



## English (ENG) 3A Syllabus

### Course Name

ENG 3A

English III – Semester A

### Course Information

ENG 3A is the first semester of this two-semester course.

This course is a survey of the changes that took place in American literature from America's beginnings until the mid-1800s. It is designed to foster an understanding or an appreciation for quality American literature.

Have you ever asked yourself any of the following questions? Is man born bad or good? Does God exist? If so, what is His role in society? Should man listen to his head, his heart, or his instincts? How does nature relate to man? What is death like? These and other questions are the basis for the literature you will read for this course. We will delve into a wide variety of works, including journal entries, speeches, short stories, poems, and plays. In particular, we will stress the correlation between historical events and literary works. In conjunction with our study of literature, we will focus on critical thinking and effective communication. Certainly, we will not forget the Texas Essential Knowledge and Skills, which apply to all standardized tests.

This course should be an enriching experience for you and should help you sharpen your reading and writing skills. It is my hope that you will enjoy learning how the American way of thinking about man, God, nature, society, and death has changed through the years.

### Course Delivery Method

Online

*continued →*

## 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. read, interpret, analyze, and appreciate a variety of literary selections from early America to the mid-1800s;
2. connect the culture of America during various time periods to the literature of those time periods;
3. apply ideas from the reading selections to your own life;
4. connect what you read with a selection from another genre or time period;
5. define literary terms and appreciate their use in a number of reading selections;
6. recognize various literary elements, such as theme, plot, characterization, and satire;
7. compare and contrast the literature of philosophies of the Puritans, Rationalists, and Transcendentalists;
8. increase vocabulary;
9. use proper organization, grammar, punctuation, and capitalization in your writing and write in a style appropriate for your audience;
10. improve your writing by responding to peer review of your work; and
11. sharpen listening and speaking skills.

ENG 3 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 text for this course is:

- *Glencoe Literature: Texas Treasures—American Literature*, Student Edition, ISBN: 978-0-07-892781-2

## 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 semester is divided into seven lessons and a final examination. Each lesson contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Vocabulary
- Learning Activities
- Assignments

### ***Vocabulary***

You will find that most of the assigned reading in *Glencoe Literature* includes footnotes for words that you may not know. You may also encounter additional words with which you are unfamiliar. If so, try to use context clues to determine their meanings or look them up online or in a dictionary. Also, the back of your textbook has a **Glossary** and **Literary Terms Handbook**. Please use them. We do not want you to have difficulty comprehending what you read because of being unfamiliar with the vocabulary.

## Tips for Good Writing

To help you with your writing skills, we have compiled the following tips. **You are required to follow these writing tips.** Doing so will improve your composition grades and will make you a better writer.

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	The Sacred Earth & Life in the New World	Two weeks
Lesson 2	The Puritan Tradition, Part 1	Two weeks

Lesson	Topic	Approximate Time for Completion
<b>Lesson 3</b>	The Puritan Tradition, Part 2	Two weeks
<b>Lesson 4</b>	The Road to Independence	Three weeks
<b>Lesson 5</b>	Individualism and Nature: Romanticism, Part 1	Two weeks
<b>Lesson 6</b>	The Dark Side: Romanticism, Part 2	Two weeks
<b>Lesson 7</b>	The Transcendentalists, Plus Whitman & Dickinson	Three weeks
<b>Final Exam</b>		

## Assignment Schedule

This course has five major writing assignments, which are indicated in italics below. These must be completed in sequential order—you must receive feedback and a grade from your instructor before you can turn in the next writing assignment in the series. The instructions for these writing assignments are provided in **ENG 3A Major Writing Assignments** in the Syllabus section of your course.

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
<b>1</b>	1-2	Checkpoint 1 (Non-graded) Lesson One, Quiz 1 Lesson One, Quiz 2 Lesson One, Quiz 3: Figurative Language <i>Lesson One, Assignment 1: Writing Assignment: Creation Myth</i> Lesson One, Quiz 4 Lesson One, Quiz 5 Lesson One, Assignment 2: Main Theme
<b>2</b>	3-4	Lesson Two, Quiz 1 Lesson Two, Quiz 2 Lesson Two, Quiz 3 Lesson Two, Quiz 4 Lesson Two, Quiz 5 Lesson Two, Quiz 6 Lesson Two: Discussion Forum Lesson Two, Quiz 7 Lesson Two, Quiz 8

Lesson	Weeks	Assignments
3	5-6	<i>*Lesson Three, Assignment 1: Write a Script</i> Lesson Three, Quiz 1 Lesson Three, Quiz 2 Lesson Three, Quiz 3 Lesson Three: Discussion Forum Checkpoint 2 (Non-graded)
4	7-9	Lesson Four, Quiz 1 Lesson Four, Quiz 2 Lesson Four, Quiz 3 Lesson Four, Assignment 1: Writing Assignment: Summary and Compare & Contrast Lesson Four, Quiz 4 Lesson Four, Quiz 5 <i>*Lesson Four, Assignment 2: Writing Assignment: Persuasive Essay</i>
5	10-11	Lesson Five, Quiz 1 Lesson Five, Quiz 2 Lesson Five, Quiz 3 Lesson Five, Quiz 4 Lesson Five, Assignment 1: Write a Poem
6	12-13	Lesson Six, Quiz 1 Lesson Six, Quiz 2 Lesson Six, Quiz 3 <i>*Lesson Six, Assignment 1: Writing Assignment: Expository Essay</i> Lesson Six, Quiz 4 Lesson Six, Quiz 5
7	14-16	Lesson Seven, Quiz 1 Lesson Seven, Quiz 2 Lesson Seven, Quiz 3 Lesson Seven, Quiz 4 Lesson Seven, Quiz 5 Lesson Seven, Quiz 6 Lesson Seven, Quiz 7 Lesson Seven: Writing Assignment Lesson Seven: Discussion Forum 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)**
  - Lesson Three, Assignment 1: Write a Script (100 points)
  - Lesson Four, Assignment 2: Writing Assignment: Persuasive Essay (100 points)
  - Lesson Six, Assignment 1: Writing Assignment: Expository Essay (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.