



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

Course Name

ELAR 6B

English Language Arts and Reading, Grade 6 – Semester B

Course Information

ELAR 6B is the second 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 respond to these stories in your online journal. Each journal entry 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 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 last two units in your textbook: “Changing Perspectives” and “A Change of Scene”. You will also be required to watch *The Miracle Worker* (1962) directed by Arthur Penn. In order to finish both units, you will complete several lessons per unit. Each lesson will have journal prompts related to that lesson’s reading as well as a reading check to assess reading skills. Some lessons will have grammar or writing practice within them as well. 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 TTU K-12.

Course Objectives

After completing this course, you should be able to:

1. analyze argumentative texts;
2. practice nonfiction reading strategies;
3. support a claim with reasons and evidence;
4. engage effectively in a variety of collaborative discussions;
5. write an argumentative letter; and
6. understand and use simple, compound, and complex sentence structures.

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 **digital** textbook for this course is:

- *SpringBoard English Language Arts Grade 6, Texas Edition* (2021). The College Board. ISBN 978-1-4573-1292-2

This digital textbook can only be purchased through the TTU K-12 partner bookstore, MBS (see the [TTU K-12 website](http://www.ttu.edu/k12) for a link to MBS). 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

You will need access to the movie *The Miracle Worker* (1962) directed by Arthur Penn.

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 Syllabus page)

Course Organization

This course consists of 4 units (two units of the textbook split in two) each with varying numbers of lessons. The course also contains a final examination. Each lesson contains the following:

- Introduction and Instructions
- TEKS covered by the lesson
- Journal Entry from your reading
- Formative Assessment Reading Quiz

Several lessons will also include grammar and mechanics practice. Units will also include a summative writing/video assessment. Each unit will also include a summative reading quiz at the end. 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.

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.

Unit	Lesson	Topic	Approximate Time for Completion
Unit 3A	Lesson 3.1	Previewing Unit 3A	Four weeks
	Lesson 3.2	It Is Time to Argue and Convince	
	Lesson 3.3	Identifying Claims in an Argument	
	Lesson 3.4	Creating Support with Reasons and Evidence	

Unit	Lesson	Topic	Approximate Time for Completion
	Lesson 3.5	Sources, Citation, and Credibility	
	Lesson 3.6	Style and Tone	
	Lesson 3.7	A Graphic is Worth a Thousand Words	
	Lesson 3.8	Organizing and Communicating an Argument	
Unit 3B	Lesson 3.9	Previewing Unit 3B	Four weeks
	Lesson 3.10	Looking at a Model Argumentative Letter	
	Lesson 3.11	Rhetorical Appeals in Argumentative Writing	
	Lesson 3.12	Citing Evidence	
	Lesson 3.13	Persuasive Diction	
	Lesson 3.14	Writing an Introduction and Conclusion	
	Lesson 3.15	Coherence and Complex Sentences	
Unit 4A	Lesson 4.1	Previewing Unit 4A	Four weeks
	Lesson 4.2	Rhythm and Rhyme	
	Lesson 4.3	Performing a Poem	
	Lesson 4.4	One Voice, Many Forms	
	Lesson 4.5	The Work of a Poet	
	Lesson 4.6	Research	
Unit 4B	Lesson 4.7	Previewing Unit 4B	Four weeks
	Lesson 4.8	Analyzing a Text for Theme	
	Lesson 4.9	Introducing <i>The Miracle Worker</i>	
	Lesson 4.10	One Event, Two Genres	
	Lesson 4.11	Civil Wars	
	Lesson 4.12	Meaning in the Silence	
	Lesson 4.13	Memories, Decisions, and Compromises	
	Final Exam		

continued →

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.

Unit	Lesson	Weeks	Assignments
Unit 3A	Lesson 3.1	1-4	Checkpoint 1 (Non-graded) Lesson 1.1 Journal Entry: Previewing the Unit Response
	Lesson 3.2		Lesson 3.2 Journal Entry: Arguments Lesson 3.2 Reading Check
	Lesson 3.3		Lesson 3.3 Journal Entry: "A Teacher's Defense of Homework" Response Lesson 3.3 Reading Check
	Lesson 3.4		Lesson 3.4 Journal Entry: "A High School Student's Perspective on Homework" Response Lesson 3.4 Journal Entry: News Article Response Lesson 3.4 Discussion: Homework or No Homework? Final Argument Assignment Lesson 3.4 Reading Check
	Lesson 3.5		Lesson 3.5 Journal Entry: Sources and Citations Lesson 3.5 Journal Entry: Reliability, Credibility, and Internet Sites Lesson 3.5 Reading Check
	Lesson 3.6		Lesson 3.6 Journal Entry: Style and Tone Lesson 3.6 Reading Check
	Lesson 3.7		Lesson 3.7 Journal Entry: Graphics Lesson 3.7 Reading Check
	Lesson 3.8		Lesson 3.8 Journal Entry: News Article Response Lesson 3.8 Journal Entry: Informational Text Response Lesson 3.8 Reading Check
	End-of-Unit Check		*Unit 3A Exam *Unit 3A Writing Assignment
Unit 3B	Lesson 3.9	5-8	Lesson 3.9 Journal Entry: Previewing the Unit Response

Unit	Lesson	Weeks	Assignments
	Lesson 3.10		Lesson 3.10 Journal Entry: Persuasion Lesson 3.10 Journal Entry: Argumentative Letter Response Lesson 3.10 Reading Check
	Lesson 3.11		Lesson 3.11 Journal Entry: "The First Americans" Response Lesson 3.11 Journal Entry: Punctuation and Nonrestrictive Elements Lesson 3.11 Reading Check
	Lesson 3.12		Lesson 3.12 Journal Entry: Appositives and Citations Lesson 3.12 Reading Check
	Lesson 3.13		Lesson 3.13 Journal Entry: Diction and Looping Lesson 3.13 Reading Check
	Lesson 3.14		Lesson 3.14 Journal Entry: Introductions and Conclusions Lesson 3.14 Reading Check
	Lesson 3.15		Lesson 3.15 Journal Entry: Revising with Coherence and Deleting Lesson 3.15 Journal Entry: Complex Sentences Lesson 3.15 Reading Check
	End-of-Unit Check		*Unit 3B Exam *Unit 3B Writing Assignment Checkpoint 2 (Non-graded)
Unit 4A	Lesson 4.1	9-12	Lesson 4.1 Journal Entry: Previewing the Unit Response
	Lesson 4.2		Lesson 4.2 Journal Entry: "A Book of Nonsense" Response Limerick Assignment Lesson 4.2 Reading Check
	Lesson 4.3		Lesson 4.3 Journal Entry: "Oranges" Response Lesson 4.3 Journal Entry: "Trying to Name What Doesn't Change" Response Lesson 4.3 Journal Entry: "Fireflies" Response Poem Performance Assignment Lesson 4.3 Reading Check

Unit	Lesson	Weeks	Assignments
	Lesson 4.4		Lesson 4.4 Journal Entry: "I Can Dance" Response Lesson 4.4 Journal Entry: "Ode to Teachers" Response Lesson 4.4 Journal Entry: "Dumped" Response Lesson 4.4 Reading Check
	Lesson 4.5		Lesson 4.5 Journal Entry: "A Letter to Gabriela, A Young Writer" Response Lesson 4.5 Journal Entry: News Article Response Bibliography Assignment Lesson 4.5 Reading Check
	Lesson 4.6		Lesson 4.6 Journal Entry: Planning to Research Lesson 4.6 Reading Check
	End-of-Unit Check		*Unit 4A Exam *Unit 4A Writing Assignment Checkpoint 2 (Non-graded)
Unit 4B	Lesson 4.7	13-16	Lesson 4.7 Journal Entry: Previewing the Unit Response
	Lesson 4.8		Lesson 4.8 Journal Entry: "The Southpaw" Response Lesson 4.8 Discussion: Tone and Point of View in a Story Lesson 4.8 Journal Entry: Pronouns and Subordinating Conjunctions Lesson 4.8 Reading Check
	Lesson 4.9		Lesson 4.9 Journal Entry: Introducing <i>The Miracle Worker</i> Lesson 4.9 Reading Check
	Lesson 4.10		Lesson 4.10 Journal Entry: Play Response Lesson 4.10 Journal Entry: Autobiography Response Lesson 4.10 Reading Check
	Lesson 4.11		Lesson 4.11 Journal Entry: Film Response Lesson 4.11 Journal Entry: Play Response Lesson 4.11 Reading Check
	Lesson 4.12		Lesson 4.12 Journal Entry: Play Response Lesson 4.12 Reading Check
	Lesson 4.13		Lesson 4.13 Journal Entry: Film Response Lesson 4.13 Journal Entry: Play Response Lesson 4.13 Reading Check

Unit	Lesson	Weeks	Assignments
	End-of-Unit Check		*Unit 4B Exam *Unit 4B Writing Assignment Checkpoint 3 (Non-graded)
	Final	16	* 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)**
 - Unit 3A Exam (25 points)
 - Unit 3A Writing Assignment (25 points)
 - Unit 3B Exam (25 points)
 - Unit 3B Writing Assignment (25 points)
 - Unit 4A Exam (25 points)
 - Unit 4A Writing Assignment (25 points)

- Unit 4B Exam (25 points)
- Unit 4B Writing Assignment (25 points)
- Summative Final Exam (**30% of Course Grade**)

Course Completion

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

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 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.