

Seminar in Life Pathways



SEM 140.AH Section 01

Winter 2019

Number of Credits: 3 credits

Office Location: Walker Hall 256

Days Class Meets: Mondays and Wednesdays

Office Phone: 517-796-8530

Meeting Times: 11:00am – 2:44 pm

Solution Center Phone: 517-796-8639

Location: Justin Whiting Hall, Room 202

Contact Email: petrymarthaj@jccmi.edu

Instructor: Martha Petry

Online: Class JetNet

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

1. In SEM 140, we will
2. Assess your career interests and aptitudes and create an academic plan, through completion of the course pack and final project.
3. Learn principles and apply strategies that improve student ability to succeed in courses, persist in your college career, and achieve your goals.
4. **Increase communication, leadership, and interdependence skills through group work and discussions with peers as well as College instructors/staff. (Honors Leadership Emphasis)**
5. Access and effectively use college resources.
6. 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. Academic success strategies are introduced and reinforced.

This seminar explores four major journeys in life.

- One is your **inner journey** of learning more about yourself, your strengths, your learning styles, your 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 your **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**. 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, February 15 on Central Campus. This is where you will meet faculty members in your guided pathway and learn about career options to complete the Showcase assignment and help with your educational and career plans.

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

Grading Procedure

Course Pack, Pathway Exploration, and Academic Advising Plan	40%
<i>On Course</i> Journals and HONORS weekly Activities/Assignments	40%
Attendance and Participation in class meeting and at Pathway Event	20%
	100%

Grading Scale

GRADE	PERCENTILE
4.0	90-100%
3.5	85-89%
3.0	80-84%
2.5	75-79%
2.0	74-70%
1.5	65-69%
1.0	60-64%
0.5	55-59%
0.0	0-54%

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.

Additionally, completing the Academic Advising Plan and meeting with your Navigator are mandatory in this course.

Pages 67-68 of the Course Pack must be completed in full including signatures in order to receive a grade for completing the Course Pack, Pathway Exploration, and Academic Advising Plan, 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

Please have a specific place such as a small planner or phone calendar to record your assignments and due dates.

You are expected to read the assigned materials before coming to class in order to best engage in our activities for each day and to complete other tasks like journals and collaborative in-class projects

For students to perform well, Jackson College recommends dedicating 2-3 hours preparing for each hour of class time. **Since our class meets 6 hours per week this equals 12-18 hours per week outside of our class time complete assignments** such as reading, meeting with your Navigator, attending the required Pathway Showcase on Friday, February 15, working on items not finished in class, etc.

Late Work Policy

All assignments are due before the start of class on the dates listed in the Course. **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. As students, you are expected to be accountable for your own learning. Your instructors are facilitators and resources who will assist you in this process.

If you recognize that you need additional help to be successful, a number of options are available. The most important thing about getting help is to do so as soon as you feel you are getting off course. The quicker you seek help, the more likely it is that you will be able to get back on course and be successful. If you need help, contact me as soon as possible:

Our Classmates: Please make use of peers! If you are unclear about a particular assignment, talking it over with a classmate may help you 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 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](#).

Important Dates: Fall 2018

JAN. 14 – FEB. 27, 2019	OUR SEM 140 CLASS SEMESTER DATES.
JAN. 4 – MAY 5, 2019	FULL WINTER SEMESTER DATES
FEB. 1, 2019	IN-SERVICE DAY. NO CLASSES.
FEB. 15, 2019	PATHWAY SHOWCASE DAY.
MAR. 11 – 17, 2019	MID-SEMESTER BREAK. NO CLASSES
MAY 5, 2019	END OF FULL WINTER SEMESTER

Student Responsibilities

In this course, you are expected to

- Respect all speakers, including instructors, peers, guests, etc.
- Consider how your words will be interpreted by others.
- Be mindful that many students need quiet surroundings during independent work to focus.

- Arrive early if you want to check your text messages. If you must take an important call in class, put your phone on vibrate and quietly excuse yourself to take the call outside and then quickly return to class.
- Use your online time wisely in this technology enhanced class. Try not to lose your focus by social media, text, and other applications 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 the class.
- 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 the full class time. However, I would rather see you arrive late (and safely) than miss a class entirely.

Attendance Policy

Attendance is not optional. A college course is like a job in that students are expected to arrive on time, stay until class is over, and be fully engaged throughout. You 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 you miss a class for any reason it is your responsibility to contact a classmate or check your online JetNet class site to find out what you missed. You can also use our class JetNet area as a way to submit our work prior to the due date if you know you cannot make it to class. *A doctor's note does not excuse a late assignment!*

You each have a life and so much that is competing for your time. Class attendance and school work must be high priorities if you are to benefit from this course and receive a passing grade. Attendance and participation matter!

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. I will assign one of three letter symbols (H, Q, or V) to each student during each reporting period. Students identified as no longer participating will be dropped or administratively withdrawn from the class. Students identified as needing academic assistance will be contacted.

Participation/Progress

- 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 me and your other instructors know right away if this occurs so we don't think you have quit school. Complete assignments while gone and use JetNet as a guide to turn these items in electronically.

Small Group Work

Often in class, you will be asked to complete assignments working as a team. Your ability to collaborate, communicate, and contribute effectively are critical to your 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 tasks. These are considered part of the essential competencies that Jackson College faculty have determined that all JC graduates should develop or enhance. In SEM 140, I expect you to develop in your ability to think critically and work collaboratively.

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.

Seminar in Life Pathways ~ Honors Leadership Infusion

Honors Leadership introduces students to the mission, vision, values of Jackson College and introduces students to leadership principles with individual and group service learning projects centered on improving JC's connections with high schools, the community, and stakeholders.

The integration of leadership values, reflection, research and problem solving resulting in well-reasoned action enhances the On Course principles in the Life Pathways Seminar. The course is a dynamic, engaged, and practical course aimed at developing students' personal leadership visions and complimentary skills for success. The On Course packet and text will provide practice in applying these success principles—personal responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, emotional intelligence, and believing in oneself.

Leadership Objectives

- Students will explore and define leadership.
- Students will identify and understand their values and strengths.
- Students will define their personal leadership visions (I believe, I know, I will) and articulate steps to realize these visions.
- Students will lead a class leadership discussion, which engages their classmates and applies leadership to their lives.
- Collaboratively, students will design, implement, and present a Leadership Project.

Team Work and Leadership Skills that we will work on together include:

- Participating—contribute fully to group work
- Making Collective Decisions—establish procedures for consensus
- Supporting Team Members—respect individual contributions
- Evaluating—reflect on group processes and outcomes
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Course Design. The primary business of this class is to discover your leadership skills within the research and action projects that we will undertake. For those of you who are already Phi Theta Kappa members, I encourage you to begin your 5 star Competitive Edge and to investigate and use collegefish.org.

Language forms who you are and how you function in and view the world. By researching, writing, and communicating our discoveries (through discussion boards, emails, small and large encounters, we will become part of our college and our community. In this process, you may



discover new aspects of your own individual potential; you will grow stronger in leadership; you will, I hope, learn new ways to hone new leadership skills.

The classroom environment, the small community of leaders that we (as a class) create, will help support you in your efforts to become better students, better leaders, better people and citizens. You must willingly help and support others in return.

Each class period we will discuss a topic, analyze and share our research, talk about strategies and methods used. We also explore ways to stimulate ideas, develop and organize ideas, and shape step by step our action projects. The atmosphere is loosely structured and informal. Because this class has two components—learning success principle and leadership investigation, some of our work together will be completed outside of class, particularly in the student success objectives, provided by the On Course packet, text, and JetNet course site. For each hour in class, there are 2 hours of work required outside of class, i.e., a total of 12 hours per week are needed for your successful participation and completion of class assignments and projects.

Your Responsibilities. Your primary task is to improve your own research capabilities and strategies, your leadership abilities, and to improve your writing skills. This means that you must practice, experiment, discover, and create your various voices, learn to understand how you contribute, determine your strengths and weaknesses, and learn how to overcome problem areas.



I expect you to prepare for the class—read the assigned texts, complete writings on time, share your research, insights, questions with others, respond to your group members' ideas with the same passion and respect you give your own, actively participate in class, work with me individually, and most importantly, complete your honors leadership action projects that benefit our college and our communities.

Classroom Behavior: You will notice immediately the informal atmosphere of this class. This casual atmosphere does not, however, negate the need for courtesy and respectful behavior. I want this class to be a pleasant and challenging experience for everyone; this requires your cooperation. Please treat others with respect, turn off cell phones, do not text, twitter or tweet, check email and Facebook, web surf and/or snooze in class. Come to class on time, with an open attitude, ready to work with others.

My Responsibilities. I will do everything I can to assist you in your task. I'll read and respond to your questions, concerns, and insights. I will introduce concepts that may help you become a better

writer, better leader, better team player, better communicator of the information you find significant and compelling.

We'll use class time to talk about and explore strategies for making meaningful improvements at Jackson College and in our communities. We'll also use out of class conferences to communicate our action projects, to research, to write collaboratively.

Completion of Assignments

Each reflective writing and class activity is due the day it is assigned unless I extend the time and assign it as homework. Sometimes, these small assignments and activities are practice pieces and ways of generating ideas. In these assignments you will plan, draft, and explore ideas that you may want to explore further and write about. These may help define your thoughts, insights, and responses to Leadership readings. Occasionally, you will be asked to reflect on the class and on your experiences as a leader and as a group member. Some assignments offer an opportunity to think in writing, to experiment, and to record your observations. Your work helps me better understand your leadership processes.

Participation

Participation does not mean merely sitting in class as a passive observer. Participation does mean active engagement with whatever is transpiring in class. It means actively responding to the issues and activities of this course. Participation demands that you are willing to respond honestly and with a sense of integrity to others' writings and that you listen to the comments offered about your own writings. We will also learn a variety of ways to respond to each other's writings. Peer and group feedback are part of your participation grade. You need to be in class to make this possible. The success and liveliness of this class depends on your willingness to speak up, to ask questions, to share your thoughts, ideas and stories, and to help others.

Leadership Action Project

You will complete a Leadership in Action Project. In this project, you will research an issue or challenge within the community, which you want to address. You will design and execute this project, and then present and demonstrate your project to the class.

Please let me know what I can do to help you in your learning or comfort. I am glad you are here! Welcome! Martha