READ 0090
COURSE SYLLABUS – Hybrid
(9 weeks)
Summer Semester 2017 (201716)

Semester: Summer 2017
Course Title: Learning Support Reading

Course Number: 0090

Instructor: Samuel Holton, M. Ed.
Office Hours:
Monday – Thursday
2:00 p.m. – 4:00 p.m.
Tutoring Hours:
2:00 p.m. – 4:00 p.m.
Office Locations:
Vidalia
Main Building
326, Main Building
Swainsboro
Building 2
2178

Credit Hours / Minutes: 3 / 2250
Class Locations:
Room 323 – Vidalia Campus
Room 2180 – Swainsboro Campus
Class Meets:
CRN: 60026
Swainsboro Campus, Room 2180
8:00 a.m. – 8: 15 a.m. Tues. & Thurs.
CRN: 60027
Vidalia Campus, Room 323
11:00 a.m. – 12:15 p.m.

Email Address: sholton@southeasterntech.edu
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60% F2F
40% Hybrid

This course is taught in a Hybrid format; therefore, students are required to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirement.
For READ 0090, students are required to complete assignments outside the classroom in the *MyReadingLab* a minimum of 1 hour per week. This 1 hour requirement is met by completing instructional activities in the *MyReadingLab*.
The *MyReadingLab* software allows the instructor to monitor time on task.

REQUIRED TEXT:
No textbook is required for READ 0090; however, you are encouraged to obtain the following text:
Henry, D., (2011). *The Skilled Reader*. Pearson/Longman. New York, NY.
You are required to purchase the *MyReadingLab* – Standalone Access Card from Southeastern Technical College Bookstore or from Pearson.

REQUIRED SUPPLIES & SOFTWARE:
- *MyReadingLab – Standalone Access Card* – purchased @ the STC bookstore or from the publisher, Pearson
- Access to Internet
- 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.
- Mozilla Foxfire or Goggle is the preferred browsers.
- Access to Blackboard
- Access to Southeastern Technical College student email

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.

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 must work outside of the *MyReadingLab* classroom a minimum of 1 hour in order to complete the modular assignments of the *MyReadingLab* Learning Path and to meet the hybrid component of the course.
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.
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:
Students must score at least 70 on the Intermediate Mastery Check. This component is the final assignment in READ 0090. The Intermediate Mastery Check must be taken in the classroom with the instructor present. Students will have 2 attempts to meet the minimum score. If more attempts are needed, students will complete additional *MyReadingLab* modules that will be assigned by the instructor.

ATTENDANCE GUIDELINES: Learning Support Classes
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.

READ 0090 meets 2 sessions per week for 9 weeks, and students are allowed to miss 10% of the scheduled classes. Therefore, students who miss 2 classes will be dropped from READ 0090 and will receive a grade according to STC's Learning Support policies. Also, students who fail to meet the 1 hour hybrid component of this class can be dropped from READ 0090.

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, to be in class on time, to remain in class for the schedule time, and to complete a minimum of 1 hour of coursework each week.

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.

Cell phones must be out of site and silenced during class. The classroom should be a quiet environment that is conducive to learning.

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:
- 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.
- 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.

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 his/her course 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:
The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 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).

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

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu

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.

GRADING POLICY:
100% *MyReadingLab*
Percentage is defined:
Module Post-Tests   60%
Quizzes   15%
Homework   25%

Post-Tests, 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.

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 Intermediate Mastery Skills Check. Students will have multiple attempts to meet the required score; however, the instructor may require assignments in addition to the *MyReadingLab*.

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.

Students who do not successfully complete all work, with the grades described in Policy 1 or Policy 2, through Module 3 will receive a D* for the READ 0090 for the semester, and the students will be required to register for READ 0090 the following semester.

MyReadingLab provides a cumulate score. This score is updated at the completion of each *MyReadingLab* assignment.

HYBRID GRADING EXPLANATION (40%):
As explained earlier in this syllabus, this class is taught in the Hybrid format which requires that students complete instructional activities outside the classroom, a minimum of 1 hour. The content of each of the *MyReadingLab* modules follow the same curricular design. These instructional activities include, but are not limited to, the following:
- Overview
- Model
- Animation
- Recall

MyReadingLab	Grade Weight	In-class 60%	Hybrid 40%
Overview	15%		X
Model	15%		X
Animation	15%		X
Recall	25%		X
Practice 1	25%	X	
Practice 2	25%	X	
Practice 3	25%	X	
Post Test	60%	X	

IN-CLASS GRADING EXPLANATION:
The content of each of the M*yReadingLab* modules follow the same curriculum design. The instructional activities included in the In-class percentage of the course are Practice 1, Practice 2, Practice 3, and the Post-Test.

The *MyReadingLab* grade book allows for identification of the 40% instructional activities.

MyReadingLab assignments will be completed at the Intermediate reading level; however, READ 0090 incorporates the Personalized Learning teaching/learning style. Students may be assigned to complete modules at other reading levels. However, students must exit READ 0090 with successful results at the Intermediate reading level.

MyReadingLab Grade & Black Board "My Grades":
At the completion of each assignment in the *MyReadingLab* modules, the *MyReadingLab* grade book reflects the grade earned; therefore, students have a current average. Student's average will be entered in Black Board student "My Grades" after the 2th week of semester, at mid-term, after the 9th week of the semester, and at final grade. Students who complete their *MyReadingLab* Path Builder may not have a grade entered at each of these points in the semester.

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.

READ 0090
Summer Semester 2017 (201716)
Lesson Plan / Pacing Guide
Personalized Learning Environment

After the week of May 29, 2017, 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.
05/17/17	• Introduction to READ 0090 • Rules & Regulations • Syllabus • Introduction to *MyReadingLab* • Complete assessments • Review MyReadingLab Learning Path Builder Modules assigned from the *MyReadingLab* Learning Path Builder	1. STC Policies & Procedures 2. Introduction to READ 0090 – Overview of the course. 3. Explain Personalized Learning 4. Syllabus 5. Reading Grade Level assessment 6. Diagnostic Assessment: Path Builder 7. Review *MyReadingLab* Learning Path Builder 8. Print copy of *MyReadingLab* Path Builder 60% Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Assignment will be discussed. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall).	1, 2 A, C
Week 1 05/22/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60% F2F Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least 1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall).	1, 2 A, C

Week 2 05/29/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60% F2F Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least 1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall). Monday, May 29, 2017, Memorial Day Holiday – No classes	1, 2, A, C
Week 3 06/05/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60% Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall).	1, 2, A, C
Week 3 06/06/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60% Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall).	1, 2 A, C
Week 4 06/12/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60% Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall).	1, 2, 3,4 A, C

Week 5 06/19/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60% Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall).	1, 2, 3, 4, 5 A, C
Week 6 06/26/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60% Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall).	1, 2 A, C
07/03/17		School closed: July 3, 2017 – July 6, 2017	1, 2 A, C
Week 7 07/10/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60% Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall).	1, 2, A, C
Week 8 07/17/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60% Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation	1, 2, A, C

		(Ppt. Presentation), and Quizzes (Recall).	
Week 9 07/24/17	Modules assigned from the *MyReadingLab* Learning Path Builder	60 % Complete assignment generated by the *MyReadingLab* Learning Path Builder **40% Hybrid Assignment:** Complete at least1 hour of *MyReadingLab* assignments. • Specific Modular Reading Skill – Hybrid assignments include, but not limited to Reading Skill Overview, Reading Skill Modeling; Animation (Ppt. Presentation), and Quizzes (Recall). • Intermediate Mastery Check • Course Evaluation – BannerWeb **Last Class Semester:** **Wednesday, July 26, 2017** • Students who have not completed assignments generated by the *MyReadingLab* Learning Path Builder and the Intermediate Mastery Check will need to meet with the instructor to discuss plans for the course. All READ 0090 students will have until 1:00 p.m., Tuesday, August 1, 2017, to complete assignments in the *MyReadingLab*. However, for students to continue to continue to work in the *MyReadingLab* after the assigned class for the CRN registered, students must meet with the instructor and complete a written agreement to continue to complete assignments after the final scheduled class session.	1, 2 A, C

Competency Area	General Core Educational Competencies
1. Vocabulary Skills	a) The ability to utilize stand written English.
2. Comprehension Skills	b) The ability to solve practical mathematical problems.
3. Study Skills 1	c) The ability to read, to analyze, and to interpret information.
4. Study Skills 2	
5. Content Area Reading Skills	
6. Critical Reading Skills	