

South Plains College
READ-0300 + EDUC-1100

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Office Hours: By appointment at <https://bit.ly/mescamillaspc>

To make an appointment to meet in MS Teams, <https://bit.ly/mescamillaspc> (this link is also on the Instructor Contact page in Blackboard).

READ-0300

Course Description:

This course is not part of the core curriculum. This course does address South Plains College Universal Learning Outcomes in critical thinking and problem-solving, creativity, communication and collaboration and leadership. Preparation for college-level reading and studying, including vocabulary development, understanding implied ideas and details, identifying author's purpose, point of view and intended meaning, analyzing relationships, critical reasoning for evaluation, and study skills. Credit will not satisfy graduation requirements, but will satisfy developmental reading requirements for TSI purposes.

Course Purpose:

The purpose of this course is to provide opportunities and incentives for you to read: addressing students' individual skill deficiencies in reading as determined by TSI assessment, helping students gain reading experiences and skills, and preparing students to succeed with the reading requirements of the college curriculum and as lifelong readers/learners.

Prerequisites:

Recommendation based on assessment.

Student Learning Outcomes:

Upon successful completion of this course, the student should be able to demonstrate collegiate reading skills. Students will

- Locate explicit textual information, draw complex inferences, and describe, analyze and evaluate the information within and across multiple texts of varying lengths.
- Comprehend and use vocabulary effectively in oral communication, reading and writing.
- Describe, analyze, and evaluate information within and across a range of texts.
- Identify and analyze the audience, purpose, and message across a variety of texts.
- Describe and apply insights gained from reading a variety of texts.

EDUC-1100

Course Description:

This course is not part of the core curriculum. This course does address South Plains College Universal Learning Outcomes in critical thinking and problem-solving, creativity, communication and collaboration and leadership. This course is a study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3)

application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. This course cannot be taken for credit in conjunction with EDUC 1300.

Course Purpose:

The purpose of this course is to prepare students for college and life success, equipped with knowledge, skills, strategies and tools to apply to accomplish a variety of tasks in varying contexts.

Prerequisites:

Course is a co-requisite with READ0301.

Student Learning Outcomes:

Upon successful completion of this course, students should be able to

- Demonstrate understanding and become part of the “college-going culture.”
- Achieve ownership of their educational process.
- Recognize the essential need of conscientious effort and regular attendance in college courses.
- Identify areas of personal and academic strengths and weaknesses.
- Create and implement a behavior modification plan to address weaknesses while building on strengths.
- Learn relaxation, coping mechanisms and stress management techniques.
- Learn cognitive and metacognitive strategies to increase college academic success.
- Develop awareness of campus resources to support college success.
- Contact an advisor to develop a written degree plan/college success plan.

Textbook

You **do not** need to purchase the textbook for this course.

Supplies

- Access to computer with printer and Internet access
- Paper and pen for notetaking
- Colored pens and highlighters for editing

Course Evaluation

A final letter grade will be assigned based on this grading scale: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below).

Discussions (average of all)	25%
Quizzes and Assignments (average of all)	75%

Student Responsibilities

Students are expected to:

1. Log in to Blackboard frequently
2. Complete all assigned readings and viewing all assigned lectures in their entirety, and taking notes for each
3. Check feedback on graded writing assignments and apply that feedback to future writing assignments
4. Complete all assignments by the due date
5. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
6. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
7. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
8. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
9. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course's policy statement/syllabus
10. Submit all assignments in accordance with due dates, formats, and requirements
11. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
12. Ask questions when something is unclear

Why No Late Work?

I do not accept late work for any reason, whether it be five minutes late or five days late, because you forgot or because you're having technical difficulty. The reason is simple: fairness.

First is fairness to my students. This policy is applied to all students in the same way, so there can never be any question of favoritism; if I allowed late work for certain circumstances, but not for others, or for certain students, but not others, that wouldn't be fair. I don't want to make a judgement call about which circumstances or students require leniency, so the blanket policy applies to everyone – no late work for any reason.

This policy is also fair to my students' mental health and course progress. It's been my experience that students who get behind have a very hard time catching up, and having missing assignments causes anxiety and worry, which affects performance.

Submitting work on time is also fair to your classmates, as much of the work we do requires collaboration. If students don't submit work on time, it holds up the work their peers need to do

to complete assignments like outline review and peer review. These assignments all build on one another, and late submissions would bring everything to a screeching halt.

Next is fairness to *myself*. My grading schedule is very strict, and there are many responsibilities associated with my job, so I cannot add keeping track of missing assignments to my already-full plate. I set due dates so that I can give you feedback in a timely manner, and if I allowed work to be submitted late, that would be unfair to my workload.

Academic Integrity

It is the aim of the faculty at South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possible suspension. Please refer to the SPC General Catalog regarding consequences for cheating and plagiarism.

****Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as their own. Do not copy and paste from the Internet. All of these situations are representative of academic dishonesty and will be treated as such.****

I have zero tolerance for cheaters. If I suspect you of cheating, I will drop you without discussion. Please trust me when I say I have ways of determining whether or not you've cheated that you can't get around, as smart as you are. ;-)

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Using AI to write part or all of your paper or discussions;
3. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
4. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
5. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;

8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

AI Submissions and Procedure

I have an ethical responsibility to ensure that all students receive credit for only work that they have originally and ethically produced. Any evidence of AI through detection ratings or faculty review will be subject to further investigation.

It is your responsibility as a student to demonstrate that your work is original in order to avoid penalties or plagiarism violations. I encourage all students to keep a comprehensive draft history and track changes in Microsoft Word as a precaution. This is the easiest way to prove authorship and protect your academic integrity in the age of AI.

In many cases, work containing evidence of AI assistance will require a Zoom conference for an interview and proctored writing sample. These conferences will be recorded and reviewed by at least one other faculty member, and a determination will be made as to whether there is satisfactory evidence of authorship to earn credit.

Student Code of Conduct Policy

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

College-Required Syllabus Statements

For a list of college-required syllabus statements, visit <https://www.southplainscollege.edu/syllabusstatements/>.

Topics include:

- Intellectual exchange
- Disabilities
- Non-Discrimination
- Title IX Pregnancy Accommodations
- CARE Team
- Campus Concealed Carry