

Syllabus for FYS 131.81: Navigating College and Life

"Life is a journey. You'll need a map. Stay on course!"

Spring Semester, 2015

Tuesdays and Thursdays, 10:00 – 11:20am, May 26th – Aug. 6th

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- I prefer to be contacted by email and will respond to your email within 24 hours, except on weekends or holidays. You may also leave messages for me in my mailbox at the JC office.

Required Materials

- FYS 131 Course Pack including *On Course*, 7th Edition, by Skip Downing. Provided in class.
- One 3-ring binder, 1.5 inches. **Please bring to the second class period, with the course pack inside.**
- One pocket folder, with the fasteners to hold 3-hole punched papers. **Bring to the second class meeting.**
- Loose-leaf, college-ruled paper. No spiral notebook paper.

Course Description

Students will develop skills in order to promote success in education and in life. Learners 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 will be introduced and reinforced.

This seminar explores four major journeys in life.

- One is our **inner journey** of learning more about ourselves, our strengths, our learning styles, our dreams, etc. This journey increases self-confidence and a sense of purpose, in school and in life.
- Another is our **learning journey** in courses. This journey includes active learning, effective and efficient study and test-taking strategies, and the use of self-management tools.
- In this course you will consider your **career path**. You will spend time considering career options and develop an educational plan that leads toward your particular career goals.
- Yet another journey involves **navigating college**, using available resources for academic planning, and understanding the systems and processes for achieving your academic goals (such as receiving a college degree).

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.

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

- Attendance and Participation 200 points
- All written assignments will be given point totals in relation to their lengths/difficulty. 400 points (approximate)
- Life Map Project, including all inventories and a final paper. 300 points

➤ *These numbers are estimates, and the final grades may vary from these numbers slightly.*

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:

- Grades are kept current on Jetnet. Please check it often to see how you are doing in the class.

Grading Scale	
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
55-59	0.5
0-54	0.0

Life Map Project

The purpose of the Life Map Project (LMP) is to help you think through important questions: What are my strengths, values, goals and dreams? What career fields would be consistent with my strengths, values and dreams, and what occupations would I enjoy and be good at? What college degree and program of study would help me realize the life of my dreams? What courses will I need to take to complete my desired program of study and degree?

You will receive clear instructions and support for completing the Life Map Project. Most of the work in the LMP will be completed in class. The entire LMP will be due near the end of the semester.

On Course Journals, chapter questions, and other class activities

Instead of tests and quizzes, there will be questions to answer for each reading assignment. These require careful reading and thought.

You will be assigned guided journal writings and reflections. You will be given specific tasks and prompts to guide and develop your writing. The best writing shows that you have thought deeply about a topic and shared something of yourself, including new understandings and realizations. Your writing does not have to be “polished,” but it should be real and heartfelt—with attention paid to spelling, grammar, punctuation, and handwriting.

Additionally, there will be other miscellaneous written assignments.

Attendance and Participation

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, including active reading of articles, discussions of readings, case studies, and in-class reflections. What is done in class may not be made up; the grade for a missed activity is a zero.

Participation demands your active presence and your readiness to discuss ideas, to work collaboratively, and to stay on task. If you miss a class, it is your responsibility to contact a classmate or the instructor before the next class meeting to find out what you need to do to prepare for the next class.

Participation points will be deducted when students do not participate either vocally or through body language, are absent or late, have obviously not prepared for class, do not bring books or supplies, disrupt the class, sleep, use their cell phones, or do other things besides this class’s work.

Assignments and time management: We strongly suggest that you have a specific place to record assignments. You are expected to read the assigned materials and homework before class starts. You should spend about 1 to 2 hours preparing for each hour of class time.

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, only, and will be given half credit. Please note that assignments are considered late, whether you were in class or were absent.

“A journey of a thousand miles begins with a single step.” -Lao Tzu

Classroom Environment

- Be respectful of all speakers, including instructors, students, and guests.
- 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 and put away. Participation points are deducted for cell phone use during class.
- Recording class discussions and taking photos or videos is not allowed unless you have prior instructor permission.
- I expect you to arrive on time. However, I would rather you arrive late (and safely) than miss class entirely.
- If there are any specific questions about grades, please address these to me after class.

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.

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.

"College is a place where a student ought to learn not so much how to make a living,
but how to live." ~~Dr. William A. Nolen

Syllabus Quiz

Name _____

1. Tell which two FYS course goals you most want to achieve, and why.
2. What is this instructor's policy about cell phones in class?
3. What is the policy for late work in this class?
4. How can you contact the instructor?
5. If you miss class, what cannot be made up?
6. Write one question you would like answered about the FYS class.