

Syllabus for FYS 131.57: Navigating College, and Life

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

Spring Semester, 2014.

Mondays and Wednesdays 11 – 12:13, May 5 – July 28.

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- I prefer to be contacted by email and will respond to your email within 24 hours, except on weekends or holidays.

Required Materials

- Textbook: *On Course*, 7th Edition, by Skip Downing (2014), ISBN: 978-1-133-30973-4.
- FYS 131 course pack, from the bookstore: "My Life Map: Education, Career, and Life Plan"
- Other supplies, including pens and loose-leaf paper

Course Description

Students will develop skills in order to promote success in education and in life. Learners will become better equipped in navigating academic advising and financial aid. Student Education Plans (SEP) and the Life Maps 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 increases 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 FYS 131, you will

1. Assess your career interests and aptitudes and create an academic plan (Student Education Plan—SEP), through completion of the Life Maps Project.
2. Learn principles and apply strategies that improve your ability to succeed in courses, persist in your college career, and achieve your goals.
3. Increase communication, leadership, and interdependence skills through group work and classroom speaking.
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

Associate Degree Outcomes

The Jackson College Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in the College. The specific skills, called Associate Degree Outcomes (ADOs), which will be addressed in FYS 131 are:

The ability to think critically and solve problems, ADO #7

- 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, ADO #9

- 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

- Life Map Project 400 points
- *On Course* Journals, chapter questions, and other activities 420 points
- Attendance and Participation (8 points per day) 184 points

➤ *These numbers are estimates, and the final grades may vary from these numbers slightly.*

Grades: Students must earn a minimum 2.0 grade in all pre-requisites and all courses contributing to an earned certificate or degree.

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

- Grades are kept current on Jetnet. Please check it often to see how you are doing in the class.

Grading Scale	
Percent	Grade
90-100	4.0
85-89	3.5
80-84	3.0
75-79	2.5
70-74	2.0
65-69	1.5
60-64	1.0
0-59	0.0

Life Map Project (40% of grade)

The purpose of the Life Map 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?”

Every page of the Life Map Project guides you on a journey of self-exploration and life planning. As you give careful thought to completing each section, you are creating a valuable resource that you will refer to and update throughout your college career.

You will receive clear instructions and support for completing the Life Map Project. Past FYS students have reported that the Life Map Project helped them develop a clear vision and plan for their future. We hope this will be your experience as well.

On Course Journals, chapter questions, and other class activities (42% of grade)

You will be assigned guided journal writings and reflections. Rather than simply “free writing,” you will be given specific tasks and prompts to guide and develop your writing. Read the prompts carefully and follow them step by step. **Don’t skip any parts!** The best writing shows that you have thought deeply about a topic and shared something of yourself, including new understandings and realizations. Dive deep, and use the 4 “Es”: Examples, Experiences, Explanations, and Evidence. Your writing does not have to be “polished,” but it should be real and heartfelt—with attention paid to spelling, grammar, punctuation, and handwriting.

There will be questions to answer for each reading assignment. These require careful reading and thought. Additionally, there will be other miscellaneous written assignments.

Attendance and Participation (18% of grade)

Attendance is mandatory. 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. You are expected to be present for and fully engaged in class activities, including active reading of articles, discussions of readings, case studies, and in-class reflections. What is done in class may not be made up; the grade for a missed activity is a zero.

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

Participation points will be deducted when students do not participate either vocally or through body language, are absent or late, have obviously not prepared for class, do not bring books or supplies, disrupt the class, sleep, use their cell phones, or do other things besides this class’s work.

Assignments and time management: We strongly suggest that you have a specific place (e.g., small planner, front of your notebook) to record assignments. You are expected to read the assigned materials and complete journal writings and other homework before class starts. You should spend about 2 hours preparing for each hour of class time.

Late Assignments: All assignments are due at the beginning of class. 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 given half credit.

Classroom Environment

- Be respectful of all speakers, including instructors, students, and guests.
- Be mindful that many students need quiet surroundings during independent work for focus.
- Once class begins, cell phones, computers and other electronic devices need to be in sleep mode and put away. If you need to take an important call, please put your phone on vibrate, take the call outside of class, and return quickly. Participation points are deducted for cell phone use during class.
- Recording class discussions and taking photos or videos is not allowed unless you have prior instructor permission.
- I expect you to arrive on time. However, I would rather you arrive late (and safely) than miss class entirely.
- If there are any specific questions about grades, please address these to me after class.

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.

Intermediate Grading:

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

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

◆ **Special Grading Situations:**

- Although your instructor may withdraw you for non-participation before midterm, only you, the student, can initiate a withdrawal after midterm.
- Incomplete grades will be given only in accordance with JC policy.

"College is a place where a student ought to learn not so much how to make a living,
but how to live." ~Dr. William A. Nolen

