English (ENG) 2A
Syllabus

Course Name

ENG 2A

English II – Semester A

Course Information

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

English 2A is a class that provides students with a unique and creative opportunity to excel at critical thinking, written expression, and oral interpretation. The curriculum is designed to build a student's awareness of the power of language and to develop that student's skills and discipline in Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions in keeping with the TEKS requirements. Students will read, discuss, interpret, and draw conclusions on specific selections of historical and cultural significance through challenging works of fiction and nonfiction, which include short essays, novels, short stories, journals, plays, and poetry from British, American, and world literature. Readings in British, American, and world literature from William Shakespeare and others serve as models of good writing and as subjects for analysis for the emerging responsible thinkers, critics, and writers in the online classroom.

As the semester progresses, English 2 students write more complex and mature compositions on a variety of subjects and in a variety of forms. These compositions are evaluated through a process that includes several proofreading and editing stages, several drafts, and teacher- and self-evaluations. While writing expository, analytical, and argumentative compositions, the English 2 student will demonstrate a keen awareness of historical context, audience, author's tone, and purpose. In particular, students will develop research skills that enable them to evaluate, synthesize, cite source material, and formally present their writing with increasing independence and proficiency. English 2 students will also increase their knowledge of grammar and style appropriate for continued success in this course. Ultimately, English 2 students will learn to communicate effectively and confidently, taking a deliberate and important step in developing excellent communication skills for their personal, academic, collegiate, and professional lives.

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. recognize the events and philosophies in Elizabethan England and their effects on William Shakespeare;
2. identify details of characters;
3. examine motifs in a play;
4. identify and create sentences with infinitive clauses;
5. identify and analyze a plot line;
6. identify the elements of form and meter;
7. identify different elements of figurative language, analyze their contribution to a poem and the author's purpose in using that element, and create your own poems that showcase this knowledge;
8. interpret themes in poetry and connect them to themes in music;
9. identify the speakers in poems;
10. understand pronoun-antecedent agreement;
11. understand the vital role of oral tradition;
12. recognize the diverse purposes of myths and legends;
13. recognize the historical and cultural influences on a story;
14. recognize the elements of plot;
15. understand literary terms, especially the archetype and archetypal underdog;
16. recognize that literary devices can be used to create a specific tone;
17. distinguish between a summary, a literary analysis, and a critique;
18. understand new vocabulary and use it in reading and writing;
19. make inferences and draw conclusions with increasing accuracy;
20. explain shifts in mood or changes in tone;
21. recognize that tone can reinforce a writer's theme;
22. compare and contrast heroes in stories; and
23. use academic resources including dictionaries (printed or electronic), glossaries in textbooks, and a thesaurus (printed or electronic).

ENG 2 addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the Texas Education Agency website.

Textbook and Materials

Textbook(s)

The textbooks for this course are:

- *Glencoe Literature: Texas Treasures: Course 5,* Student Edition, ISBN 978-0-07-892780-5 (required)
- *Plagiarism: A How-Not-To-Guide for Students* by Barry Gilmore (optional)
- *MLA Handbook for Writers of Research Papers*, Seventh Edition, ISBN 978-1-60329-024-1 (optional)

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

Students, you must learn to be problem-solvers! Technology is constantly changing and there are so many office software packages available, it is impossible for an instructor to give specific instructions for each one. Human assistance may not be available immediately when you need it. Generally though, most of the office software operates in a similar way. It is important that you learn how to help yourself when you can't quite figure something out or forget how to do something.

Learn to use the Help feature (F1) in your software. This incredible tool is a life-saver and can really explain a feature. So whenever you need extra help understanding how to do something, try the Help feature.

Also, there are many good, free, online tutorials that can help you as well. If you don't have much experience with tables, mail merge, or presentation software (such as PowerPoint), then take advantage of some online tutorials. They are also useful if you just want more practice on a specific topic.

Prerequisites

This course is recommended for students in 10th grade.

Course Organization

This semester is divided into five major units and a final examination. Each unit contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Vocabulary (Units 1-3)
- Learning Activities
- Assignments

Writing Workshop

The Writing Workshop is a collection of resources that will help you develop clearer and stronger written work. These resources will be the most useful for essays, but the habits and skills that they reinforce will also help you with creative writing. For example, all written work is best when you can provide specifics for your audience. In an expository essay, this means elaborating on an idea with examples and evidence. In a short story, it means giving the audience sensory details, helping them "see" the setting in their minds, and letting a character show his or her true nature through dialogue and action.

Take a few minutes to familiarize yourself with the resources below before you start the course, as it will help you know what is available to you before you begin.

The Sample Essay: Thesis Statements, Topic Sentence, and Transitions

Open the **Sample Essay** (PDF) in the Syllabus section of your course to see notes pointing out key features you should have in your own writing. Although you will be producing different types of writing throughout the course, the features pointed out in the sample (topic sentences, transitions, and so on) can apply to many different types of essays.

Regardless of what kind of essay you write—whether it's personal, for an exam, or even to present an argument—a thesis statement is a key part of connecting with your audience. A strong thesis statement is a single sentence that lets your audience know what issue or idea your essay addresses. Take a look at the thesis statement in the sample, and notice how it introduces the whole purpose of the essay. The Online Writing Lab (OWL) at Purdue provides a good explanation for developing a thesis statement. Refer back to this page as you complete your essay assignments.

The sample essay also points out topic sentences. A topic sentence prepares your audience for the information you are about to present in a paragraph, making your essay easier to read. Read more about topic sentences on the Purdue OWL website.

Outlines can help you organize your thoughts and ideas, but it is your skills as a writer that will help you produce a unique and interesting essay that your audience will enjoy and understand. As a general rule, only about 20% of your essay should be direct quotes. The remaining 80% should be in your own words, expressing your ideas or

[paraphrased ideas](#) from others (which you must cite). If you have trouble developing your ideas into a full-fledged essay—one with good transitions and fully elaborated ideas—you might find two other Purdue OWL pages useful: read more about [paragraphs](#) and [transitions](#). Feel free to explore the whole OWL website for more tips on good writing.

Tips for Good Writing

The following is a list of reminders that will help you improve the quality of your writing assignments. These tips are things that students typically forget or neglect, so read through them carefully and use them as a checklist when completing writing assignments. You could lose points from your grade if you fail to follow these tips.

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
Unit 1	Unit 1: *Julius Caesar*, Part 1	Three weeks
Unit 2	Unit 2: *Julius Caesar*, Part 2	Three weeks
Unit 3	Unit 3: Understanding and Appreciating the Genre of Poetry	Three weeks
Unit 4	Unit 4: Legends & Literature	Three weeks
Unit 5	Unit 5: Myths & Oral Traditions	Three 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	1-3	Checkpoint 1 (Non-graded) Quiz Assignment 1.1: Elizabethan England and Shakespeare Study Guide Practice Quiz: Act I Discussion Assignment 1.2: Act I Study Guide Practice Quiz: Act II Discussion Assignment 1.3: Rome vs. the U.S.

Lesson	Weeks	Assignments
		Quiz Assignment 1.4: Unit 1 Vocabulary
		Quiz Assignment 1.5: *Julius Caesar*, Acts I-II
2	4-6	Study Guide Practice Quiz: Act III
		Writing Assignment 2.1: Comparing Themes in *Julius Caesar* to "Viva la Vida" by Coldplay
		Writing Assignment 2.2: Write an Essay
		Study Guide Practice Quiz: Act IV
		Quiz Assignment 2.3: Foil and Archetype
		Study Guide Practice Quiz: Act V
		Writing Assignment 2.4: Plot Line
		Quiz Assignment 2.5: *Julius Caesar*, Acts III-V
		Writing Assignment 2.6: Write a One-Act Play
3	7-9	Quiz Assignment 3.1: "Those Winter Sundays"
		Quiz Assignment 3.2: "Shall I Compare Thee to a Summer's Day?"
		Assignment 3.3: TPCASTT the Sonnet
		Quiz Assignment 3.4: "Ode to My Socks"
		Discussion Assignment 3.5: Dickinson
		Quiz Assignment 3.6: "Horses Graze"
		Discussion Assignment 3.7: Write a Ballad and Discuss
		Writing Assignment 3.8: Write a Poem
		Quiz Assignment 3.9: "After Apple Picking"
		Discussion Assignment 3.10: Dizzy Gillespie
		Writing Assignment 3.11: Comparing Poets
		Quiz Assignment 3.12: Poetry
		*Writing Assignment 3.13: Use TPCASTT to Analyze a Unit 3 Poem
		Checkpoint 2 (Non-graded)
4	10-12	Discussion Assignment 4.1: Courage
		Writing Assignment 4.2: Heroes, Legends, and Epics
		Quiz Assignment 4.3: Sir Thomas Malory
		Quiz Assignment 4.4: Vocabulary from *Le Morte d'Arthur*
		Quiz Assignment 4.5: *Le Morte d'Arthur*
		Writing Assignment 4.6: Write a Personal Essay
		Quiz Assignment 4.7: Background Information for *The Sundiata*
		Quiz Assignment 4.8: *The Sundiata*
		Quiz Assignment 4.9: "John Henry"
		Quiz Assignment 4.10: Restrictive and Nonrestrictive Clauses
5	13-16	*Writing Assignment 5.1: Write about an Archetypal Journey
		Quiz Assignment 5.2: The Stealing of Thor's Hammer
		Writing Assignment 5.3: Critique "What Makes a Hero?"

Lesson	Weeks	Assignments
		Quiz Assignment 5.4: Edith Hamilton and Vocabulary from "Theseus" Quiz Assignment 5.5: Theseus Quiz Assignment 5.6: "Where the Girl Rescued Her Brother" Discussion Assignment 5.7: Comparing Checkpoint 3 (Non-graded)
		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)**
  - Writing Assignment 3.13: Use TPCASTT to Analyze a Unit 3 Poem (175 points)
  - Writing Assignment 5.1: Write about an Archetypal Journey (175 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.