

Syllabus for FYS 131.72

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Instructor: Sarah M. Gebert

Contact Information: gebertsarahm@jccmi.edu

Meeting Time: Tuesday & Thursday 4:30-5:39 PM, JCC @ LISD TECH, Room 223

Course Description

Students will develop skills in order to promote success in education and in life. Students will become better equipped in navigating academic advising and financial aid. Student Education Plans (SEP) and the Life Maps Project will be completed; academic success strategies are introduced and reinforced.

Course Goals

In FYS 131, you will

1. Assess your career interests and aptitudes and create an academic plan (Student Education Plan—SEP), through completion of the Life Maps Project.
2. Learn principles and apply strategies that improve your ability to succeed in courses, persist in your college career, and achieve your goals.
3. Increase communication, leadership, and interdependence skills through group work and classroom speaking.
4. Access and effectively use college resources.
5. Build critical thinking skills through employing active reading and writing strategies.

Required Materials

- Textbook: *On Course*, 7th Edition, by Skip Downing (2014), ISBN: 978-1-133-30973-4.
- FYS 131 course pack, from the bookstore: “My Life Map: Education, Career, and Life Plan.”
- Other supplies, including writing utensils and notebook paper.

Associate Degree Outcomes

The Jackson College Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in the College. The specific skills, called Associate Degree Outcomes (ADOs), which will be addressed in FYS 131 are:

The ability to think critically and solve problems, ADO #7

- Grasp central ideas and arguments as outlined.
- Analyze and question underlying assumptions and logic of an issue or problem.
- Seek outside information and opinions as plans are weighed and determined.
- Evaluate and synthesize information gained and construct plan to move forward.

The ability to work productively with others, ADO #9

- Develop ability to discuss and question one's own oral and written communication and that of one's peers.
- Engage in small and large group work, defining and assigning roles and responsibilities.
- Listen well, attempt to resolve group conflict and work to reach consensus.
- Treat the ideas, gifts and limits of others with respect.

Grading Components

Category	Points	Percentage of Total Grade
Attendance & Participation	240	20%
Journal Project	240	20%
Life Map Project	480	40%
Class Activity Presentations (3)	120 (40 points x 3 presentations)	10%
Information Literacy Project	120	10%
	1200 points possible	100%

Life Map Project (40% of grade)

Every page of the Life Map Project guides you on a journey of self exploration and life planning. As you give careful thought to completing each section, you are creating a valuable resource that you may refer to and update throughout your college career.

Journals & Reflections (20% of grade)

You will be assigned guided journal writings and reflections. The best writing shows that you have thought deeply about a topic and shared something of yourself. Use the 4 "Es": Examples, Experiences, Explanations, and Evidence. Your writing does not have to be "polished," but it should be real and heartfelt.

Presentations (10% of grade)

You will create three presentations to learn more about student success and to improve your presentation skills.

Attendance and Participation (20% of grade)

Attendance is mandatory. A college course is similar to a job in that students are expected to arrive on time, stay until class has finished, and be fully engaged throughout the class. You are expected to be present for and fully engaged in class activities. What is done in class may not be made up; the grade for a missed activity is a zero.

Sitting in class is not participation. Participation demands your active presence and your readiness to discuss ideas, to work collaboratively, and to stay on task. If you miss a class due to an emergency, it is your responsibility to contact the instructor before the next class meeting to find out what you need to do to prepare for the next class.

Information Literacy Project (10% of grade)

Understanding information literacy is an important component of student success. You will learn about the various informational resources available to you as a Jackson College student and demonstrate your understanding of library research techniques through an Information Literacy Project.

Late Assignments: All assignments are due at the beginning of class. In the event of an absence, no in-class assignments/activities may be made up. Late homework assignments will be accepted on the next day that the class meets and will be reduced by one full grade.

Small Group Work: Often in class, you will be asked to complete assignments working as a team. Your ability to collaborate, communicate, and contribute effectively are critical to your success. Employers in our tri-county area continually ask that we help students develop critical thinking and collaborative skills. They know that developing these skills requires practice and application. We will be working on both of these—critical thinking and collaboration—in our small group projects.

Classroom Environment

- Be respectful of all speakers including instructors, students, guests, etc.
- Be mindful that many students need quiet surroundings during independent work for focus.
- Once class begins, cell phones, computers and other electronic devices need to be in sleep mode. If you need to take an important call, please put your phone on vibrate, take the call outside of class, and return quickly.
- Recording class discussions and taking photos or videos is not allowed unless you have prior instructor permission.
- Take restroom breaks as needed. Permission is not necessary.
- I expect you to arrive on time. However, I would rather you arrive late (and safely) than miss class entirely.

Academic Honesty Policy: The JC Catalog states that Academic honesty . . . is the ethical behavior that includes producing students' own work and not representing others' work as their own, either by plagiarism, by cheating, or by helping others to do so. Faculty members who suspect a student of dishonesty may penalize the student by assigning a failing grade for the paper, project, report, exam or the course itself. The academic dean will be notified of the situation.

Extra Credit Policy: Extra credit will not be awarded in this course. Faculty are responsible for ensuring that students' learning and advancement take place through completion of the actual work of the course.

Grades: Students must earn a minimum 2.0 grade in all pre-requisites and all courses contributing to an earned certificate or degree.

Grades will be assigned using a percentage or a 4-point scale:

4.0 = superior work (above and beyond what is expected)

3.0 = work completed correctly and well

2.0 = mediocre work

1.0 = unsatisfactory work

The percentages for grades can be seen in the chart.

<i>Grading Scale</i>	
Percent	Grade
90-100	4.0
85-89	3.5
80-84	3.0
75-79	2.5
70-74	2.0
65-69	1.5
60-64	1.0
0-59	0.0

Intermediate Grading:

To comply with college policy and federal regulations, we will assign a grade to you after approximately two weeks, five weeks, and eight weeks. The grades assigned are letters with the following meanings:

- **V:** verifies that you are participating and your work so far has been acceptable.
- **H:** means that you are participating, but your work shows that you may require Help in order to complete the class successfully. If you receive an H grade, you will be contacted by the Center for Student Success and offered tutoring services.
- **Q:** means that you have effectively quit participating in the course. If you receive a Q grade, you will automatically be withdrawn from the course.
- ◆ **Special Grading Situations:**
 - Although your instructor may withdraw you for non-participation before midterm, only you, the student, can initiate a withdrawal after midterm.
 - Incomplete grades will be given only in accordance with JC policy.

Getting Help: Success is the Goal!

Education is a self-initiated, goal-directed process. You as the student are expected to be accountable for your own learning. Your instructors are facilitators and resources who will assist in this process.

If you recognize that you need additional help in order to be successful, you have a number of options. The most important thing about getting help is to do so as soon as you feel that you are getting off course. The quicker you seek help, the more likely it is that you will be able to get back on course and be successful. If you need help, contact:

- ◆ **Your Classmates:** Please make use of each other! If you are unclear about a particular assignment, talking it over with a classmate may help you sort out your confusion. Remember that together we are a community of learners—so asking each other for help is a good strategy to adopt for your success.
- ◆ **Your Instructor:** I am here to help. You are also welcome to make special appointments to see me. I check email daily, and this is my preferred means of communicating with you.
- ◆ **The Center for Student Success:** Located in BW 125, the Center provides tutoring and other services. Please call 517-796-8415 or visit for more information. The staff is there to help you succeed in your studies, so please do not hesitate to make use of this free resource for any of your classes.

Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the Center for Student Success. This is the first step in acquiring the appropriate accommodations to facilitate your learning.

The First-Year Seminar class is designed to provide you with knowledge, skills, and support that will help you make a smooth transition into the challenging world of college. Please know that as you encounter unfamiliar situations and frustrations (which you absolutely will), your FYS instructor can be a valuable resource to help guide you toward answers to your questions and solutions to problems that arise. You may talk to me in class, you may email me, and you may call me. The college experience can be exciting, and it can be frightening, too. You are not alone in this journey. As a member of this FYS class, you have a strong support network. Your classmates and I are here for you, and we want you to succeed.