COLLEGE OF THE REDWOODS

GS-1 College Success

Course Information

- Semester and Year: Fall 2026
- Course ID and Section number: GS-1-V1410
- This is a late-start course beginning on September 5, 2026.
- Instructor's name: Mike Peterson
- This course uses Canvas for asynchronous online delivery.
- Course Units: 3.0

Instructor Contact Information

- Office hours: Office hours are available by appointment on Zoom.
- Email address: mike-peterson@redwoods.edu

Required Materials

- The required, zero cost textbook is *College Success* from OpenStax. It can be read online, and it is also available as a free .pdf file. If you want to purchase the book, the ISBN for the paperback version is 978-1951693183.
- A textbook that I recommend is *How to Become a Straight A Student* ISBN 978-0767922715. We will be looking at this book throughout the course for some optional assignments. You don't have to purchase this book, but it is good, and I will show you some ideas in it.

Catalog Description

This course introduces students to the social, psychological, and physical aspects of self-development including the personal, interpersonal, and academic skills required to successfully set and achieve one's goals in college and throughout life. The course emphasizes the development of the critical self-awareness, resiliency, and integrity necessary to face the inevitable challenges of academic, personal, and career pursuits. Additional topics will include developing college-level study skills, utilizing campus resources, engaging in student education planning, and forming a compassionate attitude towards self and others in the context of a diverse society and campus learning community.

Course Student Learning Outcomes

- Identify the common challenges that students face throughout their college experience and the services available on campus to support them.
- Explore college culture, expectations, and processes to create a comprehensive individual career and academic plan.
- Practice essential student skills such as interpersonal communication skills, emotional intelligence, time management, effective study techniques, research methods, and self-advocacy.
- Explain the value of self-reflection and life-long learning as it relates to college, career and personal fulfillment.

- Engage in dialogue regarding cultural humility, inclusivity, and the benefits of a college experience that includes working with peers and instructors from diverse backgrounds.

Course Calendar

This late-start class begins on September 5, 2026, and ends on December 18, 2026. Weekly topics and major assignment due dates will appear in a separate document entitled *Textbook Chapter Reading Schedule*. The semester schedule is also available in the *List of Course Topics*. Course assignment due dates will be posted in your Canvas Calendar.

Evaluation and Grading Policy

Your final grade for the course will be based on the following criteria:

Written Assignments and Course Activities, 30%
Graded Discussions, 20%
Quizzes, 20%
Course Project – Career and Education Plan, 20%
Final Examination, 10%

Written Assignments and Class Activities are assignments that require a written response, an essay, or a report-out on an activity.

Graded Discussions are weekly online discussion forums where you will read and post comments based upon an assigned topic.

Quizzes on the chapter readings will be given each week.

Your Course Project will be a documented report that will detail your plans to achieve success in college, career, and life.

We will have a Final Examination that is due December 18, 2026, at 11:59 PM.

Grades will be assigned according to these percentages:

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 0 – 59%

Prerequisites/ Corequisites/ Recommended Preparation

This course has no prerequisites, co-requisites, or recommended preparation.

Communication Policy

Contact: The best way to contact me is through the Canvas Inbox message system or emailing me at Mike-Peterson@redwoods.edu. I am available to you to answer questions about the class, the assignments, and about College Success in general.

Typical response time: I will reply to your Canvas Inbox message or email within 24 hours, Monday through Friday. I want to hear from you so please do not hesitate to message me. I am at my desk often and will answer your questions immediately, but I will also be away frequently and will need extra time to respond. Weekends and holidays may increase the 24-hour time frame, but I will do my best to reply in a timely way.

When to email me again: I try to email everyone back within 24 hours, but sometimes I miss things or misunderstand the message. If you haven't heard back in 24 hours, please message me again. As your instructor, I am here to help you succeed and messaging me is an excellent way to ensure your success. I don't want to miss your message.

Grading Turnaround: Some assignments will be graded automatically and immediately, but most assignments will be graded manually. Often, I will grade assignments as soon as possible, but for some assignments I will need more time. In this case, feedback on assignments will be provided within 3 days after the due date. Given that weekly assignments are due on Sundays, you can expect feedback and a grade for each assignment by Thursday mornings. In the unlikely event that I cannot grade an assignment within 3 days I will communicate with you so that you know that feedback will be delayed.

If you have questions about your assignment or my feedback, you can make an appointment with me to talk about it. I look forward to hearing from you!

AI Use Class Policy

Generative AI tools will be widely used in the workplace moving forward. It is important for you to understand how to use them ethically and effectively. For that reason, in this class, we will discuss the use of AI on college assignments. Each assignment will include instructions regarding AI use. On some assignments you may use AI for research and analysis. On many assignments in this class, however, I will ask you for your opinions or your feelings. These assignments will rely on you to use your original thoughts and ideas, so please do not use AI to generate your work.

Educational Accessibility and 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, or bipolar disorder
- 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
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism,

acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the LIGHT Center, counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Student Accessibility Support Services (SASS). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: (707) 476-4280
- Location: Learning Resource Center (Library)

Del Norte campus

- Phone: (707) 465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: (707) 476-4280

Student Services and Support Handbook

For more information about the college please see the Student Services and Support Handbook on Canvas.

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. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the 2025-2026 College Catalog and CR Board and Administrative Policies.

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.

Thank You

Thank you for signing up for this course at College of the Redwoods. You are the reason that the college exists. If there is anything that I can do to help you, please feel free to contact me with all questions or concerns. 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, and I am committed to your success.