

### Course Information

Semester & Year: Spring 2022

Course ID & Section #: GS 1 D3275

Instructor's name: Bernadette Johnson

Course units: 3

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

### Instructor Contact Information

Please use the "burning questions sheet" for any questions you have outside of the planned schedule for packet delivery and pick up.

### 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 send in an "Ask CR sheet" to **DSPS Services Attn: Lynn Durkee**.

### Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges that might affect your participation in class. College of the Redwoods wants every student to be successful. Send an "Ask CR" sheet to Tory Eagles for all questions related to academic planning, transfers, graduation or other business not directly related to your course.

### 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](#). If you would like a paper copy, please request one by mail.

## 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](#). If you would like a paper copy, please request one by mail.

## 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

College of the Redwoods students, staff and faculty will follow CDCR guidelines and regulations as it relates to issues of safety. In the event of an emergency, we will follow the guidance of the custody staff in charge.

# What kind of work will we be doing?

## Journals

Students will complete 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. Grammar and punctuation will not be graded *unless such errors distract from my ability to read and understand what you are saying*.

## Quizzes / Exams

There may be quizzes or exams included in your packets. 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.

## 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. Students learn and practice active listening in a real life situation. 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?

## **Assessments**

Students may have the opportunity to assess themselves in various ways throughout the semester. These assessments provide feedback relevant for each specific student. We all have strengths and challenges and having a better understanding of the unique aspects of ourselves can help us to make more informed choices about the best ways we can best approach college, career and life.

## **Education Planning**

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. There will be an assignment related to education planning in one of your packets for this class.

## **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

## How will the correspondence packets work?

## When will I receive assignments? When are they due?

The classwork for the semester will be divided up into 8 packets. **Each packet will be worth 125 points.** You will have roughly 2 weeks to complete each packet. The assignments will include journals, assessments, activities and essays. We will cover one “regular” chapter in each packet along with a selected reading from the “study skills” (green pages) at the back of the textbook. There will be a coversheet with each packet. **Please return the coversheet for each packet with ALL YOUR WORK together!** Do NOT break up the assignments and turn them in one at a time. I will be grading the packet as ONE assignment. Below are the estimated delivery and due dates. **ALL work must be turned in by May 13.** I reserve the right to deduct 20% from work received two or more weeks after the due date.

Packet 1 – Mailing Date: January 19

Due Date: February 4

Packet 2 – Mailing Date: February 2

Due Date: February 18

Packet 3 – Mailing Date: February 16

Due Date: March 4

Packet 4 – Mailing Date: March 2

Due Date: March 25

Packet 5 – Mailing Date: March 9

Due Date April 1

Packet 6 – Mailing Date: March 30

Due Date: April 15

Packet 7 – Mailing Date: April 13

Due Date: April 29

Packet 8 – Mailing Date: April 27

Due Date: May 13

***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.***