

## Course Information

Semester & Year: Fall 2021

Course ID & Section #: GS-1-D2442 (052442)

Instructor's name: Rory Johnson

Course units: 3

**Textbook: On Course by Skip Downing (8<sup>th</sup> Edition)**

## Instructor Contact Information

This is a Correspondence Course. Office hours: By Mail or appointment, when possible.

The first correspondence packets for the Fall 2021 term will be mailed to students on Friday, August 27<sup>th</sup>; subsequent packets will be mailed out on Fridays during the term, except during Thanksgiving Week.

**YOU WILL NOT NECESSARILY RECEIVE A PACKET EVERY WEEK FOR THIS CLASS.**

Please read the entire packet each time you receive one.

Mail sent by students will be picked up on Tuesdays and Fridays. Incoming assignments submitted by students are forwarded to faculty on Fridays.

**Burning Question (BQ) Forms are prioritized and forwarded to faculty on Tuesdays.** Use this form for questions that can't wait! I will do my best to answer them quickly. If I see the same question more than once I will answer it in my packet for the whole class.

Research requests are forwarded to the library as received. Copies of the BQ and Library Research Forms were included in your registration packet.

## Catalog Description

A course that introduces students to lifelong learning and self-development from sociological, physiological and psychological perspectives. Topics include emotional intelligence, social connections, health and wellness, and cognitive development. Students will be introduced to a wide variety of skills and concepts that are relevant to success in college, career, and life.

## Course Student Learning Outcomes

1. Demonstrate the importance of lifelong learning as it applies to college, career, and relational fulfillment.
2. Develop interpersonal communication skills and greater self-awareness.
3. Develop a career and academic plan.

## Accessibility

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

## Student Support

The Pelican Bay Scholars Program is here to provide students with the opportunity to access high quality college experiences that foster personal and professional growth, create a positive learning community and lead to better long-term outcomes for our students. Each of us (students, staff, teachers and administrators) have an important role to play in making this happen! Clear communication with us about your needs will help you be successful. Please let your instructor know about any specific challenges or limitations that might affect your participation in class. College of the Redwoods wants every student to be successful! If you need help with something, please ask! **Use the BURNING QUESTIONS form for anything urgent.**

## Evaluation & Grading Policy

Course Grade - Minimum threshold for earning each letter grade is as follows:

A	95%	950 points
A-	90%	900 points
B+	87%	870 points
B	83%	830 points
B-	80%	800 points
C+	77%	770 points
C	73%	730 points
D	63%	630 points
F	Less than 63%	0-629 points

## Admissions deadlines & enrollment policies

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's Day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*

- Semester ends: 12/17/21
- Grades available for transcript release: approximately 01/07/22

## **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 by request. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and is available by request.

## **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 by request.**

## **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.

## **Emergency Procedures: Pelican Bay**

Students and faculty will follow the emergency protocols of Pelican Bay State Prison. Students are expected to be familiar with, and adhere to all safety procedures and guidelines pertinent to the location of their class. Pelican Bay Custody staff will be consulted for guidance with any safety concerns.

# Course Assignments

## **Introduction Letter – Due Sept 3 (25 points)**

In order to get to know you better, I am asking that you write me a letter introducing yourself. This is normally part of our first (in person) class session when we are all getting to know one another in the classroom setting. I will send you a letter in your first packet introducing myself as well.

In your letter please tell me about yourself, your reasons for taking this class, your goals and fears, and anything else you feel is relevant or important that you want me to know about you as a student.

This should be approximately one page in length. Please write neatly and clearly. This is an informal writing assignment, so feel free to be yourself.

## Journals (350 points)

One of the most important and beneficial parts of this course is the chance to do some very deep self-reflection. Journaling is one of the major assignments for this course because it is an effective tool for learning more about yourself, your goals, insights, questions, concerns, experiences, hopes, wishes, dreams and much, much more.

Please note: The textbook has 32 journal prompts. **I will only be assigning 14 of them.** The assigned journals are listed on the course outline at the end of this document. If you would like to do additional journals beyond the ones I have assigned, you may do so for extra credit (maximum of 5 journals). I will award up to 25 points for each required journal completed (10 points for the extra credit ones). There are 14 journals worth up to 25 points each for a total of 350 points or 35% of your final grade.

**In order to earn full credit for each journal, please do the following:**

1) Label your journal with your name, student ID number, date and journal #.

Example:

**Mr. Johnson**

**CR ID: 0000121**

**August 10, 2021**

**Journal 2**

2) Answer all questions in the prompt COMPLETELY. Use **full sentences** unless the prompt calls for a “list”.

3) Write clearly and neatly. If I cannot read it, I cannot grade it.

4) Journals should be at least one page in length. Some of them will be multiple pages, depending on the size of your handwriting and the length of the prompt.

## Project 1: Self-Assessment and Reflection Essay – Due Sept 10 (100 points)

Your first project for this class is to complete the self-assessment on pg. 32 in the textbook. I will send out a photocopy of it so that you do not have to write out everything on a separate sheet of paper. Please complete and turn in the entire assessment, including the scoring sheet on pg. 34. Be honest with yourself. You are scoring yourself on how things *actually are* for you right now. Everyone has strengths and weaknesses and we all have room to grow.

**Next, write an 800-word (1 full-page front and back) essay reflecting on what you learned about yourself. Use complete sentences, proper grammar and punctuation.**

**Reflection Questions:** Are you surprised by anything? Did you already know that these are the essential skills that successful students have? Which areas did you have the highest and lowest scores? Do you agree with your scores? Explain. You might use this phrase...*“By doing this self assessment I learned...”* **It can also help to talk about this with another person who knows you well.**

Label your assignment with your name, student ID, date and “Project 1: Self Assessment and Reflection Essay”.

## Project 2: Study Skills Assessment - Due Oct 1 (100 points)

Your second project for this class is to complete the study skills assessment found on pg. 258 in the textbook. I will send out a photocopy of it so that you do not have to write everything on a separate sheet of paper. Please complete and turn in the **entire assessment**, including the scoring sheet on pg. 260. Be honest with yourself. You are scoring yourself on how things actually are for you right now. Everyone has strengths and weaknesses. There is always room to grow.

**Next, write an 800-word essay (1 full page front and back) reflecting on what you learned about yourself.**

**Reflection Questions:** Are you surprised by anything? Did you already know that these are essential study skills? Which areas did you have the highest and lowest scores. Do you agree with your scores? Explain. You might use this phrase...*"By doing this self assessment I learned..."* It can also help to talk about this with another person who knows you well.

Please write neatly and use complete sentences. Label your assignment with your name, student ID, date and "Project 2: Study Skills Assessment".

## Project 3: Active Listening Practice – Due Oct 22 (100 points)

Your third project for this class is to learn and practice "active listening" in a real life situation. You can find details about active listening by reading pg. 146 in the textbook. Once you have an understanding of the components of active listening **practice it** in a real conversation with another person, or two!

**Next, write an 800-word essay (1 full page front and back) reflecting on this experience.** Who did you practice with? What did you do the same or different than you normally would do? How did the person react? What did you learn about yourself? Will you change anything about the way you listen going forward? If so, what?

Write neatly and clearly. Use complete sentences and proper grammar and punctuation.

## Project 4: Meyer's Briggs Career Exploration – Due Dec 3 (100 points)

Your fourth project for this class involves completing an additional assessment that is **not found in your textbook**. I will be sending out information in a packet with all the details several weeks in advance of the due date. For now, just think about career paths that are of interest to you and how they match up with your personality and natural strengths.

After completing the Meyer's Briggs assessment, reflect on one or more career pathways that might be a good fit for you. **Write an 800-word essay (1 full page front and back) that discusses your Meyer's Briggs results, your personality traits and at least one career pathway that might be a good match for you.**

Write neatly and clearly. Use complete sentences and proper grammar and punctuation.

## Student Education Plan – Due Dec 3 (100 points)

A student education plan is a required component of this course. I will review your academic records and work with you to be sure that you have an academic plan on file and understand the courses that are required for you to complete your degree. **Details on this assignment will be provided in your packet at the appropriate time.**

**What is a student education plan?**

A student education plan is a document that helps students understand what classes they need to take each semester in order to graduate.

### **How do I know what classes to take?**

Students use tools such as the catalog, general education sheets, advising letters, academic evaluations and other tools to know what classes are required for their degree. Often, students will talk with a counselor or advisor to confirm they are selecting the right classes. Choosing classes is a personal decision. When students are first getting started, it is usually wise to take classes that are interesting to you, or ones that you feel confident you can succeed in. We highly recommend students take GS1 College Success as a first class.

### **How many classes should I take?**

A full-time student takes 12 or more units/credits per semester. This usually equates to about 4 classes. Some students attend part-time because they have other commitments.

### **What are the components of an Associate Degree?**

There are three components of an Associate Degree. First, there are General Education courses (GE). These courses provide a foundational knowledge in many different disciplines (one science class, one math class, one English class, etc.) and all students take them regardless of their major. This will typically be 18-20 units depending on the courses taken to meet the GE requirements. Second, there are “major” courses, or courses within an “area of emphasis.” These courses are also referred to as “Core” classes. At Pelican Bay, the area of emphasis for our current degree program is Behavioral and Social Sciences. This means, that in addition to the one required GE social science course that everyone takes, students with this major will take 18 units of Behavioral and Social Science coursework. Third, a student needs to earn 60 total units/credits total in order to graduate. The courses needed to bring you up to 60 units are called electives:  $GE + Core + Electives = 60$  units (minimum).

### **Can I count classes taken at another college?**

Usually yes. When making your education plan, it is best to have your transcripts reviewed by a counselor or advisor to ensure you do not duplicate coursework. You do NOT want to repeat a course you took at another college where you earned a “C” or better. Keep in mind, not all colleges use the same numbering system and course titles. For example, ENGL 101 at College A might be the same as ENGL 1A at College B, even though they do not have the same name.

## **Project 5: Vision Board – Due Dec 10 (125 points)**

**Create a one-page illustration showing your personal, professional and/or academic goals.** The focus is to create a motivational picture of your goals. You can use words, but I am really looking to see drawings or other visual representations to show (rather than just tell) about yourself. Use your creativity here; vision boards are meant to be inspirational. You can use drawings, words, pictures, charts that spark your imagination. Some of you who might not consider yourselves to be artists. That’s ok. (And also...yes you are, we all are in our own right) You do not need to be a “fantastic artist” to do this assignment. **I will be looking for effort**, and everyone should be able to get 100% on this assignment, regardless of their artistic capabilities. You can take a long-term (5 or more years) approach, or take a shorter period of time, like the next six months. It is completely up to you.

Ask yourself: What do I really want most out of life? What are my values? What are my priorities? What encouraging words and ideas keep me motivated? What images resonate most with my goals? What are the most effective actions I can take to get where I'm going? What does my future look like?

## Course Outline & Late Work

This outline is a guide for you to plan your workload throughout the semester. I reserve the right to alter deadlines if needed, and will inform you in writing if this occurs. I am expecting that you will do your best to turn in your work on time, but I understand that outside forces (and sometimes our own procrastination) can interfere with submitting assignments on time. You do not need to apologize to me if other things take precedence over the assignments for this class. That's life. You are an adult and I respect the fact that your priorities are your own. Generally, I am flexible about accepting late work, to an extent. After two weeks late work will not generally be accepted. I will consider extenuating circumstances as long as you are in communication with me. Grades are due from instructors Dec 27<sup>th</sup> and I plan to have mine turned in before the Christmas Holiday so all work must be turned in by Dec 10 to give me time to grade everything and calculate your final grade.

<b>Due Date</b>	<b>Assignment</b>	<b>Topic</b>	<b>Page #</b>	<b>Points</b>
<b>3-Sep</b>	<b>Intro Letter</b>	<b>Dear Mrs. Johnson</b>	<b>n/a</b>	<b>25</b>
3-Sep	Journal 2	Deep Culture of Higher Education	28	25
10-Sep	Journal 4	Personal Responsibility	48	25
<b>10-Sep</b>	<b>Project 1</b>	<b>Self Assessment &amp; Reflection Essay</b>	<b>32</b>	<b>100</b>
17-Sep	Journal 5	Creator Language	55	25
24-Sep	Journal 6	Wise Choice Process	61	25
<b>1-Oct</b>	<b>Project 2</b>	<b>Study Skills Assessment</b>	<b>258</b>	<b>100</b>
1-Oct	Journal 8	Desired Outcomes	79	25
8-Oct	Journal 9	Life Plan	86	25
15-Oct	Journal 10	Visualizing Your Future	91	25
22-Oct	Journal 11	Positive Affirmations	99	25
<b>22-Oct</b>	<b>Project 3</b>	<b>Active Listening Practice</b>	<b>146</b>	<b>100</b>
29-Oct	Journal 12	Time Management	106	25
5-Nov	Journal 23	Success Rules	186	25
12-Nov	Journal 25	Learning Preferences	200	25
19-Nov	Journal 27	Self-Respect	217	25
<b>3-Dec</b>	<b>Project 4</b>	<b>Meyer's Briggs Career Exploration</b>	<b>n/a</b>	<b>100</b>
<b>3-Dec</b>	<b>SEP</b>	<b>Student Education Plan</b>	<b>n/a</b>	<b>100</b>
3-Dec	Journal 30	Increasing Happiness	239	25
10-Dec	Journal 31	Self-Esteem	245	25
<b>10-Dec</b>	<b>Project 5</b>	<b>Vision Board</b>	<b>n/a</b>	<b>125</b>
			<b>Total Points</b>	<b>1000</b>

***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.***