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Office Hours: MW Noon-2:00 PM; TR 11:30 AM – 12:30 PM; 2:00-3:00 PM.  
And by appointment.

Intermediate Composition and Grammar  
Spring 2020  
ENGL 2113-201 MWF 10:00-10:50 AM Bea Wood 117  
ENGL 2113-202 TR 12:30-1:50 PM Bea Wood 210

Required books

LB Brief. 6<sup>th</sup> ed. Jane E. Aaron.

The Best American Essays of the Century. Editors, Joyce Carol Oates & Robert Atwan. Boston and New York: Houghton Mifflin, 2000.

Course Goals

Write thesis-based essays that provide strong support and specific details.

Engage in a writing process that includes invention, drafting, and revision.

Demonstrate critical and creative thinking about a timely issue or debatable topic.

Demonstrate proficient use of Standard Written English.

10 grammar exercises on D2L	10 percent (each is 1 point)
5 writing grades	
W1 5% W2 10% W3 12% W4 13% W5 10%	50 percent (50 points out of 100)
Final Grammar Test (multiple choice on computer)	20 percent (20 points out of 100)
Final Essay	20 percent (20 points out of 100)

Grading Values A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59.

Students are encouraged to prepare an outline and bring it to class, but we write the actual essay in class. Do not submit for grade an essay that was written outside of class.

When we write in class, the Tuesday-Thursday course will write on Thursday, and the Monday, Wednesday, Friday course will write on Wednesday and Friday. The weeks designated for W1, W2, and so forth, including the Final Essay, are indicated in the tentative daily schedule.

Plagiarism is when students use someone else's thoughts, words, ideas, or lines of argument without appropriate documentation whether that material is used in a quote, paraphrase, or summary.

Academic dishonesty can be either plagiarism or submitting for grade an essay written outside of class. Academic dishonesty means a 0 for the assignment and an F for the semester grade unless the student brings the instructor a withdrawal slip by the last day for a penalty-free W. The student may no longer attend the course.

In our class we should not be on cell phones. We should have our book open and paying attention to the best of our ability. The instructor will warn someone by email of a problem. If the problem persists, the instructor may be forced to remove the student with a WF. The student can avoid that outcome by bringing the instructor a withdrawal slip to sign, but the opportunity for a penalty-free “W” closes after Monday March 30.

When writing in class, students are encouraged to use the first person “I” for personal experiences and “we” for common experiences. Use plural subjects like “people,” “students,” “parents” and “children” rather than “you” or “one.” Start sentences with subjects and get to the verb as soon as possible.

#### The model for the 4 paragraph essay

1. The first paragraph is an introduction that starts with a thesis position (answer to the prompt and the “because” or “why”); then it offers two supporting point ideas and after each idea, previews the personal example (the situation and one of the three specific details).

Answer to prompt	Thesis position and includes “because” or “why.”
Supporting point idea 1	Think of this idea as a category of experience and the value we attach to it. This idea is restated in different words at the beginning of paragraph two.
Example	Briefly preview the example that will be developed at length in paragraph two to illustrate the first supporting point idea.
Supporting Point Idea 2	Offer a second category of experience and the value we attach to it. This idea is restated in different words at the beginning of paragraph two.
Example	Briefly preview the example that will be developed in paragraph three to illustrate the second supporting point idea.

2. The second paragraph is a body paragraph that begins with a restatement in different words and more in depth of the first supporting point idea. The example starts with the situation or context. Then it features specific details that sketch a picture in three respects such as beginning, middle, and end—or three characteristics.

Supporting point idea 1	A body paragraph begins with a topic sentence (or sentences as the case may be): i.e., the first supporting point idea but restated in different words and more in depth.
Example	Describe the situation or context of the example previewed in the introduction. Then describe in three respects such as beginning, middle, and end—or three characteristics. Be as visual, tactile, and physical as possible.

3. The third paragraph is a body paragraph that begins with a restatement of the second supporting point idea but in different words and more in depth. Then this paragraph sets forth the situation or context of the example and develops it three respects such as beginning, middle, and end or three characteristics. NOTE: In the third paragraph, make use of our required essay after the supporting point idea but before the example.

Supporting point idea 2      Begin with the second supporting point idea from the introduction but in different words and more in depth—also known as the topic sentence(s).

Use of our book              Acknowledge the author and title of the essay. Then explain in different words the important idea. Back up that idea with a relevant quote from the essay of up to three sentences—but the quote needs to be more than a few words.

Sample of such use            In Maya Angelou’s essay, “I Know Why the Caged Bird Sings,” Marguerite felt safe within the perimeter of the black section of town. Her experiences with white people were so limited that she began to think of them as belonging to another world entirely: “These others, the strange pale creatures that lived in their alien unlife, weren’t considered folks. They were whitefolks” (353).

Example                         Start with background or situation. Then describe in three respects such as beginning, middle, and end—or three characteristics or traits. Be as visual, tactile, and physical as possible.

4. The fourth paragraph is the conclusion, which is shorter than the body paragraphs. Return to a specific (visual, tactile, or physical) detail you mentioned in one of your examples and develop it further. Revisit the answer to the prompt but this time in light of this detail.

Works Cited model (put after the fourth paragraph)

Angelo, Maya. “I Know Why the Cage Bird Sings.” *The Best American Essays of the Century*, edited by Joyce Carol Oates and Robert Atwan, Houghton Mifflin, 2000, pp. 342-57.

Missing class

If students know ahead of time they are going to miss certain days, they need to communicate with the instructor and make a plan before disappearing. They may need to document. If students are sick or unexpectedly miss an opportunity to write in class, they must arrange with the instructor for a make-up. Essays cannot be written outside of class for a grade. Documentation for the absence removes the penalty for a late essay, which is 10 points off (10 percent).

D2L grammar exercises—what we call the Qs—are worth one point each for a total of 10 points (10 percent) of the semester grade—irrespective of the student score. They are NOT extra credit. If students fail to do the exercises, they lose 10 percent of the semester grade.

### Attendance and documenting absences

Four undocumented absences means 10 percent off the semester grade. If students miss attendance, they should touch base with me before they leave class and make sure I mark them present. The instructor will accept documentation for absence in the form of cellphone pictures (sent by email attachment) of clinic sign-in sheets, court dates, prescription labels, repair receipts, and work schedules; he will accept emails from family members, lawyers, and work supervisors. Many times students are helping family members or friends in crisis, which is valid if documented. The key is communicating with Dr. Fields by email and coming to an agreement with him on how to document the absence.

### ADA Accommodation

The Americans with Disabilities Act (ADA) requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation. If students believe they have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center 397-4140.

### Safe Zone

In our classroom we can argue, laugh, and even have fun as long as we are good-natured about it. We agree at the outset to bear with each other as patiently and respectfully as lies within us. Sometimes we get the answer wrong—that's all right. That's not a catastrophe. Let's keep trying.

## Tentative Daily Schedule

### Jan 20 -24 Week 1

Jan 20 Monday no class MLK holiday.

Pre-test & Q1 Subject Verb open 10 AM Tues Jan 21 on D2L; closes 10 AM Mon Feb 3.

LB Brief 22 the sentence.

Begin review of pre-test.

For W1 Read James Baldwin "Notes of a Native Son" 220-38.

### Jan 27-31 Week 2

Review of pre-test continued. Review of Q1 Subject verb. Review of Baldwin.

### Feb 3-7 Week 3

Q2 fragments & Q3 run-on sentences open on D2L 10 AM Mon Feb 3; close 10 AM Mon Feb 17.

LB Brief 21 parts of speech, 23 subordinate clauses, 35 fragments, 36 run-on sentences. See also 24 for sentence types.

Write in class W1. Prompt (choose one):

What do we learn from our fathers (mothers? Parents?)

Or What lesson do we need to learn in life?

Quote from Baldwin in paragraph 3.

For W2 read N. Scott Momaday "The Way to Rainy Mountain" 313-18.

Feb 10-14 Week 4

Review of Q2 and Q3. Review of Momaday.

Feb 17-21 Week 5

Q4 subject verb agreement & Q5 pronoun agreement open on D2L 10 AM Mon Feb 17; close 10 AM Mon Mar 2. LB Brief 29 subject verb agreement and 30, 31, 32 pronouns

Write in class W2. Prompt: How do we keep the past alive?  
Quote from Momaday in paragraph 3.

For W3 read John Updike "The Disposable Rocket" 549-52.

Feb 24-28 Week 6

Review of Q4 and Q5. Review of Updike.

Mar 2-6 Week 7

Q6 pronoun case opens on D2L 10 AM Mon Mar 2; closes 10 AM Mon Mar 16.

Write in class W3. Prompt: How does our culture feel about men's and women's bodies?  
Quote from Updike in paragraph 3.

For W4 read Gerald Early "Life with Daughters" 532-48.

Mar 9-13 Week 8

Review of Q6. Review of Early.

Spring Break Mar 16-20 No classes.

Mar 23-27 Week 9

Q7 Commas & Q8 semicolons, colons open on D2L 10 AM Mon Mar 23; close 10 AM Mon April 6. LB Brief 39 commas, 40 semicolons, 41 colons.

Write in class W4. Prompt: What is the important thing we need to teach our children?  
Quote from Early in paragraph 3.

For W5 read Richard Rodriguez "Aria: A Memoir of a Bilingual childhood" 447-66.

Mar 30-April 3 Week 10

Note: Monday Mar 30 is last day for penalty-free "W."

Review of Q7 & Q8. Review of Rodriguez.

April 6-10 Week 11

Note: NO classes Thursday and Friday

Q9 Parallelism & Q10 Apostrophes open on D2L 10 AM Mon April 6; close Monday April 20.  
LB Brief 16 parallelism, 42 apostrophes, 43 quotation marks, and 44 other marks.

For W5 read Maya Angelou "I Know Why the Caged Bird Sings" 342-60.

April 13-15 Week 12

Review of Q9 and Q10. Review of Angelou.

April 20-24 Week 13

Write in class W5: Choose one of these two prompts.

For Rodriguez: What do parents sacrifice for their children?

Or For Angelou: How does embarrassment shape who we are as adults?

April 27-May 1 Week 14

NOTE: The MWF class will be in a different room Friday, May 1, and Monday, May 4. Dr. Fields will alert you to the temporary room.

Grammar review for Grammar Final.

May 4-8 Week 15

The Final Essay is the prompt that was rejected for W5.

May 11-14 Finals Week

We take the Grammar Final in Bea Wood 117 computer classroom.

WEDNESDAY 10:30 AM MAY 13 ENGL 2113 201 MWF takes the Grammar Final

THURSDAY 10:30 AM MAY 14 ENGL 2113 202 TR takes the Grammar Final

## ENGL 2113 Grading Rubric

CRITERION	EXCELLENT (96-100)	GOOD (86)	SATISFACTORY (76)	PASSING (66)	FAILING (50)
<b>Introduction (first paragraph)</b> Thesis <b>position</b> (answer to the prompt & because or why); <b>two supporting point ideas</b> ; after each supporting point idea, a preview of the example's situation and one of the descriptive details.	Remarkable, exceptional in all important respects.	Dynamic in some important respect.	Has offered all components required in the introductory paragraph.	Introduction is problematic.	Missing components.
<b>Topic sentence at beginning of paragraphs two &amp; three</b> Each body paragraph begins with a rephrasing of the supporting idea first offered in the introduction.	Remarkable, exceptional in all important respects.	Dynamic in some important respect.	Has provided a rephrasing of supporting point idea from the introduction at the start of a body paragraph.	Supporting point ideas are problematic at start of body paragraphs.	No supporting point idea at start of body paragraphs.
<b>Example in pars. two &amp; three</b> Each body paragraph develops an example previewed in the introduction; provides specific details for both the situation and three respects or characteristics.	Remarkable, exceptional in all important respects.	Dynamic in one or more respects.	Has developed examples in body paragraphs with specific details for both the situation and three respects: e.g., beg, middle, end or three characteristics.	Development of examples is problematic.	No development of examples with specific details.
The <b>third</b> paragraph uses something from the <b>required essay</b> just before the example and follows directions.	Remarkable, exceptional in all important respects.	Dynamic in one or more respects.	Indicates author and essay title from our book, provides author's idea in student's words, and concludes with relevant quote. Provides page in parentheses.	Use of required essay is problematic.	No use of required essay.
Demonstrates <b>proficient use of Standard Written English</b> . Follows directions. <b>Conclusion</b> revisits answer to prompt in light of specific visual, physical, or tactile detail from par. 2 or 3—a detail further developed here.	Remarkable, exceptional in all important respects. Conclusion is remarkable as well.	Dynamic in some important respect.	Phrasing and format are mostly effective and mostly follow directions including the conclusion.	Phrasing or format is problematic; conclusion may be problematic.	Unreadable in places and/or format does not follow directions. Conclusion does not follow directions.
<b>Comments:</b>					