



Syllabus for GS 1- First-Year Experience

Course Information

Semester & Year: Spring 2024

Course ID & Section

D7068

Instructor's name: Erica
Silver

Correspondence- Pelican Bay

Course units: 3

Instructor Contact Information

Contact via Mail System

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

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](#).

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)
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

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 writing 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.

<u>Course Projects:</u>	Points Available
1. 28 <i>Success Journals</i> (10 points each)	280
2. 6 <i>Do One Thing Different</i> Study Skill Reports(15 points each)	90
3. 10 <i>Double Entry Reading Notes</i> (10 points each)	100
4. 10 <i>This Week's Words</i> (5 Points each)	50
5. <i>Career Path Project</i>	10
6. <i>Student Ed Plan</i>	10
7. <i>Section exams</i> (5 points each)	20
8. <i>Final Paper: Student Story Reflection</i> (800 words)	140
	TOTAL 700

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

1. Success Journals Writings (270 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 in creating a rich, personally fulfilling life.

Instructions for Journal Writings:

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 journals as one of their most valued possessions. I have included a packet of 32 sheets, numbered 1-32. Please turn the appropriate Journal in each week and keep the remainder so that you can continue working on them. I will return your journals as I evaluate them.

Journal Evaluations:

Journals are due weekly.

Journal Points: Each journal entry will be awarded up to 10 points. Thus, all 32 journal entries will be worth a possible total of 320 points.

A journal entry will be awarded a maximum of 10 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.

2. Study Skills Reports: “Do One Different Thing This Week” (90 Possible Points)

You will complete a Study Skills Report for the following **six** topics: (15 points each)

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

The creation of each “Do One Thing Different” report will provide an opportunity to do **one** different thing for a week. You will try out one study skill strategy you have never tried before. This experiment will help you determine the most effective way for you to deepen your learning in college and beyond, as well as raise your grades! 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: (100 Possible Points)

Purpose:

- Identify ideas within the text; express your thoughts, draw connections 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 handouts!

- Include your own opinions, disagreements, interpretations, similar events in your life, connections to other classes etc...
- You must note a **minimum of 5 ideas** from each week's assigned readings. **Each idea 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 idea (including thoughts, reflections, connections) will be worth 2 points. You may earn a total of 10 points for each Double Entry Reading Notes assignment.

4. This Week's Words (50 points possible)

This semester you receive a dictionary for your personal use. 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 when you came across them 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 didn't fully understand.
 - This could be with a friend, family member, or teacher.
- Heard in a television program, but didn't 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!!

Grading:

- **Each word and definition** (will be worth **1 points**. You may earn a total of 5 points for each This Week's Words assignment.

5. Career Exploration: (10 Possible Points)

We will be investigating career options using research skills and making connections to academic planning.

6. Student Education (10 Possible Points)

Throughout the semester, you will be given information that will help you understand your Student Education Plan.

7. Reflection Paper (140 Possible Points)

One Student's Story- Personal Reflection

In this essay, you will relate the story of how you used 3 specific On Course strategies to overcome an obstacle to your success in college or life.

The paper will be at least 800 words and utilize MLA formatting (You will receive further instructions on MLA formatting before your paper is due).

Grading rubric on next page.

Reflection Paper Grading Rubric:

Standard	Points Possible	Points Earned
Correct Structure (MLA format, grammar, punctuation, spelling, 3-5 pages)	10	
Answers all the required components		
What is a specific obstacle that you faced to your success in college or life?	40	
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>	90	
TOTAL	140	

8. Exams (20 Possible Points)

4 section exams will be given. They will be comprised of multiple choice, short answer, fill-in-the-blank and essay questions 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

GRADING SCALE	
%	Points
95-100%	A 665-700
90-94%	A- 630-664
86-89%	B+ 602-629
82-85%	B 574-601
78-81%	B- 546-573
74-77%	C+ 518-545
70-73%	C 490-517
60-69%	D 420-489
0-59 %	F 419 or below

Assignments Due Dates:

All work is due the week after it is assigned unless otherwise noted.

Packets will be delivered to you on Wednesdays and your completed work should arrive to me no later than Friday of the following week.

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 WEEK'S WORDS.

Please find your *free passes* at the end of the syllabus. 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



GS1 Pelican Bay Scholar
FREE PASS

******IMPORTANT****** Because we know what will be happening each week, I expect you to stay on track if mail is unreliable for some reason.

Syllabus dates and content are subject to change by the instructor.