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INTERMEDIATE COMPOSITION & GRAMMAR ONLINE
Summer One 2021 ENGL 2113-x30

ZOOM Office Hours: MTWR 11:00 AM to 2:00 PM.

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

OFFICE PHONE: My campus office phone is 940-397-4246. If I am unable to answer immediately, please leave your name, message, and the number to call you back.

LAND LINE: My students may also call me on my landline in the evenings, on Friday, or on the weekend. If I am unable to answer immediately, leave a message with your name and number. Make sure I know you are a student in my class.

TWO Required Books:

LB Brief. 6th ed. Jane E. Aaron. Pearson. [Or 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 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, an 89.9 is still a B, not an A.

Final Grammar Exam (20 percent of semester grade)

The FINAL GRAMMAR EXAM (50 multiple choice questions/60 minutes). Requires Respondus Lockdown Browser+Webcam. **The Final Grammar Exam opens at 7:00 PM TUESDAY JUNE 29 and closes WEDNESDAY JUNE 30 at midnight.**

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. **The Final Essay opens at 7:00 PM WEDNESDAY JUNE 30 and closes THURSDAY JULY 1 at midnight.**

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 our next-to-last week before our Final Grammar Exam; the Pre-Test is for practice, not a grade and closes Monday June 28 at midnight.

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. They are also in the CALENDAR items in the Quiz items marked Availability Ends. Notice that study aids are grouped with each quiz in the module or calendar item. 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.

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. The W essays (W1-W5) must be submitted to their appropriate drop box before 11 PM on Mondays in order to be evaluated and graded. Exception: the drop box for W1 closes our first Friday (it opens our first Thursday). W's open at 5 AM Thursdays. Exception: W2 opens 5 AM our first Sunday (closes the next day at 11 PM).

MODULES in CONTENT

On the navigation bar, click on CONTENT. The MODULES for everything we do are down the left side of CONTENT: OVERVIEW, COURSE SCHEDULE (click on Full Schedule

for our Calendar items), WRITING ASSIGNMENTS (the “W’s”), QUIZZES (the Q’s), CORE GRAMMAR, PRACTICE EXAM, FINAL GRAMMAR EXAM, FINAL ESSAY, and PURDUE GRAMMAR EXERCISES (optional study aid for FINAL GRAMMAR EXAM).

CALENDAR

On the navigation bar, click on COURSE HOME; on the right is the calendar. Click on CALENDAR and open LIST. All the items in the CALENDAR marked AVAILABILITY ENDS have clickable links for “W” drop boxes, Quizzes, and Exams. Also: in CONTENT in Course Schedule, click on Full Schedule, which also lists all our Calendar items with links for Assignment drop boxes, Quizzes, and Exams.

QUICK ACCESS on the NAVIGATION BAR

If you are pressed for time, the modules in CONTENT may be by-passed. 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.

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: you will have 60 minutes to take 50 multiple choice questions.

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.

DO THE Q’S BEFORE 10:00 AM ON MONDAYS

The Q’s (the Quizzes) open on a Monday at 10:00 AM and close a week later on Monday also at 10:00 AM. Q1 is open and will close Monday at 10 AM.

THREADS: GETTING MY INPUT PRIOR TO SUBMISSION

You have the OPTION of receiving my input on your writing BEFORE it is due in the drop box. 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 by clicking on VIEW TOPIC of a DISCUSSION FORUM

Beside the title of the forum you will see 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.

SUBMIT MULTIPLE THREADS OR ALL FOUR PARAGRAPHS IN ONE THREAD

You can submit for my input multiple threads or put multiple paragraphs in one thread.

THREADS MUST BE TIMELY

I will always try to answer your thread, but late threads—on Mondays for instance—may not be answered until after the drop box closes.

THREADS ARE NOT REQUIRED

Threads are OPTIONAL. Don't send me a thread because you think it's expected or mandatory—it is not.

ARE THREADS NECESSARY FOR A GOOD GRADE?

I do NOT have to see your work ahead of time. Some students NEVER send me a thread, and they do just fine without my prior input.

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. That's on purpose. But your fellow students are NOT allowed to copy and paste your phrasing and word-choice into their own document and submit it to the drop box.

BEST AMERICAN ESSAYS 2019 & PARAGRAPH THREE OF OUR MODEL

For paragraph three of an essay, we need to quote from a designated essay in our required book BEST AMERICAN ESSAYS 2019. Sometimes you may choose between two designated essays in the book. See our FOUR PARAGRAPH model in this syllabus.

GRADING: Feedback box and Attached RUBRIC

When I grade, I provide two forms of evaluation: the FEEDBACK box and also an ATTACHED RUBRIC (see end of this syllabus for a sample rubric).

EMAIL ME AND ASK FOR SPECIAL ACCESS IF LATE WITH A "W."

The late penalty for our W's is capped at minus 10 points out of 100. Sometimes doing your best with a late paper makes up for the 10 points. And no matter how much time you need for the late essay, I will give you a little more. The penalty does NOT increase.

Here is our four-paragraph model:

Paragraph 1 needs these components:

Answer-to-prompt and the "because" give us the overall idea/position ("We").

Supporting idea 1 is a branch or category of that overall idea ("We").

Preview of example in par. 2 and one of its sensory details ("I" or "my" is fine).

Supporting idea 2 is another branch or category of the overall idea ("We").

Preview of example in par. 3 and one of its sensory details ("I" or "my" is fine).

LAST SENTENCE of PARAGRAPH ONE: THESIS – the “because” of the answer-to-the-prompt but without the “because” (the THESIS may be refined and improved, but it has the same meaning as the “because” in the first sentence of the paragraph).

NOTE: IDEAS use plurals like “we”; examples (personal experiences and observations) use the singular (“I” or “my”). Do NOT use “you” for anything.

Paragraph 2 needs these components:

Topic idea explains the first supporting idea (“We”) -- a couple of sentences.

Provide the context for the first example previewed in par. 1 (“I” is fine) -- one or two sentences.

You can start development of the example with the description you previewed as example one in paragraph one. We need the action in THREE respects (e.g., beginning, middle, and end). (“I” is fine.). Use “sensory” details: *onions and peppers sizzled on the grill.*

Paragraph 3 needs these components:

Provide two sentences for the Topic idea (“We”), which 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 and make us like her—make us 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! Now

provide the context of the second example previewed in par. 1. Describe the example’s

experience with sensory details, starting with the description you previewed in paragraph one. We need the action in at least THREE respects (e.g., beginning, middle, and end). ("I" is fine.)

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

Retrieve a sensory detail from either par. 2 or par. 3, and further develop (first three sentences) with new descriptive details ("I" is fine).

Adjust the THESIS for the last sentence or two of the essay ("We").

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.

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.

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

June 1 (Tuesday) through June 7 (Monday):

Do the Pre-Test and Q! In CONTENT see modules for Pre-Test (Bank A) & Quiz 1 (Q1). Both Pre-Test for Grammar (do just ONE attempt, not both) and Q1 open as of 10:00 AM Tuesday June 1; Q1 closes by 10:00 AM Monday June 7. **See LB BRIEF CH 21 Parts of Speech; LB CH 22 The sentence; LB 24 Sentence Types.**

Prompt for W1 & W2 Enclosed Spaces: What do our enclosed spaces say about us? What makes them meaningful? An enclosed space can be any contained area in your experience: your kitchen (or your parents'), your backyard, garden, a collage of pictures, office—even a drawer in a desk.

DISCUSSION FORUM and TOPIC W1 Enclosed Spaces: Paragraphs 1-2

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: Drop box for W1 Enclosed Spaces: Pars. 1-2 opens 5:00 AM Thursday June 3; closes 11 PM Friday June 4. The drop box is in CONTENT in W1 in the module for WRITING ASSIGNMENTS. OR on the navigation bar, go to ASSESSMENT and then ASSIGNMENT, and you will see the drop box.

Discussion Forum and Topic W2 Enclosed Spaces: Paragraphs 3-4.

In CONTENT go the module for DISCUSSIONS and open the Discussion forum for W2. Click on arrow next to title for View Topic. In CONTENT go the module for DISCUSSIONS and open the Discussion forum for W2. Click on arrow next to title for View Topic. **For 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). 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. **OPTION:** Start a thread on **SATURDAY** for Enclosed Essays: Pars. 3-4 for my input.

DUE DATE: Drop box for W2 opens 5:00 AM Sunday June 6; closes 11 PM Monday June 7. See W2 in the module for WRITING ASSIGNMENTS in CONTENT. OR on the navigation bar, click on ASSESSMENTS and then ASSIGNMENTS.

Monday June 7 - Monday June 14:

Quizzes 2, 3, and 4 open 5:00 AM Monday June 7; close 10 AM Monday June 14.

Do the Q's! 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 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? 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: Drop box for W3 opens 5:00 AM Thursday June 10; closes 11 PM Monday June 14. See W3 in the module for WRITING ASSIGNMENTS in CONTENT. OR on the navigation bar, click on ASSESSMENTS and then ASSIGNMENTS.

Monday June 14 – Monday June 21.

Quizzes 5, 6, 7 open 10:00 AM Monday June 14; close 10:00 AM Monday June 21.

Do the Q's! 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: Drop box for W4 Fitting In opens 5:00 AM Thursday June 17; closes 11 PM Monday June 21. See W4 in the module for WRITING ASSIGNMENTS in CONTENT. OR on the navigation bar, click on ASSESSMENTS and then ASSIGNMENTS.

Monday June 21 – Monday June 28.

Quizzes 8, 9, 10 open 10:00 AM Monday June 21; close 10:00 AM June 28

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: Drop box for W5 NOT Fitting in opens 5:00 AM Thursday June 24; closes at 11 PM Monday June 28. See W5 in the module for WRITING ASSIGNMENTS in CONTENT. OR on the navigation bar, click on ASSESSMENTS and then ASSIGNMENTS.

June 28 Monday 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.

June 29 Final Grammar Exam – 50 multiple choice/60 minutes – opens 7:00 PM TUESDAY; closes Wednesday June 30 at midnight.

Requires Respondus Lockdown Browser + Webcam. In CONTENT see module for Final Grammar Exam or go to ASSESSMENTS on navigation bar & click on TESTS

June 30 Final Essay – choice of 3 prompts/2 hours – opens 7 PM WEDNESDAY June 30; closes Thursday July 1 at midnight–

Requires Respondus Lockdown Browser + Webcam. In CONTENT see module for Final Essay or go to ASSESSMENTS on navigation bar & click on 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 revisits answer to prompt in light of sensory detail from par. 2 or 3. | Exceptional in most respects. | Dynamic in some respect | Conclusion further develops descriptive detail from par. two or three; revisits answer to prompt. | 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. | | | | | |