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INTERMEDIATE COMPOSITION & GRAMMAR ONLINE

ENGL 2113 x30 Summer 1 2023

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

Office Hours: MTWR 11:00 AM – 1:00 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. **ZOOM:** Make an appointment with me by email. **IN-PERSON:** Make an appointment by email to meet me in my office.

TWO Required Books:

- **The Little, Brown Compact Handbook.** 10th ed. Jane E. Aaron & Michael Greer. Pearson. ISBN 978-0-13-557127-9
- **The Best American Essays 2019.** Edited by Rebecca Solnit. Mariner. ISBN 978-1-328-46580-1. **Book must be used for W2, which is due Friday June 16.**

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 **Friday** June 9
- W2 10% Enclosed Spaces: Pars. 3-4 **Friday** June 16
- W3 12% Losing Something **Wednesday** June 21
- W4 13% Fitting In **Monday** June 26
- W5 10% NOT Fitting In **Friday** June 30
- Final Grammar Exam 20% **Wednesday** 7:00 PM July 5 – **Thursday** 11:59 PM July 6
- Final Essay Exam 20% **Wednesday** 7:00 PM July 5 – **Thursday** 11:59 PM July 6

We need BEST AMERICAN ESSAYS 2019 as soon as possible!

The most important (and of immediate need) is **Best American Essays 2019 (Editor: Rebecca Solnit), published by Mariner.** Our handbook is **The Little, Brown Compact Handbook** (Jane E. Aaron & Michael Greer), published by Pearson, or any edition of the LB BRIEF. **Our campus bookstore is happy to ship books to you—just ask them.**

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 – **NO ROUNDING UP OF FINAL ADJUSTED GRADE IN D2L**

Grading Scale (out of 100): A 100-90; B 89-80; C 79-70; D 69-60; F 59 – 50. The rubric grade for an individual “W” assignment may have a decimal of .5 or higher; that grade—for an individual “W”—will be rounded up (e.g., 69.5 to 70). **However, the semester grade (the final adjusted grade in the D2L gradebook) is NEVER rounded up to the next letter grade.** For instance, a 79.9 semester grade is a C, not a B; an 89.9 is a B, not an A.

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

Pre-Test (Bank A) is modeled on our Final Grammar Exam. Take first attempt before the end of Thursday June 8. You might do it a second time June 30 – July 2.

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 (but they are not extra credit)

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.

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.**

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 (but 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 all 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 “W” discussion forum is an arrow.** Click on the arrow for VIEW TOPIC. At the end of the TOPIC is the TEXT BOX to **POST** your paragraph(s) to me for 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.

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.**

ALL LATE WORK is due no later than **Monday July 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 Monday July 3. A “W” assignment submitted after July 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 use or adapt ideas (answer-to-prompt/because, supporting ideas 1 and 2, thesis sentence, topic idea, context of example) but **not** specific examples (the descriptive details) highlighted in yellow.

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 **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 point 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.

ACADEMIC DISHONESTY

Students who get help or benefit from an unfair advantage during their Final Essay or Final Grammar Exam (or aid and abet someone else's unfair advantage) will receive a "0" for that test. The same is true for the "W" writing assignments in our course. **Only one source is authorized for student use in the "W" assignments: a designated essay from Best American Essays 2019 (editor Rebecca Solnit).** Our four-paragraph model in the syllabus provides a model for usage of, and quoting from, that designated essay. Such usage is confined to one part of paragraph three; this model requires the student's own description or explanation of what the quoted passage means; the quote itself then follows with a parenthetical page. Except for that quote, the "W" assignment must be a student's own authorship. The only person who may weigh in on the student's choices, phrasing, and word-choice is the instructor. **Except for my edits and suggestions (in a thread), a "W" assignment should be the student's own work; otherwise, the grade for that assignment will be a "0" (no point value).**

FAILURE TO FOLLOW DIRECTIONS (See our Four-Paragraph model above)

Students sometimes fail to follow some aspect of our four-paragraph model: e.g., they frequently slip up with the format for utilizing a quote from the designated essay in **Best American Essays 2019**. Failure to follow directions—no matter how much a student might slip up—is **not** academic dishonesty. Such mistakes are covered by the rubric.

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

For my input: in DISCUSSIONS, click on the arrow beside the title of the relevant discussion forum for W1, W2, W3, W4, or W5; click on VIEW TOPIC. Here will be the textbox for typing or copying and pasting your paragraph(s). Post to me and I will receive an alert in my Outlook email. This posting is for my suggestions—it is not for grade. When you are ready for the essay to count and be graded, submit to the drop box.

Monday June 5 through Friday June 9:

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 Monday June 5; Pre-Test closes 11:59 PM Thursday; Q1 will close 11:59 PM Sunday June 11. 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 adapt italicized suggestions. {Feel free to use or adapt italicized suggestions below.}

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 Friday June 9.

Saturday June 10 through Friday June 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 Monday June 12 & close 11:59 PM Sunday June 18.

- 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.*

Discussion Forum and Topic W2 Enclosed Spaces Pars. 3-4.

For my input, in CONTENT go to 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 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 the topic idea (and prior to the quote), indicate author, title of essay, and describe/explain in your words the situation in the essay. Then provide the quote with a parenthetical page number. **After the quote**, provide description in three respects of your 2nd example—just like you did for the first example in par. 2 for W1.

DUE DATE: W2 Enclosed Spaces Pars. 3-4 is due in the drop box before 11:59 PM Friday June 16.

Saturday June 17 through Wednesday June 21:

W3 Losing Something. [NOTICE: Our due dates are now about every **FOUR** or **FIVE** days.]

Quizzes 5, 6, 7 open Monday June 19 and close 11:59 PM Sunday June 25.

- 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:

(Now we do all four paragraphs in one essay.

(Feel free to use or adapt italicized suggestions below.)

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...*

NOTE: In paragraph three, be sure to quote from J. Drew Lanham, “Forever Gone” (pp. 131-144, see esp. pp. 131-33, 136-42). After the topic idea (and prior to the quote), indicate author, title of essay, and describe/explain in your words the situation in the essay. Then provide the quote with a parenthetical page number. **After the quote**, provide description in at least three respects of your 2nd example—just like you did for the first example in par. 2.

SUGGESTION: In CONTENT, click on DISCUSSIONS. Then click on the Discussion Forum and Topic for W3 Losing Something. Read the forum. Click on the arrow by the title of forum and read the topic. In the text box, you may type directly or copy and paste from your own document. You can put all four paragraphs in one thread, or send one or two paragraphs at a time.

DUE DATE: W3 Losing Something is due in the drop box before 11:59 PM Wednesday June 21. [Notice our due dates are now about every **FOUR** or **FIVE** days!]

Thursday June 22 through Monday June 26: W4 Fitting In

Quizzes 8, 9, 10 open Monday June 26 and close 11:59 PM Sunday July 2.

- 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: *(Feel free to use or adapt italicized suggestions below.)*

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...*

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). After topic idea (prior to quote), indicate author, title of essay, and explain/describe in your 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 description in at least three respects of your 2nd example—just like you did for the first example in par. 2.

OPTION: Don't forget you can send me one or all of your paragraphs in a thread. See the relevant discussion forum in CONTENT; click on the arrow by the title of the forum. In VIEW TOPIC you will see the text box.

DUE DATE: W4 Fitting In is due in the drop box before 11:59 PM Monday June 26.

Tuesday June 27 through Friday June 30: W5 NOT Fitting in

Prompt for W5 Not Fitting In: (*Feel free to use or adapt italicized suggestions below.*)

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...*

In paragraph three, be sure to quote from Kai Minosh Pyle, "Autobiography of an Iceheart" (pp. 176-188). After the topic idea (and prior to the quote), indicate author, title of 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 description in at least three respects of your 2nd example—just like you did for the first example in par. 2.

DUE DATE: W5 NOT Fitting in due in the drop box before 11:59 PM Friday June 30.

Saturday July 1 through Thursday July 6: Finals Week

Monday July 3: All late "W" work must be submitted to their drop boxes before 11:59 PM Monday July 3. The late penalty is 10 points.

Friday June 30 – Monday July 3: Retake the Pre-Test (Bank A). It does not affect your semester grade; it has no grade value.

Friday June 30 – Monday July 3: 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.

Wednesday July 5: Final Grammar Exam opens at 7:00 PM; closes 11:59 PM Thursday July 6 - 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.

Wednesday July 5: Final Essay opens at 7:00 PM; closes 11:59 PM Thursday July 6. - 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 Grading Rubric for “W” Assignments

Each category may be failing (50), 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. Topic idea for paragraph two pertains to supporting idea 1 in paragraph one; topic idea for paragraph three pertains to supporting idea 2 in paragraph one.
- Provides description of examples with “I” in pars. 2 and 3 with dynamic sensory details in at least three respects. Writing style is readable, creative, and original; phrasing and word-choice are clear.
- 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. Note: After quote, student describes example 2 in at least three respects (just like example 2 in paragraph two).
- 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:

HERE IS THE RUBRIC FOR OUR FINAL ESSAY

FINAL ESSAY will be graded on this scale: failing (50), 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”) 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: