



**READ 0090 Learning Support Reading  
COURSE SYLLABUS  
Spring Semester 2020 (202014)**

**COURSE INFORMATION**

Credit Hours/Minutes: 3/2250

Campus/Class Location:

- Vidalia Campus, Main Building, Room, 408

Class Meets:

- **Course Reference Number: 40247**, Tuesday & Thursday, 2:30 p.m. 3:45 p.m.  
Vidalia Campus, Main Building, Room 408

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Dr. Samuel Holton

Email Address: [Samuel Holton sholton@southeasterntech.edu](mailto:Samuel.Holton@southeasterntech.edu)

Office Locations:

- Vidalia Campus: Main Building, Room 326
- Swainsboro Campus: Building 2, Room 2178

Office Hours:

- Monday & Wednesday: by appointment (Swainsboro Campus)
- Tuesday & Thursday: by appointment (Vidalia Campus)

Phone: 478-289-2236

Fax Number: 912-538-3156

Tutoring Hours: by appointment

**REQUIRED TEXT & SOFTWARE**

Langan, J. (2014). *Ten steps to improving college reading*. New Jersey: Townsend Press.

*MyReadingLab* software is required. This software is available in the Southeastern Technical College bookstores, or the software can be purchased directly from the publisher.

**REQUIRED SUPPLIES & SOFTWARE**

Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection provide technical support for issues relating to the use of a smart phone or tablet so students are

advised to not rely on these devices to take an online course.

*MyReadingLab* software is required. This software is available in the Southeastern Technical College bookstores, or the software can be purchased directly from the publisher.

### **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.

### **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, 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. Examine & 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**

SOUTHEASTERN TECHNICAL COLLEGE 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.

### **STUDENT REQUIREMENTS**

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.

### **READ 0090 ATTENDANCE**

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.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. All work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

For this class, which meets 2 days a week for 9 weeks, the maximum number of days a student may miss is 2 days during the semester.

### **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 schedule 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 fall 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.

#### **DROPPED OR WITHDRAWN FROM READ 0090:**

When a student who is dropped or withdrawn from READ 0090 for any reason during a semester and returns to the READ 0090 class the following semester, the student must begin the *MyReadingLab* as a new student.

#### **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

- **Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208
- **Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

#### **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 make arrangements with the appropriate campus coordinator.

- **Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210
- **Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

## 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 assessed 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 his/her course does not satisfy the approved withdrawal procedure outlined above.

## MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)

Students must meet with the instructor to discuss plans to complete missed assignments due to missing a class. The instructor has the right to request documentation of the student's absence.

## ACADEMIC DISHONESTY POLICY

The SOUTHEASTERN TECHNICAL COLLEGE 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 SOUTHEASTERN TECHNICAL COLLEGE Catalog and Student Handbook.

## PROCEDURE FOR ACADEMIC MISCONDUCT

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

### 1. 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.

### 2. 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.

**3. 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 third 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**

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>Helen Thomas, Special Needs Specialist</p>	<p>Lanie Jonas, Director of Human Resources</p>

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

### GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on SOUTHEASTERN TECHNICAL COLLEGE’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 [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

### TECHNICAL COLLEGE OF GEORGIA (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

Assessment/Assignment	Percentage
MyReadingLab: Post-Tests	80
Assignments: <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Written Responses</li> </ul>	20

### GRADING SCALE

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



**READ 0090 Spring Semester 2020 (202014)**

**Lesson Plans / Pacing Guide**

**Personalized Learning Environment**

**Syllabus/Lesson Plan are subject to change at the discretion of the instructor.**

<b>Date</b>	<b>Content</b>	<b>Assignments</b>	<b>Comp Area &amp; Gen Ed.</b>
Week of 01/07/20	<ul style="list-style-type: none"> <li>• Introduction to READ 0090</li> <li>• Syllabus</li> <li>• Diagnostic Assessment for Grade Reading Level</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to READ 0090 – Overview of the course</li> <li>• Syllabus</li> <li>• Assessment - Access the <i>MyReadingLab</i> and complete the <i>MyReadingLab</i> Learning Path Builder. This diagnostic assessment will create the individualized Learning Path Builder.</li> </ul> <p align="center"><i>Reading Selections for Ten Steps to Improving Reading</i></p>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 01/13/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	<p>Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder</p> <p align="center"><i>Reading Selections for Ten Steps to Improving Reading</i></p>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 01/20/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	<p>Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder</p> <p align="center"><i>Reading Selections for Ten Steps to Improving Reading</i></p>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 01/27/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	<p>Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder</p> <p align="center"><i>Reading Selections for Ten Steps to Improving Reading</i></p>	1, 2, 3, 4, 5, 6 a., b., c.

<b>Date</b>	<b>Content</b>	<b>Assignments</b>	<b>Comp Area &amp; Gen Ed.</b>
Week of 02/03/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 02/10/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 02/17/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 02/24/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 03/02/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 03/09/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.

Date	Content	Assignments	Comp Area & Gen Ed.
Week of 03/16/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 03/23/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 03/30/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 04/06/20		Spring Break April 6, 2020 – April 9, 2020	
Week of 04/13/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.
Week of 04/20/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i>	1, 2, 3, 4, 5, 6 a., .b., c.

Date	Content	Assignments	Comp Area & Gen Ed.
Week of 04/27/20	Modules assigned from the <i>MyReadingLab</i> Learning Path Builder	Complete assignment generative by the <i>MyReadingLab</i> Learning Path Builder  Reading Selections for <i>Ten Steps to Improving Reading</i> <ul style="list-style-type: none"> <li>• Semester ends: April 29, 2020</li> <li>• Last day to complete MyReadingLab assignments: Monday, May 4, 2020</li> </ul>	1, 2, 3, 4, 5, 6 a., .b., c.

### MAJOR COURSE COMPETENCIES

1. Vocabulary Skills
2. Comprehension Skill
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, analyze, and interpret information.