

Course Information

Semester & Year: Spring 2022

Course ID & Section #: GS 1 D2962

Instructor's name: Bernadette Johnson

This is a Hybrid Class. Participation takes place both online and in person.

Online Assignments: Located in Canvas

Day/Time of required in person meetings: **Wed 1:15 – 2:40 pm**

Location: DM 29

Course units: 3

Textbook: On Course by Skip Downing 8th Edition ISBN: 978-1-305-39747-7

Instructor Contact Information

Office location: Del Norte Counseling Office

Office hours: By Appointment

Cell Phone: (707) 460-0957 (text is best)

Office Phone: (707) 465-2332

Email address: Bernadette-johnson@redwoods.edu

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

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

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

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed): 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

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 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.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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 campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

Student Support Services

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

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success 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

Course Assignments

Participation

As a hybrid class, we will be doing some of our “participation” online and some in person.

What does “in person” participation look like?

Face-to-Face participation class meetings are required. Our class will meet on Wednesday afternoons from 1:15 to 2:40 pm. We will be engaging in classroom activities and discussions about the major topics in this course. I will offer short lectures, videos and supplemental materials to enhance the learning and create a sense of community for our class. Participation in class activities on Wednesdays will be worth 25 points each meeting. In order to receive full credit you will need to be **on-time, focused, and fully engaged while in class**. A student who arrives late, leaves early, is distracted by an electronic device or refuses to complete in class activities may not receive full credit. ***Just showing up is not enough to earn full credit.***

While on campus, we all will need to follow current COVID 19 protocols including wearing an approved facial covering and maintaining a safe distance from others. There will also be a College of the Redwoods phone app and screening process that will help us stay safer. Check your student email for more details. If you are unable to attend class because you have been exposed to a person who is POSITIVE for COVID 19 or you are experiencing symptoms, please **inform me ASAP by sending a text to (707) 460-0957.**

What does online participation look like?

Online participation is required. Students will complete discussion questions, journals, exams and turn in formal projects through Canvas.

Discussion Questions on Canvas

The expectation is that you complete one original and meaningful post of 100-200 words and one meaningful peer response to a classmate of at least 50 words **by Saturday each week**. I highly recommend you **post your original post by Wednesday** each week and complete your peer response by Saturday.

A “meaningful” post is easy to read and understand. It demonstrates you comprehend and are interested in the content by asking questions that promote further discussion, showing insight, adding information to the topic, and building connection with your peers. Quality is more important the quantity.

Discussion Question Rubric (15 points each)

Original Post is on time.	2 points
Original Post is 100-200 words.	2 points
Original Post is meaningful.	6 points
Peer Response is meaningful and at least 50 words.	5 points

Journals

Students will complete 10 personal reflection journals using prompts from the textbook (*On Course*). Journals are informal writing assignments. The purpose of journaling is to help you think about the concepts in the class and apply them to your own life. Journals will be submitted online through Canvas. You may write your journal directly into the text box, or submit an attachment. You can even use a paper journal and submit a photo if you prefer. Grammar and punctuation will not be graded *unless such errors distract from my ability to read and understand what you are saying*.

Journal Rubric (10 points each)

Journal is submitted on time in Canvas.	1 points
All components of the Journal Prompt are complete.	4 points
Journal is easy to read and understand.	3 points
Journal demonstrates insight, growth and deep reflection.	2 points

Exams

There will be two exams for this course: a mid-term and a final exam. You will take them online in Canvas. They are not timed and you will have two attempts. These are open book exams and you may use your class notes. **You must answer questions independently, using your own words.** You will illustrate your understanding of the materials covered in the course by using examples and reflections that are specific to your own life.

The mid-term exam will cover chapters 1-3 and corresponding “study skills” sections assigned from the green section at the end of the textbook.

The final exam will cover chapters 4-9 and remaining “study skills” sections not covered on the mid-term.

Active Listening & Self Reflection Project

Active listening is an essential skill for success in college, career and relationships. Active listening requires intentional engagement with the speaker. This project will help students learn and practice active listening in a real life situation. You can find details about active listening by reading about active listening in the textbook and we will be discussing active listening in class as well. Once you have an understanding of the components of active listening, you will practice it in a real conversation with another person, or two.

Step 1: Gain an understanding of the components of active listening.

Step 2: Practice active listening in a real conversation with another person, or two.

Step 3: Write an 800-word essay reflecting on this experience.

Answer the following questions:

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?

Paper should be typed. Please use complete sentences and proper grammar and punctuation.

Submit your essay on Canvas as a separate document (PDF or Word) or use the text entry field. Please do not submit using a google doc link.

Active Listening Project Rubric (100 points)

Evidence of Practice The essay clearly indicates that the student engaged in at least one practice session of "active listening" with another person.	50 points
Assignment was submitted on time.	15 points
Readability Essay is easy to read and understand. Student uses complete sentences and proper grammar and punctuation. Paragraphs are organized in a logical order using smooth transitions between ideas.	25 points
Essay Length Essay is at least 800 words.	10 points

Education Plan and Career Pathway Essay

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.

Students will complete an 800-word formal essay researching a career path of their interest that incorporates their student education plan. This is a formal research paper and must be formatted in either MLA or APA, using proper grammar and punctuation and include at least two credible and relevant sources.

More details will be provided in the assignment details in Canvas, but for now begin by asking yourself the following questions:

1. What career paths interest me?
2. What steps would be required to pursue one of these paths?
3. How does my personality, strengths and skills match with this path?
4. What degree program at CR will help me with this goal?
5. What classes do I need to take to complete my goal?

Education Plan and Career Pathway Essay Rubric (100 points)

Student Education Plan is complete. There is evidence that the student has met with a	40 points
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counselor or advisor and understands the requirements for their selected degree.	
Submitted on time.	10 points
Format and Readability Essay is formatted correctly using either APA or MLA format guidelines. The essay is easy to read and understand. Student uses complete sentences and proper grammar and punctuation. Paragraphs are organized in a logical order using smooth transitions between ideas.	10 points
Essay is 800 -1000 words.	20 points
A career pathway is identified and two credible sources are used to demonstrate knowledge of the skills and education for the selected pathway. Student demonstrates self-awareness as it relates to matching personal strengths and interests with desired goals.	20 points

Student Education Plan FAQ's

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 appointments 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.

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 and all students take them regardless of their major. There are three GE Second, there are "major" courses, or courses with in an "area of emphasis. Third, a student needs to earn 60 total units/credits total in order to graduate.

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.

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 Canvas if this occurs. You do not need to apologize to me if other things take precedence over the assignments for this class. That is life! You are an adult and I respect the fact that your priorities are your own. Generally, penalties for late work are minimal (see rubrics). **All work must be turned in by May 13.** If you have any questions or concerns about the due dates, below, please let me know.

Date	Topic/Assignment	Points
Jan 29	Canvas is open! Read Syllabus	n/a
Feb 1	Canvas DQ 1: Introductions	15
Feb 2	In Class Participation	25
Feb 9	In Class Participation	25
Feb 12	Canvas DQ 2: Active Learning	15
Feb 12	Journal 1: Culture of Higher Education	10
Feb 16	In Class Participation	25
Feb 19	Canvas DQ 3: Victim/Creator Mindset	15
Feb 19	Journal 2: Creator Mindset	10
Feb 23	NO CLASS	n/a
Feb 26	Canvas DQ 4: Reading Strategies	15
Feb 26	Journal 3: Wise Choice Process	10
March 2	In Class Participation	25
March 5	Canvas DQ 5: V x E=M	15
March 5	Journal 4: Inner Critic, Inner Defender, Inner Guide	10
March 9	In Class Participation	25
March 12	Canvas DQ 6: Taking Notes	15
March 12	Journal 5: Life Plan	10
March 14-19	Spring Break!	n/a
March 23	In Class Participation	25
March 26	Canvas DQ 7: Visualization	15
March 26	Journal 6: Positive Affirmations	10
March 28	Mid Term Exam	100
March 30	In Class Participation	25
April 2	Canvas DQ 8: Organizing Study Materials	15
April 6	In Class Participation	25
April 9	Canvas DQ 9: Active Listening	15

April 9	Journal 7: Giving and Receiving Help	10
April 13	In Class Participation	25
April 16	Canvas DQ 10: Rehearsing & Memorizing	15
April 16	Journal 8: Respecting Cultural Differences	10
April 20	In Class Participation	25
April 23	Canvas DQ 11: 3 Success Rules	15
April 23	Active Listening Project	100
April 23	Journal 9: Learning Preferences	10
April 27	In Class Participation	25
April 30	Canvas DQ 12: Taking Tests	15
April 30	Journal 10: Integrity Test	10
May 4	In Class Participation	25
May 6	Student Education Plan/Career Pathway Essay	100
May 11	No Class – Finals Week	n/a
May 13	Final Exam	120
	Total Points	1000

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.