



# Syllabus for College Success

## Course Information

Professor: Nathalie Dierkx, MSW, MPP  
Spring 2024 Correspondence  
3 units

## Course Information

### Required Materials

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

Additional Materials sent through correspondence packets.

### Course 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*)

Upon successful completion of this course, students will be able to:

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.

## Course Structure

### The Basics of Correspondence

#### Schedule of Topics

The following is a general layout of topics to be covered in this course. The instructor reserves the right to adjust the material and topics as the semester unfolds. This will be

done to encourage a deeper and more thorough discussion of the material. On the left, you will see the days my packets will be sent to you- you will probably receive them the following day. In the middle, you will see the topic of that packet. On the right, you will see the due date for the assignments from that packet.

Packet sent	Topic	Date that assignment from this packet will be due
1/30/24	The Culture of Higher Education	2/8/24
2/6/24	Study Skills: Reading, Taking Notes, Organizing	2/15/24
2/13/24	Understanding Differences	2/22/24
2/20/24	Study Skills: Writing	2/29/24
2/27/24	Discovering Self-Motivation	3/7/24
3/5/24	Mastering Self-Management	3/21/24
3/19/24	Employing Interdependence	3/28/24
3/26/24	Gaining Self-Awareness	4/4/24
4/2/24	Study Skills: Rehearsing and Taking Tests	4/11/24
4/9/24	Adopting Lifelong Learning	4/18/24
4/16/24	Developing Emotional Intelligence	4/25/24
4/23/24	Staying on Course for your Success	5/2/24
4/30/24	Closing	5/9/24

## Assignments and Evaluation

### Assignment Format

Most of the assignments for this course will involve written materials. When submitting a paper for this course, be sure to demonstrate that you have read/watched/listened to the presented materials, while also providing a digestion of that material in your own words. Papers should be dominated with your interpretation, thoughts and understanding of the material, rather than quotations you have picked up elsewhere. If using quotations, be sure to cite them using APA format. Information on APA format is posted to Canvas.

You can have it typed and printed out double-spaced, using Times New Roman in a font of 12 OR

- You can handwrite your assignments on standard 8.5” by 11” paper, double or single spaced, in easily legible handwriting

## Assignments

### Journals

The assignments for this course are very straightforward. In each packet, I will direct you to what things need to be completed. These will be your journals- they will be a combination of responses to the book, responses to the additional materials, and personal reflections.

There will be a total of 13 journals.

**TOTAL POINTS AVAILABLE THIS SEMESTER.....100**

## Grading Policy

My priority in grading is student learning. Please reach out if there is something getting in the way of your successful completion of this course. I am happy to give students the opportunity to re-submit an assignment including my feedback in order to obtain a higher grade. The purpose of this is not because you need perfect grades but so that you can integrate feedback and get the most out of your courses and your education.

## Late Assignments

With all assignments known in advance, students must work to create a schedule of completion on their own that meets the timeline for this course. Each student is expected to create a buffer for yourself, accounting for any unexpected events (personal and academic) that may occur near the due dates. If you know ahead of time of challenges with the schedule of assignments or if an emergency arises, please let me know.

## SWHS Department Grading Standards

The following grading standards are for course assignments and course grades. Some grading categories are not used by the college for course grades – but may be used for assignments. The department has worked to establish this grading scale for all courses based on academic and practice standards of excellence. These standards may be different from other courses at CR; however you will find the same standard used for all social work courses. This standard is used to help you achieve your own level of mastery of the material and demonstrate competency in the practice behaviors that are the hallmark of professional social work.

- **A+ (98-100%)** - Superior work which meets a level of professional competence and expertise worthy of publication and/or public presentation. (The college does not award an A+ for end of the semester grades, however you may receive this grade on assignments.)
- **A (95-97%)** - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.

- **A-(90-94%)** – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.
- **B+ (87-89%)** – Great work which meets a level of professional competence that with some changes could be worthy of publication and/or presentation.
- **B (84-86%)** – Very Good work which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.
- **B- (80-83%)** - Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.
- **C+ (77-79%)** - Above Average work which minimally meets professional standards of competence, that through addressing the challenges may at some point be worthy of publication and/or presentation.
- **C (74-76%)** – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- **C- (70-73%)** – Below Average work which barely meets professional standards of competence and is unlikely to be published or presented without tremendous amounts of work.
- **D+ (67-69%)** – Barely adequate work that does not meet minimum professional standards of competence and is not worthy of publication and/or presentation.
- **D (64-68%)** – Inadequate work which does not meet professional standards of competence and is not worthy of publication and/or presentation.
- **F (63% or below)** – Unacceptable work that does not meet minimum course expectations.

## Classroom Expectations

### Inclusion and Open-Mindedness

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. Students in this class are encouraged to speak up and participate in class. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. You will have the opportunity to let our classroom community know your name and gender pronoun and anything else you would like to share. If you feel our classroom community isolates you in any because of your differences or if you have a specific need, please speak with me early in the semester so that we can work together to help you feel welcome to be an active and engaged member of our class and community.

### Expectations of the Professor

- I will prepare *course materials which are as current* and accurate as possible.

- will be *available to answer questions or issues that may arise for you*
- I will *prepare you* for the assessments in this course to the best of my ability.
- I will utilize *fair and honest evaluation* techniques for each assignment required
- To the best of my ability, make this a *valid and worthwhile learning experience*.
- I will do my best to *address the needs of a diverse range of learning styles*
- I will *only* share your student information per FERPA guidelines.
- I will *remain flexible regarding unexpected events impacting all of us* over the semester.

## Expectations of Students

- Expect to spend about 4 hours per week working on this course.
- *Prepare to the best of your ability* for every aspect of this course.
- Take the opportunity to learn how to write your own thoughts; *don't plagiarize*. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes. Balancing this with a digestion of *your own thoughts/interpretation* on the subject is critical.
- Work to *maintain a sense of flexibility and humor* as we work our way through this semester. With the ever shifting sands of life during a global pandemic, there will be situations that we cannot anticipate. In those moments, a sense of humor will be helpful.
- *Engage in timely communication with the instructor* if unexpected events occur which require your attention and make it difficult to complete assignments on time.
- *Create the opportunities for self-care* that you need in order to maintain your mental health and overall success in this course.

## Academic Honesty

**Your work must be your own writing.** 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.**

## Professional Standards

**We must be respectful to one another.** 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](#).

## Student Support and Resources

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.

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.)

### 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, Ms. Eagles, or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Pelican Bay: 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 Services

Please let me know if there is any other support you need that you think I might be able to support you on. You can also submit an Ask CR form for any questions or concerns you have.

## **Emergency Procedures**

Follow standard protocol inside Pelican Bay.