

Instructor: Dr. Fields
Office: Bea Wood 230
Email: peter.fields@msutexas.edu

INTERMEDIATE COMPOSITION & GRAMMAR ONLINE

ENGL 2113 x22 Spring 2024

This course requires a **WEB CAMERA** for Final Grammar Exam & Final Essay

Virtual Office Hours: MTWR 11:00 AM – 1:30 PM & by appointment.

OFFICE PHONE 940-397-4246. You can call any time. My **OUTLOOK** email will record your **VOICE** message, alert me to it, and play it back.

Required Books:

- **The Best American Essays 2019.** Edited by Rebecca Solnit. Mariner. ISBN 978-1-328-46580-1. **This book must be used for W2, W3, W4, & W5.**
- **Little, Brown Compact Handbook.** Jane E. Aaron & Michael Greer. 10th edition. ISBN 978-0-13-557127-9

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.

Dates & Percentage values for Q's, "W" writing assignments, and Final Exams:

- Q's 10% 10 Q's: each Quiz (Q) is worth 1 % of semester grade
- W1 5% Enclosed Spaces: Pars. 1-2 **Monday January 29.**
- W2 10% Enclosed Spaces: Pars. 3-4 **Monday February 12.**
- W3 12% Losing Something **Monday March 4.**
- W4 13% Fitting In **Monday April 8.**
- W5 10% NOT Fitting In **Monday April 29.**
- Final Grammar Exam 20% **Monday 12:01 AM May 6 – Tuesday 11:59 PM May 7.**
- Final Essay Exam 20% **Monday 12:01 AM May 6 – Tuesday 11:59 PM May 7.**

The Quizzes (the Q's) open and close:

- Q1 opens January 16 and closes 11:59 PM Friday **February 2.**
- Qs 2, 3, 4 open Friday February 2 and close 11:59 PM Friday **February 16.**
- Qs 5, 6, 7 open Friday February 16 and close 11:59 PM Friday **March 22.**
- Qs 8, 9, 10 open Friday Mar 22 and close 11:59 PM Friday **April 26.**

We need **BEST AMERICAN ESSAYS 2019** before **W2** is due **Feb 12!**

We need our LBCH (handbook), but there is special urgency for **BEST AMERICAN ESSAYS 2019** (edited by Rebecca Solnit; Mariner), which you must quote from for W2, W3, W4, and W5.

Attendance

I use login history in D2L for all reporting. Be sure to visit our modules in **CONTENT** our first or second day in order to be marked present.

Grading Scale (out of 100): A 100-90; B 89-80; C 79-70; D 69-60; F 59 – 50. Grades for assignments and tests are **not** rounded up. The semester grade will be the final adjusted grade in D2L, which is **not** rounded up. A 59.9 is an F (not a D); a 69.9 is a D (not a C); a 79 is a C (not a B); and an 89.9 is a B (not an A).

Writing Assignments (the W's)

All our writing is the same four-paragraph model (see model in this syllabus). **For W1 and W2 we will write a four-paragraph essay in two parts: W1 Enclosed Spaces: Pars. 1-2 and W2 Enclosed Spaces: Pars. 3-4.**

PRE-TEST (BANK A) (Two attempts recommended/NOT for a grade)

Pre-Test (Bank A) is modeled on our Final Grammar Exam. Take first attempt right away (our first or second day); wait and take the second attempt after completing Q10 (our last quiz).

The Q's (our 10 QUIZZES) in CONTENT (down the left side) are REQUIRED

Notice that each quiz module features study aids. At the very least, read the PDF before taking each Q. **Once Q's are closed, they cannot be reopened.**

GOOD NEWS about the Q's

Each Q becomes a 100 at the end of the semester, **but only if you actually take the Q.** Quizzes are NOT extra credit. If you fail to do the Q, the grade for that Q is a "0," and it will hurt your overall grade.

QUICK ACCESS on the NAVIGATION BAR

On the **navigation bar**, students can click on ASSESSMENT and ASSIGNMENTS for the drop boxes of our W's, or click on ASSESSMENT and TESTS to find the Quizzes, Pre-Test (Bank A), Practice Question, Final Grammar Exam, and Final Essay.

OPTION: Get my INPUT on your writing before submitting to drop box

You have the **OPTION** of getting my input on your writing BEFORE it is due in the drop box. **It is not a requirement.** You would need to act in timely fashion. **NOTE:** Getting my input is not the same thing as being graded; you still need to submit your work to the drop box on the due date for it to count and be graded.

Getting my input is a THREAD no one can see except for me and you. In other online courses, threads are bulletin boards—they are public. That's NOT the case in our class. **No one can see your thread except for me.**

To post your THREAD for my INPUT, go to DISCUSSIONS in CONTENT

Click on the arrow beside the title of our W assignment. Click on VIEW TOPIC. In the TEXT BOX, copy-and-paste from your own document or type directly. Do NOT use the attachment function. I can only reply to work in the text box.

We do everything by PARAGRAPHS.

Our "W" assignments are four paragraphs. For my input, you may send me just one paragraph, two, three—or all of them. You can send them one at a time or all at once.

My INPUT consists of my EDITING your paragraph—I am your LEGAL "AI"

Think of me as your "AI." You are not allowed to use the real "AI." But if you get my input, I can help you significantly improve your "W" paragraphs—and it's legal. To get my input, click on

DISCUSSIONS in CONENT. Then click on the arrow by the title of the current “W.” Click on VIEW Topic for the text box into which you can copy-and-paste or type directly. Don’t use the attachment function. I will catch punctuation, syntax, and word-choice errors. If you are missing something or misunderstood something about our criteria, I will indicate what you still need to do. REMEMBER: **My input is purely OPTIONAL.** If you use me as your editor, that’s great—but you need to do so in timely fashion—not the night before the assignment is due. I will always reply to whatever you post to me. But I may only offer a brief remark if time has run out.

SUBMISSION TO DROP BOX IS MANDATORY IN ORDER TO BE GRADED

Getting my input in a THREAD is a GOOD idea, but it does not constitute submission for a grade. **In order to be graded, the “W” assignment must be submitted to the drop box.**

ALL LATE WORK is due no later than 11:59 PM Friday May 3.

If students fall behind with a “W,” they may submit it late to the drop box, but it is subject to a penalty of 10 points out of 100. **All late “W” assignments must be submitted to their drop box before 11:59 PM Friday May 3. A “W” assignment submitted after May 3 will not be evaluated. It has no grade value. No exception.**

Our Four Paragraph Model

Note: Do not use or adapt the descriptive details in yellow.

NOTE: Our writing is semi-formal. We may use a contraction (e.g., “can’t” for cannot), but we should **not** use “you” or “your.” Use “we” for ideas; use “I” for description of examples.

Below you may adapt ideas (answer-to-prompt/because, supporting ideas 1 and 2, thesis sentence, topic idea) and even context of example but **not** descriptive details highlighted in yellow—description is the melody and it is peculiar and unique to each writer.

Paragraph 1 needs these SIX items (ONE sentence each). We need TWO examples: i.e., two completely different things or two DIFFERENT experiences of the same thing (like a kitchen):

- **Answer-to-prompt and the “because”** give us the overall idea (first person plural “We”): e.g., **Our enclosed spaces are significant to us because they are where we formed the memories we cherish from childhood.**
- **Supporting idea 1** will be the topic idea of paragraph two (“we”): e.g., **As adults we look back and cherish the way our days began in our parents’ kitchen, ushering us from dreamland in our comfy beds to real life at school.**
- **Preview of example 1** for par. 2 and one of its sensory details (use “I”): e.g., **I remember toasting my mother’s homemade bread in the morning, spreading big dollops of butter on it along with grape jam, and then sprinkling liberal amounts of sugar and cinnamon.**

- **Supporting idea 2** will be the topic idea of paragraph three ("We"): e.g., **As adults we look back and remember arriving home from after school sports and band practice to the aroma of dinner cooking in our parents' kitchen.**
- **Preview of example 2** for par. 3 and one of its sensory details (use "I"): e.g., **When I arrived home, I would lift the lid of my mother's crock pot to savor the aroma of her pot roast which had been cooking all day while she was at work.**
- **LAST SENTENCE of PARAGRAPH ONE: THESIS SENTENCE:** "We." Here is the "because" of the answer-to-the-prompt but without the word "because" (the THESIS may be refined and improved, but it has the same meaning as the reason—the "because"—in the first sentence of the paragraph). **We have childhood memories that take us back to the family kitchen.**

Paragraph 2 needs these components:

- Topic idea restates and explains the first supporting idea ("We") – 1 or 2 sentences: e.g., **We need a place that launches us into the world. The kitchen is where breakfast prepares us to venture forth.**
- Provide the context for the first example previewed in par. 1 (use "I")—1 or 2 sentences: e.g., **I will never forget how my mother's breakfast gave me a reason to get up in the morning.**
- THEN we need sustained **DESCRIPTION OF EXAMPLE ONE** in at least **THREE** respects (e.g., beginning, middle, and end)—use "I."
- Use "sensory" details: e.g., **onions and peppers sizzled on the grill.** **SENSORY details paint a picture in sight, sound, physical action, texture, taste, and even smell.** Strive for a **SUSTAINED** description with at least three sentences—**that's our minimum.** I am hoping for **more than just three sentences.**

Paragraph 3 needs these components:

- Provide 1 or 2 sentences for the **Topic idea** ("We"), which restates and explains supporting idea 2 in paragraph one: e.g., **We need a place to come home to in the evening after our foray into the world. The kitchen is what beckons us home.**
- **After the topic idea**, acknowledge the required author from **Best American Essays 2019**. Put the title of the essay in quotation marks. Explain (better yet describe) the author's scenario in your own words prior to the quote (two to three sentences of your words prior to the quote). **Then quote from the designated essay in BEST AMERICAN ESSAYS 2019 and provide a parenthetical page.**

- For W2 use either Camille Dungy (70-76) or Elizabeth Kolbert (124-130) in our **BEST AMERICAN ESSAYS 2019** book. Here is the model: Camille T. Dungy in her essay “Is All Writing Environmental Writing?” makes the point that the in-between is where nature has a chance to grab hold of us, change us, and make us more like her—more free. **As a youngster, Camille eluded her neighbor’s scary Dobermans by climbing above her neighborhood cul-de-sac and venturing along an undeveloped hillside of overgrown weeds, precarious rock outcroppings, and imposing, scraggly trees. She was always in sight of her home, but the hillside terrain felt like untamed wilderness:** “On that little-traveled path, I was free from the tensions of my built environment. I could be like the landscape in the hills beyond our house—a little wild and moderately protected” (71). [Note: Don’t use my quote -- pick a different quote.]
- **IMPORTANT! Paragraph THREE is not over!** After the quote, provide the context of the second example previewed in paragraph one: e.g., **I remember my mother’s kitchen as a place where we all came home in the evening to gather around the dinner table.**
- **Describe the second example’s experience** with sensory details (visual, auditory, tactile, olfactory, etc.). Include the descriptive detail you previewed for Example 2 in paragraph one. We need **SUSTAINED** description in at least **THREE** respects (e.g., beginning, middle, and end)—use “I.” The **minimum** would be at least three sentences.

Paragraph 4 (just four to five sentences) needs these components:

- Start with a **NEW sensory detail** for the example you developed in either par. 2 or par. 3 (first person “I” – first two or three sentences).
- Close with a “we” relevant thought: e.g., a variation on your **THESIS** sentence at the end of paragraph one in light of your new detail—one or two sentences.

AVOIDING ACADEMIC DISHONETY AND GETTING MY INPUT

Do not succumb to the temptation of AI or using something you found on the internet. A document which relies on AI or borrows from sources I have not approved (any source other than our book **Best American Essays 2019**) is a “0” (an F).

Please think of ME (your instructor) as your AI. In **CONTENT**, click on **DISCUSSIONS**; then click on the arrow beside the title of our current “W” topic; click on **VIEW TOPIC**; type or copy-and-paste your paragraph into the text box and post to me (don’t use the attachment function—I cannot directly reply to it).

I will catch the errors of whatever I find in the text box. I will fix punctuation. I can make your paragraph better with subtle, surgical changes in phrasing and/or word choice. If you misunderstood or overlooked something important, I will tell you.

Our “W” assignments are four paragraphs. You may send your paragraphs to me one at a time or all at once. Use my edited version of your paragraph(s) as the basis of any final changes you make before you submit the “W” assignment to the drop box on the due date.

Getting my input on your work is strictly OPTIONAL. It is not required. You may not need my help. If you prefer to do everything the night before or the day it’s due, you shouldn’t send me anything for input. Plenty of people do well in the course without my input beforehand.

NOTE: Your paragraph(s) and my reply are called a THREAD, but our THREAD is not the usual kind you see in D2L. In our course, the THREAD is 100 percent PRIVATE: **I am the ONLY person who can see your paragraph(s); you are the ONLY person who can see my reply.** Other students do NOT see or judge your work.

CHEATING on our Final Grammar Exam or Final Essay means a “0” for that test.

It is difficult to cheat during our Final Grammar Exam and Final Essay; you are monitored by Respondus Lockdown camera.

SAFE ZONE: We need to treat each other with respect regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. The ADA requires that we accommodate disabilities for which the student has provided paperwork to Disability Support Services in Room 168 of the Clark Student Center (397-4140).

Tentative Schedule & Due Dates

Weeks 1-3: January 16 – February 2. W1 Enclosed Spaces: Pars. 1-2. *These are paragraphs one and two of a four-paragraph essay we will finish with W2.*

Both Pre-Test for Grammar and Q1 are open as of Tuesday January 16; Q1 closes Friday February 2. Chapters (for Q1) below are from *The Little, Brown Compact Handbook* or LB BRIEF:

- Parts of Speech Ch 21
- The sentence CH 22
- Sentence Types CH 24

Prompt for W1 & W2 Enclosed Spaces (you may freely use or adapt italicized suggestions): What do our enclosed spaces say about us?

- *Our enclosed spaces have a profound impact on us because...*
- *We find refuge in our enclosed spaces because...*
- *We have been shaped by our enclosed spaces because...*

DUE DATE: W1 Enclosed Spaces Pars. 1-2 is due in the drop box before 11:59 PM Monday January 29.

Weeks 4-5: February 5-16. W2 Enclosed Spaces: Pars. 3-4. *These two paragraphs conclude our four-paragraph essay that began with W1.*

Q’s 2, 3, 4 open Friday February 2 & close 11:59 PM Friday February 16.

- Q2 Phrases/Clauses; CH 35 Fragments. CH 23
- Q3 Comma splices/run-on syntax. CH 36
- Q4 Subject-verb agreement. CH 29

In CONTENT see the modules for the quizzes; study the PDF in each module before taking the quiz. *You are preparing for the Final Grammar Exam.*

Paragraph three:

- **TOPIC IDEA** (“we”) explains supporting idea 2 – one or two sentences.
- **After the topic idea (and prior to the quote)**, indicate author and title of required essay from Best American Essays 2019.
- Explain in your own words the thought in the required Best American essay—two to three sentences.
- Put a colon after the sentence just before the quote.
- Then provide the quote with a parenthetical page number.
- **After the quote**, provide **context of your second example** (with “I”) - one or two sentences.
- Then provide description (with “I”) in at least three respects of your 2nd example—just like you did for the first example in par. 2 for W1.
- **For par. 3 in W2 please quote from ONE of these two essays in BEST AMERICAN ESSAYS 2019:** Camille T. Dungy, “Is All Writing Environmental Writing?” (pp. 70-76) or Elizabeth Kolbert, “How to Write about a Vanishing World” (pp. 124-130). After you introduce the author and title of essay, explain the thought in your words for two or three sentences prior to the quote.

Paragraph four (just four or five sentences):

- Start with a NEW descriptive detail with “I” pertaining to either your first or second example—develop it for two or three sentences.
- Then conclude with a “we” thought that revises your thesis in light of your new descriptive detail—one or two sentences.

DUE DATE: W2 Enclosed Spaces Pars. 3-4 is due in the drop box before 11:59 PM Monday February 12.

Weeks 6-8: February 19 – March 8. NOTE: Our W’s are now all four paragraphs.

W3 Losing Something.

Quizzes 5, 6, 7 open Friday February 16 and close 11:59 PM Friday March 22.

- Q5 Pronoun Agreement Ch 31, 32
- Q6 Pronoun Case CH 30
- Q7 Commas CH 39.

In CONTENT see the modules for the quizzes; study the PDF in each module before taking the quiz. *You are preparing for the Final Grammar Exam.*

Prompt for W3 Losing Something: How does loss make our lives meaningful?

- *Loss may be painful, but it is meaningful because...*
- *Love and loss go together because...*
- *Loss makes us see life differently because...*

Paragraph three:

TOPIC IDEA (“we”) is based on **supporting idea 2** – one or two sentences. **After the topic idea** (and prior to the quote), indicate author, title of required essay, and describe/explain in your words the situation in the essay (two or three sentences). Then provide the quote with a parenthetical page number. **After the quote**, indicate the **context of example 1** (with “I” –one or two sentences). Then provide **description** (with “I”) in **at least three respects** of your 2nd example—just like you did for the first example in par. 2. The required essay is J. Drew Lanham, “Forever Gone” (pp. 131-144, see esp. pp. 131-33, 136-42).

DUE DATE: W3 Losing Something is due in the drop box before 11:59 PM Monday March 4.

SPRING BREAK March 11-15

Weeks 9-12: March 18 – April 12

W4 Fitting In

Quizzes 8, 9, 10 open Friday March 22 and close 11:59 PM Friday April 26.

- Q8 Colons & semicolons CH 40 & 41.
- Q9 Parallelism CH 16.
- Q10 Apostrophes CH 42; see also Ch 43 on quotation marks.

In CONTENT see the modules for the quizzes; study the PDF in each module before taking the quiz. *You are preparing for the Final Grammar Exam.*

Prompt for W4 Fitting In: Why is it so important for us to fit in?

- *We feel a deep need to fit in because...*
- *We are profoundly shaped by fitting in because...*
- *We are never the same after learning to fit in because...*

Paragraph Three:

Start with **Topic Idea** (“we”) based on supporting idea 2—one or two sentences. After **topic idea** (“we” –one or two sentences based on supporting idea 2), indicate author, title of required essay, and explain/describe in your own words the relevant scenario in author’s essay; after your brief discussion (two or three sentences), you may provide your quote (with parenthetical page). **After the quote**, provide context of example 2 (with “I” – one or two sentences) and then provide description with “I” in at least three respects—just like you did for the first example in par. 2. The required essay is either Lacy M. Johnson, “On Likability” (pp. 105-112; see esp. 105-106) OR Walter Johnson, “Guns in the Family” (pp. 113-123; see esp. 113-15, 116-17, 117-18, 120-22).

DUE DATE: W4 Fitting In is due in the drop box before 11:59 PM Monday April 8.

Weeks 13-15: April 15 – May 3

W5 NOT Fitting in

Prompt for W5 Not Fitting In: Why is failing to fit in sometimes a good thing?

- *Sometimes not fitting in turns out to be a good thing because...*
- *Sometimes not fitting in is the best possible outcome because...*
- *Sometimes we benefit in the long run from not fitting in because...*

Topic Idea (“we”) is based on **supporting idea 2** – one or two sentences. **After the topic idea** (and prior to the quote), indicate author, title of required essay, and describe in your words (two to three sentences) the situation in the essay; then provide the quote with a parenthetical page. **After the quote**, provide **context of example 2** (with “I”—one or two sentences); then provide **description in at least three respects** of your 2nd example—just like you did for the first example in par. 2. Our required essay for W5 is Kai Minosh Pyle’s “Autobiography of an Iceheart” (pp. 176-188).

DUE DATE: W5 NOT Fitting in due in the drop box before 11:59 PM Monday April 29.

LATE WORK

Friday May 3: All late “W” work must be submitted to their drop boxes before 11:59 PM Friday May 3. The late penalty is 10 points.

OPTION: Re-taking Pre-Test (Bank A)

April 27 – May 5. After completing Q’s 8, 9, 10, you might want to take the Pre-Test (Bank A) again for practice before our Final Grammar Exam.

April 30 – May 5: Practice Question for Requires Respondus Lockdown + Webcam. In CONTENT click on the module for Practice Exam—it’s just ONE question (very brief) or in ASSIGNMENTS, click on TESTS

Finals Week: Monday May 6 – Tuesday May 7 Take either the Final Grammar Exam or Final Essay first—it’s up to you which you take first or second.

Final Grammar Exam opens 12:01 AM Monday May 6; closes 11:59 PM Tuesday May 7 - 50 multiple choice/60 minutes. Requires Respondus Lockdown Browser + Webcam: In CONTENT see module for Final Grammar Exam or go to ASSESSMENTS on navigation bar & click on TESTS.

Final Essay opens at 12:01 AM Monday May 6; closes 11:59 PM Tuesday May 7 - choice of 3 prompts/2 hours. Requires Respondus Lockdown Browser + Webcam: In CONTENT see module for Final Essay or go to ASSESSMENTS on navigation bar & click on TESTS.

ENGL 2113 Essay Rubric: W1 Enclosed Spaces: Pars. 1-2

Each category may be failing (56), passing (66), satisfactory (76), good (86), or excellent (96-100). The five categories are averaged together:

- Par.1 starts with “we” answer to prompt w. because; offers two supporting “we” ideas; after supporting idea 1, previews an example (with “I”) with a sensory detail we will see again in paragraph two; after supporting idea 2, previews an example (with “I”) with a

sensory detail we will see again in paragraph three. Ends w. THESIS “we” sentence that revises “because” of the answer-to-prompt but does not use the word “because.”

- Par. Two starts with Topic idea with “we” at start of par. 2 (one or two sentences).
- Par. Two provides Context of Example 1 with “I” (one or two sentences).
- Par. Two features Description of example 1 in at least three respects w. sensory details.
- Writing style is readable, creative, and original; phrasing and word-choice are clear.

COMMENTS & GRADE:

ENGL 2113 Essay Rubric: W2 Enclosed Spaces: Pars. 3-4

Each category may be failing (56), passing (66), satisfactory (76), good (86), or excellent (96-100). The five categories are averaged together:

- Par. Three starts with Topic idea with “we” for one or two sentences (based on supporting idea 2 in paragraph one of W1).
- Par. Three: After topic idea, the student acknowledges required author and designated essay from **Best American Essays 2019** (either Dungy or Kolbert) and explains/describes author’s scenario for two or three sentences.
- Par. Three quotes a significant passage from either Dungy or Kolbert with parenthetical page (not the quote cited in the model).
- Par. Three provides context of example 2 and then description of Example 2 (previewed in paragraph one of W1) with “I” with dynamic sensory details in at least three respects in clear, readable, original language.
- Paragraph four (4-5 sentences) starts with a new descriptive detail that pertains to example 1 or 2 and closes with a relevant “we” thought that revises the thesis in light of the new detail.

COMMENTS & GRADE:

ENGL 2113 Grading Rubric for W3, W4, & W5:

Each category may be failing (56), passing (66), satisfactory (76), good (86), or excellent (96-100). The five categories are averaged together for the grade:

- Par. 1 starts with “we” answer to prompt w. because; offers two supporting “we” ideas; after supporting idea 1, previews an example (with “I”) with a sensory detail we will see again in paragraph two; after supporting idea 2, previews an example (with “I”) with a sensory detail we will see again in paragraph three. Ends w. THESIS “we” sentence that revises the “because” of the answer-to-prompt but does not use the word “because.”
- Topic idea with “we” at start of pars. 2 and 3.
- Description of example 1 in paragraph two in at least three respects; description of example 2 in paragraph three in at least three respects with clear, readable phrasing and word choice.
- The third paragraph provides quote from designated essay in **Best American Essays 2019**. After topic idea, the student cites author and designated essay from our book, explains/describes author’s scenario in student’s words, and then cites a significant quote. Provides parenthetical page after quote.

- Conclusion (4-5 sentences) starts with a new descriptive detail pertaining to either example 1 or 2 and closes with a relevant “we” thought that revisits the first paragraph’s thesis and revises in light of the new detail.

Comments & grade:

Grading Rubric for Final Essay

FINAL ESSAY will be graded on this scale: failing (56), passing (66), satisfactory (76), good (86), and excellent (96-100). The five categories are averaged together.

- Paragraph one has required six components (one sentence each) : answer-to-prompt/because (“we”), supporting idea 1 (“we”), preview of example 1 with descriptive detail we will see again in paragraph two (with “I”), supporting idea 2 (“we”), preview of example 2 with descriptive detail we will see again in paragraph three (with “I”), thesis (“we”- the “because” of sentence one but refined, without the word “because”).
- Topic ideas (“we”) for pars. 2 and 3 based on supporting ideas in paragraph one.
- Description of example 1 in paragraph two in at least three respects; description of example 2 in paragraph three in at least three respects.
- Conclusion starts with new descriptive detail (with “I”); closes with relevant “we” thought.
- Readability, originality, creativity: essay uses clear and effective style throughout.

COMMENTS & GRADE: