

READ 0301/EDUC 1100

Basic Reading and Learning Frameworks Syllabus Fall 2026

“South Plains College Improves Each Student’s Life”

Course Meeting Times

TA (Technical Arts Building), Room 221
Levelland Campus

Instructor Contact and Office Hours

Instructor: Lori Satterwhite, M.Ed
Email: lsatterwhite@southplainscollege.edu
Office: Library building, Room 308 (Inside room 306 on the third floor.)
Phone: 806-716-2237

(It is easiest to contact me by EMAIL. I am in and out of my office.)

Office Hours

Monday/Tuesday/Wednesday: 2:30 – 4:00 p.m.

Thursday: 1:00 – 3:00 p.m.

Friday: 10:00 – 11:30 a.m. *(by appointment)*

***Please email me if you need to meet with me outside of office hours*

Required Materials for Class

No book purchase necessary. You will receive readings and homework assignments directly in Blackboard.

To participate fully in this course, you will need:

1. **Reliable access to a computer with Wi-Fi**
 3. **A 3-ring binder** with loose paper
 4. **Highlighters, pens, and pencils**
 5. **A flash/jump drive** to save your work
 6. **Word processing software:**
 - Microsoft Word or Google Docs only
 - **Pages (for Macbook users) is not accepted**
 - MacBook users must convert Pages documents to **Word or PDF** before submitting assignments
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READ 0301 – Basic Reading

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.

Assessment: Students will demonstrate these skills by scoring a 12.1 or higher grade equivalency score on the "Nelson Denny Reading Test" or meeting another TSI reading compliance standard.

Course Completion: Students will demonstrate these skills by attending all classes and completing all assignments and examinations, including class projects with a course grade **of C or better** or by completing TSI assessment requirements/standards (above).

EDUC 1100 – Learning Frameworks

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.

Assessment: Upon successful completion of this course, the first-time-in-college/first-semester student will earn a semester GPA of 2.0 or higher. The experienced college student will increase his/her GPA by at least .2.

Course Grades & What They Mean

Because this is a **corequisite (joined) course**, the grade you earn in **READ 0301** will be the **same grade** you earn in EDUC 110, and vice versa. These two courses work together to support your growth as a reader and writer.

Course Component	Percentage of Final Grade
Weekly In-class Activities/Assignments/Participation	60%
Learning Assessments & Projects	30%
Final Assessment/Reflection	10%
TOTAL	100%

SPC Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

You must make a C or better in the course to be TSI compliant and move on to the **next** English class (ENGL 1301/INRW 0300 co-requisite class).

Extra Credit:

- Your **three lowest weekly in-class assignment grades** will be dropped at the end of the semester
- Any time you meet with a tutor (in person, online, or through Brainfuse) and provide proof of attendance and content worked on, you will earn extra credit (a 100 as a Weekly In-Class Activity grade).

Late Work:

NO LATE WORK IS ACCEPTED. Turn your work in **BEFORE** the deadline. **You will receive a 0 on any assignments turned in after the due date and time.**

- You have **ONE Texan Ticket**—a Texan Ticket is a **24-hour extension**. You may only use your Texas Ticket one time, and you will be allowed to turn your assignment/project in one day late. (NOTE: This does NOT apply to the Final Assessment/Reflection)
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What I can expect from Mrs. Satterwhite:

- Availability—I'm available during office hours, and I will also answer emails within 24 hours on business days. After noon on Friday, I will answer emails by the end of the following Monday.
- Grading—Your assignments will be graded and posted in Blackboard within 2 weeks of the due date.
- Announcements—Homework assignments are available in Blackboard
- You will turn your homework in to Blackboard. Each week's homework submission portal will be in that week's Module in Blackboard.
- **No late work is accepted.**

What Mrs. Satterwhite expects from me:

- Regular Attendance in Class!! Sixty percent (60%) of your grade is based on activities and assignments that we do in class. You will not be successful in this class if you do not attend regularly.
 - **If you are absent from class, you will receive a 0 for attendance and any activities we do in class that day.**
 - **If you show up for class more than 15 minutes late, you will be counted absent and receive a 0 for any activities we do in class that day.**
- Complete assignments and projects. If you have questions about the assignments, ask me **BEFORE** the assignment is due. Issues with technology will happen. Plan for it. Make sure you are budgeting extra time before due dates so that you can complete the assignment. Malfunction of technology is not an acceptable excuse for late submission.
- Participate! Students who participate in class have better success rates and satisfaction (and 60% of your grade is dependent upon it).
- Submit your **OWN** work!

Generative AI Policy (Read Carefully)

Artificial Intelligence (AI) can sometimes be useful as a **learning support tool**, and in limited cases, we may explore AI together in class. However:

- **Only AI tools I explicitly approve may be used**
- AI **may not** replace your own thinking, writing, or creativity
- **DO NOT USE AI TOOLS to complete your homework or do any writing assignments.**
- Submitting work written by AI is a **violation of academic integrity**

Failure to comply may result in an **F/0 for the assignment**, an **F for the course**, and/or a referral to the **Academic Dean**.

South Plains College's official AI policy can be found here:

<https://www.southplainscollege.edu/syllabusstatements/>

Institutional and Academic Policies

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title IX Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit <https://www.southplainscollege.edu/syllabusstatements/>.

Campus Resources

SPC Tutors: Tutoring is FREE for all currently enrolled students. Make an appointment or drop-in for help at any SPC location or online! Visit the link below to learn more about how to book an appointment, view the tutoring schedule, and view tutoring locations.

<http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>

IT Help: If you need help connecting to SPC's wifi, logging into your SPC email, or if you are having Blackboard issues, please find the contact information and help request links on this page:

<https://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

Brainfuse

You also have 180 FREE minutes of tutoring with Brainfuse each week, and your hours reset every Monday morning. Log into Blackboard and click on the tools option from the left-hand menu bar. Click on the Brainfuse link and you will automatically be logged in for free tutoring. You may access Brainfuse tutors during the following times:

Monday – Thursday: 8 pm-8 am

6pm Friday – 8am Monday morning

For questions regarding tutoring, please email tutoring@southplainscollege.edu or call 806-716-2241

Syllabus Updates & Course Flexibility

I reserve the right to **amend, add, delete, or adjust** course information—including dates and assignments—as needed to best support learning outcomes in this course. Any changes will be clearly communicated through Blackboard.

This syllabus is based on the **South Plains College master syllabus**, which outlines the core content and objectives for this course, regardless of the instructor, location, or format. While all instructors follow these shared objectives, there is also flexibility to explore additional topics or approaches that support the course goals and enhance your learning experience.

Course Schedule Fall 2026

TENTATIVE Schedule for READ/EDUC Face-to-Face– Fall 2026 – Mrs. Lori Satterwhite - *Schedule Subject to Change*

Please Note: ***This is an OVERVIEW of the semester; this is NOT a complete homework schedule.***

Specific activities, homework assignments, and due dates are in your weekly Modules in Blackboard.

You will be notified in class and/or via Blackboard of any changes. It is your responsibility to keep up with changes to the schedule and syllabus. I reserve the right to change/amend/delete/add/edit materials, assignments, assessments, and dates as necessary to meet the learning outcomes of the course. Please check Blackboard for an updated schedule.

Week and Date	Topic/Discussion/Activity
Week 1: August 24 - 30	Welcome to class! I'm glad you're here. Nelson-Denny Reading Test Welcome. Introductions. Syllabus information.
Week 2: Aug. 31 – Sept. 6	Getting to know the Campus. Campus Scavenger Hunt Using technology in college classes.
Week 3: Sept. 7 – 13	College Classes require you to READ, READ, READ and STUDY, STUDY, STUDY! EDUC: LASSI (Learning and Study Strategies Inventory), College Success READ: SQ3R Strategy, How the Brain Works
Week 4: Sept. 14 – 20	EDUC: Note-taking Strategy #1—Concept map, College Success READ: Reading and the Brain, Introduction to topics, Summarization
Week 5: Sept. 21 – 27	EDUC: Note-taking Strategy #2—Split Notes (Reading & Thinking), College Success READ: Key Details, Summarization Learning Assessment #1
Week 6: Sept. 23 – Oct. 4	EDUC: Note-taking Strategy #3—Outline, College Success READ: Introduction to Finding the Main Idea, Summarization
Week 7: Oct. 5 – 11	EDUC: Note-taking Strategy #4—Cornell Notes, College Success READ: Finding the Main Idea, Summarization Introduce College Success Plan Project
Week 8: Oct. 12 – 18	EDUC: Bloom's Taxonomy, College Success (Advice from an Advisor) READ: Inferences, Connotations, Author's Tone, Summarization Work on college Success Plan Project

Week and Date	Topic/Discussion/Activity
Week 9: Oct. 19 – 25	EDUC: Library and Digital Literacy, College Success (Cognitive & Metacognitive Strategies to Increase College Success) READ: Inferences, Connotations, Author's Tone, Summarization Work on College Success Plan Project
Week 10: Oct. 26 – Nov. 1	EDUC: Group Studying, College Success (Cognitive & Metacognitive Strategies to Increase College Success) READ: Using Writing Techniques to Help with Reading, Summarization College Success Plan Project DUE
Week 11: Nov. 2 – 8	EDUC: Relaxation, Coping Mechanisms, & Stress Management, College Success READ: Recognizing Transition Words, Patterns of Organization Part I
Week 12: Nov. 9 – 15	EDUC: Relaxation, Coping Mechanisms, & Stress Management, College Success READ: Patterns of Organization Part II, Using Writing Techniques to Help with Reading
Week 13: Nov. 16 – 22	EDUC: Time Management, College Success READ: Comparing Texts when Reading, Intro to Writing the Final Reflection Learning Assessment #2
Week 14: Nov. 23 – 29	EDUC: LASSI (Learning and Study Strategies Inventory), Exam/Test Prep READ: Case Study Analyses
THANKSGIVING BREAK (Nov. 25 – 29)	
Week 15: Nov. 30 – Dec. 6	EDUC: Analyze Strengths and Weaknesses Meet with Mrs. Satterwhite – Wrap-up
Week 16: Dec. 7 - 10	FINALS WEEK READ 0301/EDUC 1100 Final Meeting Time: Thursday, December 10, 9:30 – 10:45 a.m. Complete Final Reflection