

# Junior Seminar: JRSM301

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Office Hours: Available via gchat/video, email professor to set up call time.

## **Catalogue Description**

The Junior Seminar is designed as a general education capstone course to be taken by all Mercy College students as a requirement for graduation. Its purpose is to ensure that students have achieved acceptable performance in the practical application of general education skills: 1) reading fluency, 2) critical thinking, 3) writing, 4) information literacy, 5) quantitative reasoning, and 6) oral communication. Each section of JRSM 301 focuses on a particular topic. Students research and respond to various aspects of the selected topics and give multiple presentations in written and oral form. Students can register for the course after completing 60- 90 credits (prerequisites: ENGL 112; SPCM 110; MATH 115 or 116). The Junior Seminar is a 3-credit course.

## **Course Information**

*All reading materials will be provided by the professor. Participants do not have to purchase a textbook, but will be required to print out materials as needed. The course will be delivered via Blackboard and Digication e-Portfolio. Students will be given the Digication user information within the first few weeks. Students are expected to be familiar with Blackboard, Mercy's Library website & databases, and Mercy Connect. If students are not familiar, please contact the professor for references to appropriate training sources.*

The expectation of JRSM301 is that students have mastered all six competencies before registering for JRSM301. This specific section will focus on students' reflection and the ability to evaluate the impact of the core competencies to their learning. Therefore, the theme of this course is: My Academic Career. Students will complete various types of assignments (written, oral, video) that recognize and evaluate the level of achievement of all six competencies. Students will then create an electronic portfolio (Digication e-Portfolio) to showcase their profiles, academic careers, and general education competency skills.

Students can familiarize themselves with Mercy Digication e-Portfolios by browsing samples in the Mercy Directory located here: <https://mercy.digication.com/portfolio/directory.digi>. The template for this course can be seen here: [https://mercy.digication.com/JRSM\\_S17\\_CP](https://mercy.digication.com/JRSM_S17_CP)

Tutorials on the e-Portfolio process will be posted in Blackboard (so don't get nervous).

## **Course Learning Goals**

The learning outcomes of the course are to engage students in the process of assessing their proficiencies in the general education competencies while providing a thematic context to do so. The six general education competencies are a foundation, when mastered, for ongoing academic and professional success. The course serves as a capstone experience where competencies may be assessed and enhanced by further instruction, as needed.

### **ORAL COMMUNICATION LEARNING OUTCOMES**

Oral communication involves the ability to comprehend and to speak in Standard English with precision and clarity. At the completion of the General Education curriculum, students should be able to:

1. Create and communicate a compelling central message
2. Use a discernable organizational pattern that makes the content of the presentation cohesive
3. Select language choices that are appropriate for the audience
4. Demonstrate delivery techniques appropriate for extemporaneous speaking
5. Incorporate a variety of types of relevant, credible supporting materials

### QUANTITATIVE REASONING

Quantitative reasoning involves the ability to use established methods of computation and contemporary technology to analyze issues and answer questions germane to their environment. At the completion of the General Education curriculum, students should be able to:

1. Model relevant information into a mathematical representation
2. Use logic and calculations to solve problems
3. Use quantitative information to support an argument or make an inference
4. Analyze quantitative data to make judgments and draw conclusions
5. Use computing technology to solve problems efficiently and effectively

### READING FLUENCY

Reading fluency involves the ability to read and understand primary and secondary sources. At the completion of the General Education curriculum, students should be able to:

1. Evaluate the explicit message of a text and its main supporting elements
2. Explain possible implications of the text beyond its explicit message
3. Evaluate texts for significance and relevance
4. Analyze text structure or other textual features

### WRITTEN COMMUNICATIONS

Written communication involves the ability to express ideas clearly and effectively through writing. At the completion of the General Education curriculum, students should be able to:

1. Write appropriately to context, audience, and purpose
2. Use appropriate content to illustrate comprehension of a subject
3. Execute appropriate conventions particular to a specific discipline and/or writing task
4. Use relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
5. Communicate meaning to readers with clarity and fluency

### CRITICAL THINKING

Critical thinking involves the ability to analyze and interpret insightfully and in depth. At the completion of the General Education curriculum, students should be able to:

1. Evaluate the viewpoints or assumptions of others
2. Evaluate their own viewpoints or assumptions
3. Create a specific position (perspective, thesis/hypothesis) that takes into account the complexities of an issue
4. Synthesize information from sources
5. Draw logical conclusions and identify consequences and implications

### INFORMATION LITERACY

Information literacy involves the ability to identify, retrieve, evaluate, organize, cite properly and use a wide range of resources including print, graphic and electronic for independent learning and practical problem solving. At the completion of the General Education curriculum, students should be able to:

1. Determine the nature and extent of the information needed
2. Select the most appropriate investigative methods or information retrieval systems for accessing the needed information
3. Evaluate information and its sources critically
4. Use information effectively to accomplish a specific purpose
5. Access and use information ethically and legally

## Required Assignments

### Summarized Breakdown

	Assignments	Points
1	Starter "Homework"	10
2	3 Essays or videos on the 6 competencies	30
3	Final Project	25
4	E-Portfolio	15
5	Online "Homework"	20
		100

### Detailed Breakdown

1. **Starter "Homework"** (10pts): beginning prompt responses and library scavenger hunts.
2. **3 Essays or videos for the 6 competencies** (30 pts): (submitted on Bb then later posted to Digication): Submissions will include evidence of when students have done the work for each competency (include samples- evidence of learning).
  - a. For each essay/video students must demonstrate average proficiency in critical analysis, structuring a topic, and grammar and punctuation, as well as MLA or APA formatting style.
3. **Final Project** (25 pts): Students will create a researched-based paper that describes a time in their academic career that they were challenged yet learned the concepts of the competencies. Students are expected to complete a critical analysis of the topic and are expected to use research from sources such as books, research journals, and historical documents (and cite accordingly). The purpose of this assignment is to provide participants with a fundamental understanding of research analysis and comprehension (reading, critical thinking, quantitative reasoning, writing, oral communication, and information literacy competencies).
  - a. The graded prep work will include: identifying and narrowing a topic, submitting an annotated bibliography (using the library database to find scholarly sources), creating a narrative/storyboard.
  - b. The final essay will be graded using an assessment tool that will be posted in Blackboard.
  - c. A reflection piece is also included and will be graded. Details will be given on Blackboard.

The assignment must be uploaded on-line to the Blackboard assignment area, then in the student's personal e- Portfolio & Library Submission area after graded.

4. **Building the Portfolio components/tabs** (15 pts): Students will create a website where they can store and display content. The project will culminate in sharing the websites with each other for evaluation. This project will assess critical thinking, writing, reading, and information literacy. The template students will follow can be seen here: [https://mercy.digication.com/JRSM\\_S17\\_CP](https://mercy.digication.com/JRSM_S17_CP)  
The completed e-Portfolio will include:
  - a. Intro/Profile,
  - b. Resume,
  - c. Competency Essays/Video with sample work,
  - d. Final Project (with Annotated Bibliography and Reflection)
5. **Online "Homework"** (20 pts):
  - a. Syllabus quiz- (5 points)- This quiz will determine if you have read and understood the course syllabus. This quiz must be completed by the date indicated on the course calendar. You can re-take the quiz once (the highest grade earned will be used).
  - b. Information Literacy Quizzes/Discussion Boards- (10 points) Students will be graded on participation in discussion board posts. Topics will include Information Literacy, Plagiarism, and APA/MLA citation.
  - c. Miscellaneous Work- (5 points) Students will be graded on participation in miscellaneous work that will be posted as needed. Topics will vary.

## **Schedule (may be adjusted as needed)**

Week 1 (beginning 1/18): Introductions (Discussion Board), Syllabus Quiz, Starter Homework 1

Week 2 (beginning 1/25): Starter Homework 2, Review all 6 Competencies

Week 3 (beginning 2/1): Competencies 1 & 2 essay or video

Week 4 (beginning 2/8): Information Literacy videos

Week 5 (beginning 2/15): Competencies 3 & 4 essay or video

Week 6 (beginning 2/22): Overview of Final Project & E-Portfolio, Topics for Final Project

Week 7 (beginning 3/1): Competencies 5 & 6 essay or video

Week 8 (beginning 3/8): Outline for Final Project & Annotated Bibliography

Week 9 (beginning 3/15): Review of APA/MLA & Plagiarism

Week 10 (beginning 3/22): First Draft of Final Project & Annotated Bibliography due

Week 11 (beginning 3/29): Spring Break

Week 12 (beginning 4/5): Revised Draft Project & Annotated Bibliography due (if necessary), Begin input to e-Portfolio

Week 13 (beginning 4/12): Final File of Final Project & Annotated Bibliography due, Continue input to e-Portfolio

Week 14 (beginning 4/19): Working week (Paper feedback & Portfolio finalizing)

Week 15 (beginning 4/26): Showcase e-Portfolio and Peer Review

Week 16 (beginning 5/3): Final Reflections

## **General Information on Policies**

### **1. College Attendance Policy** (from the 2016-2017 *Mercy College Catalogue*).

It is assumed that a student will attend all classes for which he/she is registered. Ceasing to attend classes for three consecutive class meetings without contacting the instructor will result in the issuance of a grade of FW which indicates "stopped attending." This grade of FW will be calculated into the student's GPA as an F and may result in dismissal. In addition this status will be reported to The Office of Student Services and may result in a reduction of financial aid monies.

**Instructor notes:** Simply logging into the course does not meet attendance requirements. Students must complete the work for the week to be counted as "attended".

### **2. Cheating and Plagiarism** (from the 2016-2017 *Mercy College Catalogue*).

Cheating and plagiarism are contrary to the purpose of any educational institution and must be dealt with severely if students' work is to have any validity. An instructor who determines that a student has cheated on a test or assignment will at a minimum give a zero for that item and may give a failure for the course. Normally the matter is handled between the instructor and the student, but the department chairperson may be consulted by either party to ensure fairness. Plagiarism, which is the appropriation of words or ideas of another without recognition of the source, is another form of cheating. An instructor who determines that a student has plagiarized will give a zero for the paper or project and may give a failure for the course.

Both cheating and plagiarism are grounds for dismissal from the college. Any action taken regarding cheating or plagiarism is subject to the Academic Grievance.

- 3. Students with Disabilities:** Mercy College is committed to achieving equal educational opportunities and full participation for persons with disabilities. It is our practice to create inclusive learning environments. If a disability is presenting barriers to your inclusion or access to the class and instructional materials—such as inaccessible web content, or the use of non-captioned videos—please notify me as soon as possible. Students are also welcomed to contact the Office of ACCESSibility as soon as possible, at (914) 674-7523 or [accessibility@mercy.edu](mailto:accessibility@mercy.edu). For more information, visit [www.mercy.edu/student-affairs/access](http://www.mercy.edu/student-affairs/access)
- 4. Grading:** Periodically throughout the semester, students will be assessed on their performance in each competency, based on the standards set forth in the Undergraduate Catalog. The final grade will be based on the instructor's evaluation of the student's total work in the course, but **students will not pass the course until they demonstrate the required level of proficiency in all of the competencies.**