

ENG 086 PSY BC1 Syllabus

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

REQUIRED TEXTBOOKS & SUPPLIES

1. *Psychology: Exploration*, by Ciccarelli
2. *Mindset: The New Psychology of Success* by Carol Dweck; ISBN: 978-0-345-47232-8
3. Notebook & pen
4. Folder
5. Highlighter & post-it notes are recommended but not required

Note: Text Book Zero - Here is the URL for the *Mindset* book on Amazon:

https://www.amazon.com/s/ref=nb_sb_ss_c_2_7?url=search-alias%3Dstripbooks&field-keywords=mindset&prefix=mindset%2Caps%2C183&crd=EMYZLJ5RF0KW

The link to Revel (the digital version of *Psychology: An Exploration*) is on the JetNet PSY class page

CLASSROOM ENVIRONMENT

- Please be respectful of all speakers and learners including the instructor, other students, guest speakers, etc.
- Be mindful that many students need quiet surroundings to read and 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 use good judgment when using cell phones during class.
- All technological devices (including phones) 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. Expand your vocabulary.
6. Read for pleasure and information.

ACTIVE READING STRATEGIES

The trick to understanding and remembering what you read is to be mentally active while reading. Below is a list of things active readers do. In this class, you will learn to do these, too. The more you use these thinking strategies, the better you will be able to understand and remember what you read:

1. Determine your purpose (What information do I need to know or what information does the author want me to know?)
2. Ask questions (What's going on here? What's the sequence of these events or processes? How does this help me understand? What's missing from this text?)
3. Make predictions. (There may be an example of this on the next page).
4. Visualize. (I can see this in my mind . . . I can picture what this looks like. . . .)
5. Make connections. (Connect new information to previous information. This reminds me of . . . I saw a movie about this. I can relate . . .)
6. Monitor your comprehension (This is where I got lost . . . I understood until I got here . . .)
7. Find what's important. (There's so much information. I'm only going to pay attention to what's important not the small details. I'll underline this and make a note)
8. Find what's confusing. (I'll highlight this part in the text and jot my questions, so I can get clarification from a classmate or the instructor).
9. Notice new or unknown words. (I'll circle this word and take a guess what it means by the way it's used in the sentence.)
10. Use fix-up strategies. (I'm confused here. I'll back up to the last part that made sense.)

GRADING COMPONENTS

Your grade in from the class this course is blended with	25% of grade
Assignments and quizzes	50% of grade
Attendance and participation	25% of grade

YOUR GRADE IN THE CONTENT AREA COURSE THIS CLASS IS BLENDED WITH (PSY, COM, ART, ETC.) (25% of grade)

The purpose of this reading class is to provide you with tools and strategies to apply in the course this class is blended with. The ENG 086 cohort functions as a study group, a group that learns together, reviews materials together, and provides mutual support so that all students are successful. 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 the content area class ENG 086BC is blended with. As an incentive to make effective use of your time and energies, and as a reward for doing so, **the grade you earn in the blended content area course will count as 25% your grade in ENG 086BC.**

086 ASSIGNMENTS AND QUIZZES (50% of grade) [All work needs a title/label, your name & the date.]

ANNOTATIONS, NOTES, STUDY GUIDES, SUMMARIES & REFLECTIONS

Active Reading (Annotating) You will be asked to record your thinking as you read materials such as sections of the psychology text and relevant articles. This will help you use focused thinking strategies as you work to identify what is important, raise and answer questions, identify areas of confusion, and work to resolve that confusion. Skilled readers often highlight, underline, and write notes (annotate) in the margins or on sticky notes to help them remember the thoughts that occur to them while reading. Records of your thinking may look like this: "The main point is . . ." "An example is . . ." "A question I have is . . ." "I'm confused about . . ." "I don't understand this so I will . . ." "I wonder . . ." "This reminds me of . . ." and "A way I can use this . . ."

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, PowerPoint Slides, and relevant articles. You will learn and practice different techniques for taking notes, including two-column charts (terms/definitions), three-column charts, (terms/definitions/examples), and concept maps. You will sometimes work with others to create a study guide. You will be graded on the quality, organization, and neatness of the notes and study guides you create.

Summaries and Reflections Summarizing is a valuable academic skill. Sometimes you will be asked to write a one-paragraph summary (in your own words) and/or a one-paragraph reflection. Remember, to summarize is to state, concisely and in your own words, what you believe to be the main ideas and key supporting details. Do not leave out any important parts or ideas. A reflection is a record of your thoughts about the text--the kinds of thoughts mentioned in the previous paragraph.

The assignments listed above are applications of the "CORE" learning framework presented in *On Course*, the SEM 140 text. They provide systematic means for you to **Collect**, **Organize**, **Rehearse**, and **Evaluate** your understanding of information. If you can master CORE, you will do very well in your college classes!

QUIZZES

Comprehension: You will occasionally be quizzed on your comprehension of 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 generally be given when class begins and may not be made up, so make sure you arrive on time, prepared to answer some questions to show that you have read and understood the assigned materials.

Vocabulary: We will create lists of vocabulary words 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, 5 points for each class (ten points per week). To get a high grade, show up on time and participate. In every class, you will be responsible for preparing notes and giving presentations on a portion of the Content Area class material. Doing quality work helps you and your classmates learn the material; this is a key to everyone's success and affects your grade. A wise strategy is this: *attend and participate actively in every class so that 25% of your ENG 086 grade is 4.0!*

***Arriving to class late**, leaving class or dismissing from class early by 10 minutes, or more, will result in a 50% attendance & participation point reduction for the day.

***In the event of an absence**, no in-class assignments/activities/quizzes can be made up. 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.

ASSIGNMENTS & TIME MANAGEMENT

The purpose of ENG 086 assignments is to help you learn Content Area material from the class this course is blended with and also to introduce you to effective active learning strategies that may be new to you.

You should plan to spend about 2 hours studying outside of class for every hour that you spend in class.

Be sure to plan out your week, allotting enough time to read and annotate chapters, do written assignments, preview Power Points that will be used in lectures, organize and review class notes, learn vocabulary words, etc. (In other words, Collect, Organize, Rehearse, and Evaluate: CORE). Students who are new to college who follow this guideline (2 hours outside study for each hour in class) are successful.

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%. Remember: in-class assignments and activities may not be made up; the grade for a missed activity or quiz is a zero.

ACADEMIC HONESTY You may NEVER submit someone else's work as your own. The JC Catalog states, "Academic honesty . . . is the ethical behavior that includes producing one's own work and not representing others' work as one's own, either by plagiarism, by cheating, or by helping others to do so."

You are free to work with a classmate or tutor to better understand the selections, 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 your own, you will receive a 0.0 and this incident will be reported to the dean; if you do it twice, you will fail the course!

TUTORS are 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). The staff is there to help you succeed in your studies, so don't hesitate to make use of this valuable resource.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of Learning Support Services at 787-0800 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

I'm glad you are here and I'm looking forward to the semester.

If you have any questions or concerns, please feel free to contact me:

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