

Instructor: Dr. Fields

Office: Bea Wood 230

Land Line: 940-766-6319

Email: peter.fields@msutexas.edu

Office Hours: MTWR 12:00 – 2:00 PM (by phone or email)—or best time for you.

INTERMEDIATE COMPOSITION & GRAMMAR ONLINE

SUMMER TWO 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%

FINAL EXAM ProctorU (two parts in same session)

Multiple Choice Grammar Test 20 percent (20 points out of 100)

Final Essay (see p. 9 of syllabus)s 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).

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 we fail to take a Q, the grade for that Q is a “0.” For instance, say we took all the Qs but one, the final grade would be a 90, which would be 10 percent of the overall grade.

FINAL EXAM PROCTOR U: Wait until I give everyone the all clear in a NEWS item. Then schedule to take our FINAL EXAM (three hours) with ProctorU. See a description for FINAL EXAM ProctorU in our table of contents for D2L.

The first part of the FINAL EXAM ProctorU is the GRAMMAR TEST (60 minutes); the second part is the FINAL ESSAY (2 hours). BOTH sections are to be taken in the SAME appointment (do NOT leave after the Grammar Test; stay and write the Final Essay). **Remember to allow THREE hours. Therefore, the earliest possible** appointment would begin (Central Time Zone) at 12:00 AM Monday August 3; the last possible appointment would be 9:00 PM Thursday AUGUST 6 because the parameters close the exam as of that midnight.

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](#).

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).

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 rely on undocumented sources, whether a printed source (other than our required books) or a human being who write 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 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).

LAST SENTENCE: THESIS-the “because” of the answer to the prompt but without the “because” (the THESIS and BECAUSE must match).

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.

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 the action in THREE respects (e.g., beginning, middle, and end).

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.

We need the action in THREE respects (e.g., beginning, middle, and end).

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

Retrieve a sensory detail from one of the two examples.

Develop that detail further for two or three NEW sentences.

Adjust THESIS for the last sentence of the essay.

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 with a position and a “because.” That “because” is also the THESIS.

The beginning of each week (Monday) is the beginning of a THREAD, which requires answer to a grammar question, answer to a prompt, and the first paragraph for that W.

JULY 6 MONDAY W1 & W2 Enclosed Spaces

Do the Q! Online Pre-Test & Quiz 1 (Q1) open as of 10:00 AM, today and close as of 10:00 AM, Monday, July 13.

Q1's relevant chapters in LB Brief:

LB CH 21 Parts of Speech; LB CH 22 The sentence.

Review Quiz 1 in Table of Contents for D2L ; then take Q1.

DISCUSSION W1 Enclosed Spaces

Each student starts his/her own thread in response to the DISCUSSION posted on D2L: Answer the DISCUSSION's grammar question and respond to prompt question by providing a rough draft of paragraph one. See model for FOUR PARAGRAPH ESSAY (pp. 3-4 of this syllabus).

For W1 Enclosed Spaces, we are writing paragraphs one and two of a four-paragraph essay.

JULY 7 TUESDAY

DISCUSSION W1 Enclosed Spaces, cont.

JULY 8 WEDNESDAY – W1 due no later than FRIDAY night at 11:00 PM.

Drop box for W1 Enclosed Spaces opens at 12:00 AM WEDNESDAY. It will close no later than 11:00 PM FRIDAY, JULY 10.

LATE PENALTY: Students need to petition by email to Dr. Fields for Special Access if drop box has closed. The penalty for a late essay is 10 points out of 100.

JULY 9 THURSDAY

DISCUSSION: W2 Enclosed Spaces

Start thread for W2 Enclosed Spaces, Part Two, which finishes the essay on Enclosed Places. Answer the grammar question and provide paragraphs three and four (of the four-paragraph essay that began with W1 Enclosed Spaces) in draft form. See model for FOUR PARAGRAPH ESSAY (pp. 3-4 of this syllabus).

For W2 Enclosed Spaces, we are writing paragraphs three and four of the four-paragraph essay we began with W1 Enclosed Spaces.

For paragraph three please quote from ONE of these two essays in THE BEST AMERICAN ESSAYS 2019 book. See model for par. 3 (p. 4 of this syllabus):

Camille T. Dungy, “Is All Writing Environmental Writing?” (p. 70; see esp. p. 71). Or Elizabeth Kolbert, “How to Write about a Vanishing World” (p. 124; see esp. 124-25).

JULY 11 SATURDAY – W2 due no later than SUNDAY night at 11:00 PM.

Drop box for W2 Enclosed Spaces opens at midnight Friday (Saturday 12 AM); it will close no later than Sunday July 12 at 11:00 PM.

JULY 13 MONDAY- W3 Losing Something

Do the Qs! Qs 2, 3, and 4 are open this week as of 10:00 AM today, Monday, and close of 10:00 AM, Monday, July 20.

Review the quiz in Table of Contents; then take the Q.

Relevant chapters in LB Brief for each Q:

LB CH 23 Phrases & Clauses

LB CH 35 Fragments

Q2: Phrases, clauses, and /fragments

LB CH 36 Commas

LB CH 24 Sentences

Q3: Comma splices and fused sentences.

LB CH 25 Verb forms

LB CH 29 Subject/Verb

Do Q4: Subject/verb agreement.

DISCUSSION: Start thread for W3 Losing something by answering grammar question and drafting first paragraph of the four-paragraph W3 essay (see our model, pp. 3-4 of this syllabus).

In paragraph three, be sure to quote from J. Drew Lanham, “Forever Gone” (p. 131, see esp. pp. 131-33, 136-42,). See model for par. 3 in our syllabus.

JULY 14-16

DISCUSSION for thread W3 Losing Something cont.

JULY 17 FRIDAY- W3 Losing Something no later than Sunday 11:00 PM.

The drop box for W3 Losing something opens Thursday night at midnight (12 AM Friday); it closes no later than Sunday July 19 at 11:00 PM.

JULY 20 MONDAY – W4 Fitting In

Do the Qs! Qs 5, 6, and 7 open as of 10:00 AM today, and close as of 10:00 AM, Monday, July 27.

Review quizzes in Table of Contents; then take the Qs.

LB CH 30 Pronoun Case

LB CH 31 Pron. Agreement

LB CH 32 Pronoun reference

Q5 & Q6 Pronoun Agreement.

LB CH 39 The Comma

Q7: The Comma

DISCUSSION: Start thread for W4 Fitting In by answering grammar question and drafting paragraph one of the four-paragraph W4 essay (see our model pp. 3-4 of this syllabus).

Be sure to quote from either Lacy Johnson or Walter Johnson in paragraph 3 (see our model for par. 3 on p. 4 of this syllabus):

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.

JULY 21-23

DISCUSSION W4 Fitting in cont.

JULY 24 FRIDAY-W4 Fitting In due no later than Sunday at 11:00 PM.

The drop box for W4 Fitting in opens Thursday at midnight (12 AM Friday); it closes no later than Sunday July 26 at 11:00 PM.

JULY 27 MONDAY- W5 Not Fitting In

Do the Qs! Qs 8, 9, and 10 open as of 10:00 AM today and close as of 10:00 AM, Monday, August 3.

LB CH 40 The Semicolon; CH 41 The Colon.

Q 8: Colons & Semicolons.

LB CH 16 Parallelism.

Q9: Parallelism.

LB CH 42 The Apostrophe

LB CH 43 Quotation Marks

Q 10: Apostrophes.

DISCUSSION: Start thread for W5 Not Fitting by answering grammar question and drafting first paragraph of the four-paragraph W5 essay (see our model, pp. 3-4 of this syllabus).

JULY 28-30

DISCUSSION for thread W5 Not Fitting in cont.

JULY 31-W5 Not Fitting In due not later than Sunday at 11:00 PM

The drop box for W5 Not Fitting in opens Thursday at midnight (12:00 AM Friday); it closes no later than Sunday August 2 at 11:00 PM.

FINAL EXAM PROCTOR U

12:00 AM Monday August 3 (earliest);

9:00 PM Thursday August 6 (latest).

FINAL EXAM (3 hrs. in 2 parts): After Part 1, stay for Part 2.

(Part 1): GRAMMAR TEST. We have 60 minutes to complete 50 multiple-choice questions. Many people will finish the multiple-choice test before the scheduled cut-off. They can then start the four-paragraph essay right away.

(Part 2): FINAL ESSAY. Start the final essay right after the Grammar Test. We will have a choice of three prompt questions. We have two hours.

Paragraph 1 is our usual model: answer-to-prompt/because, supporting idea 1, preview of example 1 with dynamic detail, supporting idea 2, and preview of example 2 with dynamic detail. Then provide the THESIS as last sentence.

Paragraph 2 is our usual model and starts with the topic idea (plural with “we”), which explains and goes deeper with supporting idea 1. Make sure not to use “I” or “my” until the example starts. Please do NOT use YOU in this essay. Start example with context and describe experience in at least three respects with sensory details.

Paragraph 3 is our usual model but with one difference: no use of Best American Essays 2019. However, it does begin with the topic idea, which explains supporting idea 2 and goes deeper. Keep topic idea plural (“people” or “we”). Do not go to the “I” or “my” until the example begins. Start example with context and then describe the experience in at least three respects with sensory details.

Paragraph 4 is our usual model: begins with further development of a descriptive detail from par. 2 or 3. Then it revisits the THESIS but adjusts it somewhat in light of further developing that dynamic, descriptive “sensory” detail.

Proctor U will literally use the camera on your computer to watch you while you take your test. You should have nothing out except one sheet of scratch paper to scribble thoughts and examples and details. They may ask to see the initially blank sheet of paper.

The rubric will be adjusted because it will NOT have a category for a required essay from BEST AMERICAN ESSAYS 2019.

On the scratch paper start with two experiences--two observations--that you know you can describe with dynamic “sensory” details. Then ask yourself: what idea--or lesson--or does each experience imply?

Then how would you answer the “should/should we not” prompt and the “because.” The “because” then becomes the THESIS (the last sentence of paragraph one) without the word “because.”

Do NOT change the “because”--it can be refined but not qualitatively changed. If that happens, go back and change the “because” at the beginning of paragraph one.

As of writing paragraph one, you now have everything you need to write the rest of our final four-paragraph essay, which does NOT quote from anything else.

Next page: HERE IS OUR STANDARD RUBRIC for the Ws.

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

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. THESIS is last sentence.	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. THESIS is last sentence.	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.					

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.