

## Seminar in Life Pathways



SEM 140H Section #81

Fall 2018

**Number of Credits:** 3 credits

**Office:** By Appt.

**Days Class Meets:** Tuesday/Thursday

**Contact Phone:** 517-960-4309

**Meeting Times:** 1 pm – 2:23 pm

**Contact Email:** heneseveretta01@jccmi.edu

**Location:** Room 13

**Office Hours:** By Appt.

**Instructor:** Everett A. Henes,

**Online:** list online information

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### Course Description

Students will learn about, develop and apply On Course principles/characteristics that are necessary for success in education, careers and life. Through the Life Map Project, students will understand the rigor and requirements of their identified career pathway, set completion goals (skill set, concentration, certificate, degree and/or transfer), and create a student education plan. Students registered in a Seminar in Life Pathway are expected to bring their own laptop-style computer to every class for their use in this course. For technical specifications and the potential to use financial aid to purchase to use financial aid to purchase an appropriate device refer to [JC's Text Book Zero web site](#).

### Prerequisite(s)

None

### Course Goals

In SEM 140, we will

1. Assess our career interests and aptitudes and create an academic plan, 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.

## Course Objectives

Students will develop skills to promote success in education and in life. Learners will become equipped in navigating academic advising and financial aid. Our required Navigator appointment to build our Academic Advising Plan, 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 us toward our particular career goals.

Another journey involves navigating college, using available resources for academic planning, as well as understanding the systems and processes for achieving our academic goals including receiving a college degree or certification.

## 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"\*

**\*Text Book Zero!** This text is available in a digital format. Please see the links posted on our class JetNet site. This text is available to rent or purchase in digital format through the JC Bookstore.

## Extras

**Required Materials:** Laptop computer brought to each class along with textbook and course pack.

**Required Event:** Attend the **Pathway Showcase on Friday, October 5 on Central Campus**. This is where we meet faculty members in our guided pathway and learn about career options to complete the Showcase assignment and help with the educational and career plan.

**Recommended:** 3-ring binder (1-inch wide), loose-leaf paper, pens, highlighters.

## Grading Procedure

Required Course Assignments	Points	Percentage
Course Pack, Pathway Exploration, and Academic Advising Plan	600 pts	40%
<i>On Course</i> Journals and additional weekly Activities/Assignments	600 pts	40%
Attendance and Participation in class meeting and at Pathway Event	300 pts	20%
	<b>1500 pts</b>	<b>100%</b>

## Grading Scale

GPA	GRADE RANGE	TOTAL POINTS
4.0	90-100%	1350-1500
3.5	85-89%	1275-1349
3.0	80-84%	1200-1274
2.5	75-79%	1125-1199
2.0	74-70%	1050-1124
1.5	65-69%	975-1049
1.0	60-64%	900-974
0.5	55-59%	825-899
0.0	0-54%	0-824

### Requirements for Passing the Course

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 number of points earned by the total number of points in the class.

This class has a total of 1500 points, which means in order to receive a passing grade of at least a 2.0 final grade a minimum number of 1050 points must be earned. Earning less than this 1050 point cut off will result in a failure of SEM 140.

Additionally, the Academic Advising Plan and meeting with our Navigator is mandatory in this course.

***Pages 67-68 of our Course Pack must be completed in full including signatures in order to receive any points in the Course Pack, Pathway Exploration, and Academic Advising Plan grading category worth 40% of our final course grade.***

Failure to successfully complete this mandatory Academic Advising Plan in full, such as lacking the required Navigator signature, will result in earning 0% for this grading category and therefore cause the final course grade to be below the minimum 2.0 requirement for passing SEM 140.

## Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

**Plagiarism is defined as the failure to give credit for the use of material from outside sources.**

**Plagiarism includes but is not limited to:**

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

**Cheating is defined as obtaining answers/material from an outside source without authorization.**

**Cheating includes, but is not limited to:**

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

## Course Time Management

Weekly homework assignments are posted in our Course Calendar that starts on page 6 of this syllabus. We need to have a specific place such as a small planner or phone calendar to record these assignments.

We are expected to read the assigned materials and complete journal writings as well as other homework often 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.

Add this amount to the required time our class meets and this means ***we must dedicate around 9-12 hours of our time each week in order to do our best.***

## Late Work Policy

All assignments are due by the dates listed in the Course Calendar that starts on page 6 of this syllabus unless otherwise noted in our online class area in JetNet. With this in mind late homework assignments will be accepted online within 48 hours after the assignment's original due date and will be reduced by 20% (10 pts \* 80% = 8 pts), one full grade.

Technical 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 contribution to complete the group's assignment.

## Help

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 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 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 before or after our class. I check email regularly as this is my preferred means of communicating with students and I typically respond within 24-48 hours.

**Center for Student Success:** Located in Bert Walker Hall, the Center provides tutoring and other services. The staff is here to help us succeed in our studies so do not hesitate to make use of this free resource for any class. Please call 517-796-8415 or [visit their website for more information](#).

Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please call 517-796-8415 or [visit their website for details on the steps to follow](#).

## Course Calendar

Below is our detailed class assignment schedule. Each assignment is due by the date listed. Please note this is subject to change with adequate notification given to students. Check JetNet for additional updates.

WEEK #	ASSIGNMENT TO COMPLETE	DUE DATE	MY POINTS
Week 1	Syllabus Review		/10
	Welcome Letter		/10
	Growth MindSet Survey (or CSFI Assessment)		/10
	Soft Skills Self-Assessment		/10
	Attendance and Participation	12 points/day	/24
	Read Chapter 1		N/A
Week 2	Journal 3 – Chapter 1		/20
	Course Pack pages 15, 19, and 20		/19
	Chapter 1 Review		/10
	Attendance and Participation	12 points/day	/24
	Read Chapter 2		N/A
Week 3	Late Paper Case Study – Chapter 2		/10
	Journal 5 – Chapter 2		/20
	Journal 7 – Chapter 2		/20
	Chapter 2 Review		/10
	Course Pack pages 24-29		/18
	Course Pack page 31		/12
	Attendance and Participation	12 points/day	/24
	Read Chapter 3		N/A
Week 4	Journal 11 – Chapter 3		/20
	Chapter 3 Review		/10
	Course Pack pages 47-50		/18
	Attendance and Participation	12 points/day	/24
	Read Chapter 4		N/A

<b>WEEK #</b>	<b>ASSIGNMENT TO COMPLETE</b>	<b>DUE DATE</b>	<b>MY POINTS</b>
Week 5	The Procrastinators – Chapter 4 Case Study		/10
	Journal 12 – Chapter 4		/20
	Journal 13 – Chapter 4		/20
	Chapter 4 Review		/10
	SMART/DAPPS		/15
	Handout 28 Day Kick Ass Challenge to Start		
	Attendance and Participation	12 points/day	/24
	Attendance at Pathway Showcase Day	<b>October 5</b>	/12
	Read Chapter 5		N/A
Week 6	Professor Roger's Trial – Chapter 5 Case Study		/10
	Journal 19 – Chapter 5		/20
	Chapter 5 Review		/10
	Course Pack pages 94-96		/30
	Attendance and Participation	12 points/day	/24
Week 7	Course Pack pages 43-45		/42
	Course Pack pages 97-99		/45
	The Purchased Paper		/10
	Mid-Course Evaluation		/10
	Attendance and Participation	12 points/day	/24
Week 8	Course Pack pages 53-54		/20
	Course Pack pages 55-58		/54
	Required Pathway Exploration Assignment Due		/100
	Attendance and Participation	12 points/day	/24
	Read Chapter 6		N/A

<b>WEEK #</b>	<b>ASSIGNMENTS TO COMPLETE</b>	<b>DUE DATE</b>	<b>MY POINTS</b>
Week 9	Strange Choices – Chapter 6 Case Study		/10
	Study Skills Self-Assessment		/10
	Journal 21 – Chapter 6		/20
	Journal 23 – Chapter 6		/20
	Chapter 6 Review		/10
	Course Pack pages 34-35		/18
	Submit Completed 28 Day Kick Ass Challenge		/15
	Attendance and Participation	12 points/day	/24
	Read Chapter 7		N/A
Week 10	A Fish Story – Chapter 7 Case Study		/10
	Journal 25 – Chapter 7		/20
	Journal 26 – Chapter 7		/20
	Chapter 7 Review		/10
	Attendance and Participation	12 points/day	/24
	Read Chapter 8		N/A
Week 11	After Math – Chapter 8 Case Study		/10
	Journal 29 – Chapter 8		/20
	Chapter 8 Review		/10
	Course Pack pages 100-102		/24
	Student/Navigator Academic Advising Plan		/200
	Attendance and Participation	12 points/day	/24
	Read Chapter 9		N/A
Week 12	Final Presentation/Exam		/100
	Letter to Future Self		/10
	Course Evaluation		/10
	Attendance and Participation	12 points/day	/24



## Important Dates: Fall 2018

DATE	EVENT
SEPT. 4, 2018	DAY AND EVENING CLASSES BEGIN
SEPT. 4 – DEC. 20, 2018	SEMESTER DATES
SEPT. 18, 2018	IN-SERVICE DAY. NO CLASSES
OCT. 5, 2018	PATHWAY SHOWCASES DAY. NO CLASSES
NOV. 21 – 25, 2018	THANKSGIVING BREAK. NO CLASSES
DEC. 20, 2018	END OF FALL SEMESTER
DEC. 22, 2018	GRADES DUE

## Student Responsibilities

In this course we are expected to

- Respect of all our speakers including instructors, peers, guests, etc.
- Consider how our words will be interpreted by others to determine if the words and phrases we are using or even typing we would say out loud directly sitting across from that other person.
- Be mindful that many students need quiet surroundings during independent work to focus.
- Arrive early if we want to check our text messages. If we must take an important call in class to put our phone on vibrate and quietly excuse ourselves to take the call outside and then quickly return to class.
- Use our online time wisely in our technology enhanced class to reflect our focus for the day and keep from being distracted by items that should be kept for non-class time.
- Take restroom breaks as needed though try avoiding these during presentations or quiz times. Permission is NOT necessary – just be respectful again of another and anyone speaking.
- Obtain prior instructor permission in order to record class discussions or take photos or videos during class time.
- Attend each class on time and remain for our full class time – however, I would rather see students arrive late (and safely) than miss a class entirely.

## Attendance Policy

**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.

If we miss a class due to any reason it is our responsibility to contact a classmate or check our online JetNet class site to find out what we missed. We can also use our class JetNet area as a way to submit our work prior to the due date if we know we cannot make it to class for any reason. *A doctor's note does not excuse a late assignment!*

We each have a life and a lot competing for our time. This is why a detailed outline of our class assignments can be found within our Course Calendar starting on page 6 of this document 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 a passing grade. Attendance and participation matter!

Sitting in class is not participating. Participation demands our active presence and our readiness to discuss ideas, work collaboratively, and stay on task. Even technology

In compliance with Federal Title IV funding requirements, as well as college initiatives, reporting of student participation in classes will occur at three designated times each semester. Instructors will assign one of three non-transcribed letter symbols to each student during each reporting period (see below). Students identified as no longer participating will be dropped or administratively withdrawn from the class, and students identified as needing academic assistance will be contacted.

### **Participation/Progress Symbols**

- H – The student is not doing acceptable work and needs **H**elp to be successful.
- Q – The student has not participated and the instructor believes they have unofficially withdrawn (**Q**uit). These students will be dropped/withdrawn from the class.
- V – The instructor **V**erifies that the student is participating and doing acceptable work.

### **Weather Closings and Cancelations**

Jackson College utilizes Nixle for sending information about college closings and alerts. Sign up with Nixle and receive messages on cell phones (message and data rates may apply; check with your provider for details) as well as email.

For additional information on how to sign up for this service as well as what local radio and television stations to tune to visit [the weather closings and cancelations website](#).

### **Bereavement Policy**

The death or serious illness of a close family member or friend is a tragedy. Please let myself and your other instructors know right away if this occurs so we don't think you have quit school. As possible be sure to try to complete assignments while gone and use JetNet as a guide to turn these items in electronically.

## **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 groups tasks and other assignments as these are also part of the essential competencies that the faculty at Jackson College has determined that all graduates here should develop or enhance while enrolled at the College.

As such, in SEM 140 we will address these two skills by the following:

### **Critical Thinking and Problem Solving**

- 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 a plan to move forward.

### **Collaboration and Working 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.

## **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 assigned work in the course.

We already have a full set of assignments we are responsible for in this class that we can complete in full and on time by following our Course Calendar starting on page 6 of this syllabus to be successful.

## **Caveat**

Certain revisions may be necessary during the course with as much advance notification as possible given to students.

Be sure to frequently check the course's JetNet page for possible updates as well as login regularly to our College email to check for messages from instructors, Navigators, or other College staff.