



**READ 0090  
COURSE SYLLABUS  
Spring Semester 2016 (201614)**

**Disclaimer:** The instructor reserves the right to change the syllabus and/or lesson plan as necessary.  
The official copy of the syllabus is located inside the student's online course shell or will be given to the student during the first face-to-face class meeting of the semester. This syllabus displayed in advance of the semester in a location other than the course you are enrolled is for planning purposes only.

**Semester: Spring 2016  
Course Title: Learning Support Reading  
Course Number: 0090**

**Instructor: S. Holton, M. Ed.  
Office Hours: By Appointment  
Office Locations: 326, Main Building, Vidalia  
1112, Building 1, Swainsboro  
Email Address: [sholton@southeasterntech.edu](mailto:sholton@southeasterntech.edu)  
Phone: 478-289-2236**

**Credit Hours / Minutes: 3 / 2250  
Class Locations:  
Room 323 – Vidalia Campus  
Room 156 - Vidalia Campus  
Room 1124 – Swainsboro Campus  
Class Meets:**

- **CRN: 40016**

**Vidalia Campus/Room 156  
8:00 a.m. – 9:15 a.m.  
Monday & Wednesday**

- **CRN: 40016**

**Swainsboro Campus/Room 1124  
8:00 a.m. – 9:15 a.m.  
Tuesday & Thursday**

- **CRN: 40031**

**Vidalia Campus/Room 323  
5:00 p.m. – 7:45 p.m.  
Tuesday**

**REQUIRED TEXT:**

Henry, D., (2015). *The Skilled Reader*. Pearson/Longman. New York, NY.

**REQUIRED SUPPLIES & SOFTWARE:**

- *MyReadingLab – Standalone Access Card* – purchased @ the STC bookstore or from the publisher, Pearson
- Access to Internet - if you wish to work on assignments away from the STC campus
- Headset/Earphones - if you wish to have access to *MyReadingLab* audio

- The recommended resolution for *MyReadingLab* is 1280 x 800. Lower resolutions may result in display issues, such as pages being cut off on the right.
- Depending on the content of your site, you may also need to download one or more free plug-ins such as Adobe Reader®, Adobe Flash Play®, or Adobe Shockwave® Player.
- Access to Blackboard and Student Owl Mail

**COURSE DESCRIPTION:**

This course uses a modular approach to emphasize the strengthening of fundamental reading competencies, vocabulary, comprehension skills, critical reading skills, and content reading skills. Students will progress at their own pace to master each module.

**MAJOR COURSE COMPETENCIES:**

1. Module 1 – Vocabulary Skills
2. Module 2 - Comprehension Skills
3. Module 3 – Study Skills 1
4. Module 4 – Study Skills 2
5. Module 5 – Content Area Reading Skills
6. Module 6 - Critical Reading Skills

**PREREQUISITE(S):**

None

**COURSE OUTLINE:**

Module 1 – Vocabulary Skills

1. Recognize and use word parts to determine word meanings and phonetic symbols and syllables for word pronunciation.
2. Identify synonyms, antonyms, homophones, and homonyms.
3. Use a dictionary effectively.
4. Use context clues to determine word meanings.

Module 2 – Comprehension Skills

1. Identify stated and implied main ideas.
2. Identify supporting details.
3. Identify transition words and phrases and sentences.
4. Identify paragraph patterns, such as time order, examples, series, comparison and contrast, and cause and effect.
5. Differentiate between facts and opinions.
6. Infer meanings and draw conclusions.
7. Exam & interpret graphs, charts, tables, and maps.
8. Identify controlling points or thesis statements of longer passages.

Module 3 – Study Skills 1

1. Develop basic textbook reading skills.
2. Develop effective test taking skills.
3. Compute oral and written directions.
4. Use learning strategies for textbook reading.
5. Develop techniques for locating and organizing information.

#### Module 4 – Study Skills 2

1. Develop textbook reading skills, which include previewing, reviewing, and annotating, and evaluating.
2. Develop skills, such as outlining, mapping, and summarizing reading passages.
3. Develop reading techniques that help prepare for objective/subjective test taking.
4. Locate information in textbooks, reference materials, and resources including the Internet and GALILEO.

#### Module 5 - Content Area Reading Skills

1. Develop content area reading skills by reading a variety of materials.

#### Module 6 – Critical Reading Skills

1. Differentiate between facts and opinions.
2. Infer meanings and draw conclusions.
3. Deduce author's purpose and tone.
4. Interpret metaphors, similes, personification, and analogies.
5. Deduce author's opinion.
6. Formulate author's opinion based on propaganda techniques employed.
7. Evaluate the point and support for an argument.

#### **GENERAL EDUCATION CORE COMPETENCIES:**

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

#### **STUDENT REQUIREMENTS:**

READ 0090 is a personalized learning environment and computerized base learning is the primary mode of content delivery. Therefore, student requirements are as follows:

1. Students are expected to complete all assignments required by the Path Builder of the student's *MyReadingLab*.
2. Students are expected to be on task with the assignments while in the *MyReadingLab* classroom.
3. Students should plan to work outside of the *MyReadingLab* classroom in order to complete the modular assignments of the *MyReadingLab* Learning Path.
4. As STC policy states no cell phones usage will be allowed in the classroom. The instructor reserves the right to ask students to exit the classroom when cell phone usage is observed. Cell phones must be out of site and silenced during class. The classroom should be a quiet environment that is conducive to learning.
5. *MyReadingLab* pre-tests and post-tests must be taken on campus in the *MyReadingLab* classroom with the instructor present.

6. No notes or other material may be used during the *MyReadingLab* pre-tests or post-tests.
7. Students must complete any *MyReadingLab* pre-test or *MyReadingLab* post-test in one class session without interruption and in the presence of the instructor or assigned designee.
8. Students will meet with the instructor to discuss the results of their personal Learning Path Manager results.
9. Should any component of this course need to be altered during the semester, students will receive oral and written communication.

**EXIT EXAM:**

No exit exam is required in READ 0090. However, the student must score 70 or higher on the Intermediate Reading Mastery Check to successfully complete and exit READ 0090.

**ATTENDANCE GUIDELINES: Learning Support**

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Due to the structure of READ 0090, students whose class meets for 2 classes for 15 weeks will be allowed to miss 3 (2 classes per week X 15 weeks = 30 total classes...10% of 30 classes = 3 missed classes) class sessions without penalty. On the fourth absence, the student will be dropped from READ 0090 by the instructor. The student will receive a grade according to STC's Learning Support Grading Policy. The Learning Support Grading Policy is discussed in Grading Policy.

Students whose class meets for 1 class for 15 weeks will be allowed to miss 2 (1 X 15 = 15... 10% of 15 = 1.5) class sessions without penalty. On the third absence, the student will be dropped from READ 0090 by the instructor. The student will receive a grade according to STC's Learning Support Grading Policy.

**READ 0090 ATTENDANCE/CLASSROOM POLICY:**

READ 0090 is a personalized learning environment; therefore, students may complete the required assignments of their *MyReadingLab* Learning Path at any point during the semester;

however, until the assignments are complete, the attendance policy of STC will be enforced.

Students are expected to attend regularly, be in class on time, and to remain in class for the scheduled class.

Students will work through the required modules as quickly as academically possible. Refer to the pacing guide attached to this document. Ultimate responsibility for timely completion of READ 0090 required modules falls on the student and will be dependent on the amount of time and effort spent on task in the READ 0090 classroom environment and outside the classroom environment.

**SPECIAL NEEDS:**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact:

- Jan Brantley, Room 1208, Swainsboro Campus, 478-289-2274
- Helen Thomas, Room 108 Vidalia Campus, 912-538-3126

to coordinate reasonable accommodations.

**SPECIFIC ABSENCES:**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**PREGNANCY:**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office.

- Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274
- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126

**WITHDRAWAL PROCEDURE:**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a

representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to this class does not satisfy the approved withdrawal procedure outlined above.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):**

READ 0090 is a personalized learning environment; therefore, no makeup guidelines are applicable for this course. Students are expected to complete all components of each assignment.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook*.

**Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

**--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

**--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

**--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:**

Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

## **GRIEVANCE PROCEDURES:**

Grievance procedures can be found in the Catalog and Handbook located on STC's website.

## **ACCESS TO TECHNOLOGY:**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

### **GRADING POLICY**

Test, Quizzes, and Homework are components of the *MyReadingLab* and will be combined to calculate the final grade for READ 0090. The *MyReadingLab* updates the average at the completion of each assignment.

### **GRADING SCALE**

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

### **TCSG GUARANTEE/WARRANTY**

**STATEMENT:** The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

### **Grading Policy:**

1. To earn a passing grade AND to exit READ 0090, students must complete all assignments required in their *MyReadingLab* Path Builder. Students must score 70 or higher on each Mastery Test for each module. Students are encouraged to score, but not required to score, at least 70 on all assignments in each module. Lastly, students are required to score at least 70 on the Reading Mastery Skills Check. Students will have multiple attempts to meet the required score; however, the instructor may require assignments in addition to the *MyReadingLab*.
2. To earn a grade BUT NOT EXIT READ 0090, students must complete all work through Module 3: Study Skills 1 with a score of 70 or higher on each Mastery Test for each module. Students must score 70 or higher on each Mastery Test for each of the modules 1 – 3. Students are encouraged to score, but not required to score, at least 70 on all assignments in each module.
3. Students who do not successfully complete all work, with the grades described in Policy 1 or Policy 2, which are stated above, through Module 3 will receive a D\* for the READ 0090 Spring semester, and the students will be required to register for READ 0090 Summer semester.

**READ 0090**  
**Spring Semester 2016 (201614)**  
**Lesson Plan / Pacing Guide**  
**Personalized Learning Environment**

**After the week of January 18, 2016, this schedule will change according to the needs of each student. This is a Pacing Guide. If you have questions about your performance or other concerns, please contact the instructor.**

Date	Content	Assignments	Comp Area & Gen Ed.
Week 1 01/11/16	<ul style="list-style-type: none"> <li>• Introduction to READ 0090</li> <li>• Rules &amp; Regulations</li> <li>• Syllabus</li> <li>• Introduction to <i>MyReadingLab</i></li> <li>• Complete Diagnostic assessment</li> <li>• Review <i>MyReadingLab</i> Learning Path Builder</li> </ul>	<ol style="list-style-type: none"> <li>1. STC Policies &amp; Procedures</li> <li>2. Introduction to READ 0090 – Overview of the course.</li> <li>3. Explain Personalized Learning</li> <li>4. Syllabus</li> <li>5. Diagnostic Assessment</li> <li>6. Review <i>MyReadingLab</i> Learning Path Builder with each student</li> </ol> <p>Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder</p>	1, 2 A, C, D
Week 2 01/18/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	<p>Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder</p> <p style="color: red;">Monday, January 18, 2016:  Martin Luther King, Jr. Day  Monday class <u>Will Not</u> meet</p>	1, 2 A, C, D
Week 3 01/25/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2, A, C, D



Week 4 02/01/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2, A, C, D
Week 5 02/08/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2 A, C
Week 6 02/15/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2, 3, 4 A, C
Week 7 02/22/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2, 3, 4, 5 A, C
Week 8 02/29/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2 A, C
Week 9 03/07/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2 A, C
Week 10 03/17/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2, A, C
Week 11 03/21/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2, A, C
Week 12 03/28/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder <b>March 28, 2016 – March 31, 2016: Spring Holidays: Classes <u>Will Not</u> meet</b>	1, 2 A, C
Week 13 04/04/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2, 3, 4 A, C
Week 14 04/11/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2, 3, 4, 5 A, C
Week 15 04/18/16	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder	1, 2, 3, 4, 5 A, C

<p>Week 16 04/25/16</p>	<p>Modules assigned from the <i>MyReadingLab</i> Learning Path Builder</p>	<p>Complete assignment generated by the <i>MyReadingLab</i> Learning Path Builder</p> <p>Spring Semester 2016 (2016124 ends on Monday, May, 2016.</p> <p>The last day to access the <i>MyReadingLab</i> for classes will be:</p> <ul style="list-style-type: none"> <li>• CRN 40016: Wednesday, May 4, 2016, 9:15 a.m.</li> <li>• CRN: 40019: Thursday, May 5, 2015, 9:15 a.m.</li> <li>• CRN 40031: Wednesday, May 4, 2015, 9:15 a.m.</li> </ul> <p>Students who have not completed <b>ALL</b> the assignments of their <i>MyReadingLab</i> Learning Path Builder will be required to register for READ 0090 for Summer semester.</p>	<p>1, 2, 3, 4, 5 A, C</p>
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**\* Competency Areas**

1. Vocabulary skills
2. Comprehension Skills
3. Study Skills 1
4. Study Skills 2
5. Content Area Reading Skills
6. Critical Reading Skills

**\*\*General Core Educational Competencies**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, to analyze, and to interpret information.

Revised: May 13, 2015 (201516)

Revised: August 12, 2015 (201612)

Revised: November 17, 2015 (201614)