“There is only one success—to be able to spend your life in your own way.”
--Christopher Morley

COL 1030: College to Career Navigation
Jackson State Community College
(3 Credit Hours)

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Office Hours: M-F 8:00-4:30

Course Description:
The purpose of this course is to help you navigate college with your career and life goals in mind. The course is designed to develop your understanding of your personal aptitudes, interests and values and to provide effective strategies for the challenges you may face in making successful college and career decisions. The work of the course involves self-assessment exercises, teamwork, case studies and information on careers related to specific academic focus areas. The aim of the work is to provide the basis for an informed choice of an academic focus area and related career and life decisions.

Learning Objectives (What does “learning objective” mean? What key words stand out to you?):
1. Use critical thinking to identify personal goals for college and career.
2. Understand how to get motivated to learn.
3. Recognize and respond effectively to areas of personal responsibility.
4. Recognize internal and external obstacles.
5. Identify strategies for effective self-management including time-management.
6. Develop mutual cooperation and effective communication skills including active listening.
7. Identify strategies for success.
8. Identify the steps needed to achieve success in a field of interest.

Course Supplies (required):
2. Composition notebook for journaling—dedicated only to this class.

Student Disabilities
Any student with a documented disability should follow the steps outlined on p. 29 of the JSCC Catalog (see www.jscc.edu). Reasonable accommodations will be made for any student with a documented disability who follows the procedure set forth on p. 29, including information the Counseling Center at JSCC and this instructor early in the semester, hopefully by the end of the
first week of class. For more information, contact: the Counseling and Career Center in the Student Union. The phone is 425-2616 and the e-mail is lnickell@jscc.edu.

**Method (or what to expect):**

On the first day of classes, you will be randomly sorted into “success teams.” You should think of the members of your success team as your closest neighbors in our classroom community. Exchange contact information, get to know each other. You will have some assignments together throughout the semester and hopefully serve as a support for each other.

Reading the book is important in this class. It is filled with great ideas and strategies that will help you in almost every part of your life. Plus, this is not your typical lecture-based class. We talk about experiences and concepts in class. Reading the book and knowing those concepts is only going to make things easier for you.

Another important part of the class is journaling. As a famous author once said, “I write because I don’t know what I think until I read what I say.” (Do you know what author said this? Can you find out?) Journaling is exactly that—it helps you get to know yourself by helping you take a moment to organize your thoughts and put them on paper. I know you may not believe this, but many students who take this course, end up continuing to keep journals because they find it so helpful. That could be you by the end of the semester.

In class, we do a lot of activities and group work. Now, it isn’t one big group project, so don’t fret. You and your classmates will do many activities together and in the process you will learn about yourself and come to know your classmates really well. You might even find you have a lot in common and maybe things you thought were “just you” are things shared by a lot of people. How great would that be?

We also have some quizzes and a couple of online discussions in this course. After all, just as we are not all the same in opinions or hobbies, we don’t all learn in the same way. We need variety in a class so that everyone has a chance to do something they’re really good at. We will spend some time looking at careers and talking with advisors. Maybe you think you already know what you want to do, so what’s the point in this? Well, it’s simple: You don’t know what you don’t know. Maybe you find something you didn’t know existed and you think, YES! This is the thing for me!

The last thing you’ll do in this class is write an essay about your journey as a student in the course. You’ll write about those concepts and strategies and how they apply to your specific situation. I know what you’re thinking, “how long does it have to be?” That is always the first question, but should it be? Think about it this way: This is your chance to write about your life and how what you learned in this class has guided you and helped in a variety of ways. How often do you get that chance? So, a heads up—pay attention to what moves you, pay attention to your journey, pay attention to your life. This will not only help you know what to write, but will undoubtedly help you along the way in your future.

By the end of the course, you’ll know a few people, have some new ideas about what your career goals might be, and have several new strategies to help you through tough decisions.
Grades | Points
---|---
A | 270–300
B | 240–269
C | 210–239
D | 180–209
F | 208 or below

Total Points = 300

1. Quizzes: 7 @ 5 points = 35 points
2. Success Journals/Other Assignments: 30 @ 5 points = 150 points
3. Online discussion: 3 @ 5 points = 15 points
4. Individual Advising Meeting: 1 @ 10 points
5. Career Lab Worksheet Activities: 2 @ 15 points = 30 points
6. Final Essay @ 60 points

Class attendance:
Coming to class is really important. I know professors say that all the time, but it is true, especially in this class. Remember, we will do a lot of exercises in class. If you miss it, you miss it. It isn’t like an exam where you can make it up later. It is an experience, and experiences can’t be made up. So, you can keep all the points you earned by attending class. Up to about 3 hours (that’s one week of class) will be excused. Beyond that, you’ll start losing points from your assignments. Here is a chart showing those point deductions:

- T/R or M/W 15 week course: 5 points per absence
- 15 week night class (one night per week): 10 points per absence
- 7 week class (2 sessions per week): 10 points per absence
- 7 week class (3 sessions per week): 6 points per absence
- 5 week class (4 sessions per week): 7 points per absence

So, class attendance is important. Imagine if you attended and participated in every class. What might you gain?

Assignments:

Quizzes (35 Possible Points)

This course can show you ways to be successful in college and in life. One of the best ways to be successful is to be prepared. In this course, one way to be prepared is to read the assigned chapters. Having read the chapter, you’ll have no problem with a quiz, right? Great success is created one small step at a time. Each time that you earn your quiz points you take an important step toward your success in this course . . . and in life! Quizzes, much like life experiences, may not be made up.
Success Journals, Online Discussions and Other Activities (205 Possible Points)

Did you find out who that quote about writing was by? Here’s another: “Writing, to me, is simply thinking through my fingers.” You will have numerous opportunities to think through your fingers in this course. Your Success Journals give you the opportunity to explore your thoughts and feelings as you learn about and experiment with the success strategies presented in the On Course textbook. By paying attention to these strategies in your journals, you will discover which ones are most meaningful to you. Please don’t hold back in your journal. Although I will be collecting your journals and looking through them, you should write your journal for yourself, not for me. Do also know that some less personal journal entries may occasionally be shared in class. If you are uncomfortable sharing your journals, that’s cool—you always have a choice.

It is important that you bring your textbook and journal to every class. Note: Because some of us are digital and others are analog we do have some options in journal writing. 1.) Composition book (You can write the first draft of journal entries on loose sheets of paper, but all journal entries must be written in the composition notebook when it is handed in for evaluation). 2) Computer based (If you choose to write your journals on a computer, you will need to print hard copies of all entries and bring them to class neatly organized in a three-ring binder). Either way, at the end of this semester, you will have your entire journal to keep for years to come (and you may just continue to write in it as many others have done. It might become one of your most valued possessions.)

Journal Evaluations: Journals are due once a week. I will not read every journal entry you write. I will look through your journal entries to see that you have completed the assignment, that you spent some time on it and thought deeply about it. I do read occasional journal entries to get a sense of your struggles, goals, and accomplishments. If I have some ideas about you, I can be much more helpful to you throughout the semester. If you want to know what I think about any specific journal entry, please write me a note in your journal so I will know to read that one more thoroughly.

Journal Points: Each journal entry will be awarded up to 5 points. You can receive the maximum points if:
1. The entry is complete (all steps in the directions have been responded to), and
2. The entry is written with high standards (an obvious attempt has been made to Dive Deep).
You are free to express yourself in your journals as creatively as you wish without worrying about formal writing standards.

You will also think through your fingers on three online discussion posts. There are a couple of reasons for this: First, it is important to know how to use eLearn because many of your professors utilize this interactive platform. Second, remember we all learn in different ways, this may be great for you! Please think of this as an opportunity for sharing and learning. How you feel about something, the language you use makes a difference. For example, if you say, “I HAVE to do this assignment” it feels different from saying “I CHOOSE” to do this assignment.” What is the difference in how each of those statements make you feel?
Other activities: We will spend some time looking at career choices. Career lab dates will include an exploration of career choices, information about your chosen career(s), how to job search and interview, as well as some advising activities and campus exploration. Your fees for this course include the fee to attend the class interdependence activity at Jackson Escape Rooms. You will love this experience. Not only will you learn some things about yourself (and your classmates) you will have fun!

Final Essay (60 Possible Points)
As your final project, you will choose one of the two following topics on which to write an original essay.

Option 1: One Student’s Story
In this essay, you will tell the story of how you used specific On Course strategies to overcome an obstacle to your success in college or in life. Each chapter of the textbook contains at least one of the “One Student’s Story” essays. We have read some of them over the course of the semester, but please read one or two before beginning your story. Use these as a model for what you write. If your essay is insightful and well done, your instructor may submit it to the On Course Essay Contest (with your permission). Winning entries will be published in the next edition of the On Course text and will inspire future students. Winning entries will also be awarded a $100 prize. Full directions for writing this essay can be found at http://oncourseworkshop.com/course-textbook/essay-contest.
An “A” paper will . . .
1. Tell the story of a specific obstacle(s) you faced.
2. Tell the story of a specific On Course strategy you used to overcome that specific obstacle.
3. Tell the story of the outcome of using the specific On Course strategy to overcome the specific obstacle you faced.
4. Tell the story of a commitment to excellence in preparation, including professional appearance and a command of Standard English. (This should be more formally written than your journals).

Option 2: Personal Philosophy of Success Essay
In this essay, you will present your own Personal Philosophy of Success, identifying the On Course success strategies that you will use in your life for years to come. This essay is your opportunity to write the script that will keep you “on course” to a rich, personally fulfilling life!
An “A” paper will . . .
1. Offer your personal definition of success.
2. Demonstrate your careful consideration of three or more of the On Course success strategies that you will use to achieve success.
3. Contain extensive and specific support (examples, experiences, evidence, and/or explanation) for each strategy. (Details count!)
4. Show a commitment to excellence in preparation, including professional appearance and a command of Standard English. (This should be more formally written than your journals).
Course Guidelines (Rules) for Success
We want the best sort of environment in our classroom community. In order to create this community which supports success for us all, we have three important guidelines, or rules. By choosing to follow these three rules, you are choosing to be successful not only in this course but in your life.
1. **Show up**—to support my success, I choose to attend every scheduled class period in its entirety.
2. **Do the work**—to support my success, I choose to do my very best work in preparing all of my assignments and hand them in on time. I am responsible for my learning and personal quiz answers, and *I own my work* so I do not engage in plagiarism (copying other’s work without using quotation marks and references to give credit to the true author).
3. **Participate actively**—to support my success, I choose to stay focused and involved in every class session, offering my best comments, questions, and answers when appropriate, and I will only use my cell phone or other electronic device before or after class, when my instructor requests, or when the class is using computers together.

What other guidelines should there be in this class?