

ENG 086.BC4 Syllabus

Instructor: Joan Lewis

Office: JW 122

Office hours: By appointment

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Course day/time: Mon & Wed 12:00-1:54

9/6/2017-12/20/2017

Class location BW 216

To be able at any moment to sacrifice what you are for what you will become. ~ Eric Thomas

Textbooks and Supplies:

1. *Psychology: Exploration*, by Ciccarelli
2. *Mindset: The New Psychology of Success* by Carol Dweck; ISBN: 978-0-345-47232-8
3. Notebook
4. Folder
5. Pens, highlighter, post-it notes,

Note: Do not buy the *Experience Reading 2* textbook, the ENG 085 Course Pack or *The Other Wes Moore* book.

Classroom Environment

- Please be respectful of all speakers and learners including: Instructor, other students, guest speakers, etc.
- Be mindful many students need quiet surroundings during independent reading to comprehend material.
- Only people who are registered in the course and their names appear on the course roster are welcome in class.
- Beverages are allowed in class. Please take care of cups, bottles, etc. upon dismissal.
- Restroom breaks, as needed, permission not necessary. However, please avoid breaks, during test/quiz taking.
- Please avoid using cell phones during class.
- All technological devices are to be stored during test times.

Course Objectives:

In this course you will:

1. Improve reading comprehension.
2. Demonstrate the use and application of several reading strategies including metacognition.
3. Make connections between texts and personal experiences.
4. Write clear summaries of reading selections.
5. Combine information from several reading sources.
6. Expand your vocabulary.
7. Read for pleasure and information.

Assessing Your Reading Skill Progress

At the beginning and end of the semester, you will take the Nelson-Denny Reading Test and also demonstrate your use of active reading strategies on a specified text. These assessments will measure the progress you have made in reading. Your personal goals should include reading a lot and working hard to improve your vocabulary and comprehension test scores and to improve your application of reading strategies

GRADING COMPONENTS

Your grade in PSY 140	25% of grade
Assignments and quizzes	50% of grade
Attendance and participation	25% of grade

YOUR GRADE IN PSY 140 (25% of grade)

The purpose of this reading class is to provide you with tools and strategies to apply in your **Introduction to Psychology** course, PSY 140. The ENG 085 cohort functions as a study group, a group that learns together, reviews materials together, and provides mutual support so that everyone does well in PSY 140. If you are attending class and rigorously learning, practicing, and applying the recommended tools and strategies, and helping others do the same, the natural result will be that you will do well on assignments and tests in PSY 140. As an incentive to make effective use of your time and energies, and as a reward for doing so, **the grade you earn in PSY 140 will count as one half of your grade in ENG 085.**

085 ASSIGNMENTS AND QUIZZES (50% of grade)

Notes and Study Guides & Summaries/Reflections

Taking good notes is an important skill that many high school graduates have not mastered. To develop this skill, you will be taking notes on many of the materials you read, including the psychology text, relevant articles and *Mindset: The New Psychology of Success*. You will learn and practice different techniques for taking notes. You will regularly be asked to work with others to provide a study guide for others to use. You will be graded on the quality, organization, and neatness of the notes and study guides you create.

The Active Reading Strategy Guide: You will be asked to record your thinking as you read materials such as sections of the psychology text, relevant articles and chapters in *Mindset: The New Psychology of Success*. This will help you use focused thinking strategies as you work to get the big picture, raise and answer questions, identify areas of confusion, and try to make those areas more clear. Skilled readers often highlight, underline, and write notes in the

margins or on sticky notes to keep a record of thoughts that occur to them as they are reading. Records of your thinking may look like this: "This reminds me of . . ." "I can picture . . ." "I predict that . . ." "A question I have is . . ." "I got stuck when . . ." "The big idea here is . . ." "I'm confused about . . ." "I don't understand this so I will . . ." "I think . . ." "I wonder . . ."

Summaries and Reflections: Summarizing is a valuable academic skill. After reading, you will write a one-paragraph summary and a one-paragraph reflection. To summarize is to put the main ideas and key supporting details **in your own words**. Do not leave out any important parts or ideas. You will then write a reflection, not just about the text but about your

thoughts about the text--the kinds of thoughts mentioned in the previous paragraph. Your summary and reflection paragraphs together should be about 15 full lines, on college-rule paper, in clear handwriting, or typed (double spaced, 12 pt. font).

Quizzes

Comprehension: You will be quizzed on your comprehension of some assigned readings, including *Psychology: An Exploration* and *Mindset: The New Psychology of Success*. Sometimes you will know about the quizzes in advance, and sometimes you won't. Quizzes will often be given when class begins and may not be made up, so make sure you arrive on time, prepared for quizzes on assigned materials.

Vocabulary: Lists of vocabulary words will be from the PSY 140 text. Learning the words will help us understand readings and will build our personal vocabulary. Quizlet.com is a resource we will use to study/review vocabulary for the vocabulary quizzes. Comprehension and vocabulary quizzes will be averaged along with assignment grades.

Pain is temporary. It may last for a minute, or an hour, or a day, or even a year but eventually it will subside and something else will take its place. If I quit however, it will last forever. ~ Eric Thomas

ATTENDANCE AND PARTICIPATION (25% of grade)

College students are expected to arrive on time, stay until class has finished and be fully engaged throughout the class. You will receive a grade for attendance. You start with a 4.0. **Each absence lowers your grade by 0.5.**

Coming late or leaving early by 10 minutes, or more, is calculated as a $\frac{1}{2}$ absence. Leaving, during class, for 10 minutes or more is also considered a $\frac{1}{2}$ absence.

Attend and participate actively in every class so that 20% of your ENG 086 grade is 4.0.

Assignments and Time Management

The purpose of ENG 086 assignments is to help you deeply learn PSY 140 materials, and also to introduce you to effective active learning strategies that may be new to you. You are expected to apply the assigned strategies, whether they appeal to you or not.

You should plan to spend about 2 hours studying outside of class for every hour that you spend in class. Plan out your week, allotting enough time to complete all assigned work for all of your classes. Make sure you have quiet work places and sufficient time to read, think and write.

Late Work: In college, students are expected to do readings and complete written assignments before class so that you come prepared to discuss the material.

Late homework assignments will only be accepted on the next day of class and will be reduced by 50%.

In the event of an absence, no in-class assignments/quizzes can be made up. The grade If students are present on the day of a quiz but arrive late, after quizzes have been handed out, they are still welcome to take the tests/quizzes at a 50% reduction.

Note: Students should assume all tests/quizzes would be distributed at the very beginning of class.

Tutorial assistance is available for this course as well as most courses at JC. If you would like to work with a tutor for this class or another class, please contact me or visit the Center for

Student Success (796-8415), located in BW 125. The staff is there to help you succeed in your studies, so please don't hesitate to make use of this resource.

Associate Degree Outcomes:

The JCC Board of Trustees has developed a list of essential skills that all graduates should develop. The Board has said: JCC's goal is to prepare students to live productive and meaningful lives. Implicit in this goal are efforts to prepare students to: (a) live and work in the 21st century, (b) be employed in situations which will require retraining several times during a productive life, and (c) function in a rapidly changing international society.

In support of these guidelines, ENG 086 students will develop critical thinking skills, including the ability to do the following:

1. Generate questions about texts before and while reading.
2. Distinguish between fact and opinion.
3. Recognize bias in a piece of writing.
4. Incorporate new knowledge with old.

Academic Honesty

Did you ever copy a friend's assignment in high school? In college, you are NEVER allowed to submit someone else's work as your own.

The JCC catalog states, "Academic honesty is expected of all students. It is the ethical behavior that includes producing their own work and not representing others' work as their own, either by plagiarism, or by cheating, or by helping others do so. Faculty members who suspect a student of academic dishonesty may penalize the student by taking appropriate action to and including assigning a failing grade for the paper, project, report, exam or the course itself. Instructors should document instances of academic dishonesty in writing to the Academic Dean."

You are free to work with a classmate or tutor to better understand the selections, or the discussion questions, or the assignments. However, every sentence you write and every quiz answer you give must be your own. If you hand in work that is not 100% your own, you will receive a 0.0 and will be reported to the dean.