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INTERMEDIATE COMPOSITION & GRAMMAR ONLINE
SUMMER ONE 2020
ENGL 2113-X34

TWO Required Books:

LB Brief. 6th ed. Jane E. Aaron. Pearson.

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% | |
| Multiple Choice Grammar Test | 20 percent (20 points out of 100) |
| Final Essay (same model as the Ws) | 20 percent (20 points out of 100) |

Grading (out of 100):

A 100-90; B 89-80; C 79-70; D 69-60; F 59-0 (no rounding up).

LATE Policy: Late essays are penalized 10 points out of 100.

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 use sources other than our Best American Essays 2019 or LB Brief and fail to acknowledge that usage, especially when phrasing and word-choice do not match the rest of the essay. The grade for that assignment is a “0” and the student can no longer attend the course. The semester grade is an automatic “F.”

The 4-paragraph model:

Paragraph 1 needs these components:

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

Supporting idea 1 is a branch or category of that overall idea.

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.

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

NOTE: Overall idea, supporting ideas, and topic ideas use plurals as subjects: we, people, children, parents, students, etc., and not the singular “I” or “my.”

Paragraph 2 needs these components:

Topic idea explains the first supporting idea.

Provide the context for the first example previewed in par. 1.

Describe the example’s experience—an action—with sensory details.

Here would be a sensory detail: onions and peppers sizzled on the grill.

We need three such moments or aspects of an experience.

Paragraph 3 needs these components:

Topic idea explains the second supporting idea (does not use “I” or “my”).

Indicates author from Best American Essays 2019.

Puts the title of the essay in quotation marks.

Explains the author’s idea in the student’s own words.

Quotes from the essay and provides a parenthetical page.

Here is a 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 cul-de-sac neighborhood 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).

Paragraph 3 is not over!

Now provide the context of the second example previewed in par. 1.

Describe the example’s experience—an action—with sensory details.

Describe three moments or aspects of that action.

Paragraph 4 needs these components:

Retrieve a sensory detail from one of the two examples.

Develop that detail further for several NEW sentences.

Adjust the overall idea (thesis position) to accommodate the detail.

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

PROCTOR U: You need to schedule a THREE-hour session: one hour for the Grammar part and then two hours to write our final four-paragraph essay.

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 DAILY SCHEDULE

Each W essay is a response to a prompt. The prompt is a specific question that the student's essay is supposed to answer. For instance, the W1 & W2 thread Enclosed Space begins Monday, June 1. The W1 & W2 assignment (with prompt question) will already be open. The W assignment with prompt question opens the night before each new W thread.

PROCTOR U: Wait until I give you the all clear. Then schedule to take our GRAMMAR TEST (60 minutes) and FINAL ESSAY (2 hours) as an online proctored exam through ProctorU. Schedule the test between **Monday, June 29 and Thursday, July 2** (first *possible* appointment at 8:00 AM CDT June 29; last *possible* appointment at 6:00 PM CDT, July 2). This proctoring requires access to a computer with a camera and payment to ProctorU of their fee. Read the following on setting up an account with ProctorU and making reservations: [ProctorU: How It Works](#).

MONDAY JUNE 1

Online Pre-Test & Q1 open as of 10:00 AM, today, June 1, and close as of 10:00 AM, Monday, June 8.

Thread for W1 Enclosed Space, Part One, due in D2I Drop Box this Thursday June 4.

The W1 & W2 Enclosed Space Assignment and Prompt question is already open.

Camille T. Dungy, "Is All Writing Environmental Writing?" See esp. p. 71.

JUNE 2 TUESDAY

Thread for W1, continued.

Grammar Thread 1:

LB CH 21 Parts of Speech

LB CH 22 The sentence

JUNE 3 WEDNESDAY

Thread for W2 Enclosed Space, Part Two, due in drop box Monday, June 8.

Elizabeth Kolbert, "How to Write about a Vanishing World." See esp. 124-25.

Grammar Thread 1, concluded. Do Q1: subject/verb identification.

JUNE 4 THURSDAY

W1 Enclosed Space, Part One, due today June 4.

JUNE 8 MONDAY

W2 Enclosed Space, Part Two is due in drop box on D2L.

Qs 2, 3, and 4 are open this week as of 10:00 AM today, Monday, June 8, and close as of 10:00 AM, Monday, June 15.

Thread for W3 Losing something, due in D2L Drop Box this Thursday, June 11.

J. Drew Lanham, "Forever Gone." See esp. pp. 132, 135-36, 137-39.

Grammar Thread 2:

LB CH 23 Phrases & Clauses

LB CH 35 Fragments

Do Q2: Phrases, clauses, and /fragments.

JUNE 9 TUESDAY

W3 Losing Something Thread and Grammar Thread 2, cont.

LB CH 36 Commas

LB CH 24 Sentences

Do Q3: Comma splices and fused sentences.

JUNE 10 WEDNESDAY

W3 Losing Something Thread and Grammar Thread 2, concluded.

LB CH 25 Verb forms

LB CH 29 Subject/Verb

Do Q4: Subject/verb agreement.

JUNE 11 THURSDAY

W3 Losing Something is due today in the drop box.

JUNE 15 MONDAY

Qs 5, 6, and 7 open as of 10:00 AM today, June 17, and close as of 10:00 AM, Monday, June 22.

Thread for W4 Fitting In, which is due this Thursday in the drop box.

Lacy M. Johnson, "On Likability." Esp. pp. 105-106.

Walter Johnson, "Guns in the Family." Esp. pp. 113-15, 116-17, 117-18, 120-22.

Grammar Thread 3:

LB CH 30 Pronoun Case

LB CH 31 Pron. Agreement

LB CH 32 Pronoun reference

Do Q5: Pronoun Agreement.

JUNE 16 TUESDAY

W4 Fitting in thread.

Grammar Thread 3.

Do Q 6: Pronoun Case.

JUNE 17 WEDNESDAY

W4 Fitting in thread.

Grammar Thread 3.

LB CH 39 The Comma.

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

Do Q7: The Comma.

JUNE 18 THURSDAY

W4 Fitting In is due today in the drop box.

JUNE 22 MONDAY

Qs 8, 9, and 10 open as of 10:00 AM today, June 24, and close as of 10:00 AM, Monday, June 29.

Thread for W5 Not Fitting In, which is due Thursday June 25 in the dropbox.

Dawn Lundy Martin, "When a Person Goes Missing." See esp. 162-64, 164-69.

Kai Minosh Pyle, "Autobiography of an Iceheart." Esp. 176-77, 181-84, 186-88.

Grammar Thread 4: LB CH 40 The Semicolon; CH 41 The Colon.

Do Q 8: Colons & Semicolons.

JUNE 23 TUESDAY

Grammar Thread 4, cont.

LB CH 16 Parallelism.

Do Q9: Parallelism.

JUNE 24 WEDNESDAY

Grammar Thread 4, cont.

LB CH 42 The Apostrophe

LB CH 43 Quotation Marks

Do Q 10: Apostrophes.

JUNE 25 THURSDAY

W5 Not Fitting In is due today in the drop box.

JUNE 29 MONDAY

Now begins the Proctor U sessions for Grammar Test & Final Essay.

Final Essay Thread: TO BE ANNOUNCED.

Grammar Review Thread.

Reviewing our lists—preps, subordinating words, transitional expressions, etc.

JUNE 30 TUESDAY

Final Essay Thread. Grammar Review Thread.

JULY 1 WEDNESDAY

Final Essay Thread, concluded. Grammar Review Thread, concluded.

JULY 2 THURSDAY

LAST DAY FOR GRAMMAR TEST/FINAL ESSAY WITH PROCTOR U.

| Categories | EXCELLENT (96-100) | GOOD (86) | SATISFACTORY (76) | PASSING (66) | FAILING (50) |
|--|-------------------------------|--------------------------|---|---------------------------------------|--|
| [1] Introduction Paragraph 1 Starts with overall idea/thesis position (answer to prompt w. because/why); offers two supporting ideas; previews two examples, each with sensory detail. | 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. | Introduction is problematic. | Missing most components. |
| [2] Topic idea at start of pars. 2 and 3 Each body paragraph begins with an explanation of the relevant supporting idea as topic idea. | 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. two & three Each body paragraph develops an example previewed in the introduction; provides three descriptive attributes. Demonstrates proficient use of Standard Written 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 sentence and provides quote just before the 2nd example. | Exceptional in most respects. | Dynamic in some respect | Indicates author and essay title from our book, provides author's idea in student's words, and concludes with relevant quote. Provides page in parentheses. | Use of required essay is problematic. | No use of required essay. |
| [5] Conclusion revisits answer to prompt and why/because in light of redeployment of a sensory detail from par. 2 or 3. | Exceptional in most respects. | Dynamic in some respect | Conclusion briefly re-develops descriptive detail from par. two or three and revisits answer to prompt and why/because. | Problematic in some respect. | Conclusion does not follow directions. |
| Comments: My comments are really important because they advise the student on how to improve for the next W assignment and Final Essay, based on shortcomings in the present essay. A rubric will be attached to the D2L grade. | | | | | |

Grading Rubric: Let us say someone did not provide most of the components in paragraph one. That would be a 50 for the first horizontal category. NOTE: Shading indicates the squares I settled on for evaluation.

Let us also suppose the student achieved in the SATISFACTORY column in categories, 2, 4, and 5. For category 3, the student went much higher—reaching the EXCELLENT column. Moving left 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.

EXCELLENT (unique among our columns) allows for a bonus of four more points (notice the 96-100 at the top of the EXCELLENT column), 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.