

Course Information

Semester & Year: Fall 22

Course ID & Section #: GS 1 (D3903)

Instructor's name: Bernadette Johnson (**Mrs. Johnson**)

Course units: 3

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

[Instructor Contact Information](#)

Please use the "Ask CR" sheet for any questions you have outside of our regular class meetings.

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 send in an "Ask CR sheet" to **DSPS Services**.

Student Support

Good information and clear communication about your needs will help you be successful. Please let me know about any specific challenges or 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

Late assignments *may* receive a 10% point reduction. Life happens! You do not owe me any apology for missing or late work. This is your education and my assumption is that **you are doing your best**. All students have to juggle school priorities among many others including work, family and personal health. If you have a special situation that may affect your studies, please let me know. **If you move housing units or are likely to be transferred or released during the semester, notify me as soon as possible.**

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/02/22*
- *Labor Day Holiday (all campuses closed): 09/05/22*
- *Census date: 9/06/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all campuses closed): 11/11/22*
- *Fall Break (no classes): 11/21/22 – 11/25/22*
- *Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

Academic dishonesty

Your work must be your own. 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 using the ASK CR sheet.**

Disruptive behavior

We must be respectful of others. 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 using the ASK CR sheet.**

Inclusive Language in the Classroom

Everyone is welcome. 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

In the event of an emergency, we will follow the direction of Pelican Bay custody staff. All CDCR rules and regulations must be followed by CR students, staff, faculty and administration.

Student Support Services

We are here to help. The following resources are available to support your success as a student:

1. Academic Counseling/Advising – Use **“Ask CR” Sheet**
2. EOPS – Application required
3. Library Services – Use **“Ask a Librarian” Sheet** (when research is required for your class.)

What kind of work will we be doing in this class?

Class Participation (150 points)

Interacting with one another and building a productive learning community is core to this class. Full participation means showing up prepared, engaged and ready to listen and share. At the end of the semester, you will write an honest reflection on your participation. You will grade yourself citing specific examples of how you have contributed to the class, grown personally and become a better student. This component of the class is worth 15% of your final grade.

Journals (200 points)

Students will complete 15 personal reflection journals using prompts from the textbook. You may choose any journal prompt from the textbook. **Please label your journals with the page number and journal number you are doing.** 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*. You will be asked to share 5 journals with the class throughout the semester. Journaling is worth 20% of your grade (150 points for journals and 50 points for sharing).

Active Listening & Self Reflection Project (100 points)

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. This assignment is worth 10% of your final grade.

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:

1. What is active listening? Cite directly from the textbook.
2. Who did you practice with?
3. What did you do the same or different than you normally would do?
4. How did the person react?
5. What did you learn about yourself?
6. Will you change anything about the way you listen going forward? If so, what?

Education Planning (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. We will do this as an in-class activity. This is worth 10% of your final grade.

On Course Portfolio (250 points)

Throughout the semester we will do in class activities that will lead to building a portfolio that you can use for personal and professional opportunities in the future. The details of what will be included have not been fully established. Coming to class each week will ensure you do not miss any important components. This portfolio will be turned in by November 29th so it can be graded and returned to you to keep.

Reading Quizzes and/or Exams (200 points)

We will have quizzes and exams that cover the reading material and class lectures. There may be “pop” quizzes, so be sure to stay up on your reading.

Reading Schedule*

Due Date	Chapter/Pages
Aug 30	Chapter 1 Getting On Course to Your Success
Sept 6	Active Learning pg. 257-267
Sept 13	Chapter 2 Accepting Personal Responsibility
Sept 20	Reading & Taking Notes pg. 268-281
Sept 27	Chapter 3 Discovering Self-Motivation
Oct 4	Writing pg. 307-313
Oct 11	Chapter 4 Mastering Self-Management
Oct 18	Organizing and Rehearsing pg. 282-295
Oct 25	Chapter 5 Employing Interdependence
Nov 1	Tests – pg. 297
Nov 8	Chapter 6 Gaining Self-Awareness
Nov 15	Chapter 7 Adopting Lifelong Learning
Nov 22	NO CLASS THANKSGIVING BREAK
Nov 29	Chapter 8 Developing Emotional Intelligence
Dec 6	Chapter 9 Staying On Course to Your Success

*There may be times that class is cancelled due to a lock down or modified program. If this occurs, please follow the course reading schedule as shown, even if we do not meet in person for class. In the event that program is shut down for more than 2 weeks, you will receive a packet via our correspondence process.