

## Course Information

Semester & Year: Spring 2021

Course ID & Section #: GS1 College Success Section D1488

Instructor's name: Bernadette Johnson

Course units: 3

## Instructor Contact Information

Office hours: Use "Burning Questions" sheet for immediate questions regarding this class.

## Catalog 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.

## Course Student Learning Outcomes

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

## Required Materials

Textbook title: On Course, Strategies for Success in College, Career and Life

Edition: TBD

Author : Skip Downing, Jonathan Brennan

ISBN: 978-0-357-02268-9

## Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS).

Students may make requests for alternative media by contacting DSPS based on their campus location:

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

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your

instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

## Support for learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online and correspondence to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. **Please let me know about any specific challenges or technology limitations that might affect your participation in class.** I want every student to thrive.

## Evaluation & Grading Policy

Please carefully review the **course outline** at the start of the semester. Create a workplan that designates enough time for reading, studying, writing and keeping up with the activities in all your classes. Be sure to account for larger projects that will require extra time, especially if you are taking multiple courses. Given the unpredictable nature of correspondence classes, I am fairly flexible with assignment deadlines. I ask that you also be flexible with the timeliness of packets coming out to you. If for any reason, you feel you've missed something or have other concerns about turning in your work or grading, please let me know. **I will generally send out a new packet every 2 weeks.** Mail is picked up weekly. On rare occasions, a 20% reduction in points may be deducted for work that is turned in very late.

Also, **Life happens!** I will never judge you for falling behind. Despite our best efforts, sometimes life situations (like a pandemic) have to take a higher priority than school, and other classes require more time than you anticipated. I've been there and have had to drop classes mid-semester because I had too much on my plate. So, I totally understand. **I'm here to help you and don't feel like you owe me an apology for doing your best to balance your life.**

If you have an unexpected emergency, please let me know and I will do my best to accommodate your situation, I just ask that you also keep in mind that instructors are humans too, and we have designed our due dates so that we can manage our own workloads and life responsibilities. **With that in mind, I reserve the right to make adjustments to the syllabus if necessary.** You will be notified in writing if there are any changes to the expectations or due dates for this course.

## Grading Scale

A = 93% - 100%

A- = 90% - 92%

B+ = 87% - 89%

B = 83% - 86%

B- = 80% - 82%

C+ = 77% - 79%

C = 70% - 76%

D = 60% - 69%

F = < 59%

## Admissions deadlines & enrollment policies

### Spring 2021 Dates

- *Classes begin: 1/16/21*
- *MLK Jr. Birthday (all campuses closed): 1/18/21*
- *Last day to add a class: 1/22/21*
- *Last day to drop without a W and receive a refund: 1/29/21*
- *Census date: 2/01/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/12/21*
- *Lincoln's Birthday (all campuses closed): 2/12/21*
- *President's Day (all campuses closed): 2/15/21*
- *Last day to petition to graduate or apply for certificate: 3/04/21*
- *Spring Break (no classes): 3/15/21 – 3/20/21*
- *Last day for student-initiated W (no refund): 4/02/21*
- *Last day for faculty-initiated W (no refund): 4/02/21*
- *Final examinations: 5/08/21 – 5/14/21*
- *Semester ends: 5/14/21*
- *Grades available for transcript release: approximately 5/31/21*

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](#).

## Inclusive Language in the Classroom

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 inclusive and respectful. Effective communication is essentially about showing respect for both yourself and the other person. This class requires that students demonstrate mutual respect in their interactions. In college, communication issues may arise that are sometimes difficult and/or controversial. As an academic community we share a mutual responsibility to create and maintain a supportive classroom environment where students feel safe to speak up and apply new communication skills. This means that each student's ideas, feelings and questions are valued. It is okay not to agree with everything that is said in the class, either by your peers or myself. However, it is expected that you will be respectful of those with different opinions and perspectives than your own, and that you will ground your interactions in the course content.

## Emergency procedures / Everbridge

The Pelican Bay Scholars Program will follow the safety protocols of PBSP and will comply with the direction of custody staff and/or others who are responsible for safely responding to emergency situations at the prison.

## Student Support Services

The following online resources are available to support your success as a student:

**Counseling/Advising** – submit an “Ask CR” sheet with specific questions.

**Library Services** – If you have a research need, please inform your instructor and they will provide the appropriate paperwork.

**Extended Opportunity Programs and Services (EOPS)** provide supplemental supplies, additional counseling and workshops and other “above and beyond” services to students who qualify. New applications will be sent out to students who are registered for at least 9 units this semester.

## Course Assignments

### Journals (450 points total)

Students will complete personal reflection journals using prompts from your instructor and the textbook (On Course). Journals are informal writing assignments. They are meant to help you think about the concepts in the class and apply them to your own life. Each journal should be about a page in length. Drawings are allowed! Grammar and punctuation will not be graded unless such errors distract from my ability to read and understand what you are saying. **There will be 15 journals worth 30 points each.**

Journal Rubric	Points
All components of assigned prompt are complete.	10
Journal is easy to read and understand.	10
Journal demonstrates insight, growth and deep reflection. Creativity counts here!	10
Total Possible Points	30

### Vision Board (100 points)

Students will create a one page “vision” of their life goals. The vision board is a creative project so drawings, illustrations, charts or other visually exciting elements can be used. A sample and a rubric will be sent out prior to the due date. **You don't need to be a professional artist to do well on this assignment!**

## **Career Pathway Research Essay (100 points)**

Students will complete a 750-word formal essay researching a career path of their interest. This is a formal paper and proper grammar and punctuation are required. **This essay is worth 125 points.** A detailed rubric will be made available in the packet sent out prior to the assignment due date.

It is wise to begin asking yourself the following questions:

What career paths interest me?

What steps would be required to pursue one of these paths?

How does my personality, strengths and skills match with this path?

## **Quizzes (20 points each/200 points total)**

**Quizzes:** Students will read all the chapters in our textbook and complete the corresponding reading quizzes in per the due dates provided in the course outline. Students are encouraged to pay attention to key terms and concepts in the textbook as this content will be covered by these quizzes. **Quizzes are worth 20 points each. There will be 10 for the semester.**

**Quiz #1: Getting Started:** This first “quiz” will ask you several questions about your college and career interests and plans. It will help me know what tools and resources I can provide to help you get the most out of your college experience. You cannot FAIL this quiz, unless you don’t answer the questions!

**Quiz # 2-9 will cover the assigned textbook reading.**

**Quiz #10: Wrapping Up:** Our last “quiz” will be a chance for you to provide some feedback on the class as well as reflect on your semester, how you used the skills you learned and what your plans are for the coming academic year. You cannot FAIL this quiz, unless you don’t answer the questions!

## **Final Exam (150 points)**

The final exam will cover all chapters in the textbook. It will be an essay format exam and will focus on demonstrating that you understand the major topics of this course and have applied them to your life in a meaningful way. You will be asked to provide examples to illustrate your understanding of major concepts.

Students are welcome to use their journals, notes and the textbook to assist in answering the questions completely. Each student’s responses will be unique to themselves.

### Course Summary – Outline

Due Date	Assignment(s)	Notes
Jan 22	Journal 1	
Jan 29	Read Chapter 1, Journal 2, Quiz 1	
Feb 5	Journal 3, Quiz 2	
Feb 12	Read Chapter 2, Journal 4	
Feb 19	Journal 5, Quiz 3	
Feb 26	Read Chapter 3, Journal 6	
March 5	Journal 7, Quiz 4	
March 12	Read Chapter 4, Journal 8	
<b>March 15-19</b>	<b>SPRING BREAK</b>	<b>NO ASSIGNMENTS</b>
March 26	Read Chapters 5 & 6, Journal 9, <b>Vision Board</b>	
April 2	Journal 10, Quiz 5	
April 9	Read Chapters 7 & 8, Journal 11, Quiz 6	
April 16	Journal 12, Quiz 7	
April 23	Read Chapter 9, Journal 13, Quiz 8	
April 30	Journal 14, Quiz 9, <b>Career Pathway Essay</b>	
May 7	Journal 15, Quiz 10	
May 14	<b>Final Exam</b>	