



English (ENG) 1B Syllabus

Course Name

ENG 1B

English I – Semester B

Course Information

ENG 1B is the second semester of this two-semester course.

Persuasion and rhetoric will be the main focus of the second half of English 1. You'll start the course by learning about nonfiction writing. Nonfiction writing comes in many forms, but all of them communicate information about real life events and people. Nonfiction writers use tools of fiction—literary elements—to help convey ideas, but what they write must be true and factual.

As you move on in the semester, you'll start learning more about the specifics of persuasion and rhetoric, and you'll begin reading a book called *Animal Farm*, by George Orwell. *Animal Farm* is an allegory about the Russian Revolution, and by studying it, you'll learn more about propaganda and persuasive speech. What you learn will be the foundation for writing your own persuasive essay later in the course.

As you go from lesson to lesson, think about these fundamental questions:

- How do writers convey truth by using literary devices and other techniques?
- How do people write and speak persuasively?
- When does persuasive speech or writing become propaganda?
- Why is logic and reasoning important in persuasion?

Be sure to set aside plenty of time to read carefully and think about the reading assignments. Also, think through your writing assignments before you start each one, and then give yourself time to make revisions to your work.

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

After completing this course, you should be able to:

1. understand the functions and various forms of nonfiction writing;
2. make inferences and draw conclusions about nonfiction writing;
3. recognize and understand the tools and techniques used in persuasive writing and speech;
4. recognize propaganda;
5. recognize logical and rhetorical fallacies;
6. understand satire and parody;
7. understand how audience, purpose, formality, and tone play important roles in various media;
8. think about audience, levels of formality, word choice, and tone when writing persuasively;
9. understand what a counterargument is and how to address one when writing persuasively; and
10. research a controversial topic to find evidence supporting a specific position as well as counterarguments to that position.

ENG 1 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 texts for this course are:

- *Glencoe Literature: Texas Treasures, Course 4*. Columbus, OH: Glencoe, 2011. ISBN 978-0-07-891309-9
- *Animal Farm* by George Orwell (Signet Classics 1996 anniversary edition with preface by Russell Baker, ISBN: 9780451526342).
The preface by Russell Baker is required reading for the course. If your edition does not have this preface, please visit your local library to read it in the 1996 anniversary edition, or ask your librarian if you can order a photocopy of the preface through interlibrary loan.

Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)

- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from 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 seven lessons and a final examination. Each lesson begins with a vocabulary list that you can use to define terms you will encounter in the lesson. Within each lesson, you'll find instructional material that introduces concepts and explains terms. After reading the instructional material, you may also need to complete a reading assignment or practice exercises to prepare for the graded assignment.

Each lesson contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Vocabulary
- 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.

The final exam is composed of objective multiple choice questions and short answer/essay questions. The lesson assignments, practice exercises, and review should prepare you for the exam.

Plagiarism and Cheating

In order to meet the objectives of this course, it is important that you do your own work. When you take the quizzes, you may use your books to find answers, but do not get

help from your friends, teachers, tutors, or parents. When you submit written work, make sure you have used your own ideas. For written assignments that require research or outside sources, be sure you cite your sources by following the instructions in the assignment. When you use the ideas of others without giving credit, it is called **plagiarism**. You will learn more about plagiarism later in the course, but you should first read the **Plagiarism Statement** below.

Plagiarism Statement

Plagiarism is using someone else's phrases, sentences, thoughts, or ideas in an assignment without giving the original author credit. When this happens, the original author's work is taken from him or her and represented as someone else's work. In other words, plagiarism is the same as stealing.

Sometimes people plagiarize on purpose—they turn in writing from another person and act like it is their own. Even if the student bought a paper to turn in as his or her own work, it's plagiarism. Most places that sell papers to students have stolen those papers from others. It's **never** right to turn in work that is not your own, and your instructors can tell it is not your work. Don't risk your grade by turning in work that is not your own.

Sometimes plagiarism is accidental because the person does not know how to give credit to a source. In Lesson Three of this course, you learn how to formally give credit to sources.

Obviously, you will turn in other written assignments before you reach Lesson Three. Here are some ways to avoid plagiarism in Lessons One and Two, until you learn more about properly citing sources.

- When you are asked to write a sentence or paragraph in an assignment, do not copy anything you have read in this course, in the textbook, or from another source. For example, if you are asked to write a sentence using reciprocal pronouns, do not copy an example you have seen elsewhere. Copying an example from another source would be cheating.
- If you want to talk about another person's idea in a forum, simply let others know where you read that idea. For example, if you want to use a quote from a book you love, you can say something like this:

I think the best definition of love comes from Robert Heinlein's book, *Stranger in a Strange Land*: "Love is that condition in which the happiness of another person is essential to your own."

What's important is that you give credit—you'll learn the formal way to give credit in Lesson Three.

- If you are uncertain about whether or not you are committing plagiarism, just contact your instructor for help.

Writing Resources

If you find that you need help remembering grammar and mechanics rules, or if you want help improving your general writing skills, refer to the Writing Resource list below. If English is not your first language, you may find some of the resources handy. The [Purdue OWL website](#) is an excellent reference, but there are others listed here, as well.

[Active and passive voice](#)

[Apostrophes](#)

[Capital letters](#)

[Clauses: independent and dependent](#)

[Comma after introductions](#)

[Commas: quick rules](#)

[Commas with nonessential elements](#)

[Common errors](#)

[Confusing spelling \(common words that sound alike\)](#)

[Email Etiquette for Students](#)

[Fragments](#)

[Fragment exercises](#)

[Gerunds](#)

[How to create a thesis statement](#)

[How to format a paper in MLA](#)

[How to paraphrase](#)

[How to proofread](#)

[How to transition between paragraphs](#)

[How to understand a writing assignment](#)

[How to write an essay for an exam](#)

[Hyphens](#)

[Infinitives](#)

[Irregular verbs](#)

[Learning about expository essays and expository thesis statements](#)

[Listing items in a series \(parallel structure\)](#)

[Literary terms](#)

[MLA citations](#)

[Participles](#)

[Parts of speech](#)

[Point of view](#)

[Prepositions](#)

[Pronouns](#)

[Punctuation](#)

[Quotations](#)

[Run-on sentences](#)

[Subject-verb agreement](#)

[Subject-verb agreement exercise](#)

[Tips for writing about fiction](#)

[Understanding the writing process](#)

[Verb tense](#)

[Writing strong paragraphs \(strategies for variation\)](#)

Additional Writing Resources for English Language Learners

[Why is punctuation important?](#)

[Articles a/an/the](#)

[Capital letters](#)

[Colons, semicolons, parentheses](#)

[Commas](#)

[Confusing spelling \(common words that sound alike\)](#)

[Count and noncount nouns](#)

[Fragments](#)

[Hyphens and dashes](#)

[Introduction to prepositions](#)

[Preposition *into*](#)

[Preposition *onto*](#)

[Preposition *to*](#)

[Prepositions of spatial relationship: A](#)

[Prepositions of spatial relationship: B](#)

[Prepositions of spatial relationship: F-O](#)

[Prepositions of spatial relationship: T-W](#)

[Pronouns](#)

[Quotation marks and apostrophes](#)

[Run-on sentences](#)

Tips for Good Writing

1. Provide an interesting title that reveals the main idea of your paper and gives your reader a good first impression. Your titles should **not** be in quotation marks or underlined. If your title includes a direct quote or the title of another work that requires quotation marks (essays, articles, and so on), then use quotation marks for those parts only.
2. Remember to double-space typed papers.
3. Avoid using the proverbial *you* in your writing assignments, especially in expository writing. It may put your reader on the defensive. For example, when I read, "When you use drugs, you hurt yourself and your family," my immediate reaction is to exclaim defensively that I *don't* use drugs. It's better to write, "When a person" or "When a teenager" than to use *you*. In some creative nonfiction essays, you may use the word *you* to address a reader, but these are special circumstances, and you must still think carefully about how and why you are

addressing the reader so directly.

4. State your opinions without prefacing them with “I feel that” or “I think that”. Write, “The story’s characters are complex because” instead of, “*I think that* the story’s characters are complex”. This practice makes your writing tighter and stronger, even in more personal or literary essays where you use the word “I”.
5. Avoid referring to your essay or to any part of it. “Edgar Allan Poe uses gothic devices in many of his poems” sounds much better than “In this essay, I will prove that” or “In the following paragraphs, I will show”.
6. Use present tense when writing about literature. The events of a story occur each time the story is read.
7. Be consistent in number. If you start out with a singular subject, the pronouns that refer to it must also be singular. Look at this example: “Everyone has their own differences that make them who they are as a person.” *Everyone* is singular; *their* is plural; *them* is plural; *they* is plural; *a person* is singular. (Remember that any word ending in *body* or *one* is singular.) The easiest way to achieve consistency in number is to make the whole thing plural: “All individuals have their own differences that make them who they are as people.” This sentence isn’t profound, but it is grammatically correct.
8. Paragraph indentions should be about 1/2 inch (or 5 spaces).
9. **Elaborate.** In paragraphs and essays, remember to write good topic sentences and give several examples and details under each one. Back up what you write (sometimes by quoting). In your creative work, use dialogue, sensory details, or other appropriate literary elements to bring the story to life. **Remember to show me; don’t just tell me.**
10. Proofread several times. Read your paper aloud to yourself—sometimes this helps you catch mistakes that you would not otherwise see.

Tips for Copying Source Material

In Lesson Five, you will need to scan or copy source material for an essay and save it for upload into Blackboard. Here are some pointers for saving your source copies in a format your instructor can open and read:

- Scan your paper source and save the image as a 72- or 96-dpi **JPG** (check your graphic/scanner software’s help or tutorial files for instructions). Make sure the final image is **readable**.
- Take a screenshot using the “Print Screen” button on your keyboard or software like [TinyTake](#) (free), [SnagIt](#) (low-cost) or others (search Google for “free

screenshot software”). Save the image as a 72- or 96-dpi **JPG**.

- If you have **Adobe Acrobat Standard** or **Pro** on your computer, print a web page as a **PDF** (you may have to adjust page orientation and size as needed to move floating elements out of the way of the text).
- For Windows users, [CutePDF](#) is a great free solution for saving documents as PDFs. For Mac users, [PDFwriter](#) is also free.
- Save a web page as a **PDF** from your browser; there are many options and instructions listed at [TechGainer](#).
- **Do not** take photographs of paper sources or web page—the resolution won’t be good enough for your instructor to read the photo’s text.

Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the lessons and complete assignments, more will unlock for you.

Lesson	Topic	Approximate Time for Completion
Lesson 1	Nonfiction	Two weeks
Lesson 2	<i>Animal Farm</i> : Persuasive Techniques	Two weeks
Lesson 3	<i>Animal Farm</i> : Allegory	Two weeks
Lesson 4	Persuasive Writing	Two weeks
Lesson 5	The Research Process	Three weeks
Lesson 6	Argumentative Essay, First Draft	Three weeks
Lesson 7	Argumentative Essay, Final Draft	Two weeks
Final Exam		

Assignment Schedule

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

Lesson	Weeks	Assignments
1	1-2	Checkpoint 1 (Non-graded) Section 1.1: Discussion Assignment Assignment 1.2 Quiz: Nonfiction Section 1.3a Non-Graded Quiz: “Only Daughter” Study Guide

Lesson	Weeks	Assignments
		Section 1.3b Non-Graded Quiz: “Fish Cheeks” Study Guide Assignment 1.3 Upload: Compare and Contrast Paragraphs Section 1.4a Non-Graded Quiz: Finding Subjects Practice Exercises Section 1.4b Non-Graded Quiz: Subject-Verb Agreement Practice Exercises Assignment 1.4a Quiz: Tense and Subject-Verb Agreement Assignment 1.4b Activity: Writing Sentences—Subject-Verb Agreement Section 1.5a Non-Graded Quiz: “A Brother’s Crime” Study Guide Assignment 1.5a Upload: Writing a Summary Assignment 1.5b Upload: Inference Paragraphs Section 1.6: “From <i>Sacagawea’s Nickname</i> ” Study Guide Assignment 1.6 Activity: “From <i>Sacagawea’s Nickname</i> ”
2	3-4	Section 2.1: Discussion Assignment Assignment 2.2 Quiz: Preface to <i>Animal Farm</i> Section 2.3b Non-Graded Quiz: <i>Animal Farm</i> Study Guide, Chapter 1 Section 2.3c Non-Graded Quiz: Study Guide for “I Have a Dream,” by Martin Luther King, Jr. Assignment 2.3 Upload: Comparing Speeches Section 2.4 Non-Graded Quiz: “I Have a Dream” Media Coverage Study Guide Assignment 2.4 Quiz: News Coverage of Martin Luther King, Jr.’s Speech Section 2.5b Non-Graded Quiz: <i>Animal Farm</i> Study Guide, Chapters 2-3 Assignment 2.5 Quiz: <i>Animal Farm</i> , Chapters 2-3 Section 2.6a Non-Graded Quiz: <i>Animal Farm</i> Study Guide, Chapters 4-5 Assignment 2.6 Upload: Sentences Using Common Foreign Phrases
3	5-6	Section 3.1: Discussion Assignment Section 3.2c Non-Graded Quiz: <i>Animal Farm</i> Study Guide, Chapters 6-7 Assignment 3.2 Quiz: Humor, Irony, and Satire in <i>Animal Farm</i> , Chapters 6-7 Section 3.3b Non-Graded Quiz: <i>Animal Farm</i> Study Guide, Chapters 8-9 Assignment 3.3 Quiz: Analyzing Media Section 3.4b Non-Graded Quiz: <i>Animal Farm</i> Study Guide, Chapter 10 Assignment 3.4 Quiz: <i>Animal Farm</i> , Chapter 10

Lesson	Weeks	Assignments
		<p>Section 3.5 Non-Graded Quiz: Comparing Commercials Study Guide</p> <p>Assignment 3.5 Quiz: Comparing Two Commercials</p> <p>Assignment 3.6 Upload: Concept Development (Prewriting)</p> <p>Assignment 3.7a Upload: Script</p> <p><i>You cannot turn in your script until you've received a grade on your concept development worksheet (Assignment 3.6).</i></p> <p>*Assignment 3.7b Upload: Filming a Commercial</p> <p><i>You cannot turn in your finished commercial until you've received a grade on your script (Assignment 3.7a).</i></p> <p>Checkpoint 2 (Non-graded)</p>
4	7-8	<p><i>You won't be able to start submitting assignments for Lesson Four until you've finished Lessons One and Two (including Checkpoint 1). You'll also have to submit your commercial in Lesson Three before you can finish the final assignment in Lesson Four (see below).</i></p> <p>Section 4.1: Discussion Assignment</p> <p>Assignment 4.2 Upload: Writing Persuasively for Two Different Audiences</p> <p>Assignment 4.3 Upload: Subjunctive Mood</p> <p>Assignment 4.4 Upload: Explore Three Possible Topics</p> <p><i>You cannot turn in your three possible topics until you've received a grade on your commercial (Assignment 3.7b) and completed Checkpoint 2.</i></p>
5	9-11	<p><i>You won't be able to start submitting assignments for Lesson Five until you've completed Lessons One and Two. You'll also have to submit some assignments in a certain order (see below).</i></p> <p>Section 5.1: Discussion Assignment</p> <p>Assignment 5.2 Upload: Guiding Questions for a Research Plan</p> <p><i>You cannot submit your research plan until you've received a grade on your three possible topics assignment (Assignment 4.4).</i></p> <p>Assignment 5.3 Upload: Summarizing a Counterargument</p> <p><i>You cannot submit your counterargument summary until you've received a grade on your research plan (Assignment 5.2).</i></p> <p>Assignment 5.4 Upload: Submitting an Outline and Works Cited Page</p> <p><i>You cannot submit your outline and works cited until you've received a grade on your research plan (Assignment 5.2).</i></p>

Lesson	Weeks	Assignments
6	12-14	<p>You won't be able to start submitting assignments for Lesson Six until you've completed Lessons One, Two, and Four. You'll also have to submit some assignments in a certain order (see below).</p> <p>Section 6.1: Discussion Assignment <i>This discussion is related to your research, so you need receive a grade on Assignments 5.3 and 5.4 before you attempt it.</i></p> <p>Assignment 6.2 Upload: First Draft of Introduction <i>Before you can submit a draft of your introduction, you need to receive a grade on your outline (Assignment 5.4).</i></p> <p>Assignment 6.3 Upload: First Draft of Body Paragraphs <i>Before you can submit your body paragraphs, you need to receive a grade on your outline (Assignment 5.4).</i></p> <p>Assignment 6.4a Quiz: Analogies</p> <p>Assignment 6.4b Upload: First Draft of Conclusion (with Works Cited Page) <i>Before you can submit your conclusion, you need to receive a grade on your outline (Assignment 5.4).</i></p>
7	15-16	<p>*Assignment 7.1 Upload: Final Argumentative Essay <i>You cannot turn in your final essay until you've finished the other activities and assignments in the course.</i></p> <p>Checkpoint 3 (Non-graded)</p>
		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)**
 - Assignment 3.7b: Filming a Commercial (100 points)
 - Assignment 7.1: Final Argumentative Essay (160 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.)".

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.