

Instructor: Dr. Fields

Office: Bea Wood 230

Office Phone: 397-4246

Email (NOT D2L): peter.fields@msutexas.edu

Office Hours: MTWR 2:30-5:00 PM

INTERMEDIATE COMPOSITION & GRAMMAR / SUMMER ONE 2019  
ENGL 2113-302 12:20-2:20 PM in BEA WOOD 210

TWO Required Books:

LB BRIEF. 6<sup>th</sup> ed. Jane E. Aaron. Or any edition of LB BRIEF, used or new.

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.

TEN grammar exercises on D2L:	10 percent (each is 1 point)
FIVE 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 Blue Book 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.

PLAGIARISM is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited") whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will not be tolerated, whether intentional or not.

NOTE FOR ENGLISH 2113: All student writing is done in class at about the one hour mark (after the break) on Wednesdays and Thursdays. Student will write FIVE four-paragraph essays in student-purchased Blue Books. The FIRST four-paragraph essay will yield TWO grades (W1 and W2). The last four-paragraph essay will be the FINAL on Friday, July 5. Each four-paragraph essay responds to a PROMPT provided by the instructor based on the required reading in BEST AMERICAN ESSAYS. In paragraphs two and three (the body paragraphs), students must be descriptive based on their own experience; therefore, students are free to use the first person

singular “I” in the two body paragraphs. We do NOT use first person singular “I” in the first paragraph or the conclusion. The first person singular “we” can be used ANYWHERE in the essay.

THE FOUR-PARAGRAPH ESSAY. The first paragraph is the INTRODUCTION, which starts with the student’s position (answer to the prompt), which may take several sentences. Then the student offers two supporting points (a sentence apiece). Supporting points are IDEAS that help explain the student’s position (answer to the prompt). After each supporting point (or IDEA), the student previews the example that will illustrate the supporting point’s IDEA with specific details. However, no first person singular “I” is used.

BODY PARAGRAPHS: The SECOND and THIRD paragraphs of the four-paragraph essays are the BODY paragraphs. Their beginnings (topic sentences) are ideas you have already mentioned in the introduction. Topic sentences do not use “I” first person singular.

EACH OF THE TWO BODY PARAGRAPHS begins with the first supporting point, or IDEA, mentioned in the introduction; the second body paragraph begins with the second supporting point from the introduction. We now consider a supporting point to be a topic sentence: i.e., the IDEA that the body paragraph will illustrate with a PERSONAL EXAMPLE.

PERSONAL EXAMPLE: Following the topic sentence (or sentences), most of a body paragraph is concerned with the PERSONAL EXAMPLE, which has two phases: the first is the set-up or situation for the example; the second phase is description that features a beginning, middle, and end. Students should feel FREE to use the first person singular “I” when describing their personal examples, both in the set-up situation and the beginning, middle, and end

CONCLUSION: This paragraph (the shortest of the four) introduces no new information but reflects on some scenario from one of the two body paragraphs in light of the student’s position. The student does NOT use the first person singular “I” in the conclusion.

Below is a model of the FIRST body paragraph. The second does the same thing, but only the FIRST body paragraph (paragraph two of the four-paragraph essay) pauses halfway through the EXAMPLE to utilize an idea and a quote from our required BEST AMERICAN essay:

[Topic sentence(s):] Segregation turns the other race into a mystery. Our lack of knowledge will then make us both fearful and suspicious of the other race, and the tension will tend to reinforce the separation. [PERSONAL EXAMPLE—SET UP OR SITUATION:] In my own high school experience in a little dairy town in north Texas, all the jocks in the cafeteria seemed to clump together at lunchtime and sit with each other according to their sport and their race, and no one was making them do it. I noticed sometimes that a clique of white athletes—especially from the football team—might laugh loudly. The joke might have had nothing to do with race. However, all the black athletes at my table would stop and listen. The situation could happen in reverse as well. The black athletes at a table might laugh loudly, and the white kids would suddenly stop talking and glance their way. [IN YOUR FIRST BODY PARAGRAPH QUOTE FROM OUR REQUIRED BEST

AMERICAN ESSAY]: 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). [MAKE SURE YOUR PERSONAL EXAMPLE CONCLUDES WITH A SPECIFIC SCENARIO OR EVENT THAT HAS SPECIFIC DETAILS. BEGINNING:] Looking back, I think people were jealous of Jeff Smith. He was black, the star of the basketball team, and, man, he was cool. His secret was how easy-going he was. [MIDDLE:] It did not hurt he was so tall and seemed to float above the fray. He would smile from on high, work a toothpick between his teeth, and laugh in this slow, easygoing way that made people want to be around him, black and white. [END:] People like Jeff were crucial. If he stopped by a white table, black kids felt all right sauntering by and leaning in to hear or say something. If he was lingering by the black table, the white kids felt they could come over and offer a thought if only for a moment.

Works Cited Model (after the CONCLUSION):

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.

ALL WRITING IS IN-CLASS. You cannot begin or finish an essay at home and then deliver it complete to the instructor. Students write in their Blue Books in class after the break (at approximately the one-hour mark) on WEDNESDAYS and THURSDAYS. A four-paragraph essay takes TWO class periods to write.

After the break on WEDNESDAY, students write the INTRODUCTION and FIRST BODY PARAGRAPH. The instructor collects the Blue Books and redistributes them after the break on THURSDAY. Students then finish the essay by writing the SECOND BODY PARAGRAPH and the CONCLUSION.

FIRST BLUE BOOK IS TWO GRADES: The FIRST BLUE BOOK will yield TWO writing grades. The instructor will evaluate and grade the INTRODUCTION and FIRST BODY PARAGRAPH for W1. Then the instructor will evaluate and grade the SECOND BODY PARAGRAPH and CONCLUSION for W2.

After the first Blue Book essay, evaluation and grading will occur only after students have written all four paragraphs. The entire FINAL BLUE BOOK will be written in ONE two-hour session on FRIDAY, JULY 5.

MAKING UP A BLUE BOOK: You cannot write or finish a late Blue Book at home and submit to the instructor. You must arrange with the instructor the conditions of a make-up. The make-up is penalized 10 percent (10 points). Documentation for an absence removes the penalty.

IMPORTANT: If you know ahead of time that you are going to miss certain days, make sure to meet with the instructor RIGHT AWAY and make a plan to take care of the scheduled Blue Book BEFORE YOU DISAPPEAR.

#### GRAMMAR EXERCISES:

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

#### ATTENDANCE:

Four undocumented absences means 10 percent off the overall semester grade. The professor will accept documentation in the form of cellphone pictures (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 supervisors. Many times students are helping family members or friends in crisis, which is legitimate. Each case is different. The key is keeping Dr. Fields in the loop, communicating and working with him by email, and coming to an agreement on how to document the absences—especially if you have already accrued three undocumented absences to occur. The fourth brings down the penalty.

**SAFE ZONE:** I consider this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center (397-4140).

#### CLASSROOM POLICIES:

Keep Dr. Fields in the loop if you miss class. If you take the initiative and email me, we can arrange for some kind of documentation, but you have to contact me and work with me.

**Electronic devices:** All electronics must be off the desk and put away during class. For special situations, please arrange with the instructor.

**Cheating:** The instructor will contact the student by email and indicate the student is no longer welcome in class. The grade for the assignment is a “0.” The student has failed the course.

**Personal Concerns:** If you need to leave early, arrange with the professor first. Writing occurs after our class break. If you do not return to do that writing or leave abruptly, you have lost the opportunity unless you arrange for a make-up and accept a penalty of 10 percent (10 points).

**NONENGAGEMENT MEANS REMOVAL WITH A WF:** if you are doing nothing in class or distracting others, you are WARNED once by email and if the problem persists, you are removed with a WF.

## TENTATIVE DAILY SCHEDULE

### MONDAY JUNE 3

NOTE: Online Pre-Test & Grammar Exercise 1 open as of 10:00 AM, today, June 3, and close as of 10:00 AM, Monday, June 10.

Review of Syllabus.

James Baldwin, "Notes of a Native Son," Part 1 (220).

### JUNE 4 TUESDAY

Review of GRAMMAR PRETEST

LB CH 21 Parts of Speech

Baldwin, "Notes" Part 2 (228) & Part 3 (232).

### JUNE 5 WEDNESDAY

LB CH 22 The sentence

In-class writing of INTRODUCTION and BODY PARAGRAPH ONE.

THE MODEL for INTRO PAR & BODY PARAGRAPH ONE:

INTRODUCTION: The introductory paragraph starts with a thesis position: an answer to the prompt question with an explanatory rationale (which may require several sentences); then the introductory paragraph offers a supporting point for each upcoming body paragraph (one sentence each); following each supporting point is a sentence briefly previewing a specific detail or aspect of the student's personal example.

THE FIRST BODY PARAGRAPH: The first body paragraph begins with a topic sentence or sentences that represent the first supporting point of the introductory paragraph. Then comes the personal example: it features a set-up of the situation as well as a scenario with a beginning, middle, and end. NOTE: the FIRST body paragraph is different from the SECOND body paragraph in this way: the student interrupts the personal example between the set-up and the beginning, middle, and end. Here we see the use of an idea and quote from the required BEST AMERICAN ESSAY. The second body paragraph does not use the BEST AMERICAN ESSAY. The required BEST AMERICAN ESSAY is only used mid-way through the FIRST body paragraph—no where else in the four-paragraph essay.

SUBMIT BLUE BOOK w. INTRO PAR & BODY PARAGRAPH FOR GRADE as W1.

DO ONLINE GRAMMAR EXERCISE 1: subject/verb identification.

### JUNE 6 THURSDAY

BLUE BOOK W1 RETURNED

Review of GRAMMAR EXERCISE 1.

In-class writing of SECOND BODY PARAGRAPH and CONCLUSION.

THE MODEL for SECOND BODY PARAGRAPH and CONCLUSION:

THE SECOND BODY PARAGRAPH: The second body paragraph begins with a topic sentence or several sentences that represent the second supporting point in the introductory paragraph. Then you develop the example you previewed after the second supporting point in your introductory paragraph. Make sure you set it up here (overview of the situation) and then provide a specific event or scenario with a beginning, middle, and end.

CONCLUSION: Explain thesis in light of one of your examples. Do NOT repeat your supporting points. This paragraph can be the shortest of your Blue Book—four sentences would be fine.

SUBMIT BLUE BOOK w. SECOND BODY PARAGRAPH and CONCLUSION FOR GRADE as W2.

JUNE 10 MONDAY

NOTE: Grammar Exercises 2, 3, and 4 are open this week as of 10:00 AM today, Monday, June 10, and close as of 10:00 AM, Monday, June 17.

BLUE BOOK W2 RETURNED.

LB CH 23 Phrases & Clauses

LB CH 35 Fragments

N. Scott Momaday, "The Way to Rainy Mountain" (313).

ONLINE GRAMMAR EXERCISE 2: Phrases, clauses, and /fragments.

JUNE 11 TUESDAY

Review of GRAMMAR EXERCISE 2.

LB CH 36 Commas

LB CH 24 Sentences

Momaday, "The Way," continued.

ONLINE GRAMMAR EXERCISE 3:

Comma splices and fused sentences.

JUNE 12 WEDNESDAY

Review of GRAMMAR EXERCISE 3.

LB CH 25 Verb forms

LB CH 29 Subject/Verb

In-class Blue Book writing for W3: Introductory Paragraph and Body Par. 1

ONLINE GRAMMAR EXERCISE 4: Subject/verb agreement.

JUNE 13 THURSDAY

Review of GRAMMAR EXERCISE 4.

In-class Blue Book writing for W3: Body Par. 2 & Conclusion. Submit Blue Book for grade for W3.

JUNE 17 MONDAY

NOTE: Grammar Exercises 5, 6, and 7 open as of 10:00 AM today, June 17, and close as of 10:00 AM, Monday, June 24.

BLUE BOOK W3 RETURNED

LB CH 30 Pronoun Case

LB CH 31 Pron. Agreement

LB CH 32 Pronoun reference

John Updike, "The Disposable Rocket" (549).

ONLINE GRAMMAR EXERCISE 5: Pronoun Agreement.

JUNE 18 TUESDAY

Review of GRAMMAR EXERCISE 5.

Updike, "Disposable." Discussion continues.

ONLINE GRAMMAR EXERCISE 6: Pronoun Case.

JUNE 19 WEDNESDAY

Review of GRAMMAR EXERCISE 6.

LB CH 39 The Comma

In-class Blue Book writing for W4: Intro. Par. and first Body Par. 1.

ONLINE GRAMMAR EXERCISE 7: The Comma.

JUNE 20 THURSDAY

Review of GRAMMAR EXERCISE 7.

In-class Blue Book writing for W4: Body Par 2 & Conclusion for W4.

Submit Blue Book for grade as W4.

JUNE 24 MONDAY

NOTE: Grammar Exercises 8, 9, and 10 open as of 10:00 AM today, June 24, and close as of 10:00 AM, Monday, July 1.

BLUE BOOK W4 RETURNED (13%)

LB CH 40 The Semicolon

LB CH 41 The Colon

Gerald Early, "Life with Daughters" (532).

ONLINE GRAMMAR EXERCISE 8: Colons & Semicolons.

JUNE 25 TUESDAY

Review of GRAMMAR EXERCISE 8.

LB CH 16 Parallelism

LB CH 18 Appropriate, exact words

LB CH 20 Conciseness.

Early, "Life with Daughters," cont.

ONLINE GRAMMAR EXERCISE 9: Parallelism.

JUNE 26 WEDNESDAY

Review of GRAMMAR EXERCISE 9.

LB CH 42 The Apostrophe

LB CH 43 Quotation Marks

In-class Blue Book writing for W5: Intro. Paragraph and Body Par 1.

ONLINE GRAMMAR EXERCISE 10: Apostrophes.

JUNE 27 THURSDAY

Review of GRAMMAR EXERCISE 10.

In-class Blue Book writing for W5: Body Par 2 & Conclusion. Submit Blue Book for W5.

JULY 1 MONDAY

BLUE BOOK W5 RETURNED.

GRAMMAR REVIEW.

Richard Rodriguez, "Aria: A Memoir of a Bilingual Childhood" (447).

JULY 2 TUESDAY

GRAMMAR REVIEW, cont.

Maya Angelou, "I Know Why the Caged Bird Sings" (342).

JULY 3 WEDNESDAY

GRAMMAR FINAL (Bea Wood 117)

Students cannot consult LB Brief during Grammar Final.

JULY 4 THURSDAY

HOLIDAY. NO CLASS.

JULY 5 FRIDAY

FINAL BLUE BOOK can be based on either Richard Rodriguez, "Aria: A Memoir of a Bilingual Childhood" (447) or Maya Angelou, "I Know Why the Caged Bird Sings" (342). Students may consult BEST AMERICAN ESSAYS in class during the Final Blue Book.