



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

Course Name

ELAR 2B

English Language Arts and Reading, Grade 2– Semester B

Course Information

ELAR 2B is the second 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 letter.

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 three Learning Modules. Each Learning Module is divided into five weeks' worth of lessons and found on the course menu bar under the section "Learning Modules." Each lesson contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Assignments
- End of lesson tests

Each lesson includes several activities that present content knowledge. Each lesson also includes multiple 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.

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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
Modules 7 and 8	Everyone Has a Story & Time to Grow!	Five weeks
Modules 9 and 10	Home Sweet Habitat & Many Cultures, One World	Five weeks
Modules 11 and 12	Genre Studies: Nonfiction & Literary Texts	Five 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.

Items marked (Non-graded) will not be graded or turned in to the teacher. These items are for checkpoints or learning activities only.

Module	Weeks	Assignments
7	1-3	Checkpoint 1 (Non-graded) Foundational Skills Journal (7.1) (Non-graded) Spelling-Handwriting Journal (7.1) Vocabulary Journal (7.1) (Non-graded) Let's Practice Quiz: Grammar (7.1.1) Spelling Test (7.1) Foundational Skills Journal (7.2) (Non-graded) Spelling-Handwriting Journal (7.2) Vocabulary Journal (7.2) (Non-graded) Let's Practice Quiz: Grammar (7.2.1) Spelling Test (7.2) Essay: Draft of Essay (7.2) Foundational Skills Journal (7.3) (Non-graded) Spelling-Handwriting Journal (7.3) Vocabulary Journal (7.3) (Non-graded) Spelling Test (7.3) *Imaginative Story (Final Draft)
8	4-5	Foundational Skills Journal (8.4) (Non-graded) Spelling-Handwriting Journal (8.4) Vocabulary Journal (8.4) (Non-graded)

Module	Weeks	Assignments
		Let's Practice Quiz: Grammar (8.4.1) Essay: Draft of Essay (8.4) Spelling Test (8.4) Foundational Skills Journal (8.5) (Non-graded) Spelling-Handwriting Journal (8.5) Vocabulary Journal (8.5) (Non-graded) Let's Practice Quiz: Grammar (8.5.1) Spelling Test (8.5) *Procedural Text (Final Draft) *Module 7 and 8 Test
9	6-8	Foundational Skills Journal (9.1) (Non-graded) Spelling-Handwriting Journal (9.1) Vocabulary Journal (9.1) (Non-graded) Let's Practice Quiz: Grammar (9.1.1) Spelling Test (9.1) Foundational Skills Journal (9.2) (Non-graded) Spelling-Handwriting Journal (9.2) Vocabulary Journal (9.2) (Non-graded) Let's Practice Quiz: Grammar (9.2.1) Spelling Test (9.2) Research Report: Draft of Report (9.2) Foundational Skills Journal (9.3) (Non-graded) Spelling-Handwriting Journal (9.3) Vocabulary Journal (9.3) (Non-graded) Let's Practice Quiz: Grammar (9.3.1) Spelling Test (9.3) *Research Report (Final Draft) Checkpoint 2 (Non-graded)
10	9-10	Foundational Skills Journal (10.4) (Non-graded) Spelling-Handwriting Journal (10.4) Vocabulary Journal (10.4) (Non-graded) Let's Practice Quiz: Grammar (10.4.1) Spelling Test (10.4) Letter: Draft of Letter (10.4) Foundational Skills Journal (10.5) (Non-graded) Spelling-Handwriting Journal (10.5) Vocabulary Journal (10.5) (Non-graded) Let's Practice Quiz: Prepositions (10.5.1) Spelling Test (10.5) *Thank-You Letter (Final Draft) *Module 9 and 10 Test

Module	Weeks	Assignments
11	11-13	Foundational Skills Journal (11.1) (Non-graded) Spelling-Handwriting Journal (11.1) Vocabulary Journal (11.1) (Non-graded) Let's Practice Quiz: Grammar (11.1.1) Spelling Test (11.1) Foundational Skills Journal (11.2) (Non-graded) Spelling-Handwriting Journal (11.2) Let's Practice Quiz: Grammar (11.2.1) Spelling Test (11.2) Essay: Draft of Essay (11.2) Foundational Skills Journal (11.3) (Non-graded) Spelling-Handwriting Journal (11.3) Vocabulary Journal (11.3) (Non-graded) Let's Practice Quiz: Grammar (11.3.1) Spelling Test (11.3) *Personal Narrative (Final Draft)
12	14-15	Foundational Skills Journal (12.4) (Non-graded) Spelling-Handwriting Journal (12.4) Vocabulary Journal (12.4) (Non-graded) Let's Practice Quiz: Grammar (12.4.1) Spelling Test (12.4) Essay: Draft of Essay (12.4) Foundational Skills Journal (12.5) (Non-graded) Spelling-Handwriting Journal (12.5) Vocabulary Journal (12.5) (Non-graded) Let's Practice Quiz: Grammar (12.5.1) Spelling Test (12.5) *Opinion Essay (Final Draft) *Module 11 and 12 Test Checkpoint 3 (Non-graded)

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average (for Modules 7-12);
- A passing course grade is 70 or higher.

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

Students will not have a cumulative course final exam—the Module 11 and 12 Test given in week 15 will be treated as the final exam.

Students who score below 70% on the Module 11 and 12 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 7-12
(50% of Course Grade)
- Summative Assessments **(50% of Course Grade)**
 - Imaginative Story (Final Draft)
 - Procedural Text (Final Draft)
 - Module 7 and 8 Test
 - Research Report (Final Draft)
 - Thank-You Letter (Final Draft)
 - Module 9 and 10 Test
 - Personal Narrative (Final Draft)
 - Opinion Essay (Final Draft)
 - Module 11 and 12 Test (final exam)
- 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.

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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.