



English Language Arts and Reading, Grade 2 (ELAR) 2A – Syllabus

Course Name

ELAR 2A

English Language Arts and Reading, Kindergarten, Grade 2– Semester A

Course Information

ELAR 2A is the first semester of this two-semester course.

Congratulations on choosing an outstanding second-grade curriculum! Using this curriculum, you and your student will experience the joy of learning to read, spell, and write. This curriculum presents your student with various reading and writing selections from a variety of genres. The student will learn to comprehend and respond to many different problems and resolutions presented in the online textbook. Also, the student will become more familiar with correct use of the English language while learning how to write both creatively and for a purpose.

This course is completed entirely online in Blackboard using Lesson Modules and the online textbook. You will have module tests to complete at the end of each Learning Modules, essays, and a poem.

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [TTU K-12](#).

Course Objectives

After completing this course, the student should be able to:

1. develop oral language skills through listening, speaking, and discussion;

2. develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell;
3. use newly acquired vocabulary expressively; and read grade level text with fluency and comprehension;
4. use metacognitive skills to both develop and deepen comprehension of increasingly complex texts;
5. respond to an increasingly challenging variety of sources that are read, heard, or viewed;
6. recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts;
7. use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts;
8. analyze and apply authors' craft purposefully in order to develop his or her own products and performances;
9. use the writing process recursively to compose multiple texts that are legible and use appropriate conventions;
10. use genre characteristics and craft to compose multiple texts that are meaningful; and
11. engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

ELAR 2 addresses the required Texas Essential Knowledge and Skills (TEKS). These are located at the [Texas Education Agency](https://www.tea.texas.gov/essential-knowledge-and-skills) website.

Textbook and Materials

Textbook(s)

The required **digital** textbook for this course is:

- *Texas Into Reading Digital Learning Student Resource*. (2020). Houghton Mifflin Harcourt. ISBN: 9780358032281

The digital textbook must be purchased through the TTU K-12 partner bookstore (see the [TTU K-12](https://www.ttu.edu/k-12) website). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days.

Materials

- composition or spiral notebook
- pencils and erasers
- colors (colored pencils, markers, or crayons for projects)
- drawing paper

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)
- Digital camera or camera phone

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 Syllabus page)

Course Organization

The organization of this course is divided into six Learning Modules. Each Module is divided into two to three weeks' worth of lessons, which are in turn divided into five days each. Each Learning Module contains the following:

- Introduction and instructions
- Learning objectives and curriculum standards
- Two to three Week folders
- An end-of-Module test
- Module practice assignment answer keys

Every week contains a brief introduction, a list of materials needed, and five Day folders. Each day's lesson contains some or all of the following:

- Introduction and Daily Schedule
- Lesson sections, including Foundational Skills, Spelling and Handwriting, Vocabulary, Reading, Writing, and Grammar
- Non-graded Lesson Activities
- Graded Lesson Assignments

Each day's lesson includes several activities that present content knowledge. Most lessons include graded assignments to ensure that students 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 teacher will grade. Be

sure that all instructions are read carefully and ask the teacher for help if something is not clear.

Course Outline

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

Modules	Topic	Approximate Time for Completion
Module 1	Be a Super Citizen	Three weeks
Module 2	Look Around and Explore!	Two weeks
Module 3	Meet in the Middle	Three weeks
Module 4	Once Upon a Time	Two weeks
Module 5	Lead the Way	Three weeks
Module 6	Weather Wise	Two weeks

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.

Module	Week	Assignments
1	1	Checkpoint 1 (non-graded) Words to Know, page 4 (non-graded) Let's Practice: Grammar (1.1.1) Let's Practice: Grammar (1.1.2) Spelling-Handwriting Assignment (1.1.3): <ul style="list-style-type: none"> • Day 1: Short <i>a, i</i>, page 5 • Day 2: Consonants: Short <i>a, i</i>, page 6 • Day 3: Short <i>a, i</i>, page 7 • best set of Manuscript <i>li, Ll, Tt</i> practice pages from Days 1-3 Let's Practice: Grammar (1.1.3) Phonics Review, page 8 (non-graded) Review the Focal Text (1.1.4) (non-graded) Review Subjects and Predicates (1.1.4) (non-graded) Spelling Test (1.1.5) Antonyms, page 12 (non-graded) Connect to Writing: Using Subjects and Predicates Correctly (1.1.5) (non-graded)

Module	Week	Assignments
	2	<p>Words to Know, page 15 (non-graded)</p> <p>Complete Sentences (1.2.1) (non-graded)</p> <p>Essay: Ways Kids Make the World a Better Place (non-graded)</p> <p>Essay: Develop an Idea For Your Narrative (non-graded)</p> <p>Let's Practice: Grammar (1.2.2)</p> <p>Spelling-Handwriting Assignment (1.2.3):</p> <ul style="list-style-type: none"> • Day 1: Short <i>o, u, e</i>, page 16 • Day 2: Consonants; Short <i>o, u, e</i>, page 17 • Day 3: Short <i>o, u, e</i>, page 18 • best set of Manuscript <i>Cc, Dd, Ee, Oo</i> practice pages from Days 1-3 <p>Essay: Organize Your Personal Narrative (non-graded)</p> <p>Essay: Set Goals for Writing (non-graded)</p> <p>Let's Practice: Grammar (1.2.3)</p> <p>Phonics Review, page 21 (non-graded)</p> <p>Adjectives: Words That Describe People, Places, Things, page 22 (non-graded)</p> <p>Let's Practice: Grammar (1.2.4)</p> <p>Spelling Test (1.2.5)</p> <p>Assignment: Personal Narrative (Rough Draft) (1.2.5)</p> <p>Let's Practice: Grammar (1.2.5)</p>
	3	<p>Words to Know, page 25 (non-graded)</p> <p>Essay: Conferencing worksheet (non-graded)</p> <p>Let's Practice: Grammar (1.3.1)</p> <p>Essay: Proofreading worksheet (non-graded)</p> <p>Let's Practice: Grammar (1.3.2)</p> <p>Spelling-Handwriting Assignment (1.3.3):</p> <ul style="list-style-type: none"> • Day 1: Long <i>a, i (VCe)</i>, page 26 • Day 2: Long <i>a, i (VCe)</i>, page 27 • Day 3: Long <i>a, i (VCe)</i>, page 28 • best set of Manuscript <i>Aa, Ff, Gg, Jj, Qq</i> practice pages from Days 1-3 <p>Power Words: Match, page 29 (non-graded)</p> <p>Essay: Publishing Ideas worksheet (non-graded)</p> <p>Exclamations (1.3.3) (non-graded)</p> <p>Phonics Review, page 31 (non-graded)</p> <p>Inflections <i>-ed -ing</i>, page 32 (non-graded)</p> <p>Review Kinds of Sentences (1.3.4) (non-graded)</p> <p>Spelling Test (1.3.5)</p> <p>Essay: Revisit Your Writing Goals (non-graded)</p> <p>*Assignment: Personal Narrative (Final Draft) (1.3.5)</p> <p>Connect to Writing: Using Different Kinds of Sentences (1.3.5) (non-graded)</p>
		*Module 1 Test
2	4	<p>Words to Know, page 33 (non-graded)</p> <p>Essay: Getting Started (non-graded)</p> <p>Let's Practice: Grammar (2.4.1)</p>

Module	Week	Assignments
		<p>Essay: Insider Chart (non-graded)</p> <p>Let's Practice: Grammar (2.4.2)</p> <p>Spelling-Handwriting Assignment (2.4.3):</p> <ul style="list-style-type: none"> • Day 1: Long <i>o, u</i> (VCe), page 34 • Day 2: Long <i>o, e, u</i> (CV, VCe), page 35 • Day 3: Long <i>o, u</i> (VCe), page 36 • best set of Manuscript <i>Kk, Vv, Ww, Xx, Yy, Zz</i> practice pages from Days 1-3 <p>Essay: Set Goals for Writing (non-graded)</p> <p>Combining Sentences (2.4.3) (non-graded)</p> <p>Phonics Review, page 37 (non-graded)</p> <p>Suffixes <i>-er, -est</i>, page 39 (non-graded)</p> <p>Essay: Organize Your Descriptive Essay (non-graded)</p> <p>Review Compound Sentences (2.4.4) (non-graded)</p> <p>Spelling Test (2.4.5)</p> <p>Synonyms, page 41 (non-graded)</p> <p>Assignment: Descriptive Essay (Rough Draft) (2.4.5)</p>
	5	<p>Words to Know, page 44 (non-graded)</p> <p>Inflections <i>-s, -es</i>, page 51 (non-graded)</p> <p>Essay: Conferencing worksheet (non-graded)</p> <p>Let's Practice: Grammar (2.5.1)</p> <p>Essay: Proofreading worksheet (non-graded)</p> <p>Let's Practice: Grammar (2.5.2)</p> <p>Spelling-Handwriting Assignment (2.5.3):</p> <ul style="list-style-type: none"> • Day 1: Short and Long Vowels (CVC, VCe), page 45 • Day 2: Short and Long Vowels (CVC, VCe), page 46 • Day 3: Short and Long Vowels (CVC, VCe), page 47 • best set of Manuscript <i>Bb, Hh, Pp, Uu</i> practice pages from Days 1-3 <p>Adding <i>-s</i> and <i>-es</i> (2.5.3) (non-graded)</p> <p>Phonics Review, page 50 (non-graded)</p> <p>Words That Name Places, page 61 (non-graded)</p> <p>Nouns That Change Spelling (2.5.4) (non-graded)</p> <p>Spelling Test (2.5.5)</p> <p>Essay: Revisit Your Writing Goals (non-graded)</p> <p>*Assignment: Descriptive Essay (Final Draft) (2.5.5)</p> <p>Collective and Proper Nouns: Nouns for People, Animals, Places, and Things (2.5.5) (non-graded)</p>
		*Module 2 Test
3	6	<p>Checkpoint 2 (non-graded)</p> <p>Words to Know, page 62 (non-graded)</p> <p>Let's Practice: Grammar (3.6.1)</p> <p>Let's Practice: Grammar (3.6.2)</p> <p>Spelling-Handwriting Assignment (3.6.3):</p>

Module	Week	Assignments
		<ul style="list-style-type: none"> • Day 1: Final Blends, page 63 • Day 2: Final Blends, page 64 • Day 3: Final Blends, page 65 • best set of Manuscript <i>Mm, Nn, Vv, Xx</i> practice pages from Days 1-3 <p>Names for Special Places and Things (3.6.3) (non-graded)</p> <p>Phonics Review, page 66 (non-graded)</p> <p>Word Bank (3.6.4) (non-graded)</p> <p>Review Proper Nouns (3.6.4) (non-graded)</p> <p>Spelling Test (3.6.5)</p>
	7	<p>Words to Know, page 73 (non-graded)</p> <p>Essay: Choosing a Topic (non-graded)</p> <p>Let's Practice: Grammar (3.7.1)</p> <p>Essay: My Research Plan (non-graded)</p> <p>Essay: Research Notes (non-graded)</p> <p>Action Verbs and Subjects (3.7.2) (non-graded)</p> <p>Spelling-Handwriting Assignment (3.7.3):</p> <ul style="list-style-type: none"> • Day 1: Double Final Consonants, page 74 • Day 2: Double Final Consonants, page 75 • Day 3: Double Final Consonants, page 76 • best set of Manuscript <i>Hh, Ii, Ll, Tt</i> practice pages from Days 1-3 <p>Essay: Set Goals for Writing (non-graded)</p> <p>Phonics Review, page 79 (non-graded)</p> <p>Inflections <i>-ed, -ing</i>, page 80</p> <p>Spelling Test (3.7.5)</p> <p>Assignment: Persuasive Text (Rough Draft) (3.7.5)</p>
	8	<p>Words to Know, page 83 (non-graded)</p> <p>Essay: Adverbs worksheet (non-graded)</p> <p>Let's Practice: Grammar (3.8.1)</p> <p>Essay: Verb Tenses worksheet (non-graded)</p> <p>Essay: Proofreading worksheet (non-graded)</p> <p>Spelling-Handwriting Assignment (3.8.3):</p> <ul style="list-style-type: none"> • Day 1: Consonant Digraphs, page 84 • Day 2: Consonant Digraphs, page 85 • Day 3: Consonant Digraphs, page 86 • best set of Manuscript <i>Cc, Gg, Oo, Qq</i> practice pages from Days 1-3 <p>Power Words: Match, page 87 (non-graded)</p> <p>Let's Practice: Grammar (3.8.3)</p> <p>Phonics Review, page 89 (non-graded)</p> <p>Words About Communication, page 90 (non-graded)</p> <p>Spelling Test (3.8.5)</p> <p>Essay: Revisit Your Writing Goals (non-graded)</p> <p>*Assignment: Persuasive Text (Final Draft) (3.8.5)</p> <p>Connect to Writing: Using Compound Subjects and Predicates (3.8.5) (non-graded)</p>

Module	Week	Assignments
		*Module 3 Test
4	9	<p>Words to Know, page 91 (non-graded)</p> <p>Essay: Get Started (non-graded)</p> <p>Let's Practice: Grammar (4.9.2)</p> <p>Spelling-Handwriting Assignment (4.9.3):</p> <ul style="list-style-type: none"> • Day 1: Consonants <i>k, ck</i>, page 92 • Day 2: Consonants <i>k, ck</i>, page 93 • Day 3: Consonants <i>k, ck</i>, page 94 • best set of Manuscript <i>Aa, Kk, Ww, Yy, Zz</i> practice pages from Days 1-3 <p>Essay: My Lead Sentence worksheet (non-graded)</p> <p>Essay: Organizing My Story worksheet (non-graded)</p> <p>Essay: Set Goals for Writing (non-graded)</p> <p>Let's Practice: Grammar (4.9.3)</p> <p>Phonics Review, page 95 (non-graded)</p> <p>Suffixes <i>-ful, -less</i>, page 97 (non-graded)</p> <p>Let's Practice: Grammar (4.9.4)</p> <p>Spelling Test (4.9.5)</p> <p>Multiple-Meaning Words, page 99 (non-graded)</p> <p>Assignment: Imaginative Story (Rough Draft) (4.9.5)</p>
	10	<p>Words to Know, page 102 (non-graded)</p> <p>Essay: Conferencing worksheet (non-graded)</p> <p>Past Tense Verbs with <i>-ed</i> (4.10.1) (non-graded)</p> <p>Essay: Proofreading worksheet (non-graded)</p> <p>Let's Practice: Grammar (4.10.2)</p> <p>Spelling-Handwriting Assignment (4.10.3):</p> <ul style="list-style-type: none"> • Day 1: Long <i>a (ai, ay)</i>, page 103 • Day 2: Long <i>a</i> Patterns, page 104 • Day 3: Long <i>a (ai, ay)</i>, page 105 • best set of Manuscript <i>Bb, Dd, Pp, Rr</i> practice pages from Days 1-3 <p>Power Words: Draw and Write, page 106 (non-graded)</p> <p>Phonics Review, page 108 (non-graded)</p> <p>Words That Describe People, Places, Things, page 109 (non-graded)</p> <p>Let's Practice: Grammar (4.10.4)</p> <p>Spelling Test (4.10.5)</p> <p>Essay: Revisit Your Writing Goals (non-graded)</p> <p>*Assignment: Imaginative Story (Final Draft) (4.10.5)</p>
		*Module 4 Test
5	11	<p>Words to Know, page 120 (non-graded)</p> <p>Let's Practice: Grammar (5.11.1)</p> <p>Informational Text: Understanding Idioms (5.11.2) (non-graded)</p> <p>Let's Practice: Grammar (5.11.2)</p> <p>Spelling-Handwriting Assignment (5.11.3):</p>

Module	Week	Assignments
		<ul style="list-style-type: none"> • Day 1: Long o (o, oa, ow), page 121 • Day 2: Long o Patterns, page 122 • Day 3: Long o (o, oa, ow), page 123 • best set of Cursive Aa, Dd, Oo practice pages from Days 1-3 Informational Text: Problem Solving (5.11.3) (non-graded) Writing Quotations (5.11.3) (non-graded) Phonics Review, page 124 (non-graded) Informational Text: Word Bank (5.11.4) (non-graded) Review Quotation Marks (5.11.4) (non-graded) Spelling Test (5.11.5) Reference Sources, page 128 (non-graded)
	12	Words to Know, page 131 (non-graded) Essay: My Heart Map (non-graded) Let's Practice: Grammar (5.12.1) Essay: Insider Chart (non-graded) Let's Practice: Grammar (5.12.2) Spelling-Handwriting Assignment (5.12.3): <ul style="list-style-type: none"> • Day 1: Long i Patterns; Silent Letters, page 132 • Day 2: Long i Patterns, page 133 • Day 3: Long i Patterns; Silent Letters, page 134 • best set of Cursive Ee, Ii practice pages from Days 1-3 Power Words: Yes or No?, page 135 (non-graded) Essay: Set Goals for Writing (non-graded) Let's Practice: Grammar (5.12.3) Phonics Review, page 137 (non-graded) Prefix <i>dis-</i> , page 138 (non-graded) Review Commas in Dates and Places (5.12.4) (non-graded) Spelling Test (5.12.5) Assignment: Personal Essay (Rough Draft) (5.12.5) Connect to Writing: Using Commas in Dates and Places (5.12.5) (non-graded)
	13	Words to Know, page 141 (non-graded) Essay: Conferencing worksheet (non-graded) Let's Practice: Grammar (5.13.1) Essay: Proofreading worksheet (non-graded) Let's Practice: Grammar (5.13.2) Spelling-Handwriting Assignment (5.13.3): <ul style="list-style-type: none"> • Day 1: Homophones, page 142 • Day 2: Suffixes <i>-ful</i>, <i>-less</i>, page 143 • Day 3: Homophones, page 144 • best set of Cursive Mm, Nn practice pages from Days 1-3 Power Words: Match, page 145 (non-graded) Phonics Review, page 147 (non-graded) Words That Name People, page 148 (non-graded) Review Commas in a Series (5.13.4) (non-graded)

Module	Week	Assignments
		Spelling Test (5.13.5) Essay: Revisit Your Writing Goals (non-graded) *Assignment: Personal Essay (Final Draft) (5.13.5) Connect to Writing: Using Commas in a Series (5.13.5) (non-graded)
		*Module 5 Test
6	14	Words to Know, page 149 (non-graded) Essay: Writing a Poem (non-graded) Let's Practice: Grammar (6.14.1) Essay: Sensory Details Chart (non-graded) Let's Practice: Grammar (6.14.2) Spelling-Handwriting Assignment (6.14.3): <ul style="list-style-type: none"> • Day 1: Inflections -s, -es, page 150 • Day 2: Suffixes -y, -ly, page 151 • Day 3: Inflections -s, -es, page 152 • best set of Cursive Ss, Uu practice pages from Days 1-3 Essay: Set Goals for Writing (non-graded) Reflexive Pronouns (6.14.3) (non-graded) Phonics Review, page 153 (non-graded) Suffixes -er, -est, page 155 (non-graded) Let's Practice: Grammar (6.14.4) Spelling Test (6.14.5) Homophones, page 157 (non-graded) Assignment: Poem (Rough Draft) (6.14.5)
	15	Words to Know, page 170 (non-graded) Essay: Conferencing worksheet (non-graded) Let's Practice: Grammar (6.15.1) Essay: Proofreading worksheet (non-graded) Let's Practice: Grammar (6.15.2) Spelling-Handwriting Assignment (6.15.3): <ul style="list-style-type: none"> • Day 1: r-Controlled Vowel ar, page 171 • Day 2: r-Controlled Vowel ar, page 172 • Day 3: r-Controlled Vowel ar, page 173 • best set of Cursive Rr, Ww practice pages from Days 1-3 Let's Practice: Grammar (6.15.3) Phonics Review, page 176 (non-graded) Inflections -ed, -ing, page 177 (non-graded) Spelling Test (6.15.5) Essay: Revisit Your Writing Goals (non-graded) *Assignment: Poem (Final Draft) (6.15.5) Checkpoint 3 (Non-graded)
		*Module 6 Test

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average (for Modules 1-6);
- 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 will not have a cumulative course final exam—the Module 6 Test given in Week 15 will be treated as the final exam.

Students who score below 70% on the Module 6 Test 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 students in applying and demonstrating the lesson concepts, as well as identifying areas in which students need additional review. Students may use all the lesson's learning activities to assist them as they complete the graded assignments.

Summative Assessments

Summative assessments are those that allow students to demonstrate mastery of the course objectives. For summative assessments, students will NOT be allowed to use the learning materials. These are opportunities for students to show what they 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:

- Coursework Total: formative assessments, Modules 1-6
(50% of Course Grade)
- Summative Assessments **(50% of Course Grade)**
 - Assignment: Personal Narrative Essay (Final Draft) (1.3.5)
 - Module 1 Test
 - Assignment: Descriptive Essay (Final Draft) (2.5.5)
 - Module 2 Test
 - Assignment: Persuasive Text (Final Draft) (3.8.5)
 - Module 3 Test
 - Assignment: Imaginative Story (Final Draft) (4.10.5)

- Module 4 Test
- Assignment: Personal Essay (Final Draft) (5.13.5)
- Module 5 Test
- Assignment: Poem (Final Draft) (6.15.5)
- Module 6 Test
- A passing course grade is 70 or higher.

Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

TTU and Course Policies

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 mail or email.

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.