petition to file P/NP option: 2/14/20*
- *President's Day (all-college holiday): 2/17/20*
- *Last day to petition to graduate or apply for certificate: 3/05/20*
- *Spring break (no classes): 3/16/20-3/21/20*
- *Last day for student-initiated W (no refund): 4/3/20*
- *Last day for faculty initiated W (no refund): 4/3/20*
- *Final examinations: 5/9/20-5/15/20*

- *Semester ends: 5/15/20*
- *Grades available for transcript release: approximately 6/1/20*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

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. 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 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, the student 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. 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](#).

Information for this Class

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 separate 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 outside of 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.

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
Journal entry 1: (pg21)
- Thursday Internal factors for success, College Culture, Mattering & Marginalizing, Get Connected assignments
Homework (due Thursday) Journal 2 (28)

Week 2 Campus Resources

- Tuesday Finding campus resources—walking tour of the campus.
Homework:
Complete Self-Assessment & Score it pg. 32-34 AND
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 (10 points) (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 AND 65-70
Journal 10 (91) AND Journal 7 (69-70)
- Thursday Goals & Dreams, Introduce the Midterm Paper
Homework: Journal 11 (99)

Midterm paper: due Friday, March 13 before 11:59pm

Get Connected first entry due by 2/18 IN CLASS

Week 5 Essays and Writing for College

Tuesday Inside Out Process, Guide for Midterm
Homework: Begin to fill out the guide AND Journal entry (prompt provided)

Thursday Introductions & Conclusions, Planning for research and other long-term papers
Homework: Read 119-129 Journal 14 (124-125)

II. Taking Charge

Week 6 Self-Discipline

Tuesday Self-Discipline, Procrastination
Homework: Read 130-134
Journal 15 (133)

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, Mindset, & 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, Core Beliefs, Writing your Own Rules for Success

Tuesday Self-Sabotage
Homework: Read 174-186
Journal 23 (186)

Thursday *Group Roles and Dynamics, Active Listening*
Homework: Read 145-154
Journal 17 (147) AND Journal 18 (154)

Get Connected #2 due Tuesday 4/2 IN CLASS

Week 10 Interdependence

- Tuesday Healthy/Unhealthy Relationships and Resources
Homework: (outside articles and prompt to be provided)
- Thursday Identities, Prejudice, Microaggressions
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 12 3:15-5:15PM

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