

Course Information

Spring, 2024

GS1 D6890 (056890)

Bernadette Johnson, MSC/MFCT

Tues/Thurs 8:00 – 9:25 am

Location: Del Norte RM 23

Course units: 3

Textbook: College Success (openstax) FREE Electronic Book – find it here:

<https://openstax.org/details/books/college-success>

Instructor Contact Information

Office location: DN Counseling Office

Office hours: By Appointment

Phone numbers: Office (707) 465-2332 Cell (707) 460-0957 Text is best!

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 *an understanding of* 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.

Course Objectives

- ✓ Demonstrate growing learning skills - how the brain works, how learning happens, why learning is important.
- ✓ Display self-awareness - why self-awareness is important, how being self-aware can facilitate life-long success.
- ✓ Develop an academic and career plan - why planning and goal setting is important, why planning for a major and career is important for one's future.
- ✓ Examine how personal choices can affect short and long term goals.
- ✓ Attune to sense of self as part of the larger society.
- ✓ Demonstrate a variety of effective academic skills: time management, memory, note taking, reading, stress management, test taking and presentation skills.
- ✓ Understand college policies and available resources including campus programs and services, student rights and responsibilities, and resources available to plan for higher education and career.

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.

Canvas Information

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu. For tech help, email its@redwoods.edu or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

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](#).

Academic Honesty

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](#).

AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used to complete class assignments. Using AI to complete your work, without properly citing it, is a form of plagiarism. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

Classroom 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](#).

Classroom Norms/Group Agreements

Let's consider what we need/want from one another to make this a productive learning environment. What helps you learn best? What interferes with your learning?

How will we meet these learning objectives for this course?

1. Demonstrate *an understanding of* 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.

There will be several opportunities this semester to increase your understanding of the importance of lifelong learning, practice interpersonal skills and develop greater self-awareness. This begins with an attitude of curiosity and open-mindedness. It is fostered by a growth mindset - *the belief that you can indeed learn and grow with diligent effort*. We will learn in different ways through the term and will do work such as: textbook readings, individual assignments, group activities, expert presentations, research, campus events and college advising appointments.

What kind of assignments will we be doing?

- ✓ Meeting with an Advisor/Counselor and completing a Student Education Plan
- ✓ Choose Your Own Adventure - Career Pathways Essay, Presentation or Portfolio
- ✓ Writing Journals
- ✓ Completing Assessments and Check-ins
- ✓ Engaging in Classroom Activities
- ✓ Participating in Campus Community Events
- ✓ Making a Vision Board

Education Plan

A comprehensive student education plan (SEP) is a required component of this course. You will need to **schedule an appointment** with me or another counselor/advisor to review your academic records and develop a plan that maps out all the courses that are required for you to complete your educational goal. The final document can be printed from your WebAdvisor student profile.

How to prepare for your appointment:

- 1) Review the degree/certificate programs available at CR.
- 2) Consider your career and academic goals both short and long term. What are you interested in studying? Are you planning to transfer to a university? Which majors are you considering? What careers interest you?
- 3) What restrictions/preferences do you have regarding scheduling? Modality? Days/times? How many classes do you want to take each term?

Pathway – Choose Your Own Adventure

The major homework assignment for this course is the development of a career pathway project. You can choose to complete your project in one of three ways. You can write a research paper, you can give a 10-minute class presentation with PowerPoint, or create a career portfolio. Regardless of which adventure you choose; you will need to include the following three items:

- 1) A specific career that interests you.
- 2) A logical, clear, and specific rationale for choosing this career. *Why is this a good fit for you?*
- 3) A detailed description of the steps necessary to pursue this career.

Option 1: Research Paper

Write a 1000-word (3-4 page) formal essay researching a specific career. This is a formal research paper and must be typed and formatted in either MLA or APA, using proper grammar and punctuation and include at least two credible and relevant sources.

Option 2: Power Point Presentation

Create a 5-10 slide Power Point Presentation that explains your answers to the three required items for this assignment and present it to our class. Demonstrate professional presentation skills and make it interesting and informative to your audience. (You can even invite a mentor/professional in this field.)

Option 3: Portfolio

Collect detailed information related to the required components and organize them in a binder using your own design ideas and creativity. Make it visually appealing. Include resources from at least 2 professional organizations related to your field of interest, an Frequently Asked Questions for your chosen field of interest, and divide your binder into sections that correspond to the required components.

Journals

You will need a composition book, spiral notebook or other self-contained journal to use in class. We will often devote the first 15 minutes of class to a quiet writing activity. Often, this will be a journal prompt I will write on the board. These are informal writing assignments meant to deepen your self-awareness and personal reflection skills.

Assessments and Check-ins

Throughout the semester we will do various assessments and will complete two formal participation “check-ins”. These will help you understand yourself better and in new ways and will help you have an accurate picture of how well you are doing in this class.

Classroom Activities

Your final grade, and more importantly, the depth of your learning depends on you being in class and fully participating. We will meet **T/TH from 8:00 – 9 :25 am**. To the best of your ability, please come prepared and dedicate yourself to being actively engaged during class. Many activities will require you to work with others. This is a very valuable part of the college experience. We will learn a lot from one another!

Campus Connections Activity

You belong here! Building connections on campus is one of the best ways you can stay on course to reach your educational goals. It is important to know what resources and people are available to you. One of your assignments is to attend a campus activity or visit a campus program. We will have several events including community lunches, TRiO workshops and many other events. I will keep you posted about opportunities as they come up and you can find posters on the bulletin boards throughout campus. To get credit for this assignment, bring a flyer, note or other artifact with the signature and date from a College of the Redwoods employee hosting or helping with the event/program.

Vision Board

A vision board is a creative and visual project using collage techniques to “picture” your future life and success. It is goal driven and inspirational. I intend to display our completed vision boards in the hallway on campus. The date for this assignment is TBD. I will provide art supplies but you are welcome to bring some of your own to class and finish up your final piece outside of class, if necessary.

Course Outline*

<input checked="" type="checkbox"/>	Class Meeting		Reading	Planned Activities/Assignment Due Dates
	Tues	16-Jan	Chapter 1: Exploring College	Student Survey, Classroom Norms, Syllabus Scavenger Hunt
	Thurs	18-Jan		<i>Journal 1: The Five Whys</i>
	Tues	23-Jan		<i>Journal 2: The 6 Adjustments</i>
	Thurs	25-Jan		Campus Resources Panel Q&A
	Tues	30-Jan	Chapter 2: The Truth About Learning Styles	<i>Journal 3: Getting GRITTY</i>
	Thurs	1-Feb		Personality Traits: Myers-Briggs Assessment
	Tues	6-Feb		<i>Journal 4: Applying Learning about Learning</i>
	Thurs	8-Feb	Chapter 3: Managing Your Time and Priorities	Time Study - How am I using my time?
	Tues	13-Feb		Eisenhower Matrix Activity
	Thurs	15-Feb		Begin Exploring Pathways
	Tues	20-Feb	No Class	<i>Optional: Start Pathways Research</i>
	Tues	22-Feb	No Class	
	Thurs	27-Feb	Chapter 4: Planning Your Academic Pathways	Pathways Brainstorm and Research Questions
	Tues	29-Feb		Computer Lab: Research Practice
	Thurs	5-Mar	Chapter 5: Reading and Notetaking	Pathways Outline or Rough Draft
	Tues	7-Mar		Participation Grade Check #1
	Thurs	12-Mar	No Class	Spring Break!
	Tues	14-Mar	No Class	Spring Break!
	Thurs	19-Mar	Chapter 6: Studying, Memory and Test Taking	Student Education Plan & Pathways Assignment Due
	Tues	21-Mar		Practice Test Taking - Chapter 6
	Thurs	26-Mar	Chapter 7: Thinking	Creativity in Action - Product/Service Idea
	Tues	28-Mar		Journal 5: Metacognition
	Tues	2-Apr	Chapter 8: Communicating	Journal 6: Communicating on Social Media
	Thurs	4-Apr		Oral Report - Active Listening Practice
	Tues	9-Apr	Chapter 9: Understanding Civility and Cultural Competence	Origin Story: My Name
	Thurs	11-Apr		Journal 7: Cultural Humility
	Tues	16-Apr	Chapter 10: Understanding Financial Literacy	Budgeting Practice
	Thurs	18-Apr		Financial Aid Quiz
	Tues	23-Apr	Chapter 11: Engaging in a Healthy Lifestyle	Mindfulness & Grounding Practice
	Thurs	25-Apr		Healthy Choices - Community Resources/Supports
	Tues	30-Apr	Chapter 12: Planning for Your Future	Journal 8: End of Semester Reflection
	Thurs	2-May		Faculty Panel Q&A, Participation Grade Check #2
	Tues	7-May	Final Class	Make Up Day - Final deadline for any late work 9:25 am.

*This course outline is our game plan. Sometimes plans must change due to unforeseen circumstances. I will notify you (**please check Canvas Announcements**) when there are significant changes to the plan.

Evaluation & Grading Policy

Course Assignments	Due Date	Points	% of grade
Student Education Plan	19-Mar	10	10%
Career Path Essay/Presentation/Portfolio	19-Mar	20	20%
Vision Board	TBD	10	10%
Community Connections Activity	2-May	10	10%
Course Participation	Ongoing	50	50%
		100	100%

Participation Grading Components
1. I consistently show up to class.
2. I fully participate in classroom activities.
3. I read my textbook, as assigned.
4. I contribute to class discussions.
5. I complete outside assignments.

Final Grade	Minimum Points
A	95 points
A-	90 points
B+	87 points
B	83 points
B-	80 points
C+	77 points
C	73 points
D	63 points
F	0-62 points

Late Work

You may submit work after the due date, but it may be subject to a 10% penalty. **All work must be turned in by 9:25 am on May 7th.**

Finals Week

We do not have a final exam for this course. However, you can make up an class absence by attending class during finals week on **Tuesday, May 7th**. In addition, you can stop by our classroom to talk with me about any last minute questions you have about college and/or to turn in any outstanding assignments.

My Approach to Teaching

As a first-generation college student, a CR alumni and a local Del Norte, I have a pretty good understanding of the challenges and opportunities you will likely encounter on your educational journey at College of the Redwoods. And I recognize that each of us comes from a unique background and brings our own valuable experiences, perspectives and questions to the classroom. I know that most of you are juggling many priorities including work, family and personal commitments outside of class. I will always give you the benefit of the doubt and assume that you are doing your best. I ask the same in return.

I consider myself a wholistic and compassionate teacher who believes that your true reward for learning...*is well...learning!!* Knowledge is power and education is something no one can take from you. I want to see every student succeed and I will do my best to encourage you to reach for the stars! *Whatever that means to you!* And as a bonus...I am a Faculty Counselor, so I get the privilege of not only supporting you as a student in my class, but also with your individual academic counseling needs. You are welcome to schedule an appointment with me to talk more about *all things college*, as well as to get your education plan completed. (Hint Hint...Please don't wait till the last minute to schedule that appointment.) I'm happy you are part of this class and I hope we all do our part to make the most of our time together!

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsp@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Student Support Services

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.

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](#)
- [Online Tutoring Resources](#)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: shawnabmft@gmail.com

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

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 [Wellness Central](#).

Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information by visiting the Del Norte Basic Needs Center or the Admin Office or by clicking [here](#).

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students:

- [Library Services](#) to promote information literacy and provide organized information resources.

- [Multicultural & Diversity Center \(Eureka\)](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

EOPS

[Extended Opportunity Programs & Services \(EOPS\)](#)[Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

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.

CalWORKS

CalWORKS – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Spring 2024 Dates

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)

March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
April 1	District-wide closure (Cesar Chavez Day) .
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

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](#) 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](#).

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.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

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](#).