

# Jackson Community College

## Course Syllabus

**Course:** College Reading ENG 085-52

**Term:** Fall 2013

**Instructor:** Missy Finegan

**Course day/time:** M/W 3:30pm-5:55pm

**Office Hours:** By appointment only

**Start/end dates:** 9-16-13 to 12-9-13

**Contact Number:** 517-420-7835

**Class location:** Main Campus, BW Rm. 221

**Email:** [fineganmelissaa@jccmi.edu](mailto:fineganmelissaa@jccmi.edu)

### Textbooks, Materials and Recommended Supplies:

1. Experience Reading 2, by Suzanne Liff & Joyce Stern, ISBN 978-0-07-329239-7
2. The Other Wes Moore, by Wes Moore, ISBN 978-0-385-52820-7
3. Making Connections, 085 Course Pack 3<sup>rd</sup> ed
4. Reading material of your choice: Newspaper, magazine, book
5. Notebook
6. Folder
7. Highlighters – 2 colors
8. Sticky notes

**Note:** Please keep ALL papers, handouts, and quizzes from this class until the end of the term.

### 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 the material.
- Beverages are allowed in class. Please take care of cups, bottles, etc. at dismissal.
- Restroom breaks can be taken as needed, permission is not necessary. However, please avoid breaks during test or quiz taking.
- Please avoid using and charging technological devices during class, including cell phones, laptops, iPads, iPods, etc. 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.

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**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 21<sup>st</sup> 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 085 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.

**Reading Assignments & Journal/Notebook Responses:**

Students will be introduced to various texts and will demonstrate pre-reading, active reading and post-reading strategies. Using the Active Reading Strategy Guide, a journal/notebook entry will need to be completed for each reading assignment assigned both in, and out, of class that will present the student's application of reading strategies and comprehension of texts.

**Reading notebooks will be handed in routinely for assessment and grading.**

**The Other Wes Moore Responses:**

*The Other Wes Moore* Question and Response Guide pages will be assigned throughout the reading of the novel. The Other Wes Moore questions and answers should be typed, single or 1.5 spaced, in font size 12. In the upper left corner of your typed document, as with all documents, be sure to include your name, date, class and section, class meeting date and time, title of the book and **indicate the page numbers that correspond with the questions.**

For example:

John Doe

August 26, 2013

ENG 085-06, M/W, 1:00-2:56

The Other Wes Moore, p. 26-30

**Responses to all reading assignments will count as 50% of your final grade.**

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**Vocabulary & Word Part Study:**

**Vocabulary:**

You will receive up to four lists that contain up to twenty-five vocabulary words. A vocabulary quiz will be administered for each of the four lists. In addition to building personal vocabulary, the word definitions are necessary for clear understanding and comprehension of the texts.

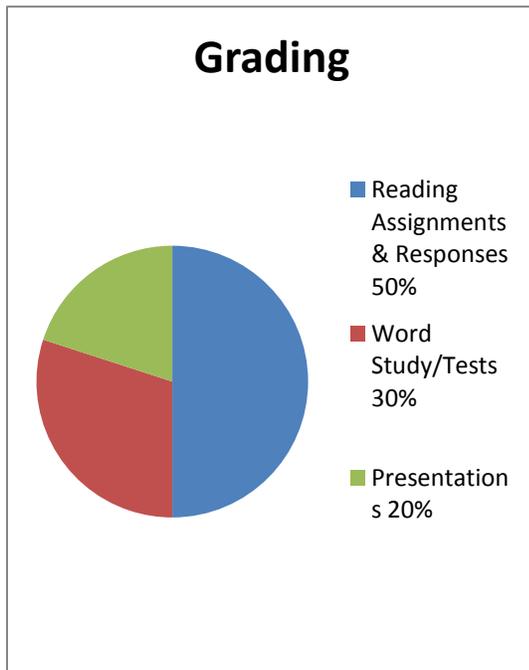
Prefix, suffix, and root word study:

You will receive two lists containing several affixes and roots. Affix and Root quizzes will be administered for both lists. **Vocabulary and Word Part assignments will count as 30% of your final grade.**

**Presentations:**

A thematic reading project will be required that synthesizes information from several reading sources about a single topic. This project will call for you to analyze, evaluate and summarize materials related to the chosen topic. An oral presentation, with a PowerPoint, will be required.

**Presentations will count as 20% of your final grade.**



<b>Grading Scale:</b>	
<b>Percentage Earned:</b>	<b>Grade:</b>
100%-93%	4.0
92%-88%	3.5
87%-83%	3.0
82%-78%	2.5
77%-71%	2.0
70%-64%	1.5
63%-56%	1.0
55%-48%	0.5
47% and below	0.0

**Reminder:** A grade of 2.0 or better will be accepted as successful completion of the course. Since this course is a prerequisite to other academic courses, a 2.0 is the minimum grade to exit. For courses that will transfer, other colleges generally accept a grade of 2.0 or higher to transfer. Most financial aid, scholarships and loans require a grade of 2.0 or better.

### **Attendance:**

All students are expected to arrive on time, stay until class dismisses and be fully engaged throughout the class. Students are expected to be present for and fully engaged in class assignments and activities. Please keep in mind, sleeping, resting, or texting does not indicate being present and engaged.

Attendance is mandatory and it is your responsibility to mark your attendance in the attendance folder. **You can miss up to two classes without penalty, but missing more than that for any reason, will affect your grade.** In addition, coming late or leaving early by 10 minutes, or more, is calculated as a ½ absence. Leaving during class for 10 minutes or more is also considered a ½ absence. **If you do not attend class for 3 consecutive classes, without any communication with the professor, I will Q (Quit) you from the class.**

- 8 absences, no credit: highest possible grade 0.0
  - 6 absences, highest possible grade 2.0
  - 4 absences, highest possible grade 3.0
  - 3 absences, highest possible grade 3.5
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### **Late Assignments:**

All assignments are due at the beginning of class. In the event of an absence, no in-class assignments/activities/quizzes can be made up. Late homework assignments will only be accepted on the next day of class and will be worth half credit. **Emailed assignments or assignments handed in after class will not be accepted.**

### **Withdrawal:**

If you stop attending this course, it is your responsibility to complete the paper work for a “Withdrawal”. Be sure to check with financial aid before withdrawing. If you quit attending class, please don’t assume it will be understood you have withdrawn or quit. However, without a formal withdrawal, a grade will be given at the conclusion of the course, with or without your attendance. Please keep in mind that a “W” is the same as a 0.0 and may affect your financial aid, loans, and/or scholarship(s).

### **Incomplete:**

Should you need to request an “Incomplete”, the request must be written. Keep in mind that “Incompletes” are reserved for work that is “sufficient in quality, but not sufficient in quantity”.

### **Academic Honesty Policy:**

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.”

**Assessing Your Reading Skill Progress:**

At the beginning and end of the semester, students will take the Nelson-Denny Reading Test. Students' application of reading strategies will also be assessed at the beginning and end of the semester using a specified text. Some of your personal goals should be to read a lot, work hard in order to improve your vocabulary and comprehension test scores, and improve your application of reading strategies.

**Tutorial Assistance:**

Assistance is available for this class, as well as, most every course at JCC. If you would like to work with a tutor, please contact me or visit the Center for Student Success located in BW or call 517-796-8415. Faculty and tutors are available to help you succeed in your studies. Make use of this **free resource** that can help you with reading, writing, study skills, test anxiety, math as well as other content areas.

ENG 085-52 CALENDAR: Fall Semester 2013

Professor: Missy Finegan

Email: [FineganMelissaA@jccmi.edu](mailto:FineganMelissaA@jccmi.edu)

Contact Number: 517-420-7835

Office Hours: by appointment only

- Note: If Course Pack articles are included in the class lesson, the instructor reserves the right to change which article is used.

<p><b>Monday, September 16</b></p> <p>Welcome, pass out bookmarks</p> <p>The Real Me, Name Tents, 10 mins</p> <p>Intro, syllabus, schedule, 30 mins</p> <p>JetNet (photo), HQV, 15 mins</p> <p>Getting to know you activity, 15 mins</p> <p>Wright Family, 15 mins</p> <p>Assignment: Letter to instructor, 10 mins</p> <p>Nelson-Denny, vocab. test, 30 mins</p> <p>Nelson-Denny, comp. test, 30 mins</p> <p>Self Score Test, 15 mins</p> <p><b>Homework:</b> read syllabus to prepare for syllabus quiz, write letter to instructor, prepare identity bags</p>	<p><b>Wednesday, September 18</b></p> <p>Syllabus Quiz, 10 mins</p> <p>Reading Speed Activity with one min read, 5 mins</p> <p>Getting to know you activity, 15 mins</p> <p>The House from Tovani PowerPoint, 40mins</p> <p>Preview ER2 ch. 2, 10 mins</p> <p>Share Identity bags, 1 hr</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> google average words read per minute, read chapter 2, Active Reading Strategies for Managing College Texts, in ER2, p. 29-49</p>
<p><b>Monday, September 23</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>ER2 chapter 2 quiz, 20 mins</p> <p>On the left hand pre-test, 1 hour</p> <p>Instructor Demo, Active Reading Strategy Guide, "Do You Speak English?", 30 mins</p> <p>Birthday Party (Course Pack), metacognition, 30 mins</p> <p>Summary/reflection response, 10 mins</p> <p>Journal Response, 10 mins</p> <p><b>Homework: none, Go to Project Success Day on Sept. 24</b></p>	<p><b>Wednesday, September 25</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Roll the dice, 15 mins</p> <p>Review ER2 ch. 2 quiz, 5 mins</p> <p>Name quiz, 10 mins</p> <p>Tovani quote, prediction, read and respond, 20 mins</p> <p>Scavenger Hunt, 30 min</p> <p>Instructor demo, metacognition, "Celebration of the Human Voice", 35 mins</p> <p>Journal Response, 10 mins</p> <p><b>Homework: none</b></p>

<p><b>Monday, September 30</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Learning pyramid, 5mins</p> <p>Tovani Reading Strategies PowerPoint, 30 mins</p> <p>Info-questioning, read, respond, and share, 15 mins</p> <p>South Asia Elephant dies of grief (Course Pack), 20 mins</p> <p>Horse’s Torture Has Town Mourning Lost Innocence (Course Pack), developing questions, 35 mins</p> <p>Journal Response, 10 mins</p> <p><b>Homework:</b> Read ER2 ch. 11, p. 256-273, use PowerPoint notes to write a 15 line summary, find a one-caption cartoon and bring to next class</p>	<p><b>Wednesday, October 2</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Quiz, ER2 ch. 11, 15 mins</p> <p>Reading activity-circle the word, “The Wrinkles”, 20 mins</p> <p>Cartoon, questioning activity, 15 mins</p> <p>Photo, questioning activity, 20 mins</p> <p>The Surprising Toll of Sleep Deprivation (Course Pack), 35 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> reading strategies word find puzzle, study for reading strategies quiz</p>
<p><b>Monday, October 7</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Reading Strategies Quiz, 15 mins</p> <p>What does it mean to infer and how did you learn to develop inferences when reading?, 10 mins</p> <p>Explain inference, I Read it, Tovani, p. 100-103, 20 mins</p> <p>Other Wes Moore, inferring and vocabulary, 30 mins</p> <p>Prefixes, 30 mins</p> <p>Journal Response, 10 mins</p> <p><b>Homework:</b> Study for prefix quiz</p>	<p><b>Wednesday, October 9</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Keene Quote, inference, respond and share, 20 mins</p> <p>\$10 window image, inference, 10 mins</p> <p>“Thank you, M’am” lesson, 1 hr</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> Read ER2 chapter 10, p. 232-255, study for prefix quiz</p>

<p><b>Monday, October 14</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Prefix quiz, 15 mins</p> <p>Brockton HS video, watch 10 mins, evaluate and discuss, 15 mins</p> <p>Study Finds High Rate of Imprisonment Among Dropouts (Course Pack), 40 mins</p> <p>Root and suffix information , 25 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> Read article from course pack (to be assigned later), study for ER2 ch. 10 quiz</p>	<p><b>Wednesday, October 16</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Quiz ER2 ch. 10, 15 mins</p> <p>Vocab. word list 1, 10 mins</p> <p>Intensive reading strategy, Mind wandering article, 25 mins</p> <p>Practice strategy with During Boring Classes, Texting is the New Doodling (Course Pack) and Dangers of energy drinks article, 1 hr</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> Read ER2 ch. 3, p. 50-77, study for vocab. quiz 1, ER2 ch. 3 quiz</p>
<p><b>Monday, October 21</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Vocab. quiz 1, 15 mins</p> <p>Vocab. word list 2 (play dough), 35 mins</p> <p>Er2 ch. 3 quiz, 15 mins</p> <p>Visualize activity, cat and fishbowl picture, 10 mins</p> <p>Demon in the Freezer (Course Pack), 35 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> Study for vocab. quiz 2</p>	<p><b>Wednesday, October 23</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Book Talk: The Other Wes Moore, 15 mins</p> <p>Vocab. word list 2 quiz, 15 mins</p> <p>Vocab. word list 3, 20 mins</p> <p>Half Broke Horses (visualize activity), 25 mins</p> <p>Facebook’s Users Ask Who Owns Information (Course Pack), 30 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> Study for vocab. 3 quiz, bring your grade from Jet Net on a sticky note</p>

<p><b>Monday, October 28</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Vocab. 3 chair game, 25 mins</p> <p>Tovani Book: Read It . . . Connecting the New to the Known, p. 63-64 and p. 72-74, respond and share, 15 mins</p> <p>Keeping their art to themselves (Course Pack), 30 mins</p> <p>ER2 ch. 5, preview and popcorn read, 30 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> Study vocab. 3, continue to read ER2 ch. 5, p. 104-127</p>	<p><b>Wednesday, October 30</b></p> <p><b>*Birthday Treat</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Vocab. 3 quiz, 15 mins</p> <p>Vocab. word list 4, 20 mins</p> <p>The Brain and the Written Word (Course Pack), 30 mins</p> <p>Math text, 40 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> Study for ER2 ch. 5 quiz and vocab. 4 quiz, bring 20, 3X5 index cards to next class</p>
<p><b>Monday, November 4</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>ER2 ch. 5 quiz, 15 mins</p> <p>Vocab. bingo, 25 mins</p> <p>Baboon Study Shows Benefits for Nice Guys Who Finish 2<sup>nd</sup> (Course Pack), predicting, index cards with lifted sentences, 45 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> Read ER2 ch. 4, p. 78-103</p>	<p><b>Wednesday, November 6</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Ocean quotes, 10 mins</p> <p>OWM Anticipation Guide, 30 mins</p> <p>The Procedure is Really Quite Simple, 10 mins</p> <p>The Other Wes Moore, YouTube Video, 10 mins</p> <p>Intro OWM, p. 5-25, KWL and read aloud, 20 mins</p> <p>Demonstrate Active Reading Strategy guide response, 20 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> OWM question and response guide, p. 5-25</p>

<p><b>Monday, November 11</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>OWM quote, read, write, and share, 10 mins</p> <p>OWM group popcorn read aloud, 30 mins</p> <p>Students May be Reading Plenty, but Not for Class (Course Pack), highlight 3 confusing parts, frame questions, 30 mins</p> <p>Vocab. word list 5, 20 mins</p> <p>ER2 ch. 4 quiz, 10 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> Read ER2 ch. 8, p. 194-205, OWM question and response guide, p. 26-45, study for vocab. word list 5 quiz</p>	<p><b>Wednesday, November 13</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Vocab. 5 quiz, 15 mins</p> <p>OWM activity, Tell as much as your know about . . . 10 mins</p> <p>OWM group popcorn read aloud, 35 mins</p> <p>Lesson: How do you determine what is important while you are reading?, read quote, response, 10 mins</p> <p>Trawls and Trash Represent One-Two Punch for Threatened Turtles (Couse Pack), 35 mins</p> <p>Journal response- How are you changing as a reader?, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> OWM question and response guide, p. 46-68</p>
<p><b>Monday, November 18</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>ER2 ch. 8 quiz, 15 mins</p> <p>OWM quote, 10 mins</p> <p>Science test and restating, 45 mins</p> <p>OWM group popcorn read aloud, 30 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> OWM question and response guide, p. 69-84</p>	<p><b>Wednesday, November 20</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>Who is Wes Moore YouTube Video, watch and respond, 10 mins</p> <p>OWM read, locate 4 examples of dialogue. What does it indicate?, 35 mins</p> <p>Parenting Styles Article, Which styles represent Joy and Mary’s approach? How were you parented?, 50 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> study for OWM question and response guide quiz, p. 85-107</p>

<p><b>Monday, November 25</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>OWM quiz, 10 mins</p> <p>How does a car engine work?, using visuals to construct meaning, 30 mins</p> <p>OWM group popcorn read aloud, 30 mins</p> <p>I'm Losing Money. So Why Do I Feel So Good? (Course Pack), 30 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> OWM question and response guide, p. 108-128</p>	<p><b>Wednesday, November 27</b></p> <p><b>No Class – Thanksgiving Break</b></p>
<p><b>Monday, December 2</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>OWM popcorn read aloud, p. 129-145, 30 mins</p> <p>Compare: slums/ghettos in Brazil, India, South Africa, to those in Baltimore, 10 mins</p> <p>Have Anxiety? There's an App (Course Packet), 30 mins</p> <p>Di Tri Berrese Activity, 35 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> OWM question and response guide, p. 129-145, prepare for presentation</p>	<p><b>Wednesday, December 4</b></p> <p>Review learning targets , 5mins</p> <p>One minute read activity, 5 mins</p> <p>OWM Character Chart, 40 mins</p> <p>In-class prep for end of semester letter, group reflection of course, discussions, and review letter guidelines, 25 minutes</p> <p>OWM popcorn read aloud, p. 146-171, 30 mins</p> <p>Journal response, debrief, discuss homework, 15 mins</p> <p><b>Homework:</b> OWM question and response guide, p. 146-171, it is your choice if you want to read the Epilogue to see what the characters have been up to, prepare for presentations</p>

<p><b>Monday, December 9</b></p> <p><b>Presentations</b></p> <p>Letters to Instructor due</p> <p>Write an OWM book review, 15 mins</p> <p>Revisit and discuss OWM Anticipation Guide, 30 mins</p> <p>Writing activity: What are you most proud of?, 10 mins</p>	<p><b>Wednesday, December 11</b></p> <p>On the left hand post test, 1 hour</p> <p>Nelson Denny Post Test, 1 hour, 10 mins</p> <p>Students self score test, 20 mins</p>
<p>Please keep in mind, this is a tentative schedule and is subject to change to attend to the needs of the class. Expect readings and assignments, both in and out of class, which may not be included in this schedule. With time being a consideration, assignments may be added or omitted. <b>If you are absent due to an emergency, contact the instructor to determine what activities or assignments you missed.</b> It is your responsibility to keep informed of any schedule changes or homework assignments.</p>	

