

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 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 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 exploring active reading and writing strategies.



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

Required Materials

- Textbook: *On Course*, 8th Edition, by Skip Downing, ISBN: 978-1-305-64716-9*
- 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

* 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.

Grading Components

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| • Course Pack, Special Event, and Navigator Appointment | 40% |
| • <i>On Course</i> Journals and other Activities | 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) **240 pts.**

Class Activities} – 40% (1-7 below and other homework projects) **360 pts.**

1. Syllabus Review 10 pts.
2. Beginning Soft Skills Self-Assessment 10 pts.
3. Mid-Course Evaluation 10 pts.
4. Case Studies (6 x 10 pts) 60 pts.
5. Final Presentation/Exam 100 pts.
6. Chapter Reviews (8 x 10 pts) 80 pts.
7. Other homework projects 90 pts

Attendance and Participation - 20% (30 x 10) **300 pts.**

Course Total: **1500 pts.**

Course Pack/Special Event and Navigator Appointment (40% of grade)

The purpose of the Course Pack and Final Project is to help you 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 67-68 must be completed in full (with signatures) to receive any points in the Course Pack/Special Event and Navigator Appointment 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 career.

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 and reflections. 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, chapter reviews, etc. What is done in class may not be made up; the grade for a missed activity or quiz is a zero.

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 well in advance of the final due dates.

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. Even technology issues are *not* a valid excuse for getting out of successfully completing our course materials on time. If we miss a class for any reason, it is **our responsibility** to look at our posted class schedule or contact a classmate or the instructors as soon as possible to find out what we need to do to prepare for the next class.

Nevertheless, 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 journal writings and other homework often *before* completing 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 assignments are due at the beginning of class unless otherwise noted in JetNet. 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 **reduced by 20%** (10 pts x 80% = 8), one full grade. In the event of an absence on a test day, arrangements may be made to make-up the test.

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 part of a group task done early enough for peers to use our portion to complete the group’s work.

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 be working on both of these—critical thinking and collaboration—in our small group projects.

Classroom Environment

- Be respectful of all our speakers including instructors, students, guests, etc.
- Be mindful that many students need quiet surroundings during independent work for focus. We need to think how our words will be interpreted by others. Also, if those same words and phrases we are typing we would say out loud if that other person was sitting across from us.
- Arrive early if we want to check our text messages. If we need to take an important call, please put the 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; avoid these breaks during test time. Permission is not necessary.
- I expect we arrive on time. However, I would rather we 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.

If there were 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 3 times during the semester. 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 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 as soon as possible:

- ◆ **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 our confusion. Remember that together we are a community of learners—so asking each other for help is a good strategy to adopt for our success.
- ◆ **Our Instructor:** Please make use of instructors! Instructors are here to help. Feel free to make an appointment to see me. I check email regularly, and this is my preferred means of communicating with students as I typically respond within 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 class we are taking.

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 by visiting the website listed here:

<https://www.jccmi.edu/center-for-student-success/accommodations-for-students-with-disabilities/>

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 instructor can be a valuable resource 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 sooner rather than later. 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 us, and we want to see everyone succeed.

SEM 140 ASSIGNMENT CHECKLIST *

Week 1 –	Due by	I Did This On (Date)	My Points
<i>Syllabus Review</i>			/10
<i>Welcome Letter</i>			/10
<i>Complete in MindTap CSFI Assessment Survey</i>			/10
Participation/Attendance	10 pts EACH DAY		/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)			N/A
<i>Write Journal Entry 3 – Chapter 1</i>			/20
<i>Course Pack Pages 15, 19 & 20</i>			/19
<i>Complete in MindTap Soft Skills Self-Assessment</i>			/10
Chapter 1 Review			/10
Participation/Attendance	10 pts EACH DAY		/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 43-49) Read Mastering Creator Language (pgs 50-56) Read Making Wise Decisions (pgs 57-64) Read Change our Inner Conversation (pgs 65-70)			N/A
<i>Write Journal Entry 5 – Chapter 2</i>			/20
<i>Write Journal Entry 7 – Chapter 2</i>			/20
<i>Late Paper Case Study – Chapter 2 pg 42</i>			/10
<i>Course Pack pgs 24, 25, 26, 27, 28 & 29</i>			/18
<i>Course Pack pg 31</i>			/12
Chapter 2 Review			/10
Participation/Attendance	10 pts EACH DAY		/20

Week 4 – Discovering Self-Motivation: Chapter 3 (72-99)	Due By	I Did This On (Date)	My Points
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
<i>Read Amanda's Story pg 46 in Course Pack</i>			N/A
<i>Course Pack pgs 47, 48, 49 & 50</i>			/18
<i>Write Journal Entry 11 – Chapter 3</i>			/20
Chapter 3 Review			/10
Participation/Attendance	10 pts EACH DAY		/20
Week 5 – Mastering Self-Management – Chapter 4 (102-134)	Due By	I Did This On (Date)	My Points
Read Acting on Purpose (pgs 103-107) Read Developing Self-Discipline (pgs 119-129) Read Develop Self-Confidence (pgs 130-134)			N/A
<i>Write Journal Entry 12 – Chapter 4</i>			/20
<i>The Procrastinators – Chapter 4 Case Study pg 102</i>			/10
<i>SMART/DAPPS</i>			/15
Participation/Attendance	10 pts EACH DAY		/20
Week 6 – Mastering Self-Management – Chapter 4 continued	Due By	I Did This On (Date)	My Points
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
<i>Write Journal Entry 13 – Chapter 4</i>			/20
<i>28 Day Kick Ass Challenge Handout</i>	4/11		
Chapter 4 Review			/10
Participation/Attendance	10 pts EACH DAY		/20
**** WINTER BREAK WEEK ****			

Week 7 – Course Pack Unit III - My Pathways Exploration	Due By	I Did This On (Date)	My Points
<i>Read Course Pack pgs 36, 37, 38, 39, 40, & 41</i>			N/A
<i>Course Pack pgs 43, 44, & 45</i>			/42
<i>Course Pack pgs 97, 98, & 99</i>			/45
<i>The Purchased Paper</i>			/10
Participation/Attendance	10 pts EACH DAY		/20
Week 8 – Course Pack Unit III continued - My Pathways Exploration	Due By	I Did This On (Date)	My Points
<i>Start the 28 Day Kick Ass Challenge</i>	4/11		
<i>Mid-Course Evaluation</i>			/10
<i>Course Pack pgs 55, 56, 57 & 58</i>			/54
Participation /Attendance	10 pts EACH DAY		/20
Week 9 – 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 with Active Listening (pgs 145-149) Read Respecting Cultural Differences (pgs 149-157) Read Be Assertive (pgs 157-161)			N/A
Second Navigator Visit			N/A
<i>Professor Roger’s Trial – Chapter 5 Case Study pgs 136-137</i>			/10
<i>Complete Course Pack pgs 94, 95, & 96</i>			/30
<i>Write Journal Entry 19 – Chapter 5</i>			/20
<i>Chapter 5 Review</i>			/10
Participation/Attendance	10 pts EACH DAY		/20
Week 10 – Course Pack Unit IV – Academic Planning	Due By	I Did This On (Date)	My Points
<i>Required Pathway Special Event/Report</i>			<i>/100</i>
<i>Course Pack pgs 53-54</i>			<i>/20</i>
Participation/Attendance	10 pts EACH DAY		/20

Week 11 – 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)			N/A
<i>Write Journal Entry 21 – Chapter 6</i>			/20
<i>Strange Choices – Chapter 6 Case Study (pg 182)</i>			/10
<i>28 Day Kick Ass Challenge due next week</i>			/15
<i>Complete in MindTap Study Skills Self-Assessment</i>			/10
Participation/Attendance	10 pts EACH DAY		/20
Week 12 – Chapter 6 continued...	Due By	I Did This On (Date)	My Points
Read Write Your Own Rules (183-187)			N/A
<i>Write Journal Entry 23 – Chapter 7</i>			/20
<i>Course Pack pgs 34 & 35</i>			/18
<i>Chapter 6 Review</i>			/10
Participation/Attendance	10 pts EACH DAY		/20
Week 13– 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>Write Journal Entry 25 – Chapter 7</i>			/20
<i>A Fish Study – Chapter 7 Case Study (pgs 189-190)</i>			/10
<i>Write Journal Entry 26 – Chapter 7</i>			/20
<i>Chapter 7 Review</i>			/10
Participation/Attendance	10 pts EACH DAY		/20

Week 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 (pg 219)</i>			/10
<i>Write Journal Entry 29 – Chapter 8</i>			/20
<i>Student/Navigator Academic Advising Plan</i>			/200
<i>Course Pack pgs 100, 101, & 102</i>			/24
Chapter 8 Review			/10
Participation/Attendance	10 pts EACH DAY		/20
Week 15 Staying On Course to Your Success: Chapter 9 (pgs 247-255) “No Late work permitted... must be completed by due date”	Due By	I Did This On (Date)	My Points
Read Planning Your Next Steps (pgs 248-255)			N/A
Final Presentation/Exam			/100
Letter to Future Self			/10
Course Evaluation			/10
Participation/Attendance	10 pts EACH DAY		/20

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