

# Welcome to READ 0301/EDUC 1100 - Reading Strategies

## Start Here!

Hi! My name is Emily Gilbert. Welcome to my READ 0301 & EDUC 1100 class. If you need to contact me during the semester, use the remind app or email me at [egilbert@southplainscollege.edu](mailto:egilbert@southplainscollege.edu). You can also come by and chat! I'll be at the Lubbock Downtown Center from 9-9:30, 12:15-1, 3:45-4:15, and on zoom Fridays from 1-4:30 or by appt.

## What you will need for this class:

1. Working computer/printer or plans to work at the lab on campus (or Lubbock/TTU library)
2. Pen and paper for in class assignments
3. Folder or notebook for keeping returned assignments

## READ 0301

### Course Description:

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 by 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.

**Student Learning Outcome:** 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: EDUC 1100 - An Introduction to Learning Frameworks

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

### Course Description:

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.

**Student Learning Outcome:** 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.

**What I can expect from Mrs. Gilbert:**

1. Availability – I’m available during office hours, and I will also answer emails/texts within 24 hours on business days.
2. Grading - You will receive all papers back within 2 weeks. Grades will be posted on Blackboard within 1 week of being passed back.
3. Announcements – Homework is available on Blackboard.
4. No late work accepted

**What Mrs. Gilbert expects from me:**

1. Complete homework. If you have questions about the assignment, ask them before it’s 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.
2. Use Blackboard and Email. You will turn in almost everything online. Learn how to use Blackboard. If you don’t know how to use them, YouTube has lots of tutorials. Figure out how to use it. I’ll contact you through email, so make sure you’re checking it.

3. Respect me and fellow students.
4. Participate! Students who participate in class have better success rates and satisfaction.
5. Submit your own work!

**SPC Plagiarism Policy:** It is the aim of the faculty of 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 serious offense and renders the offender liable to serious consequences, possibly suspension. Plagiarism in any form in this class will result in a zero for the assignment and possible expulsion from the class.

## Grading

### Course Evaluation:

Course grades will be determined by the following scale:

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

### You must make a C or better in the course to be TSI Compliant.

Your grade will be based on the following percentages:

Quizzes/Homework	50%
Reflections/Projects	50%

## Important Policies

**Students with disabilities**, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, call or visit Dawn Valles in the Special Services Office, RC Building 8, 806-716-4675

**Diversity Statement** In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encouraged engagement and interaction. Understanding and respected multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Photo Release** As a student in this class, I understand that my image may appear in photographs, and things I've said or written may be used by the South Plains College Teaching and Learning Center for the purpose of illustrating class activities and the content of this course. If you wish to refuse this photo release, write I refuse photo release after your signature on page 7.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Reading Department at South Plains College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for South Plains College are expected to facilitate learning pursuant to the course objectives. However, instructors also are encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

## Tentative Agenda/Course of Study

This course of study is outline and is subject to change. Your assignments (including required readings) will be posted on Blackboard weekly. Be sure to check the site daily to see what will be due for your class sessions. Quiz dates, exam dates, and study materials will also be posted on Blackboard. Please remember that being absent is not an excuse for failure to do the assigned work. Any changes to this course study will be announced in class. If you are absent it is your responsibility to obtain the notes and announcements from someone in your class, or come to my office promptly when you are well. Updated 8/2022

<b>Week</b>	<b>Reading List</b>	<b>Major Assignments due</b>
<b>Week 1</b> Aug. 29-Sept. 2	<b>Nelson Denny</b> Introduction to Class; Syllabus	
<b>Week 2</b> Sept. 5-9	<b>Labor Day Holiday Sept. 5th</b>	
<b>Week 3</b> Sept. 12-16		
<b>Week 4</b> Sept. 19-23		
<b>Week 5</b> Sept. 26-30		
<b>Week 6</b> Oct. 3-7		
<b>Week 7</b> Oct. 10-14	<b>Fall Break Holiday Oct. 14th</b>	
<b>Week 8</b> Oct. 17-21		
<b>Week 9</b> Oct. 24-27		
<b>Week 10</b> Oct. 31-Nov. 4		
<b>Week 11</b> Nov. 7-11	<b><i>Spring/Summer Registration opens Nov. 11</i></b>	
<b>Week 12</b> Nov. 14-18		
<b>Week 13</b> Nov. 21-25	<b><i>Thanksgiving Holiday Nov. 23-25</i></b>	
<b>Week 14</b> Nov. 28-Dec. 2	<b><i>Dec. 1st Last Day to Drop Classes</i></b>	
<b>Week 15</b> Dec. 5-9		
<b>Week 16</b> Dec. 12-16	Finals Week	