



# English (ENG) 1A Syllabus

## Course Name

ENG 1A

English I – Semester A

## Course Information

ENG 1A is the first semester of this two-semester course.

This course focuses on developing your writing skills, and it will give you tools for understanding fictional stories and poetry. These tools and skills will prepare you to be successful in high school and beyond.

Writing skills are important because they help you practice organizing your own thoughts and help you effectively communicate with others. As you go through high school, get a job, and go to college, you'll need to know how to explain things to others in writing. You may need to write a report, build an informational website, or explain something in an email. Writing helps you think about your audience and how to present ideas to that audience. For example, bosses who must communicate with employees want to think about how to present information in a way so that those employees understand the vision the boss has for the company. Employees want to think about how to present ideas to their bosses. Product developers want to think about the needs of their customers.

So why is it also important to learn more about fiction and poetry? Studying the elements of fiction and poetry will help you enjoy these things more in your life and make important connections to the world around you. When you learn how a story or a poem is put together, you are practicing your perception skills. Most stories are quite complex, so it takes some investigation and lots of careful reading to see how an author effectively draws readers into a story and communicates ideas. When you can make inferences and see "behind the scenes," you can start to understand an author's motivation. You can understand why you like or dislike a story or a poem, and when you understand more about your own reactions, you'll be smarter about how you let others influence you with their ideas.

As you work through the course, set aside plenty of time to read carefully. Be sure you take time to think through your writing assignments before you start, and then give yourself time to make revisions to your work. Most of all, enjoy the reading and enjoy learning some new skills.

## 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](http://www.k12.ttu.edu).

## Course Objectives

After completing this course, you should be able to:

1. organize paragraphs and essays;
2. write with a variety of sentence structures;
3. properly punctuate a variety of sentences types;
4. understand the writing process, including prewriting, drafting, revision, and publication;
5. write an expository essay;
6. understand the difference between an expository essay and an argumentative essay;
7. use MLA style to document sources in papers and presentations;
8. recognize literary elements and devices in works of fiction and poetry;
9. use literary elements and devices in an original short story, a loose sonnet, and a free verse poem;
10. understand the difference between a linear and a non-linear plot; and
11. compare literary works to other media, such as paintings or movies.

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
- *The Giver* by Lois Lowry  
Within the course, page numbers are referenced for the 2002 edition, which has the ISBN 0-440-23768-8.

## 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

## Course Organization

This course consists of six 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

[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.

## 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	Basic Writing Skills	Two weeks
Lesson 2	<i>The Giver</i>	Three weeks
Lesson 3	<i>The Giver</i>	Three weeks
Lesson 4	<i>The Giver</i> and <i>The Odyssey</i>	Three weeks
Lesson 5	<i>Romeo and Juliet</i>	Three weeks
Lesson 6	<i>Romeo and Juliet</i>	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 Section 1.2 Non-graded Quiz: Independent and Dependent Clause Practice Assignment 1.2 Quiz: Subjects, Verbs, Independent Clauses, and Dependent Clauses Section 1.3a Non-graded Quiz: Simple Sentences Practice Section 1.3b Non-graded Quiz: Compound Practice Sentences Section 1.3c Non-graded Quiz: Complex Sentence Practice Section 1.3d Non-graded Quiz: Compound Complex Sentence Practice Assignment 1.3 Quiz: Sentence Types Assignment 1.4 Quiz: Restrictive and Non-Restrictive Adjective Clauses Assignment 1.5 Activity: Reciprocal Pronouns Assignment 1.6 Quiz: Verbals Assignment 1.7 Upload: Hamburger Paragraph Worksheet
2	3-5	Section 2.1: Discussion Assignment Section 2.2 Non-graded Quiz: Practice Exercises: Narrator Point of View Assignment 2.2 Quiz: Elements of a Fictional Short Story Section 2.3c Non-graded Quiz: <i>The Giver</i> Study Guide, Chapters 1-2 Assignment 2.3 Quiz: <i>The Giver</i> , Chapters 1-2 Section 2.4c Non-graded Quiz: <i>The Giver</i> Study Guide: Chapters 3-5 Assignment 2.4 Quiz: <i>The Giver</i> , Chapters 3-5 Practice Exercise Non-graded Quiz: Spelling Plurals Practice Exercise Non-graded Quiz: Prefixes Practice Exercise Non-graded Quiz: Suffixes Section 2.5a Non-graded Quiz: <i>The Giver</i> Study Guide, Chapters 6-8 Assignment 2.5 Upload: Prefixes and Suffixes Worksheet Assignment 2.6 Upload: Writing a Business Letter Section 2.7b Non-graded Quiz: <i>The Giver</i> Study Guide, Chapters 9-10 Assignment 2.7 Quiz: <i>The Giver</i> and Literary Elements

Lesson	Weeks	Assignments
3	6-8	<p>Section 3.1: Discussion Assignment</p> <p>Section 3.2b Non-graded Quiz: <i>The Giver</i> Study Guide, Chapter 11</p> <p>Section 3.3c Non-graded Quiz: <i>The Giver</i> Study Guide, Chapters 12-17</p> <p>Assignment 3.3 Quiz: <i>The Giver</i>, Chapters 12-17</p> <p>Assignment 3.4 Quiz: Expository Essays, Argumentative Essays, and Plagiarism</p> <p>Assignment 3.5 Upload: Five-Paragraph Graphic Organizer</p> <p>Assignment 3.6a Quiz: Third Person</p> <p>Assignment 3.6b Upload: Writing and Submitting the Introduction <i>You won't be able to submit your introduction until you've received a grade on your graphic organizer (Assignment 3.5).</i></p> <p>Assignment 3.7a Quiz: In-Text Citation and Quotations</p> <p>Assignment 3.7b Upload: Three Body Paragraphs <i>You won't be able to submit your body paragraphs until you've received a grade on your graphic organizer (Assignment 3.5).</i></p> <p>*Assignment 3.8 Upload: Final Analytical Essay with Works Cited Page <i>You won't be able to submit your final essay until you've received a grade on your introduction and body paragraphs (Assignments 3.6b and 3.7b).</i></p> <p>Checkpoint 2 (Non-graded)</p>
4	9-11	<p>Section 4.1: Discussion Assignment</p> <p>Section 4.2b Non-graded Quiz: <i>The Giver</i> Study Guide, Chapters 18-19</p> <p>Assignment 4.2 Quiz: <i>The Giver</i>, Chapters 18-19</p> <p>Section 4.3b Non-graded Quiz: <i>The Giver</i> Study Guide, Chapter 20</p> <p>Section 4.4 Non-graded Quiz: <i>The Giver</i> Study Guide, Chapters 21-22</p> <p>Assignment 4.4 Quiz: <i>The Giver</i>, Chapters 21-22</p> <p>Section 4.5 Non-graded Quiz: <i>The Giver</i> Study Guide, Chapter 23</p> <p>Assignment 4.5a Upload: Submit Your Character Chart</p> <p>Assignment 4.5b Upload: Submit Your Symbolism Chart</p> <p>Assignment 4.5c Upload: Submit Your Linear Plot Diagram</p> <p>Assignment 4.6 Upload: Writing Chapter 24</p> <p>Section 4.7 Non-graded Quiz: <i>The Odyssey</i> Study Guide</p> <p>Assignment 4.7a Upload: <i>The Odyssey</i> Non-Linear Plot Worksheet</p> <p>Assignment 4.7b Quiz: <i>The Odyssey</i></p>
5	12-14	<p>Section 5.1: Discussion Assignment</p> <p>Section 5.2 Non-graded Quiz: Practice Exercises</p> <p>Assignment 5.2 Quiz: Poetic Devices</p>

Lesson	Weeks	Assignments
		Section 5.3b Non-graded Quiz: "A Noiseless Patient Spider" Study Guide Assignment 5.3 Upload: Open Form Poem Section 5.4a Non-graded Quiz: <i>Romeo &amp; Juliet</i> Study Guide: Prologue and Act 1 Assignment 5.4 Upload: Writing an Insult Scene Section 5.5b Non-graded Quiz: <i>Romeo &amp; Juliet</i> Study Guide, Act 2 Assignment 5.5 Quiz: <i>Romeo &amp; Juliet</i> , Act 2
6	15-16	Section 6.1: Discussion Assignment Section 6.2b Non-graded Quiz: <i>Romeo &amp; Juliet</i> Study Guide, Act 3 Section 6.3b Non-graded Quiz: <i>Romeo &amp; Juliet</i> Study Guide, Act 4 Assignment 6.3 Upload: <i>Romeo &amp; Juliet</i> : Comparing Paintings to the Text Section 6.4b Non-graded Quiz: <i>Romeo &amp; Juliet</i> Study Guide, Act 5 Assignment 6.4 Quiz: <i>Romeo &amp; Juliet</i> , Act 5 *Assignment 6.5 Upload: Writing a Verona Newspaper Checkpoint 3 (Non-graded)
		<b>Final Exam</b>

## 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 3.8: Final Analytical Essay with Works Cited Page (200 points)
  - Assignment 6.5: Writing a Verona Newspaper (100 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.