

Syllabus for SEM 140, Seminar in Life Pathways

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

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Course Description

Students will develop skills in order to promote success in education and in life. Learners will become equipped in navigating academic advising and financial aid. Student Education Plans (SEP), the course pack, and final project will be completed; academic success strategies are 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 develops inner traits that lead to success, 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 we will consider our **career path**. We will spend time considering career options and develop an educational plan that leads toward our own particular career goals.
- Yet another journey involves **navigating college**, using available resources for academic planning, and understanding the systems and processes for achieving our academic goals (such as receiving a college degree).

Course Goals

In SEM 140, we will

1. Assess our career interests and aptitudes and create an academic plan (Student Education Plan—SEP), through completion of the course pack and final project.
2. Learn principles and apply strategies that improve our ability to succeed in courses, persist in our college career, and achieve our goals.
3. Increase communication, leadership, and interdependence skills through group work and discussions with peers as well as College instructors/staff.
4. Access and effectively use college resources.
5. Build critical thinking skills through employing active reading and writing strategies.



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

Required Materials

- Computer (laptop OR desktop ideal!) with continual internet access.
- Preferred internet browser of Firefox or Chrome (free downloads) to access JetNet and MindTap.
- Textbook: *On Course*, 8th Edition, by Skip Downing bundled with class Course Pack below.
- SEM 140 Course Pack, available at the bookstore: “Seminar 140: Seminar in Life Pathways”.
- 3-ring binder (1-inch wide), loose-leaf paper, pens, highlighters, post-it notes.

Essential Competencies

The faculty of Jackson College has determined that all JC graduates should develop or enhance certain essential competencies while enrolled in the College. The specific competencies which will be addressed in SEM 140 are:

The ability to think critically and solve problems

- 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

- 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.

Overall Grading Components

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| • Course Pack/Final Project and Navigator Appointment | 40% |
| • <i>On Course</i> Journals; other Activities/Homework; and Case Studies | 40% |
| • Attendance and Participation | 20% |

Grading Components Break Down

Course Pack/Final Project and Navigator Appointment – 40%	600 pts.
{On Course Journals (12 x 20) Class Activities} – 40% (1-7 below and other homework projects)	240 pts. 360 pts.
1. Syllabus Quiz	10 pts.
2. Pre Assessment	10 pts.
3. Mid-Course Evaluation	10 pts.
4. Case Studies (6 x 20 pts)	120 pts.
5. Post Assessment	10 pts.
6. Final Presentation/Exam	100 pts.
7. Other homework projects	100 pts.
Attendance and Participation - 20%	300 pts.

Course Total: **1500 pts.**

Course Pack/Final Project and Navigator Appointment (40% of grade)

The purpose of the Course Pack and Final Project is to help us think through such important questions as, “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?”

The Navigator Appointment is mandatory and pages 69-70 must be completed in full (with signatures*) to receive any points in this grading category.

***Fulfillment of this requirement for the online section will be determined by the Navigators.**

Options that are available to us are categorized by career-type groupings called “Guided Pathways.” Our career exploration journey begins by identifying our passions, dreams, and strengths, and determining which general career pathway best aligns with those.

Each guided pathway has an array of routes to college credentials and careers. Our task will be to research those that interest us—consulting the JC catalog and other online sources, hearing from faculty teaching in those fields, etc.—in order to determine the ideal academic program (major) for each of us.

Every page of the Course Pack guides us on a journey of self-exploration and life planning. As we give careful thought to completing each section, we are creating a valuable resource that we will refer to and update throughout our college careers.

We will receive clear instructions and support for completing the Course Pack/Final Project and Navigator Appointment. Past Seminar students have reported that these areas helped them develop a clear vision and plan for their future. We hope this will be your experience as well. We will present our findings to the class at the end of our research and investigation.

On Course Journals and Other Class Activities (40% of grade)

We will be assigned guided journal writings. These will be completed within our online *On Course* book area in MindTap that requires we work online. We can feel free to begin a journal, save our current progress, and then come back later to edit and then submit the final before the assigned due date.

Rather than simply “free writing,” we will be given specific tasks and prompts to guide and develop our writing. Read the prompts carefully and follow them step by step. **Don’t skip any parts!**

The best writing shows that we have thought deeply about a topic and shared something personal, including new understandings and realizations. Dive deep, and use the 4 “Es”: Examples, Experiences, Explanations, and Evidence. Our writing does not have to be “polished,” but it should be real and heartfelt—with attention paid to spelling, grammar, punctuation, and mechanics.

Activities and homework are done solo, with partners, in small groups, and in large groups in JetNet as well as in the online book area of MindTap. Sometimes this array of activities combines both reading and writing, skits, summaries, and report outs. Our active participation and engagement in these activities will help promote our understanding and applications of interdependence, self-awareness, critical thinking, and active learning. These will also help us discover and further develop both our soft and hard skills that we will learn more about from our readings in *On Course*.

Attendance and Participation (20% of grade)

Attendance is not optional – even virtually. 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. We must be present for and fully engaged in class activities, including active reading of articles, discussions of readings, case studies, quizzes, etc. Even in our virtual environment we will be helping each other with specific tasks, sometimes in forums, which will require us certain weeks to be in JetNet more than once. The sooner we read over class materials the better as we can then properly prepare for these activities.

We each have a life and a lot competing for our time. This is why a detailed outline of our required class activities is already posted at the top of our JetNet site under the “Class Resources” heading to help us plan around our other family, work, and class responsibilities. Many of these items can be completed well in advance of the final due date to avoid being late or missed.

Also, we **MUST** have a back-up plan for accessing our online course. Technological issues happen to all of us, but these issues are *not* a valid excuse for getting out of successfully completing our course materials on time.

Assignments and Time Management

Weekly homework assignments are posted in our course calendar. We need to have a specific place (e.g., small planner, phone calendar) to record these assignments.

We are expected to read the assigned materials and complete journal writings and other homework often *before* completing other weekly class activities or larger projects.

We should spend about 2-3 hours preparing for each hour of class time. Since our class is 3 credit hours this equates to 6-9 hours + an additional 3 hours to make up for not having the face-to-face class sessions together. This means we need closer to 9-12 hours per week for our class on its own.

Late Assignments

All weekly tasks are due by the following Tuesday no later than 8AM Eastern Time unless otherwise noted in JetNet. Late homework assignments will be accepted **48 hours** after the assignment’s original deadline, **only**, and will be reduced by 20% (10 pts x 80% = 8), one full grade.

Again, technological issues are not a valid excuse for not getting work successfully submitted in-full and on-time. Be prepared by looking ahead at what we can do on our own easily or in getting our portion of group tasks done early enough for peers to complete the remaining portions.

Small Group Work

Often for SEM 140, we will be asked to complete assignments working as a team. Our ability to collaborate, communicate, and contribute effectively are critical to our success as a learner who can help foster others’ learning.

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.

Virtual Classroom Environment

- Be respectful of all speakers including instructors, students, guests, etc.
- Words and phrases *matter*. Forums are open environments for our class. We need to think how our words will be interpreted by others and if those same words and phrases we are typing we would say out loud if that person was sitting across from us.
- Do not wait until the **due date** to complete Case Studies and some of our Weekly Participation Forums. Our grades are based on our active participation – our original posts should be made early in the week to make time for our replies to others as well as to give peers a chance to reply to our original post.
- We need continual access to a reliable computer (laptop or desktop preferred) with internet for the entire semester. Just as face-to-face classes promise us a physical place to meet each week our digital device with internet becomes that location. Without that device with internet we will be unable to fulfill our obligations to successfully participate and complete SEM 140.

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 are computed by dividing the possible number of points by the number of points earned. This box shows the grading scale if there were a total of 1500 possible points.

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

4.0 = *excellent work (above and beyond what is expected)*

3.0 = superior work

2.0 = average work

1.0 = inferior work

The percentages for grades can be seen in the chart.

Since we have a total of 1500 possible points, we need a minimum of 1050 points to earn a 2.0, which is considered a passing grade.

Grading Scale		
Percent	Grade	Points
90-100	4.0	1350 - 1500
85-89	3.5	1275 – 1349
80-84	3.0	1200 – 1274
75-79	2.5	1125 – 1199
70-74	2.0	1050 – 1124
65-69	1.5	975 – 1049
60-64	1.0	900 – 974
55-59	0.5	825 – 899
0-54	0.0	824 <

Intermediate Grading

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

- **V:** verifies that we are participating and our work so far has been acceptable.
- **H:** means that we are participating, but our work shows that we may require Help in order to complete the class successfully. If we receive an H grade, we will be contacted by the Center for Student Success and offered tutoring services.
- **Q:** means that we have effectively quit participating in the course. If we receive a Q grade, we will automatically be withdrawn from the course.

Special Grading Situations:

- Although our instructors may withdraw us for non-participation before midterm, only the student can initiate a withdrawal after midterm.
- Incomplete grades are rarely given and will be given only in accordance with JC policy.

Getting Help: Success is the Goal!

Education is a self-initiated, goal-directed process. We as students are expected to be accountable for our own learning. Our instructors are facilitators and resources who will assist us in this process. If we recognize that we need additional help in order to be successful, we have a number of options. The most important thing about getting help is to do so as soon as we feel that we are getting off course. The quicker we seek help, the more likely it is that we will be able to get back on course and be successful. If we need help, contact:

- **Our Classmates:** Please make use of peers! If we are unclear about a particular assignment, talking it over with a classmate may help us 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.
- **Our Instructors:** Please make use of our instructors! Instructors are here to help. Feel free to make special appointments to see me. I check email regularly, and this is my preferred means of communicating with students as I respond with 24-48 hours.
- **The Center for Student Success:** Located in Bert Walker Hall, the Center provides tutoring and other services. Please call 517-796-8415 or visit for more information. The staff is there to help us succeed in our 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](#) at 517-796-8415. This is the first step in acquiring the appropriate accommodations to facilitate learning.

The Seminar 140 class is designed to provide us with knowledge, skills, and support that will help us make a smooth transition into the challenging world of college. Please know that as we encounter unfamiliar situations and frustrations (which we absolutely will), our Seminar 140 instructors can be valuable resources to help guide us toward answers to our questions and solutions to problems that arise. We need to be proactive in reaching out to instructors either in person or via email as soon as possible to seek solutions as early as possible. The college experience can be exciting, and it can be frightening, too. We are not alone in this journey. As a member of this Seminar 140 class, we have a strong support network. Our classmates and instructors are here for you, and we want you to succeed.

SEM 140 SCHEDULE OF REQUIRED ASSIGNMENTS *

Week 1	Due by	I Did This On (Date)	My Points
<i>Syllabus Quiz</i>	9/13		/10
<i>Welcome Letter</i>	9/13		/20
<i>Complete CSIF Assessment Survey</i>	9/13		/10
Participation in Week 1 Forum	9/13		/20
Week 2 Getting On Course to Your Success: Chapter 1 (2-40)	Due By	I Did This On (Date)	My Points
Read College Smart-Start Guide (pgs 2-5) Read Money Matters (pgs 5-14) Read Understanding the Culture of Higher Education (pgs 14-22) Read Understanding the Expectations of College (pgs 22-28) Read Understanding Yourself (pgs 29-40) Navigator Visit			N/A
<i>Write Journal Entry 3 - Chapter 1 (pg 38)</i>	9/20		/20
<i>Course Pack Pages 15, 19 & 20</i>	9/20		/19
<i>Soft Skills Self-Assessment (pgs 32-34)</i>	9/20		/10
Participation (Chapter 1 Quiz)	9/20		/20
Week 3 Accepting Personal Responsibility: Chapter 2 (pgs 42-70)	Due By	I Did This On (Date)	My Points
Read Adopting a Creator Mindset (pgs 41-46) Read Mastering Creator Language (pgs 47-52) Read Making Wise Decisions (pgs 57-64) Read Change our Inner Conversation (pgs 65 – 70)			N/A
<i>Journal Entry 4 – Chapter 2 (pg 42)</i>	9/27		/20
<i>Journal Entry 7 - Chapter 2 (pg 48)</i>	9/27		/20
<i>Late Paper Case Study - Chapter 2</i>	9/27		/20
<i>Course Pack pgs 24, 25, 26, 27, 28 & 29</i>	9/27		/18
<i>Course Pack pg 31</i>	9/27		/12
Participation (Chapter 2 Quiz)	9/27		/20

Week 4	Due By	I Did This On (Date)	My Points
Discovering Self-Motivation: Chapter 3 (72-99)			
Read Creating Inner Motivation (pgs 74-80) Read Designing a Compelling Life Plan (81 -87) Read Committing to Your Goals and Dreams (pgs 88-95) Read Write a Personal Affirmation (pgs 96-100)			N/A
Journal Entry 9 – Chapter 3 (pg 86)	10/4		/20
Journal Entry 11 – Chapter 3 (pg 99)	10/4		/20
Course Pack pgs 34, 35, 43, 44 & 45	10/4		/60
Participation (Chapter 3 Quiz)	10/4		/20
Week 5	Due By	I Did This On (Date)	My Points
Discovering Self-Motivation continued: Chapter 3 (pages 72-99)			
Course Pack pgs 47, 48, 49 & 50	10/11		/18
SMART/DAPPS	10/11		/10
Participation in Week 5 Forum	10/11		/20
Week 6	Due By	I Did This On (Date)	My Points
Course Pack Unit III - My Pathways Exploration			
Course Pack pgs 53 & 54	10/18		/20
Participation in Week 6 Forum	10/18		/20
Week 7	Due By	I Did This On (Date)	My Points
Course Pack Unit III continued - My Pathways Exploration			
Course Pack pgs 55, 56, 57 & 58	10/25		/54
The Purchased Paper	10/25		/20
Participation in Week 7 Forum	10/25		/20
Week 8	Due By	I Did This On (Date)	My Points
Course Pack Unit IV – Academic Planning			
Mid-Course Evaluation	11/1		/10
Participation in Week 8 Forum	11/1		/20
Week 9	Due By	I Did This On (Date)	My Points
Course Pack Unit IV continued – Academic Planning			
Navigator Visit			N/A
Required Pathway Special Event/Report	11/8		/100
Participation in Week 9 Forum	11/8		/20

Week 10	Due By	I Did This On (Date)	My Points
Mastering Self-Management – Chapter 4 (102-134)			
Read Acting on Purpose (pgs 103-107) Read Creating a Leak-Proof Self-Management System (pgs 108-118) Read Developing Self-Discipline (pgs 119-129) Read Develop Self-Confidence (pgs 130-134)			N/A
Journal Entry 13- Chapter 3 (pg 114)	11/15		/20
28 Day Kick Ass Challenge	11/15		/15
The Procrastinators – Chapter 4 Case Study	11/15		/20
Participation (Chapter 4 Quiz)	11/15		/20
Week 11	Due By	I Did This On (Date)	My Points
Employing Interdependence: Chapter 5 (134-162)			
Read Creating a Support System (pgs 137-143) Read Strengthening Relationships with Active Listening (pgs 145-149) Read Respecting Cultural Differences (pgs 149-157) Read Be Assertive (pgs 157-161)			N/A
Professor Roger's Trial – Chapter 5 Case Study	11/22		/20
Complete Course Pack pgs 94, 95, 96 & 97	11/22		/42
Journal Entry 19 (pg 161)	11/22		/20
Participation (Chapter 5 Quiz)	11/22		/20
Week 12	Due By	I Did This On (Date)	My Points
Gaining Self-Awareness: Chapter 6 (163-187)			
Read Recognizing When You Are Off Course (pgs 165-168) Read Identifying Your Scripts (pgs 168-174) Read Rewriting Your Outdated Scripts (pgs 174-183) Read Write Your Own Rules (183-187)			N/A
Journal Entry 21 - Chapter 6 (pg 173)	11/29		/20
Journal Entry 23 – Chapter 7 (pg 186)	11/29		/20
Strange Choices - Chapter 6 Case Study (pg 182)	11/29		/20
Course Pack pgs 98 & 99	11/29		/33
Study Skills Self-Assessment	11/29		/5
Participation (Chapter 6 Quiz)	11/29		/10

Week 13	Due By	I Did This On (Date)	My Points
Adopting Lifelong Learning: Chapter 7 (188-217)			
Read Developing a Learning Orientation to Life (pgs 190-195) Read Discovering Your Preferred Ways to Learning (pgs 196-204) Read Employing Critical Thinking (pgs 204-212) Read Develop Self-Respect (213-217)			N/A
Journal Entry 25 - Chapter 7 (pg 200)	12/6		/20
A Fish Study - Chapter 7 Case Study (pgs 189-190)	12/6		/20
Journal Entry 26 – Chapter 7 (pg 209)	12/6		/20
Course Pack pgs 100 & 101	12/6		/16
Participation (Chapter 7 Quiz)	12/6		/20
Week 14	Due By	I Did This On (Date)	My Points
Developing Emotional Intelligence: Chapter 8 (pgs 218-246)			
Read Understanding Emotional Intelligence (pgs 220-223) Read Reducing Stress (pgs 224-233) Read Increasing Happiness (pgs 234-242) Read Develop Self-Acceptance (pgs 242-246)			N/A
After Math – Chapter 8 Case Study (pg 219)	12/13		/20
Journal Entry 29 (pg 233)	12/13		/20
Student/Navigator Academic Advising Plan	12/13		/200
Course Pack (pg 102)	12/13		/8
Participation (Chapter 8 Quiz)	12/13		/20
Week 15	Due By	I Did This On (Date)	My Points
Staying On Course to Your Success: Chapter 9 (pgs 247-255)			
“No Late work permitted... must be done by due date posted”			
Read Planning Your Next Steps (pgs 248-255)			N/A
Post Assessment (pgs 249-251)	12/20		/10
Final Presentation/Exam	12/20		/100
Letter to Future Self	12/20		/10
Partial Participation (Chapter 9 Quiz)	12/20		/10
Course Evaluation	12/20		/10
Participation in Week 15 Final Class Forum	10 pts		/20

* Schedule subject to change with adequate notification given to students.

** Always check JetNet for the most recent updates.