

Syllabus for SEM 140, Seminar in Life Pathways

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

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Class Times: Tues/Thurs 1:00p-2:27p Hillsdale 14

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Mari Nunez: Support Services and Tutoring

HQV #1: 09/12/2017

HQV #2: 10/01/2017

HQV #3: 11/05/2017

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 such as at Hillsdale Center.
- 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”.
- Flash drive, 3-ring binder (1-inch wide), loose-leaf paper, pens, highlighters, post-it notes.

* Text Book Zero! Please note this text is available in digital format found within the links posted on our class JetNet page.

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/Special Event 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/Special Event 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. Final Presentation/Exam	100 pts.
6. 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.

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. 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. We will be helping each other with specific tasks, which will require us to break down a task into parts each person is responsible for completing to then put together. The sooner we read over class materials the better as we can then properly prepare for these activities. What is done in class may not be made up; the grade for a missed activity or quiz is a zero.

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

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 such as our readings and journals can be done in advance of the final due dates. Class attendance and school work must be high priorities if we are to benefit from this course and receive credit. Attendance matters!

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 these before coming to class.

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 outside of our class time together to get through our materials.

Late Assignments

All weekly tasks are due by the dates listed on our calendar and within our course JetNet page no later than 1PM Eastern Time [*before our class starts!!*] unless otherwise noted. 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.

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 in class, 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 continually work on these areas of 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.
- Arrive early if we want to check your text messages. If we need to take an important call, please put our phone on vibrate, take the call outside of class, and return quickly.
- Be sure that the time spent online in our technology-enhanced class reflects our focus for the day and does not lead to distractions that should be kept for non-class time.
- Recording class discussions and taking photos or videos is not allowed unless we have prior instructor permission.
- Take restroom breaks as needed though try avoiding these breaks during presentations or quiz times. Permission is not necessary.
- I expect us all to arrive on time and remain for our full class. However, I would rather see students 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 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 10%, 25%, and 55% of class the meetings. 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 or call [Mari Nunez](#) at the Hillsdale Center at 517-787-0800 ext. 3058 or the Hillsdale Office at 517-437-3343. 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 – 9/5 and 9/7	Due by	I Did This On (Date)	My Points
<i>Syllabus Quiz</i>	9/12		/10
<i>Welcome Letter</i>	9/12		/10
<i>Complete Growth Mindset Survey</i>	9/12		/10
<i>Participation and Attendance</i>	20 pts		/20
Week 2 - 9/12 and 9/14	Due By	I Did This On (Date)	My Points
Getting On Course to Your Success: Chapter 1 (2-40)			
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>	9/21		/20
<i>Course Pack Pages 15, 19 & 20</i>	9/21		/19
<i>Soft Skills Self-Assessment (pgs 32-34)</i>	9/21		/10
<i>Chapter 1 Review</i>	9/21		/10
<i>Participation and Attendance</i>	20 pts		/20
Week 3 – 9-21 and 9/26	Due By	I Did This On (Date)	My Points
Accepting Personal Responsibility: Chapter 2 (pgs 42-70)			
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>Write Journal Entry 5 – Chapter 2 (pg 55)</i>	9/28		/20
<i>Write Journal Entry 7 - Chapter 2 (pg 69)</i>	9/28		/20
<i>Late Paper - Chapter 2 Case Study</i>	9/28		/10
<i>Course Pack pgs 24, 25, 26, 27, 28 & 29</i>	9/28		/18
<i>Course Pack pg 31</i>	9/28		/12
<i>Chapter 2 Review</i>	9/28		/10
<i>Participation and Attendance</i>	20 pts		/20

Week 4 – 9/28 and 10/3	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
Course Pack pgs 47, 48, 49, & 50	10/5		/18
Write Journal Entry 11 – Chapter 3	10/5		/20
Chapter 3 Review	10/5		/10
Participation and Attendance	20 pts		/20
Week 5 – 10/5 and 10/10	Due By	I Did This On (Date)	My Points
Mastering Self-Management: Chapter 4 (102-134)			
Friday, 10/6 is our Pathway Showcases Event Day to complete our Pathway Special Event/Report			
Read Acting on Purpose (pgs 103-107) Read Developing Self-Discipline (pgs 119-129) Read Develop Self-Confidence (pgs 130-134)			N/A
The Procrastinator’s – Chapter 4 Case Study	10/12		/10
Write Journal Entry 12 – Chapter 4	10/12		/20
SMART/DAPPS	10/12		/15
Participation and Attendance	20 pts		/20
Week 6 – 10/12 and 10/17	Due By	I Did This On (Date)	My Points
Mastering Self-Management: Chapter 4 continued			
Read Creating a Leak-Proof Self-Management Sys (pgs 108-118) Read Developing Self-Discipline (pgs 119-129) Read Develop Self-Confidence (pgs 130-134)			N/A
Write Journal Entry 13 – Chapter 4	10/19		/20
Chapter 4 Review	10/19		/10
28 Day Kick Ass Challenge Starting File	11/16		N/A
Participation and Attendance	20 pts		/20
Week 7 – 10/19 and 10/24	Due By	I Did This On (Date)	My Points
Course Pack Unit III: My Pathways Exploration			
Read Course Pack pgs 36, 37, 38, 39, 40, & 41			N/A
Course Pack pgs 43, 44, & 45	10/26		/42
Course Pack pgs 97, 98, & 99	10/26		/45
The Purchased Paper	10/26		/10
Continue the 28 Day Kick Ass Challenge	11/16		N/A
Participation and Attendance	20 pts		/20

Week 8 – 10/26 and 10/31 Course Pack Unit III continued: My Pathways Exploration	Due By	I Did This On (Date)	My Points
<i>Mid-Course Evaluation</i>	11/2		/10
<i>Course Pack pgs 55, 56, 57, & 58</i>	11/2		/54
<i>Continue the 28 Day Kick Ass Challenge</i>	11/16		N/A
<i>Participation and Attendance</i>	20 pts		/20
Week 9 – 11/2 and 11/7 Employing Interdependence: Chapter 5 (134-162)	Due By	I Did This On (Date)	My Points
Read Creating a Support System (pgs 137-143) Read Strengthening Relationships w/Active Listening (pgs 145-149) Read Respecting Cultural Differences (pgs 149-157) Read Be Assertive (pgs 157-161)			N/A
<i>Professor Roger's Trial – Chapter 5 Case Study</i>	11/9		/10
<i>Course Pack pages 94, 95, & 96</i>	11/9		/30
<i>Write Journal Entry 19 – Chapter 5</i>	11/9		/20
<i>Chapter 5 Review</i>	11/9		/10
<i>Continue the 28 Day Kick Ass Challenge</i>	11/16		N/A
<i>Participation and Attendance</i>	20 pts		/20
Week 10 – 11/9 and 11/14 Course Pack Unit IV: Academic Planning	Due By	I Did This On (Date)	My Points
<i>Course Pack pgs 53 & 54</i>	11/16		/20
<i>Finalize 28 Day Kick Ass Challenge</i>	11/16		/15
<i>Required Pathway Special Event/Report</i>	11/16		/100
<i>Participation and Attendance</i>	20 pts		/20
Week 11 – 11/16 and 11/21 Gaining Self-Awareness: Chapter 6 (163-187)	Due By	I Did This On (Date)	My Points
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
<i>Strange Choices – Chapter 6 Case Study</i>	11/28		/10
<i>Write Journal Entry 21 – Chapter 6</i>	11/28		/20
<i>Study Skills Self-Assessment</i>	11/28		/10
<i>Participation and Attendance</i>	20 pts		/20

Week 12 – 11/28 and 11/30 Gaining Self-Awareness: Chapter 6 continued	Due By	I Did This On (Date)	My Points
<i>Write Journal Entry 23 – Chapter 6</i>	12/5		/20
<i>Course Pack pgs 34 & 35</i>	12/5		/18
<i>Chapter 6 Review</i>	12/5		/10
<i>Participation and Attendance</i>	20 pts		/20
Week 13 – 12/5 and 12/7 Adopting Lifelong Learning: Chapter 7 (188-217)	Due By	I Did This On (Date)	My Points
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
<i>A Fish Study - Chapter 7 Case Study</i>	12/12		/10
<i>Write Journal Entry 25 - Chapter 7</i>	12/12		/20
<i>Write Journal Entry 26 – Chapter 7</i>	12/12		/20
<i>Student/Navigator Academic Advising Plan</i>	12/12		/200
<i>Chapter 7 Review</i>	12/12		/10
<i>Participation and Attendance</i>	20 pts		/20
Week 14 – 12/12 and 12/14 Developing Emotional Intelligence: Chapter 8 (pgs 218-246)	Due By	I Did This On (Date)	My Points
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
<i>After Math – Chapter 8 Case Study</i>	12/19		/10
<i>Write Journal Entry 29 – Chapter 8</i>	12/19		/20
<i>Course Pack pgs 100, 101, & 102</i>	12/19		/24
<i>Final Presentation/Exam</i>	12/19		/100
<i>Chapter 8 Review</i>	12/19		/10
<i>Participation and Attendance</i>	20 pts		/20
Week 15 – 12/19 and 12/21 No Late work permitted... must be done by due date posted	Due By	I Did This On (Date)	My Points
Read Planning Your Next Steps (pgs 248-255)			N/A
<i>Letter to Future Self</i>	12/21		/10
<i>Course Evaluation</i>	12/21		/10
<i>Participation and Attendance</i>	20 pts		/20

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

** Always check JetNet for the most recent updates.