



Syllabus for GS1

Course Information

Semester & Year: 2023S

Course ID & Section #:D5026

Instructor's name: Erica Silver

Course units:3

Instructor Contact Information

N/A

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 *(from course outline of record)*

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

Prerequisites/co-requisites/ recommended preparation

N/A

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.

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

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](#).

Welcome to GS 1-College Success

This course is designed to help you create greater success in college and in life. In the coming weeks, you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing. In addition, we will explore the strategies through classroom activities that are designed to be engaging and enlightening. I urge you to make the most of this extraordinary opportunity! If you do, you will dramatically change the outcome of your life—for the better!

By reading *On Course* (our textbook), you'll learn empowering strategies that have helped others create great success. By keeping a guided journal, you'll discover how to apply these success strategies to achieve your own goals and dreams. By participating in class activities and focused conversations and by completing a course project, you will further improve your ability to stay on course to your success. When you make these new strategies your own, through application, you'll have the ability to dramatically improve the outcome of your life—academically, professionally, and personally.

Objectives:

In this course, you will learn how to . . .

- 1. Take charge of your life.** You will learn how to take greater personal responsibility, gaining more control over the outcomes and experiences that you create both in college and in life.
- 2. Increase self-motivation.** You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.
- 3. Improve personal self-management.** You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.
- 4. Develop interdependence.** You will learn how to develop mutually supportive relationships with people who will help you achieve your goals and dreams as you assist them to achieve theirs.
- 5. Increase self-awareness.** You will learn how to understand and revise your self-defeating patterns of behavior, thought, and emotion as well as your unconscious limiting beliefs.
- 6. Maximize your learning.** You will learn key research on how the human brain learns. You will apply this knowledge to develop your own learning system, giving you the keys to learning important course content in college as well as becoming a more effective lifelong learner.
- 7. Develop emotional intelligence.** You will learn effective strategies for managing your emotional life, decreasing stress while increasing your inner sense of well-being and happiness.
- 8. Raise your self-esteem.** You will learn how to develop self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.
- 9. Write more effectively.** You will learn how to improve your writing skills through the extensive writing practice offered by your guided journal entries.
- 10. Improve creative and critical thinking skills.** You will learn how to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and personal lives. You will also develop reasoning skills that will help you both construct persuasive arguments and deconstruct illogical arguments intended to persuade you to think or act against your own best interest.
- 11. Master effective study skills.** You will learn how to raise your grades in college by improving essential skills such as reading, taking notes, studying, memorizing, taking tests and writing essays.

Each of the 8 components of your grade is explained below.

1. Success Journals Writings (160 Possible Points)

Your Success Journals provide an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in On Course. By carefully examining each strategy in your journal, you will discover which ones will assist you to create a rich, personally fulfilling life.

Instructions for Journal Writing:

During this semester, you will write 32 numbered journal entries from our textbook.

At the end of this semester, you will have your entire journal to keep for years to come. Many students come to regard their personal journals as one of their most valued possessions.

Journal Evaluations:

Journals are due weekly.

Journal Points: You may earn up to 5 points for each journal entry. Thus, all 32 journal entries will be worth a possible total of 160 points.

A journal entry will be awarded a maximum of 5 points if it fulfills the following two criteria:

1. The entry is complete (all steps in the directions have been responded to), **and**
2. The entry is written with high standards (an obvious attempt has been made to **Dive Deep**).

Grammar, spelling, and punctuation will NOT be factors in awarding points in this journal. You are free to express yourself without concern for Standard English conventions.

2. Do One Thing Different-Study Skills Reports: (90 Possible Points)

You will complete a Study Skills Report for the following six topics:

- Reading
- Taking Notes
- Organizing Study Materials
- Rehearsing and Memorizing Study Materials
- Taking Tests
- Writing

The creation of each report will provide an opportunity for you to try one different study skill strategy for a week. This experiment will help you determine the most effective way for you to deepen your learning in college and beyond! Each of your Study Skills Reports can earn up to 15 points; thus, all six plans will be worth a possible total of 90 points. Each week I will assign one of the topics listed above. During the week you will experiment, track your choices, and then answer the **three questions provided** diving deep to squeeze the most value from your experience:

1. During my seven-day experiment, what happened?
2. As a result of what happened, what did I learn or relearn?
3. As a result of what I learned or relearned, I will.....

3. Weekly Double Entry Reading Notes: (55 Possible Points)

Purpose:

- Identify ideas within the text; express your thoughts on reading material draw connections to what you have read and become more involved with the material you encounter thus becoming **an active learner**.

Directions:

- Write your reactions to the assigned readings in Skip Downing's *On Course* textbook and any additional assigned weekly readings. Since you are unable to write in the text, this is your opportunity to highlight ideas that you have a reaction to. You may annotate article hand-outs!
- Include your own opinions, disagreements, interpretations, similar events in your life, connections to other classes etc...
- You must note a **minimum of 5 notes** from each week's assigned readings. **Each note must have a thought, reflection or connection to receive full points.**
- Feel free to use multiple colors of your colored pencils to highlight important items, or to further organize your thoughts. You may also use drawings to further clarify a concept.

Grading:

Each note (including thoughts, reflections, and connections) will be worth **1 point**. You may earn a total of 5 points for each reading journal.

4. This Week's Words (55)

This semester you will receive a dictionary for your personal use during the semester. You will turn it in at the end of the semester.

Purpose:

- Dictionaries have so many uses for a college student! Many students, who have access to computers, use online versions daily! They also use spell check (a feature in Microsoft Word for those of you who are not familiar with word processing) to make sure they have spelled words correctly.
- I am hoping this dictionary will give you the same non-computerized access! As part of being an active learner, this is one way to increase your learning! In fact, it is suggestion #13 in the Reading Chapter in our Toolbox for Active Learning on page 272 in our textbook!
- Some uses are:
 - Looking up the meaning of a word.
 - Looking up the spelling of a word
 - Looking up the pronunciation of a word

Directions:

In each week assigned, you will write down at least 5 of the words you:

- Didn't know the meaning of that you came across while reading this week.
 - You are more than welcome to use words you looked up for other courses.
- Looked up to see how it was spelled.
- Heard in a conversation, but did not really know what it meant.
 - This could be with a friend, family member, or teacher.
- Heard in a television program, but did not really know what it meant.

If you don't come across any words that fit the above categories, then select 5 words of your own choice!

These words should be words that you have never heard before.

- You can just flip through the pages and see what jumps out at you.

- Or....have a friend pick one for you....
- Orif you are feeling like you are up for a challenge see if you can find someone to try to stump you by asking you the meanings of words. When you come to one you don't know, look it up and write it down!!

5. Career Path Project: (20 Possible Points)

Throughout the course of the semester, we will be investigating career options using research skills and making connections to academic planning.

6. Student Education Plan (10 Possible Points)

This semester you will receive a copy of your Student Education Plan. We will actively engage with the information presented therein, discuss academic planning and discover how it affects your educational endeavors.

7. Reflection Paper (85 Possible Points)

You will have **two choices for your final paper. Just pick one!**

OPTION A: The Happy Movie- Personal Reflection

As an option, The Happy Movie will be available to view at Pelican Bay. Specifics on time, date, and channel of airing will be detailed in upcoming correspondence. This documentary addresses the science of happiness and supplements the Developing Emotional Intelligence curriculum of our course. You will write a personal reflection presenting your own views on happiness using the movie and our text to provide support.

The paper will be at least 800 words and utilize MLA formatting.

Standard	Points Possible	Points Earned
Correct Structure (MLA format, grammar, punctuation, spelling, 3-5 pages)	5	
Answers all the required components		
What is your definition of happiness and how have you come to have this definition?	20	
Identify 3 or more concepts regarding "happiness" from your ON COURSE text or from <i>The Happy Movie</i> and explain how these have changed/disputed/ or influenced your previous knowledge regarding happiness. <u>Provide specific examples, experiences, evidence, and explanations.</u>	60	
TOTAL	85	

OPTION B: One Student's Story- Personal Reflection

In this essay, you will relate the story of how you used a specific On Course strategy to overcome an obstacle to your success in college or in life.

The paper will be at least 800 words and utilize MLA formatting

Standard	Points Possible	Points Earned
Correct Structure (MLA format, grammar, punctuation, spelling, 3-5 pages)	5	
Answers all the required components		
What is a specific obstacle to your success that you faced either in college or in life?	20	
Identify 3 examples of On Course strategies that you used to overcome this obstacle. Use the examples of "One's Student's Story" essays in our textbook as models of how to write your paper. <u>Provide specific examples, experiences, evidence, and explanations.</u>	60	
TOTAL	85	

8. Exams (25 Possible Points)

5 section exams will be given. They will be comprised of multiple choice, short answer, fill-in-the-blank and essay questions in order to build examination skills and to put test-taking strategies into action. All exams will be open book, but you might like to try to test your knowledge by not using the book. These tests are low-stakes assessments. They are worth 5 points each.

Evaluation & Grading Policy

Course Projects:

	Points Available
1. 32 Success Journals (5 points each)	160
2. 6 Do One Thing Different Study Skill Reports (15 points each)	90
3. 11 Double Entry Reading Notes (5 points each)	55
4. 11 This Week's Words (5 Points each)	55
5. Career Path Project	20
6. Student Ed Plan	10
7. Section exams (5 points each)	25
8. Happiness or Student Story Reflection (800 words)	85
TOTAL	500

GRADING SCALE	
%	Points
95-100%	A 475-500
90-94%	A- 450-474
86-89%	B+ 430-449
82-85%	B 410-429
78-81%	B- 390-409
74-77%	C+ 370-389
70-73%	C 350-369
60-69%	D 340-349
0-59%	F 339 or below

Late Grading Policy :

All work is due the week after it is assigned.

Free Pass:

Because, invariably, there will be events that may make a deadline difficult or impossible to meet, each student will be given 2 opportunities to pass on either your **WEEKLY READING LOG OR THIS WEEKS WORDS** and still receive the points for the assignment. Please find your *free passes* on the following page. To use a pass for your assignment please tear off the pass and write on the back which assignment you are using it for. EX: Ms. Silver I am using this pass for Reading Log #1. . If you do not use your passes, you can turn the remaining passes in at the end of the semester for 5 extra credit points each.



**GS1 Pelican Bay Scholar
FREE PASS**



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FREE PASS**

Syllabus dates and content are subject to change by instructor.