 Syllabus for Guidance 210;

Survival Reading and Writing

**Course Information**

Spring Semester 2022

Guidance 210 Section E 3166:

Rob Ridenhour:

Class meetings 12:55 – 2:20 Tuesday and Thursday afternoons:

This course is noncredit

**Instructor Contact Information**

Office hours: If you call leave a message. (My phone does not always ring right away). I will call you back!

Phone number: 707-834-3319

Email address: rob-ridenhour@redwoods.edu

**Catalog Description**

A course designed for students with developmental or learning disabilities to learn survival vocabulary, reading, and writing skills.

**Course Student Learning Outcomes *(from course outline of record)***

1. Demonstrate an increase in vocabulary.
2. Demonstrate an improved level of writing skills.
3. Demonstrate an improved level of reading skills.

**Prerequisites/co-requisites/ recommended preparation**

There are no prerequisites for this 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 or [Disability Services and Programs for Students](http://www.redwoods.edu/dsps) (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

During COVID19—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.

**Student Support**

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.

**Evaluation & Grading Policy**

There will be no grading in this class!

**Admissions deadlines & enrollment policies**

Spring 2022 Dates

* *Classes begin: 1/15/22*
* *MLK Jr. Birthday (all campuses closed): 1/18/22*
* *Last day to add a class: 1/22/22*
* *Last day to drop without a W and receive a refund: 1/29/22*
* *Census date: 2/01/22 or 20% into class duration*
* *Last day to petition to file P/NP option: 2/12/22*
* *Lincoln’s Birthday (all campuses closed): 2/18/22*
* *President’s Day (all campuses closed): 2/21/22*
* *Last day to petition to graduate or apply for certificate: 3/04/22*
* *Spring Break (no classes): 3/15/21 – 3/20/22*
* *Last day for student-initiated W (no refund): 4/02/22*
* *Last day for faculty-initiated W (no refund): 4/02/22*
* *Final examinations: 5/07/22 – 5/13/22*
* *Semester ends: 5/13/22*
* *Grades available for transcript release: approximately 5/31/22*

**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](http://www.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=ARKSTR7410A2)) 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](https://www.redwoods.edu/catalog) and on the [College of the Redwoods website](https://www.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies).

**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](http://www.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=ARKSTR7410A2)) 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](https://www.redwoods.edu/catalog) and on the [College of the Redwoods website](https://www.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=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.

**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](https://www.redwoods.edu/admissions/Forms)

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](https://www.redwoods.edu/Portals/28/A.R.Forms.Docs/Miscellaneous/Student%20Information%20Update.pdf).

**Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources

**Community College Student Health and Wellness**

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 [Health & Wellness website](https://www.cccstudentmentalhealth.org/health-wellness-for-students/).

[Wellness Central](https://ccconlineed.instructure.com/courses/1895?cf_id=2248) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

**Student Support Services**

The following online resources are available to support your success as a student:

* [CR-Online](http://www.redwoods.edu/online) (Comprehensive information for online students)
* [Library Articles & Databases](https://redwoods.libguides.com/az.php)
* [Canvas help and tutorials](http://www.redwoods.edu/online/Canvas)
* [Online Student Handbook](http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf)

[Counseling](http://www.redwoods.edu/counseling/)  offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

* [Academic Support Center](http://www.redwoods.edu/asc) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
* [Library Services](https://www.redwoods.edu/library) to promote information literacy and provide organized information resources.
* [Multicultural & Diversity Center](https://www.redwoods.edu/student-services/Home/Multicultural-and-Diversity-Center)

Special programs are also available for eligible students include

* [Extended Opportunity Programs & Services (EOPS)](http://www.redwoods.edu/eops) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
* The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](https://www.redwoods.edu/trio/eureka) or in [Del Norte](https://www.redwoods.edu/delnorte/TRiO)
* The [Veteran’s Resource Center](https://www.redwoods.edu/vets) 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.
* Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

**Guidance 210 CLASS SYLLABUS:**

**SECTION # E 3166**

Welcome Students to Guidance 207 E 3166 Spring Survival literacy skills class. In this class we will explore and participate in various kinds of reading and writing projects with the purpose of increasing your vocabulary, your reading skills, and your ability to communicate effectively through writing.

**Learning Outcomes**

In this course students will learn reading and writing skills needed for everyday life, as well as the skills to enjoy reading and writing for pleasure.

**Course Calendar**

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC** |  |
| **01/18/2022** | Introduction of the Class, Reading a couple of chapters from *Jacob Have I loved by Katherine Paterson pages 1-25, reading a related article,* discussion of what we have read, and then a drawing assignment of the setting. | Class Activities will include lectures, discussion, informal assessment, various social and educational activities on Zoom. |
| **01/20/2022** | Reading a couple of chapters from *Jacob Have I loved by Katherine Paterson pages 26-53, reading a related article,* discussion of what we have read, and then a drawing assignment of the setting. |  |
| **01/25/2022** | Reading a couple of chapters from *Jacob Have I loved by Katherine Paterson pages 54-84, reading a related article,* discussion of what we have read, and then a drawing assignment of the setting. |  |
| **01/27/2022** | Reading three of chapters from *Jacob Have I loved by Katherine Paterson pages 84-114, reading a related article,* discussion of what we have read, and then a drawing assignment of the setting. |  |
| **02/01/2022** | Reading a couple of chapters from *Jacob Have I loved by Katherine Paterson pages 115-138, reading a related article,* discussion of what we have read, and then a drawing assignment of the setting. |  |
| **02/03/2022** | Reading a couple of chapters from *Jacob Have I loved by Katherine Paterson pages 139-162, reading a related article,* discussion of what we have read, and then a drawing assignment of the setting. |  |
| **02/08/2022** | Reading a couple of chapters from *Jacob Have I loved by Katherine Paterson pages 163-193, reading a related article,* discussion of what we have read, and then a drawing assignment of the setting. |  |
| **02/10/2022** | Reading a chapter from *Jacob Have I loved by Katherine Paterson pages 194-218, reading a related article,* discussion of what we have read, and then a drawing assignment of the setting. |  |
| **02/15/2022** | Reading three chapters from *Jacob Have I loved by Katherine Paterson pages 219-244, reading a related article,* discussion of what we have read, and then a drawing assignment of the setting. |  |
| **02/17/2022** | Reading a couple of chapters from *Summer of the Monkeys by Wilson Rawls, pages 1 – 27, reading a related article* and then a drawing assignment included in your packet. |  |
| **02/22/2022** | Reading a couple of chapters from *Summer of the Monkeys by Wilson Rawls, pages 28 – 58, reading a related article* and then a drawing assignment. |  |
| **02/24/2022** | Reading a couple of chapters from *Summer of the Monkeys by Wilson Rawls, pages 59 – 91, reading a related article* and then a drawing assignment. |  |
| **03/01/2022** | Reading a couple of chapters from *Summer of the Monkeys by Wilson Rawls, pages 92 – 120, reading a related article* and then a drawing assignment. |  |
| **03/08/2021** | Reading a couple of chapters from *Summer of the Monkeys by Wilson Rawls, pages 121 – 148, reading a related article* and then a drawing assignment. |  |
| **03/03/2022** | Reading a couple of chapters from *Summer of the Monkeys by Wilson Rawls, pages 149 – 180, reading a related article* and then a drawing assignment. |  |
| **03/07/2022** | Reading a couple of chapters from *Summer of the Monkeys by Wilson Rawls, pages 181 – 207, reading a related article* and then a drawing assignment. |  |
| **03/15/2022** | **SPRING BREAK** |  |
| **03/17/2022** | **SPRING BREAK** |  |
| **03/22/2022** | Reading a couple of chapters from *Summer of the Monkeys by Wilson Rawls, pages 208 – 236, reading a related article* and then a drawing assignment. |  |
| **03/24/2022** | Reading a couple of chapters from *Summer of the Monkeys by Wilson Rawls, pages 237 – 272, reading a related article* and then a drawing assignment. |  |
| **03/31/2022** | Reading three chapters from *Misty of Chincoteague by Marguerite Henry, pages 7 – 31, reading a related article* and then a drawing assignment. |  |
| **04/05/2022** | Reading three chapters from *Misty of Chincoteague by Marguerite Henry, pages 32 – 62, reading a related article* and then a drawing assignment. |  |
| **04/07/2022** | Reading three chapters from *Misty of Chincoteague by Marguerite Henry, pages 63 – 85, reading a related article* and then a drawing assignment. |  |
| **04/12/2022** | Reading three chapters from *Misty of Chincoteague by Marguerite Henry, pages 86 – 112, reading a related article* and then a drawing assignment. |  |
| **04/14/2022** | Reading three chapters from *Misty of Chincoteague by Marguerite Henry, pages 113 – 134, reading a related article* and then a drawing assignment. |  |
| **04/19/2022** | Reading three chapters from *Misty of Chincoteague by Marguerite Henry, pages 135 – 158, reading a related article* and then a drawing assignment. |  |
| **04/21/2022** | Reading three chapters from *Shiloh by Phyllis Reynolds Naylor, pages 1 – 26, reading a related article* and then a drawing assignment. |  |
| **04/26/2022** | Reading three chapters from *Shiloh by Phyllis Reynolds Naylor, pages 27 – 55, reading a related article* and then a drawing assignment. |  |
| **04/28/2022** | Reading three chapters from *Shiloh by Phyllis Reynolds Naylor, pages 56 – 79, reading a related article* and then a drawing assignment. |  |
| **05/03/2022** | Reading three chapters from *Shiloh by Phyllis Reynolds Naylor, pages 80 – 105, reading a related article* and then a drawing assignment. |  |
| **05/05/2022** | Reading three chapters from *Shiloh by Phyllis Reynolds Naylor, pages 106 – 137, reading a related article* and then a drawing assignment. |  |
| **05/10/2022** | Reading a short story or two, a related article, and then doing a drawing assignment. |  |
| **05/12/2021** | Reading a short story or two, a related article, and then doing a drawing assignment. |  |

**Identifying Issues**

Students will discuss and practice new vocabulary skills that they can use to improve their communication. Students will also practice their reading and writing skills for better literacy for both pleasure and information.

**Activities**

Students will participate in class discussions, and paper assignments. Students may participate in independent work.

***Instructor reserves the right to add, delete, or change activities or assignments based on ongoing assessment, attendance, and student needs.***

**Spring 2022**