🏫 South Plains College

"South Plains College Improves Each Student's Life"

READ 0301/EDUC 1100, Spring 2026 – Face-to-Face Class

🖥 Course Access

This course meets 9:30 am, Tuesdays and Thursdays, **in room TA (Technical Arts Building) 221 on the Levelland Campus**

📫 Instructor Contact & Office Hours

Instructor: Dr. Erika M. Warnick
Professor of College Literacy and Education

Email: ewarnick@southplainscollege.edu
Phone: 806-716-2238
(If I'm unable to answer, please leave a message, and I'll return your call as soon as possible.)

🕐 Office Hours — Let's Connect!

Office hours are a great time to ask questions, talk through assignments, review feedback, or check in about your progress. You never need a "big reason" to attend—these hours are for **you**.

Mondays/Wednesdays	Tuesdays/Thursdays	Fridays
1:00pm-3:00pm	8:30am-9:30am & 1:30pm-2:30pm	9:00am-12:00pm (by appt.)

Mondays and Tuesdays, office hours are in-person. Wednesdays and Thursdays, office hours are held on Zoom. 🔗 **Zoom link:** Available in Blackboard

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📑 Required Materials for Class

- **TOWNSEND License ($8.00/purchased directly within the course)**
- You will also receive a readings each week, provided directly in Blackboard—no book purchase required!

To participate fully in this course, you will need:

1. **Reliable access to a computer with Wi-Fi**
2. A quiet space where you can **listen and participate in Zoom sessions**
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

✎ READ 0301 - Teaching & Learning Center

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 – Teaching & Learning Center

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 impactlearning, 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.

*****A grade of C or better will need to be earned to consider passing this class! Alternatively, a student may retake their TSI scores at any time during the semester, or the student may schedule a meeting with me to take the Nelson-Denny Reading Assessment.*

⊞ How Your Grade Is Determined

Your grades on **assignments, quizzes, homework, digital work, and reflections** all serve as indicators of your progress toward college-level reading and writing skills.

Students are expected to:

- Keep an ongoing record of their grades
- Regularly monitor academic progress in the **Blackboard gradebook**

📊 Course Grade Breakdown

Course Component	Percentage of Final Grade
Weekly Assignments	**40% of grade**
Discussion/participation	**20% of grade**
Townsend Assessments	**5% of grade**
Final PowerPoint Presentation (in Blackboard)	**10% of grade**
Final Assessment/Reflection	**25% of grade**
TOTAL	**100%**

SPC Grading Scale

Percentage Letter Grade

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

Rounding Policy

I only round up to the next whole number when a student's final average is at a 59, 69, 79, or 89.
Example: a 79.3 rounds to an 80.

⊞ Attendance/Participation & Enrollment Status

Please be aware that <mark>logging in to our Blackboard course page does not count as attendance/participation</mark>.

- If a student logs in but **does not attend class by the 12th class day (January 28, 2026)**, the student will be **dropped from the course (ENGL and INRW)** in accordance with college policy.

After the 12th class day, I **rarely drop students**. Students are typically only dropped in **extreme situations** (such as inappropriate behavior or violations of conduct policies).

Because of this, it is **very important** that you monitor your progress and **withdraw from the course on your own** if you find that you are not able to succeed.

Because this is a **face-to-face course that meets twice a week**, regular attendance and active participation are essential to your success.

Students are expected to:

- Attend class **each scheduled meeting**
- Arrive on time and remain for the full class period
- Come prepared to participate in discussions, activities, and peer work
- Engage respectfully with classmates, the professor, guest speakers, and course materials

While occasional absences may happen, repeated absences or a pattern of arriving late/leaving early can negatively affect your learning and participation grade.

✋ Participation Is More Than Attendance

Being physically present is important, but **participation means engagement**. This includes:

- **Contributing** to discussions
- **Working collaboratively** during in-class activities
- Being **prepared and attentive**
- **Staying mentally present** (not just in your seat)

🤝 Civility & Classroom Conduct

This classroom is a shared learning space. All students are expected to help maintain a **respectful, inclusive, and professional environment**.

This means:

- Using respectful language and tone
- Listening to others without interrupting
- Being open to different perspectives
- Avoiding disruptive, distracting, or inappropriate behavior

Disrespectful conduct—including offensive language, repeated disruptions/distractions, or inappropriate behavior—may result in removal from class for the day, a conference with the instructor, or referral to college administration.

Additionally, consistent distractions, such as excessive/constant texting, making/taking phone calls, watching non-course related videos, etc., may result in being asked to put away devices, stepping outside briefly (i.e., to take a call), or being asked to leave the class (due to distractions).

💓 Unforeseen Circumstances

I understand that life doesn't always go as planned. If you experience an **unforeseen circumstance**—such as an illness or a family emergency—please **contact me as soon as possible and before the assignment deadline**.

While I always aim to be fair and understanding, please know that **due date extensions are not automatic** and are granted **at the instructor's discretion**. If an extension is approved, it will typically be offered once**.** Any additional missed work after that may result in a grade of 0. In some cases, I may request **written documentation** to better understand the situation, determine appropriate next steps, and/o in instances where several requests for extensions may have been made.

⭐ Extra Credit Opportunities

There will be up to FIVE extra credit opportunities offered throughout the semester, and these will be clearly announced in the **weekly course modules** in Blackboard. Extra credit is counted as an assignment credit!

Dr. W's Tip 💡

Extra credit is meant to support effort and engagement—not replace missed work. Stay active in the course, so you don't miss these opportunities!

🎨 Meetings with Tutors

All students are encouraged to meet with a tutor at any point during the semester—either:

- **In person**, or
- **Online** through Brainfuse /Tutor.com

In some cases, I may **require** a student to meet with a tutor if additional support would be helpful.

🎉 **Extra Credit Bonus!**
Anytime you meet with a tutor and provide proof of attendance, you will earn **extra credit**.

⊞ Dropped Grades at the End of the Semester

To help balance the occasional off week:

- Your **two lowest homework/assignment grades** will be dropped at the end of the semester.
- Your **lowest discussion/participation grade** will also be dropped.

Dr. W's Tip 💡

One rough week will not define your success in this class – I promise! Keep moving forward—consistency matters more than perfection.

⏰ Late Work — What's Flexible & What's Not

- **Homework only** may be submitted **up to one day late** (no penalty).
- **Discussions, Townsend assessments, and the final PowerPoint and Reflection are not accepted late** without prior written permission.
- Extensions must be requested **before** the deadline—not after.

📄 Grades & Feedback — What to Expect

- **Grades for homework and participation** are updated **weekly** in Blackboard.

📤 Submitting Your Work — What to Know

To help you succeed in this course, please be sure that you:

- **Submit quality, college-level work** that is written professionally and free from slang. All assignments are due on the dates listed in Blackboard and on the course schedule.
- **Save and keep all work** from this class (notes, drafts, outlines, sources) for the entire semester.
- **Check your grades regularly** in Blackboard so you always know where you stand.
- **Submit assignments in Microsoft Word or Google Docs only.**
  Please note: I cannot accept Pages documents or PDFs.
- **Upload assignments to the correct location in Blackboard**:
  - Homework → assignment link
  - Discussion posts → discussion board
    Uploading to the wrong area may result in a grade of 0.
- **Make sure your document is fully attached before submitting.**
  Submitting a blank or incomplete document may result in a grade of 0.

Dr. W's Tip 💡
Before clicking "Submit," take 30 seconds to double-check:
- ✔ correct file
- ✔ correct link
- ✔ document opens properly
This small habit can save you a lot of stress!

📄 Townsend Assessments

- You **will complete four assessments** for me throughout the semester.
- These are **housed in Townsend**.
- **Failire to purchase the required $8.00 license** will result in a 0 for missed assessments and any missed Townsend digital assignments.
- Do your best on these assessments! I give completion points to you!
- The Townsend license will be activated during Week 2, and you will have two weeks to purchase the license through the Townsend website.

✍ Final Reflection

You will have the opportunity to complete a final reflection, discussing what you learned this semester!

- The Reflection will be completed in **Honorlock** (a secure browser)
- This must be completed **in one sitting**
- No notes, drafts, essays, or outside sources/web browsers allowed
- Reflections are **graded** and count as a significant portion of your course grade

Why we do this:
Reflections help you think about *how* you learned this semester! This metacognitive work is proven to help you grow as a reader and a writer!

💬 Discussing Your Work

At any point during the semester, students should be prepared to **verbally discuss any part of their work -** with me, a tutor, or in a discussion board.

This may occur during:

- Office hours
- Conferences
- Meetings with a tutor
- Follow-up conversations regarding authorship of an assignment

Why we do this:
Being able to talk through your work helps demonstrate your understanding of the work and supports your growth as a reader and a writer!

🗂 Keep Your Work!

At any point, I may ask you to submit:

- Notes
- Completed assignments
- Source links or other material you used for an assignments/participation

For this reason, you should **keep all work related to this class** until the semester ends.

🧠 Academic Integrity, Plagiarism, and AI Use

At the heart of this course is **learning, growth, and honesty**. Students are expected to complete **their own work** on all projects, quizzes, assignments, digital homework, discussion posts, exams, and papers. Doing your own work allows you to build confidence in your skills and ensures fairness for everyone in the class.

Failure to follow academic integrity policies will result in an **F/0 for the assignment** and may also result in an **F for the course** and/or a **referral to the Dean of Students**.

Please read the following carefully so expectations are clear.

Please do **not**, under any circumstances:

- Turn in a paper or any assignments/discussion post (in whole or in part) that is **not your own**
- Submit a paper you previously wrote for **another course**
- Submit a paper (in whole or in part) written using **generative AI** (such as ChatGPT, Nova GPT, or similar tools), unless explicitly permitted

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📄 What Is Plagiarism?

Plagiarism includes, but is not limited to:

1. Turning in work that has been purchased, borrowed, or downloaded from another student, website, or paper mill
2. Turning in work that someone else completed for you
3. Copying and pasting information from sources without proper citation
4. Using direct quotations (three or more words) without quotation marks and citation
5. Missing required in-text citations
6. Submitting work you wrote for another class (even your own work)
7. Submitting work that was created (whether small sections or the entire piece), using AI.

Dr. W's Tip 💡
If you ever feel unsure about whether something needs to be cited—ask. You can email me anytime you have a question!

🚫 What Constitutes Cheating?

Cheating includes, but is not limited to:

- Obtaining or sharing exams improperly.
- Accessing exam content before it is given.

- Using unauthorized materials during quizzes, exams, or homework.
- Having someone take an exam for you—or taking one for someone else.
- Altering grade records.
- Copying another student's work.
- Rewriting a peer's work during peer review, so it is no longer their own.
- Taking photos of tests, answers, or another student's work.
- Using generative AI to write any part of an assignment.
- Using a translator (human or computerized) to complete writing assignments.

🤖 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
- 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/

⬤ Dr. Warnick's Generative AI Policy

- The **only allowable AI tool** in this class is **MagicSchool AI**, and only when explicitly permitted.
- You must **save all AI history and prompts**. MagicSchool stores output, and I may ask you to submit this at any point during the semester.
- Turnitin includes an **both a plagiarism and an AI detection tool**. If an assignment is flagged and/or differs significantly from your prior work, I will contact you for a conversation.

In a **first-offense situation only**, you may be offered a limited opportunity to rewrite the assignment **without AI or technological assistance**. If this option is declined, and there is sufficient evidence of AI usage, the assignment will receive a **0**.

I may also request supporting materials (drafts, notes, outlines, source links, and/or verbal review of the essay/assignment/discussion post). For this reason, students should **keep all work related to this class** until the semester ends.

For any continued and/or additional violations involving AI use (including homework, discussions, pre-writing, and/or essays), consequences may include:

- A **0** on the assignment
- An **F in the course**
- An **administrative drop with an F**

Dr. W's Tip 💡
My goal is to help you learn honestly and confidently, and that includes how to ethically utilize AI tools! When your work reflects *you*, I can support you much more effectively!

📌 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.

TENTATIVE Schedule for READ/EDUC Face-to-Face– Spring 2026 – Dr. Warnick - *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. *This is a **tentative course schedule** and is subject to change at the discretion of the instructor.*

Week	Topic/Discussion/Activity	Due/ To Do:

Week 1 January 12-18 **We meet Tuesdays/Thursdays at 9:30am!** Homework is due by Sunday of each week!	Welcome to the Class! I am glad you are here!! Getting Started in Class, Townsend Assessment A, Welcome to Campus!	*Complete Week 1 Folder in Blackboard by Tuesday, 1/20
Week 2 January 19-25 **NO classes on Monday, January 19, in observance of Martin Luther King Jr. Day	SQ3R Strategy, How the Brain Works, Double-entry journal/Reading assignment	*Complete Week 2 Folder in Blackboard by Sunday, 1/25 *Complete Townsend College Success Assignments and Assessment "A"
Week 3 January 26-February 1	Note-taking Strategy Style #1, Reading & the Brain, Summarization, College Success, Double-entry journal/Reading assignment	*Complete Week 3 Folder in Blackboard by Sunday, 2/1 *Complete Townsend College Success Assignments
Week 4 February 2-8	Note-taking Strategy Style #2, College Success, Introduction to topics, Double-entry journal/Reading assignment	*Complete Week 4 Folder in Blackboard by Sunday, 2/8 *Complete Townsend College Success Assignments
Week 5 February 9-15	Note-taking Strategy Style #3, College Success, Introduction to Finding the Main Idea, Double-entry journal/Reading assignment	*Complete Week 5 Folder in Blackboard by Sunday, 2/15 * Complete Townsend College Success Assignments
Week 6 February 16-22	Note-taking Strategy Style #4, College Success, Finding the Main Idea (continuation), Double-entry journal/Reading assignment	*Complete Week 6 Folder in Blackboard by Sunday, 2/22 *Complete Townsend College Success Assignments + Assessment "B"

Week 7 February 23-March 1	College Success, Bloom's Taxonomy, Inferences, and Implied Main Idea, Double-entry journal/Reading assignment	*Complete Week 7 Folder in Blackboard by Sunday, 3/1 *Complete Townsend College Success Assignments
Week 8 March 2-8	Library and Digital Literacy, Double-entry journal/Reading assignment	*Complete Week 8 Folder in Blackboard by Sunday, 3/8 *Complete Townsend College Success Assignments
Week 9 March 9-15	Fact and Opinion, Double-entry journal/Reading assignment, Using Writing Techniques to Help with Reading	*Complete Week 9 Folder in Blackboard by Sunday, 3/15 *Complete Townsend Assessment C + College Success Assignments
Week 10 March 16-22 **No classes this week! Spring Break!**	**SPRING BREAK! NO HOMEWORK!**	**NO HOMEWORK!**
Week 11 March 23-29	Patterns of Organization, Part I, Double-entry journal/Reading assignment	*Complete Week 11 Folder in Blackboard by Sunday, 3/29 *Complete Townsend Activities
Week 12 March 30-April 5 **NO classes on Friday, April 3, in observance of Good Friday. Homework extended to Tuesday in observance of Easter Sunday.	Patterns of Organization, Part II, Using Writing Techniques to Help with Reading, Double-entry journal/Reading assignment	*Complete Week 12 Folder in Blackboard by Tuesday, 4/7 *Complete Townsend Assessment "C" and Townsend Activities
Week 13 April 6-12	Exam/Test Prep, Comparing Texts when Reading, Intro to Writing the Final Reflection	*Complete Week 13 Folder in Blackboard by Sunday, 4/12 *Complete Townsend College Success Activities

Week 14 April 13-19	Case Study Analyses, Reading Literature, Writing the Final Reflection	*Complete Week 14 Folder in Blackboard by Sunday, 4/19 *Complete Townsend College Success Activities
Week 15 April 20-26	More Reading and Research Analyses	*Complete Week 15 Folder in Blackboard by Sunday, 4/26 *Complete Townsend Assessment "D"
Week 16 April 27-May 3	Meet with Dr. W in Zoom Meetings/Wrap-up	*Complete Week 16 Folder in Blackboard by Sunday, 5/3 *Submit Final PowerPoint Presentation by Sunday, 5/3
Week 17 May 4-10 FINALS WEEK!	**FINALS WEEK**	*Complete Final Reflection by Tuesday, May 5!