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INTERMEDIATE COMPOSITION & GRAMMAR ONLINE
Summer One 2022 CRN 30136 ENGL 2113-x30

Office Hours (in person): MTWR 12 NOON – 2:00 PM
OFFICE PHONE: My campus office phone is 940-397-4246. You can call any time. If I am unable to answer immediately, please leave your name, message, and the number to call you back. My OUTLOOK email will record your VOICE message, alert me to it, and play it back.

ZOOM: Make an appointment with me by email. At the agreed-upon time, I will send you the link.

TWO Required Books:

LB Brief. Jane E. Aaron. Pearson. [Any edition.]

The Best American Essays 2019. Edited by Rebecca Solnit. Mariner.

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.

Assignments:

Ten Qs (quizzes) on D2L	10 percent (each is 1 point)
Five Essays – the Ws	50 percent (50 points out of 100)
W1	5%
W2	10%
W3	12%
W4	13%
W5	10%
Final Grammar Exam	20 percent (20 points out of 100)
Final Essay	20 percent (20 points out of 100)

HOW OUR COURSE WORKS:

WE NEED OUR BOOKS!

Please purchase them as soon as possible: any edition of Pearson's **LB Brief** (Jane E. Aaron) would serve just fine--but we especially need **Best American Essays 2019** (Editor: **Rebecca Solnit**), published by **Mariner**.

Attendance

In D2L Class Progress indicates the most recent date that students have logged into the course. I do NOT have an attendance penalty, but the university tracks attendance for Financial Aid purposes. I use class progress (log-in history) in D2L for all reporting.

Grading

Grading (out of 100): A 100-90; B 89-80; C 79-70; D 69-60; F 59-0 (no rounding up). The late penalty for "W" essays is capped at 10 points out of 100. **NOTE: The semester grade is NEVER rounded up to the next letter grade.** For instance, a 79.9 is a C, not a B; an 89.9 is a B, not an A.

FINAL GRAMMAR EXAM and FINAL ESSAY both open at 7:00 PM Wednesday June 29; they close at 11:59 PM Thursday June 30. You may take either before the other.

Final Grammar Exam (20 percent of semester grade)

The FINAL GRAMMAR EXAM (50 multiple choice questions/60 minutes). Requires Respondus Lockdown Browser+Webcam.

FINAL ESSAY (20 percent of semester grade)

The FINAL ESSAY (our 4-paragraph model/choice of 3 prompts/2 hours). Does **NOT** quote from BEST AMERICAN ESSAYS 2019. Requires Respondus Lockdown Browser+Webcam.

PRE-TEST IN GRAMMAR (Two attempts/NOT for a grade)

Pre-Test (Bank A) is modeled on our Final Grammar Exam. Take first attempt our first week. Take the SECOND attempt the last weekend before the Final Grammar Exam.

The Q's (our QUIZZES) are REQUIRED

The Quizzes—our Q's—may be found in CONTENT in their respective modules down the left side. Notice that study aids are grouped with each quiz in the module. At the very least, read the PDF before taking each Q. That way you are preparing for the Final Grammar exam. You have approximately a week to take a Q: Q1 the first week, Q's 2, 3, 4 the second week, Q's 5, 6, 7 the third week, and Q's 8, 9, 10 the fourth week. **The old Q's close and new Q's open on Mondays at 10:00 AM. 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.** Be sure to STUDY the PDF (and/or other study aids provided in the QUIZ module) *before* taking the Quiz. That way you are preparing for our Final Grammar Exam, which is worth 20 percent of the semester grade.

NOTE: QUIZZES ARE NOT EXTRA CREDIT

If you don't do a Quiz, then the grade for that Q is "0." That will hurt your overall grade.

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 divide the same four-paragraph essay into two parts: W1 Enclosed Spaces: Pars. 1-2 and W2 Enclosed Spaces: Pars. 3-4.** The W essays (W1-W5) must be submitted to their appropriate drop box in order to be evaluated and graded.

MODULES in CONTENT

On the navigation bar, click on CONTENT. The MODULES for everything we do are down the left side: OVERVIEW, SYLLABUS, WRITING ASSIGNMENTS (the "W's"), DISCUSSIONS, QUIZZES (the Q's), CORE GRAMMAR, PRACTICE EXAM, FINAL GRAMMAR EXAM, FINAL ESSAY, and PURDUE GRAMMAR EXERCISES (optional study aid for FINAL GRAMMAR EXAM).

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, Practice Exam, Final Grammar Exam, and Final Essay.

THREADS: GETTING MY INPUT PRIOR TO SUBMISSION TO THE DROP BOX

You have the OPTION of receiving my input on your writing BEFORE it is due in the drop box (only if you truly want the input—it is not a requirement). We call this opportunity for my feedback and suggestions a THREAD. It is a paragraph (or two, or three, or four paragraphs) that you type (or copy and paste from your own document) directly into a text box. When you post it, I am informed in OUTLOOK that you would like my input.

The THREAD begins in CONTENT by clicking on the module for DISCUSSIONS

On the navigation bar, click on CONTENT. Then click on the DISCUSSION module. You will see a discussion forum for each "W." Beside the title of each forum is an arrow. Click on the arrow for VIEW TOPIC. At the end of the TOPIC is the TEXT BOX to submit your paragraph(s) for my input and suggestions. Do not use any attachment function--your work-in-progress must be in the text box in order for me to type my reply and see your writing at the same time.

NOTE ABOUT ORIGINALITY

Students in our class are at liberty to click on a thread and see a student's work-in-progress with my reply and suggestions. However, students are not allowed to copy-and-paste or adapt each other's work and represent it as their own.

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" must be submitted to the drop box.

LATE WORK is accepted by D2L. The penalty is 10 points out of 100.

The late penalty for our W's is capped at minus 10 points. If students fall behind with a "W," they can go back and make it up (until 11:59 PM Tuesday June 28)—but the penalty applies.

Here is our four-paragraph model:

Paragraph 1 needs these components:

Answer-to-prompt and the "because" give us the overall idea (first person plural "We"). 1 sentence.

Supporting idea 1 will be the topic idea of paragraph two ("we"). 1 sentence.

Preview of **example 1** for par. 2 and one of its sensory details (first person singular "I" or "my"). 1 sentence: e.g., **mother's kitchen for breakfast—taste of homemade bread.**

Supporting idea 2 will be the topic idea of paragraph three ("We"). 1 sentence.

Preview of **example 2** for par. 3 and one of its sensory details ("I" or "my"). 1 sentence: e.g., **mother's kitchen for dinner—the smell of her pot roast.**

LAST SENTENCE of PARAGRAPH ONE: THESIS SENTENCE— 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).

NOTE: Use "we" for universals (supporting/topic ideas); use the singular ("I" or "my") for description of examples. **Do NOT use "you" for anything.**

Paragraph 2 needs these components:

Topic idea restates and explains the first supporting idea ("We") – 1 or 2 sentences.

Provide the context for the first example previewed in par. 1 ("I" is fine). 1 or 2 sentences.

THEN we need sustained DESCRIPTION OF EXAMPLE ONE in THREE respects (e.g., beginning, middle, and end)—use of "I" and "my." 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. TRY TO BRING IN MORE THAN ONE PHYSICAL SENSES. Strive for a SUSTAINED description of at least three sentences—**that's our minimum**. Description SHOWS (it does not tell)—we infer your meaning from the details of your description. 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 point 2.

Now introduce 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. 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.] Paragraph 3 is not over!

After the quote, provide the context of the second example previewed (1 or 2 sentences with "I" or "my") in par. 1: e.g., **if example 1 was your mother's kitchen for breakfast, example 2 might be your mother's kitchen for dinner preparation**. Describe the example's experience with sensory details, starting with the description you previewed in paragraph one. We need SUSTAINED description in at least THREE respects (e.g., beginning, middle, and end)—use "I" or "my." The minimum would be at least three sentences.

Paragraph 4 (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" or "my" – first two or three sentences) and close with a "we" relevant thought (e.g., a variation on your THESIS sentence at the end of paragraph one—one or two sentences).

ACADEMIC DISHONESTY is when students rely on undocumented sources, whether a printed source (other than our required books) or a human being who writes the essay or part of it on behalf of the student. The grade for that assignment is a "0" and the student

can no longer participate, do assignments, or accrue points in the course. If the student does not withdraw, the semester grade is an F.

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 not tolerated, whether intentional or not.

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

May 31 (Tuesday) through June 10 (Friday): W1 and W2 Enclosed Spaces.

Do the Pre-Test and Q1. In CONTENT see modules for Pre-Test (Bank A) & Quiz 1 (Q1). Both Pre-Test for Grammar (do just ONE attempt; save the second for our last weekend before Finals) and **Q1 are open as of TUESDAY May 31; Q1 closes 10:00 AM Monday June 6.** See LB BRIEF CH 21 Parts of Speech; LB CH 22 The sentence; LB 24 Sentence Types.

NOTE: We are dividing our first essay—on ENCLOSED SPACES—into two parts: paragraphs one and two will be W1; paragraphs three and four will be W2.

Prompt for W1 & W2 Enclosed Spaces: What do our enclosed spaces say about us? What makes them meaningful or significant in our lives?

Students tend to use their kitchen, dorm room, bedroom, living room, family room, back yard, or back porch. YOU MAY USE ANY OF THESE EXAMPLES OR WHATEVER YOU HAVE IN MIND.

NOTE: You need TWO examples (example 1 for paragraph two; example 2 for paragraph three). One way of finding two examples is to describe TWO experiences of the SAME thing: e.g., your kitchen for breakfast and your kitchen for dinner; your backyard for family get-togethers and just by yourself. SOME students have chosen very unique examples of an enclosed space: their car (example 1 for paragraph two would be with their family; example 2 would be by themselves), their bathroom (yes, that's right, their bathroom—example 1 for paragraph two would be salient features of their bathroom; example 2 for paragraph three would be CLEANING THEIR BATHROOM). FEEL FREE TO USE ANY OF THESE EXAMPLES OR YOUR OWN VARIATION.

DISCUSSION FORUM and TOPIC: W1 Enclosed Spaces: Pars. 1-2

Do Q1 before 10:00 AM Monday June 6.

In CONTENT go to the module for DISCUSSIONS and open the Discussion Forum for W1. Click on arrow next to title for View Topic. **OPTION: Start a thread with paragraphs 1 and 2 for my input.**

DUE DATE: Submit W1 Enclosed Spaces: Pars. 1-2 to the drop box before 11:59 PM MONDAY JUNE 6.

DISCUSSION FORUM and TOPIC: W2 Enclosed Spaces: Pars. 3-4.

Do the Q's: Q's 2, 3, and 4 open 10:00 AM Monday June 6; close 10 AM Monday June 13. In CONTENT go the module for DISCUSSIONS and open the Discussion forum for W2. Click on arrow next to title for View Topic. **IN par. 3 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). **SEE FOUR PARAGRAPH MODEL IN THIS SYLLABUS PAGES 4-5.**

DUE DATE: Submit W2 Enclosed Spaces: Pars. 3-4 to the drop box before 11:59 PM FRIDAY JUNE 10.

NOTE: WE ONLY HAVE A FEW DAYS TO DO W3 LOSING SOMETHING!

Saturday June 11 – Wednesday June 15: W3 LOSING SOMETHING.

DO Q's 2, 3, 4 before 10:00 AM Monday June 13.

Q2 Phrases, clauses, fragments – See LB 23 Phrases/Clauses; LB 35 Fragments. Q3 Comma Splices, fused run-on – See LB 36 Comma splices/run-on syntax; In CONTENT click on the appropriate Quiz ("Q") module. **In the module are study aids including the PDF. At the very least, study the module's PDF before taking the Quiz.**

Prompt for W3: Now we do all four paragraphs in one essay. How does loss make our lives meaningful or significant? In paragraph three, be sure to quote from J. Drew Lanham, "Forever Gone" (pp. 131-144, see esp. pp. 131-33, 136-42). **PAR. THREE:** After the topic idea (and prior to the quote), indicate author, title of essay, and describe in your words the situation in the essay. After the quote, provide description in three respects of your 2nd example—just like you did for the first example in par. 2.

Discussion Forum and Topic for W3 Losing Something. Read the forum. Click on View Topic (by the forum title) and read the topic. OPTION: Send Dr. Fields a thread. You can put all four paragraphs in one thread, or send one or two paragraphs at a time.

DUE DATE: Submit W3 Losing Something to the drop box before 11:59 PM Wednesday June 15.

Thursday June 16 – Monday June 20.

Do the Q's! Quizzes 5, 6, 7 open 10:00 AM Monday June 13; close 10:00 AM Monday June 20. Q5 Pronoun Agreement & Q6 Pronoun Case. See LB 30, 31, 32. Q7 Commas.

See LB 39. In CONTENT see modules for the Quizzes; study the PDF before taking the Quiz.

Prompt for W4 Fitting In: Why is it so important for us to fit in? In paragraph 3, be sure to quote from 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). PAR. THREE: After the topic idea (and prior to the quote), indicate author, title of essay, and describe in your words the situation in the essay. After the quote, provide description in three respects of your 2nd example—just like you did for the first example in par. 2.

Discussion Forum and Topic for W4 Fitting In. Option: Click on View topic (by the forum title) and start a thread.

DUE DATE: Submit W4 Fitting in Drop box for W4 Fitting In to the drop box before 11:59 PM Monday June 20.

Monday June 20 – Monday June 27.

Quizzes 8, 9, 10 open 10:00 AM Monday June 20; close 10:00 AM June 27.

Do the Q's! Q8 Colons & semicolons - see LB 40 & 41. Q9 Parallelism – see LB 16. Q10 Apostrophes – see LB 42 and LB 43. In CONTENT see the modules for the quizzes; study the PDF in each module before taking the quiz.

Prompt for W5: Not Fitting In: Why is failing to fit in sometimes a good thing? In paragraph three, be sure to quote from Kai Minosh Pyle, "Autobiography of an Iceheart" (pp. 176-188). Prior to quote, indicate author, title of essay, and describe in your words the situation in the essay. PAR. THREE: After the topic idea (and prior to the quote), indicate author, title of essay, and describe in your words the situation in the essay. After the quote, provide description in three respects of your 2nd example—just like you did for the first example in par. 2.

Discussion Forum and Topic for W5: Not Fitting In (may not be so bad). Option: start a thread.

DUE DATE: Submit W5 NOT Fitting in to the drop box before 11:59 PM Friday June 24.

June 27-28 Practice Exam for Requires Respondus Lockdown + Webcam.

In CONTENT click on the module for Practice Exam. OR on the navigation bar, click on ASSESSMENTS and then TESTS.

BOTH the FINAL GRAMMAR EXAM and the FINAL ESSAY will open at 7:00 PM Wednesday June 29; they will both close at 11:59 PM Thursday June 30. You may take either before the other.

June 29 Final Grammar Exam – 50 multiple choice/60 minutes. Requires Respondus Lockdown Browser + Webcam. Click on ASSESSMENTS and then TESTS.

June 29 Final Essay – choice of 3 prompts/2 hours. Requires Respondus Lockdown Browser + Webcam. Click on ASSESSMENTS and then TESTS

Tentative Grading Rubric (see grid below): Let us say someone did not provide most of the components in paragraph one. That would be a 50 for the first horizontal category. Let us also suppose the student achieved in the SATISFACTORY column for the other categories except EXAMPLE (3). For category 3, the student went much higher—reaching the EXCELLENT column. Moving westward from the lowest score (the 50 column in this case), each square is worth 2 points. We need to add 12 points (six squares that reach SATISFACTORY) to the starting point of 50; we also need to add 8 points (category three's four squares to reach EXCELLENT). That would be 70. Notice: EXCELLENT (unique among our columns) allows for a bonus of four more points (notice the 96-100 at the top) if excellence for category 3 was truly remarkable. The highest possible grade for this assignment would be a 74: 50 + 4 + 4 + 4 + 8 (+ 4 points) = 74.

Categories	EXCELLENT (96-100)	GOOD (86)	SATISFACTORY (76)	PASSING (66)	FAILING (50)
[1] Introduction Par.1 starts with answer to prompt w. because; offers two supporting ideas; previews two examples, each with sensory detail. Ends w. THESIS.	Exceptional in most respects	Dynamic in some respect	Provides answer to prompt & because/why, two supporting ideas; previews two examples, a sensory detail for each. Ends w. THESIS.	Introduction is problematic.	Missing most components.
[2] Topic idea at start of pars. 2 and 3.	Exceptional In most respects.	Dynamic in some respect.	Explains the relevant supporting idea as topic idea at the beginning of the paragraph.	Topic ideas are problematic.	No topic ideas
[3] Example in pars. 2 & 3 Provides three descriptive attributes. Proficient in standard English.	Exceptional in most respects.	Dynamic in some respect.	Phrasing is mostly effective. Starts example with situation and describes in three respects with sensory details.	Development is problematic.	No examples.
[4] The third paragraph uses something from the required essay after the topic idea and provides quote just before the 2nd example's description in three respects.	Exceptional in most respects.	Dynamic in some respect	After topic idea, cites author and designated essay from our book, describes author's scenario in student's words, and cites relevant quote. Provides parenthetical page.	Use of required essay is problematic.	No use of required essay.
[5] Conclusion starts with a new descriptive detail (based on par. 2 or 3) and closes with a relevant thought.	Exceptional in most respects.	Dynamic in some respect	Conclusion further develops description from par. two or three; closes with a relevant thought.	Problematic in some respect.	Conclusion does not follow directions.
Comments: In D2L, the attached rubric indicates problems & offers suggestions for doing better on the next "W." See also feedback box.					