

GS 6 FIRST YEAR EXPERIENCE SYLLABUS

Semester/Year Course ID/Section # Course Dates Location Transfers to Instructor's Name Number of Units	Spring 2020 GS 6 V8331 2/3 – 5/15 Distance Education California State University April Klingonsmith 3	
Instructor Contact Information	<i>Office hours</i>	Tuesdays 9:00-11:00 by cell phone
	<i>Contact Info</i>	Message in Canvas inbox – anytime or email april-klingonsmith@redwoods.edu Phone or text message 10:00-5:00
Catalog Description	GS 6 is 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 Learning Outcomes	<ol style="list-style-type: none"> 1. Assess individual learning preferences to be applied towards improving lifelong learning 2. Identify college expectations & demonstrate successful navigation within the college system 3. Develop and complete a formal student education plan 4. Analyze self-management systems & persistence practices to increase self-motivation & success 	
Textbook Information	<p>On Course by Skip Downing, 8th edition Cengage Learning ISBN#: 978-1-305-39747-7</p> <ul style="list-style-type: none"> • CR bookstore • Online • EOPS (textbook voucher) • CR Eureka & Del Norte library (2-hr check-out) • Veteran's Resource Center • Black Student Union • HumCo Library 	

Course Academic Requirements

Student Commitment

This three-unit class requires about 9+ hours per week of your time. You will regularly login, submit assignments, read announcements, and view upcoming assignments. There are modules to work through, discussion forums to respond to, journals and study plans to complete, personal self-assessments to take, and a Student Education Plan to turn in by the end of the semester. You will need to carefully read textbook chapters, complete the required/recommended preparation in each assignment, review relevant websites, and view Ted Talks. Class attendance, conscientiousness, attention to details, reading, writing, and study skills are critical for success.

Assignments

Journal Entries:

The 15 journal entries (15 points each) provide opportunities to apply the success strategies you learn about to enhance your results in college and in life. Responses must be at least 250 words. Journal directions and grading criteria are posted in Canvas under “Assignments.”

Discussion Forums:

The 4 discussions (25 points each) are a chance to self-reflect and share experiences with your classmates at the end of each module. You are asked to post an original discussion thread by Thursday. Then respond to 2 other classmate’s posts by Sunday. Original post should be minimally 200 words. Response to a classmate posts should be minimally 100 words. One extra credit point is available for responding to an additional classmate. Grading rubrics are posted for each discussion.

Quizzes:

The 4 quizzes (5 points each) are completed at the end of each module after the lesson is completed. The quizzes are untimed and can be repeated.

Study Plans:

There is a module dedicated to learning about study skills. The 6 study plans (15 points each) involve learning about new study strategies and trying out new strategies in classes you are currently taking. Responses must be at least 150 words.

Student Education Plan (SEP):

A Student Education Plan (65 points) is an individualized plan that provides a “master list” of the courses required to achieve your educational/career goals. Check Canvas for SEP details, grading criteria, and a list of documents that count towards fulfilling the SEP requirement.

Course Evaluation & Grading Policy

Point Breakdown

There are 755 points available to earn in this course. You can access your grade in the Canvas “Gradebook” at any point. Grades are based on the points that you earn, and will be assigned based on a traditional percentage scale. Grading criteria is posted for each assignment in Canvas at the bottom of each assignment description. All work is graded as it submitted with the exception of Discussions, which are graded after the due date to allow ample time for students to post responses.

15 Journal Entries	25 pts	50%	375
6 Discussion Forums	25 pts	20%	150
6 Study Plans	15 pts	10%	90
4 Quizzes	10 pts	.5%	40
Student Education Plan	100 pts	<u>10%</u>	<u>100</u>
		100%	755 points

Late Work

Late work is accepted until the last day of class. See grading rubrics for point deduction details.

Grading Scale

*A=93% and above, A-=90-92%, B+=88-89%, B=83-87, B-=80-82%,
C+=78-79%, C=65-77%, D=60-64%, F=59% and below*

Student Feedback

Regular Effective Instructor Contact

April works hard to be accessible. She initiates frequent interactions with all students, both individually and collectively, and students have frequent opportunities to regularly interact with each other. April dedicates as much or more time to this class compared to a traditional face-to-face class. She accesses the class website regularly and responds to email and the Canvas inbox typically within 48 hours. Should a situation arise when she cannot access Canvas or reply to email within that time frame, she will notify the class in an announcement, then will announce when she’s returned. She sends weekly announcements and sends Canvas messages to students who fall behind or need support. April reads the discussion forum posts and participates when appropriate. To further offer support, general questions (like raising a hand in class) are posted in the “Q & A” forum.

Using the Canvas Inbox

The Canvas Inbox is best way to contact the instructor. Click on the “Inbox” link on the left dark grey bar to view your Canvas email. Click on the person icon in the “To:” address bar. Choose the course, student or teacher, and then the person that you would like to email. Click on this course, and for teacher choose my name, April Klingonsmith. Type a message in the message area and click send.

Course Calendar

Week	Due Date	Module	Assignments Due
1	2/9	Module 1–Foundation	Discussion 1–Introductions Journal 1-CR Navigation
2	2/16	Module 1–Foundation	Journal 2-Assess Soft Skills Journal 3-Assess Study Skills Journal 4-College Expectations
3	2/23	Module 1–Foundation	Journal 5-Emotional Intelligence Quiz 1-Module 1 Quiz
4	3/1	Module 2–Study Skills	Journal 6- Study Plan 1-Reading Study Plan 2-Taking Notes
5	3/8	Module 2–Study Skills	Study Plan 3-Organizing Study Materials Study Plan 4-Study Materials
6	3/15	Module 2–Study Skills	Study Plan 5-Taking Tests Study Plan 6-Writing
7	3/22	Spring Break	Spring Break
8	3/29	Module 2–Study Skills	Discussion 2–Module 2 Overview Quiz 2-Module 2 Quiz
9	4/5	Module 3–Self-Management	Journal 7-Time-Management Journal 8-Money Management
10	4/12	Module 3–Self-Management	Journal 9-Self-Motivation Journal 10-Support System
11	4/19	Module 3–Self-Management	Journal 11-Critical Thinking Discussion 3-Module 3 Overview Quiz 3-Module 3 Quiz
12	4/26	Module 4–Lifelong Learning	Journal 12-Learning Preferences Journal 13-Career-Planning
13	5/3	Module 4–Lifelong Learning	Journal 14-Re-Assess Study Skills Journal 15-Re-Assess Soft Skills Quiz 4-Module 4 Quiz
14	5/10	Module 4–Lifelong Learning	Discussion 4-Module 4 Quiz Student Education Plan
15	5/15	Class ends on 5/15	All work turned in to be graded

Institutional Policies

Student Access

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 CR 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 course materials will be understandable without the use of color. Students who discover access issues should contact the instructor.

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 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

Plagiarism

Do not copy lesson or lecture notes, information from the textbook, other student's work, or cut and paste from a website and claim it as your own. Your contributions in the discussion forum, the activities, assignments, and exams must be your own work. If you incorporate the work of others into your writing, you need to cite their work. Students that plagiarize information will at minimum will receive a failing grade on the plagiarized assignment, will be turned in to the dean, and will be at risk of failing the course.

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](#).

Gender Inclusive Language

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

Withdrawing From This Course

Students may withdraw themselves and instructors (AP 5075) are allowed to withdraw students from class for non-participation or excessive absences through the 10th week of class. The instructor will drop students who do not have a passing grade on the 10th week of class. There are no exceptions. I highly recommend that you drop yourself before the census date or before the final drop date to avoid having a non-passing grade on your transcripts and on your GPA. If you choose to drop this course, use [Web Advisor](#) or [Admissions & Records](#). Be sure to check with admissions if you are considering withdrawing after census so that you will possibly receive a refund.

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.

Online Considerations

Technology: Equipment, Skills, Requirements, and Support

Technology Equipment - Technology equipment is required for student success, and of equal importance as required textbooks and materials. Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Technology Skills - Online courses require adequate computer skills. You should be able to navigate the course websites, open and download files, use a word processor with Microsoft word (.docx) or be able to convert files to rich text format (.rtf) or portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course.

Technology Requirements - You should be able to navigate Canvas, course websites, open and download files, use a word processor with Microsoft word (.docx) or be able to convert files to rich text format (.rtf) or portable document format (.pdf), and submit files to Canvas. It is your responsibility to meet the technological demands.

Technology Support - Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Promoting Respectful Relationships In Our Virtual Classroom

College of the Redwoods expressly prohibits online aggression, harassment, bullying, etc., and treats such violations according to the [Student Code of Conduct](#). Please treat your communications (especially posts to discussion forums) the same as if speaking in public – be mindful, courteous, constructive and accepting of diversity. Review the websites below to gain awareness of online classes etiquette.

[Online Etiquette-Univ. of WI](#)

[Netiquette for Discussion Boards-Touro Univ.](#)

Student Support

Getting Help

Most questions can be answered by looking closely in Canvas. If you can't find your answer in Canvas, then the Canvas Inbox is the best method for contacting the instructor. Email works too, but Canvas Inbox is preferred. There is a "Q&A" discussion forum where you can ask (and answer) a question. You may also leave a message on the instructor's cell phone or on office hours, Tuesdays 9-11. I will get back to you either electronically or by phone as soon as I can. When leaving a voice mail, please leave your name, message, phone number, and which class you are in.

Student Support Services

- [Counseling and Advising](#) - academic support/academic advising and educational planning
- [CR-Online](#) - comprehensive information for online students
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) - instructional support, tutoring, proctored exams.
- [Library Services](#)
- Multicultural & Diversity Center
- Math Lab & Drop - in Writing Center

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) - financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program – for eligible students - trips to 4-year universities, career assessments, and peer mentoring. Apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) - for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- The [Honors Program](#) - succeed in transferring to a competitive four-year school.

