



English Language Arts and Reading, Grade 6 (ELAR) 6A Syllabus

Course Name

ELAR 6A

English Language Arts and Reading, Grade 6 – Semester A

Course Information

ELAR 6A is the first semester of this two-semester course.

You are about to begin an interesting journey. On this journey, you will learn more about communicating in the English language. You will learn to better understand others as well as communicate in ways that help others understand you better. In these lessons, you will read stories and do activities based on the story. Each activity is geared to help you become a better reader. You will learn new vocabulary and how to use it when reading and writing. You will become a more skillful reader by improving your reading skills in such areas as analyzing, making inferences, drawing conclusions, interpreting, and summarizing the things you read.

You will also become more proficient in spelling, grammar, and mechanics. Communication is a two-way street. Not only must you understand what is written or spoken, you must learn how to use the English language so that others can understand you, whether it is through writing or speaking. I will guide you through the course so that you will have the opportunity to learn how to write compositions successfully for a variety of purposes. You will also study principles of grammar as they relate to writing, spelling patterns, and reading. These are some of the skills you will need to know before you continue your education into the seventh grade.

This course will cover the first three units in your textbook: “What Makes a Hero?”, “Why Read?”, and “What Makes You Who You Are?” You will also be required to read *The Cay* by Theodore Taylor. In order to finish all three units, you will complete several selections per lesson. Each lesson will have practice exercises in reading, spelling, handwriting, grammar, and mechanics. The answers to the practice exercises are in the **Resources** section of this course. Although you will not submit these exercises for grading, the practice exercises will help ensure that you understand the concepts.

I look forward to working with you as you improve the communication skills that we all need to understand each other better.

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at www.k12.ttu.edu.

Course Objectives

Your goals for this course are as follows:

1. **Fiction:** Make inferences, draw conclusions, and understand the structure and elements of fiction such as plot development, point of view, conflict, and characterization by reading selections in the textbook as well as the novel, *The Cay*.
2. **Nonfiction:** Analyze, make inferences, and draw conclusions about nonfiction texts through such skills as the understanding of author's purpose, cause and effect, summarizing, text structure, and tone.
3. **Poetry:** Understand how personification, metaphors, similes, hyperboles, meter, and rhyme contribute to meaning in poetry.
4. **Vocabulary:** Use new vocabulary through the study of roots and affixes, analogies, common foreign words, and the use of resources.
5. **Composition:** Use the elements of the writing process to compose imaginary stories, poetry, personal narratives, and expository texts.
6. **Grammar and Mechanics:** Learn the function and use of correct grammar and punctuation in reading, writing, and speaking.
7. **Spelling:** Use spelling patterns, rules, and electronic resources to spell correctly.
8. **Handwriting:** Adopt the correct formation of cursive letters to encourage legibility.
9. **Media:** Use comprehension skills to analyze how words, images, graphics, and sounds work together to impact meaning in media.

ELAR 6 addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](http://www.tea.state.tx.us) website.

Textbook and Materials

Textbook(s)

The required books for this course are:

- Willhelm, Fisher, Hinchman, O'Brien, Raphael, and Hynd-Shanahan (2011). *Glencoe Literature: Texas Treasures*, Glencoe/McGraw-Hill. ISBN 978-0-07-891308-2
- Taylor, Theodore (1969). *The Cay*, New York: Random House Children's Books.

Materials

You will also need access to the following:

- computer word-processing program
- colored index cards
- 2 zip-close baggies
- rubber bands
- maps, travel guides, reference books, and magazines such as *National Geographic*
- drawing materials
- video camera (optional)
- black felt-tip pen
- collage art materials or a computer graphics program

Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from [Adobe.com](http://adobe.com))
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)

Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers

- creating PDFs (see **Requirements for Creating PDFs** on the course home page)

Course Organization

This course consists of nine lessons and a final examination. Each lesson contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Learning Activities
- Assignments

Each lesson includes several activities that present content knowledge. Each lesson also includes multiple graded assignments to ensure that you learn the content that has been presented in the activities. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

Be sure that you complete all of the assignments, activities, and practice exercises. The practice exercises are an opportunity for you to test your understanding of the material. Complete the exercises on your own paper and check the answers with the key in the **Resources** section of this course. If you find that some lesson material is unclear, take the time to review the information again. Don't wait until it is time to take the final to go back and try to learn what you didn't understand at first. Learn as you go. Each of the assignments, activities, and practice exercises play a part in helping you understand the material and prepare for the final exam.

Each lesson will require a composition which you may compose on a computer or by hand using cursive or manuscript writing unless specified otherwise. **Handwritten compositions must be scanned, saved as a PDF document, and uploaded for grading.** I will grade your essays holistically according to the criteria in the holistic grading charts on pages R18-R21 of the textbook. In "holistic" scoring, essays are graded as a "whole," rather than starting at a perfect score and counting off a certain number of points for each error. When grading an essay, I will call attention to any errors but will not subtract points; however, the more mistakes that are made in the essay, the lower the score will be. The content, structure, and length of the essay are also considered when grading. Grammatical, mechanical, and spelling skills will be evaluated through multiple-choice questions.

The graded portion of each lesson is the Lesson Assignment, composed of multiple-choice questions and written assignments. Each assignment has been given an appropriate point value. You can see these point values within the assignment or in **My Grades**. You will submit your completed Lesson Assignments to TTU K-12 for

grading. If you forget to submit a portion of the lesson assignment, I will notify you so that you can complete it and resubmit it for a grade.

Course Outline

Not all of the writing assignments will be available to you in the lesson assignment folders when you first start the course. To help you improve your writing, some assignments will not appear until you've received feedback from your instructor on previous writing. For example, the summary and writing assignments in Lesson Three will be hidden until you've gotten a grade on the poem, summary, and research paper in Lesson One.

There are notes in each assignment folder that will tell you which assignments are invisible and what you must complete to access them. Refer to these notes. Lessons One and Two have no hidden assignments. As you move through the lessons and complete assignments, more will unlock for you.

Lesson	Topic	Approximate Time for Completion
Lesson 1	Unit One: What Makes a Hero?	One week
Lesson 2	Short Fiction and Clever Solutions	One week
Lesson 3	Narrative Presentation	Two weeks
Lesson 4	Unit Two: Why Read?	Two weeks
Lesson 5	Exploring Traditions	Two weeks
Lesson 6	Mass Media and Personal Narrative	Two weeks
Lesson 7	Unit Three: What Makes You Who You Are?	Two weeks
Lesson 8	Dreams, Goals, and Character Traits	Two weeks
Lesson 9	Comparing Literature	Two weeks
Final Exam		

Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (*) indicate that these are summative assessments for the course.

Lesson	Weeks	Assignments
1	1	Checkpoint 1 (Non-graded) Lesson 1 Assignment: Acrostic Poem Submission Lesson 1 Assignment: Summary Submission

Lesson	Weeks	Assignments
		*Lesson 1 Assignment: Research Paper Submission Lesson 1: Handwriting Assignment Lesson 1 Assignment: Multiple Choice
2	2	*Lesson 2 Assignment: Short Story Submission Lesson 2 Assignment: Heroism Activity Submission Lesson 2 Assignment: Creative Solution Submission Lesson 2: Handwriting Assignment Lesson 2 Assignment: Short Answer Lesson 2 Assignment: Multiple Choice
3	3-4	Lesson 3 Assignment: Summary Submission *Lesson 3 Hero Narrative and Presentation Submission Lesson 3: Handwriting Assignment Lesson 3 Assignment: Short Answer Lesson 3 Assignment: Multiple Choice Checkpoint 2 (Non-graded)
4	5-6	Lesson 4 Assignment: Summary Submission Lesson 4 Assignment: Business Activity Submission Lesson 4 Assignment: Alliteration Poem Submission *Lesson 4 Assignment: Writing Submission Lesson 4: Handwriting Assignment Lesson 4 Assignment: Short Answers I Lesson 4 Assignment: Short Answer II Lesson 4 Assignment: Multiple Choice
5	7-8	Lesson 5 Assignment: Informal Letter *Lesson 5 Assignment: Origin Tale Lesson 5 Assignment: Haiku Submission Lesson 5: Handwriting Assignment Lesson 5 Assignment: Short Answers I Lesson 5 Assignment: Short Answers II Lesson 5 Assignment: Fill in the Blank Lesson 5 Assignment: Multiple Choice
6	9-10	Lesson 6 Assignment: Political Cartoon Submission Lesson 6 Assignment: Analysis Submission Lesson 6 Assignment: Compare-and-Contrast Submission *Lesson 6 Assignment: Personal Narrative Submission Lesson 6 Assignment: Unit Challenge Submission Lesson 6: Handwriting Assignment

Lesson	Weeks	Assignments
		Lesson 6 Assignment: Short Answers Lesson 6 Assignment: Multiple Choice
7	11-12	Lesson 7 Assignment: Character Traits Submission Lesson 7 Assignment: Descriptive Paragraph Submission *Lesson 7 Assignment: Research Paper Submission Lesson 7: Handwriting Assignment Lesson 7 Assignment: Short Answers Lesson 7 Assignment: Multiple Choice
8	13-14	*Lesson 8 Assignment: Expository Essay Submission Lesson 8 Assignment: Poetry Web Submission Lesson 8 Assignment: Poetry Submission Lesson 8: Handwriting Assignment Lesson 8 Assignment: Multiple Choice
9	15-16	*Lesson 9 Assignment: Compare-and-Contrast Essay Submission *Lesson 9 Assignment: Response to Literature Submission Lesson 9 Assignment: Collage Lesson 9 Assignment: Short Answers I Lesson 9 Assignment: Short Answers II Lesson 9 Assignment: Multiple Choice Checkpoint 3 (Non-graded)
		Final Exam

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist you in applying and demonstrating the lesson concepts, as

well as identifying areas in which you need additional review. You may use all the lesson's learning activities to assist you as you complete the graded assignments.

Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course. Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- **Summative Assessments (20% of Course Grade)**
 - Lesson One Assignment: Research Paper Submission (35 points)
 - Lesson Two Assignment: Short Story Submission (35 points)
 - Lesson Three Assignment: Hero Narrative and Presentation Submission (35 points)
 - Lesson Four Assignment: Writing Submission (35 points)
 - Lesson Five Assignment: Origin Tale (35 points)
 - Lesson Six Assignment: Personal Narrative Submission (50 points)
 - Lesson Seven Assignment: Research Paper Submission (50 points)
 - Lesson Eight Assignment: Expository Essay Submission (25 points)
 - Lesson Nine Assignment: Compare-and-Contrast Essay Submission (35 points)
 - Lesson Nine Assignment: Response to Literature Submission (35 points)
- **Summative Final Exam (30% of Course Grade)**

Course Completion and Extensions

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date. Student may purchase a single three-month extension for a fee.
- Extensions are non-refundable and non-transferrable.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of

essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by email. For assignments that require you to upload a PDF or other document, please title your assignment files “lastName_firstName_assignmentName.xxx (.pdf, .doc, .xl, .jpg, etc.)”.

continued →

Technical Difficulties

Getting Help

For student assistance with Blackboard, visit [TTU K-12 Support](#).

Computer Problems

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

Server Problems

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

Lost or Corrupted Files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.