



21 Fall Semester

Active Reading in College

ENG 086.BC4 FALL 2021

Number of Credits: 3 credits

Days Class Meets: Tuesdays & Thursdays

Meeting Times: 1:00pm-2:27pm

Location: HLC 101

Instructor: Kim McKeown

Contact Phone: Office: 796-8415; cell: 879-8963 (no Texts)

Contact Email: mckeownkimberls@jccmi.edu

Online Office Hours: Mondays & Wednesdays 9am-6pm in the CSS

Course Description

Using a wide range of reading materials, students will employ metacognitive processes to enhance understanding and will find connections between a text and

1. their own lives,
2. the world, and
3. other texts.

Students will also learn and practice strategies for expanding vocabulary. Student writing is a significant component of this course.

Prerequisite(s)

ENG 080 or placement score determination.

Course Goals

In ENG 086, we 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 our vocabulary.
7. Read for pleasure and information.

Course Objectives

The Jackson College Board of Trustees has developed a list of essential skills that all graduates should develop. The board has said: Jackson College'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 require training 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, opinion, and inference.
3. Recognize bias in a piece of writing.
4. Incorporate new knowledge with old.

Textbook

- Look on JETNET in your COM 231 course for the required textbook for COM 231. There is no textbook for ENG 086

Grading Procedure

Required Course Assignments	Percentage
Grade from Communications 231	25%
Assignments and Quizzes	60%
Attendance and Participation	15%
	100%

Required Course Assignments

GRADE FROM COMMUNICATION 231 = 25% OF OUR GRADE: The purpose of this class is to provide us 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, reviews materials, and provides mutual support together so that all students are successful. If we are attending class and rigorously learning, practicing, and applying the recommended tools and strategies, while helping others do the same, the natural results will be that we will do well on our own assignments and tests in the content area class we are blended with.

ASSIGNMENTS AND QUIZZES = 60% OF OUR GRADE: All work requires a title/label, our name, and the date.

- **Active Reading/Annotating:** We will be asked to record our thinking as we read materials such as sections of our blended course text and relevant articles. This will help us use focused thinking strategies as we 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 remember the thoughts that occur to them while reading. Records of our 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 about...”; “This reminds me of...”; and “A way I can use this is...”.
- **Taking Good Notes:** This is an important skill that many high school graduates have not yet mastered. To develop this skill, we will be taking notes on many of the materials we read, including the blended course text, PowerPoint slides, and relevant articles. We will learn and practice different techniques for taking notes, including two-column charts (terms/definitions), three column charts (terms/definitions/examples), and concept maps. We will sometimes work with others to create a study guide. We will be graded on the quality, organization, and neatness of the notes and study guides we create.
- **Summaries and Reflections:** Summarizing is a valuable academic skill. Sometimes we will be asked to write a one-paragraph summary (in our *own words*) and/or a one-paragraph reflection. Remember, to summarize is to state, concisely and in our own words, what we 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 *our thoughts about the text* – like those at the end of Taking Good Notes.

ATTENDANCE AND PARTICIPATION = 15% OF OUR GRADE:

We earn 15% of our class grade from our attendance. All students are expected to arrive on time, stay until class dismisses, and be fully engaged throughout. We will receive a grade for attendance consisting of 5 points for each class, which is 10 points per week.

To earn a high grade we must show up on time and participate! In every class, we are responsible for preparing notes and giving presentations on a portion of the blended class material. Doing quality work helps us and our peers learn the material; this is a key to everyone’s success and affects our grade.

Note: Arriving late, leaving class or dismissing from class early by *10 minutes or more* will result in a 50% attendance and participation point deduction that day. No in-class task or activity can be made up.

Grading Scale

GPA	GRADE RANGE
4.0	90-100%
3.5	85-89%
3.0	80-84%
2.5	75-79%
2.0	74-70%
1.5	65-69%
1.0	60-64%
0.5	55-59%
0.0	0-54%

Failure

Any circumstances under which a student could be dismissed from or failed in the course that is not covered in other college publications. In pass/fail courses, a listing of minimal competencies.

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form

- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Course Management

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

We should plan to spend 2 hours studying outside of our regular class time for every hour our course is worth. Since our class is 3 credit hours *this means spending a total of 6 hours outside of class preparing*.

Be sure to plan out our week, allotting enough time to read and annotate chapters, complete written assignments, preview PowerPoint files used in lectures, organize and review class notes, learn vocabulary words, etc. In other words, we must use CORE: **C**ollect, **O**rganize, **R**ehearse, and **E**valuate.

Makeup Policy

Late work will *only be accepted the next day of class after the original due date and reduced by 50%*.

Note: In-class tasks including assignments, activities, and quizzes CANNOT be made up; the grade will be a zero. Assignments **are not** accepted through email.

Help

Education is a self-initiated, goal-directed process. As students are accountable for our own learning. Our instructors are facilitators and resources who assist in this process. The quicker we seek help, the more likely we will be able to get back on course and be successful. As soon as possible be sure to contact:

Our Classmates: If we are unclear about a particular assignment, talking it over with a classmate may help us sort out our confusion. Remember we are a community of learners – so asking each other for help is a good strategy to adopt for our success.

Our Instructor: Instructors are here to help! Feel free to make an appointment to see me before or after our class. I check email regularly and I typically respond within 24-48 hours.

Center for Student Success: Located in Bert Walker Hall, *they provide free tutoring and other services to help us with reading, writing, study skills, test anxiety, math, as well as other content areas.* The staff is here to help us succeed in our studies so do not hesitate to make use of this free resource for any class. Please call 517-796-8415 or [visit their website for more information](#).

Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please call 517-796-8415 or [visit their website for details on the steps to follow](#).

Main Campus Operator: Please call 517-787-0800 and ask the operator who you wish to connect with on campus.

JC Student Services: Please call 517-796-8425 to speak our Student Success Navigator or other Student Services staff member or go visit them in Bert Walker Hall.

JC Solution Center: Please call 517-796-8639 for any technical assistance required such as issues logging into JetStream, JetNet, or even our College email accounts. We can also go directly to the Solution Center located on the second floor of William Atkinson Hall (the library).

Oasis Center: Please call 517-787-7920 or visit them on the first floor of Justin Whiting Hall. There are mental health clinicians available to provide assistance and support with anxiety, depression, homesickness, and other issues. If the Oasis Center is closed, please contact Family Services and Children's Aid at 517-787-7920 as our after-hours answering service will connect us with the on-call clinician to assist our needs.

Another option is the National Suicide Prevention Lifeline, which is always available. This provides us with 24/7 free and confidential support for anyone in distress, in addition to prevention and crisis resources for ourselves and our loved ones. We can all prevent suicide by calling 1-800-273-8255.

JC Health Clinic: Please call 517-990-1374 in order to find out about help with minor illness, injuries, physical exams, immunizations/flu vaccines, prescriptions, etc.

JC Food Pantry: For more information email JCfoodpantry@jccmi.edu or see me for additional information such as the location of community food pantries.

Central Michigan 2-1-1: Call 2-1-1 and let the staff there know the particular situation. 2-1-1 connects us with the necessary health and human services located in our community 24/7 all year long. A specialist may ask us additional questions to fully understand our situation, help problem solve, and screen to ensure they can provide us with the most appropriate resource information to guide our next steps to seek help from resources in the community. 2-1-1 does not provide funds directly, but helps us know the best places nearby to contact.

Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Student Responsibilities

In this course we are expected to

- Respect of all our speakers including instructors, peers, guests, etc.
- Be mindful that many students need quiet surroundings during independent work to focus.
- Note only students registered in the course with their names appearing on the course roster are welcome in the classroom.
- Be certain to take care of cups, bottles, etc. upon dismissal if bringing drinks to class.

Attendance- Participation Policy

Regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate *within the first couple of days of the term* to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Caveat

Please note: The format and timing of this course may need to change due to unforeseen circumstances.

In particular: school closings, instructor illness, weather, or other situations that may arise.

If you are taking an in -person class, you will be required to complete a Reintegration Video Training course in JetNet prior to being admitted to campus.

All COVID safety protocols in place are based on current guidelines and will be enforced while students are on campus.

Calendar

A partial or complete list of dates or class periods for the course. Within the calendar on specific days are:

Assignments, readings, homework, exercised, performances, quizzes, topics, subject matter, skills, chapter titles, discussion topics, tests, comprehensive exams, due dates for major papers or performances. Add or remove columns as necessary to suit your course.

**Also include a statement that calendar timelines and assignments are an approximation and could be changed.*

WEEK #	DATE	TOPIC
1	AUG. 31 SEP. 2	INTROS; PURPOSE
2	SEP. 7 SEP. 9	RESEARCH
3	SEP. 14 SEP. 16	CULTURE; VOCABULARY
4	SEP. 21 SEP. 23	PERCEPTION & LISTENING; PREDICTION AND QUESTIONS
5	SEP. 28 SEP. 30	MESSAGES; MAIN IDEAS
6	OCT. 5 OCT. 7	INTERPERSONAL COMMUNICATION & RELATIONSHIPS; IMPLIED MAIN IDEAS
7	OCT. 12 OCT. 14	RELATIONSHIPS AND SMALL GROUPS; SUPPORTING DETAILS
8	OCT. 19 OCT. 21	WORKPLACE COMMUNICATION; INFERENCE
9	OCT. 26 OCT. 28	CONFLICT; RELATIONSHIPS 1

10	NOV. 2 NOV. 4	PUBLIC SPEAKING; RELATIONSHIPS 2
11	NOV. 9 NOV. 11	ORGANIZATION AND OUTLINES
12	NOV. 16 NOV. 18	INFORMING; TEST TAKING TIPS
13	NOV. 23	INFORMING
14	NOV. 30 DEC. 2	PERSUASION
15	DEC. 7 DEC. 9	PERSUASION
16	DEC. 14 DEC. 16	COLLEGE SUCCESS; EXAM REVIEW

Important Dates:

MONDAY 09/06/2021	LABOR DAY HOLIDAY-NO CLASSES
WEDNESDAY 11/24- SUNDAY 11/28/2021	THANKSGIVING HOLIDAY-NO CLASSES
SATURDAY 12/18/2021	END OF FALL SEMESTER