

Instructor: Dr. Fields
Office: Bea Wood 230
Email: peter.fields@msutexas.edu

INTERMEDIATE COMPOSITION & GRAMMAR ONLINE
Spring 2022 ENGL 2113-x23/x24

This class requires use of your computer webcam.

Office Hours: Mon/Wed – 1:00-3:00 PM; Tue/Thur – 12:00-1:45 PM
OFFICE HOURS: I make a point of being in my office in the early afternoon MTWR. If you drop by in person, that's great—but you may have to share this time with others who drop by.

APPOINTMENT IN PERSON OR BY ZOOM: Make an appointment with me by email for my undivided attention; it can be between 1:00 and 3:00 MTWR or a different time, including Friday. If you would like your appointment by ZOOM, I will send you the link just before the agreed-upon time.

OFFICE PHONE: My campus office phone is 940-397-4246. If I am unable to answer immediately, OUTLOOK will turn your message into an email to me. Tell me your number!

LAND LINE: My students may also call me on my landline 940-766-6319 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 & a computer camera.

LB Brief. 6th ed. Jane E. Aaron. Pearson. [Or any edition.]

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

If your computer lacks a camera, you will need to purchase or borrow one.

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 W's | 50 percent (50 points out of 100) |
| W1 5% | |
| W2 10% | |
| W3 12% | |
| W4 13% | |
| W5 10% | |
| Final Grammar Exam - Respondus Lockdown+webcam | 20 percent (20 points out of 100) |
| Final Essay - Respondus Lockdown+webcam | 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

Class Progress in D2L indicates the most recent date of student activity in our course. I do NOT have an attendance penalty, but I use class progress in D2L for all reporting.

Grading – No rounding up.

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 Monday May 2 and closes Tuesday May 3 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 and **opens at 7:00 PM Wednesday May 4 and closes THURSDAY May 5 at midnight.**

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

Pre-Test (Bank A) is modeled on our Final Grammar Exam. Take the first attempt right away. Take the SECOND attempt no later than the weekend before our Final Grammar Exam; the Pre-Test is for practice, not a grade.

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 or calendar item. At the very least, read the PDF before taking each Q. That way you are preparing for the Final Grammar exam.

Writing Assignments (the W's)

All our writing is the same four-paragraph model (see model in this syllabus). For W1 and W2 we divide the same four-paragraph essay into two parts: W1 Pars. 1-2 and W2 Pars. 3-4.

MODULES in CONTENT

On the navigation bar, click on CONTENT. The MODULES for everything we do are down the left side of CONTENT, including W's (Writing assignments), Q's (quizzes), Discussion forums & topics (for threads), Exams, and even Purdue Grammar Exercises.).

QUICK ACCESS to Writing Assignments, Q's, and Tests 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 course 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.

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.

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 very late threads may not be answered until after the drop box closes.

THREADS ARE OPTIONAL

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

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. The rubric indicates a penalty for noticeable borrowing of specific words and phrases from someone's thread in our course.

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: a brief remark in the FEEDBACK box and also an ATTACHED RUBRIC w. comments (see end of this syllabus for a sample rubric).

LATE WORK

Work may be submitted LATE to the drop box, but it will be penalized. The penalty is capped at minus 10 points out of 100.

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").

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").

LAST SENTENCE of PARAGRAPH ONE is the THESIS SENTENCE – The thesis sentence should be what you said after "because" in the answer-to-the-prompt (your first sentence). Refine and clarify it if necessary.

NOTE: Do NOT use "you" for anything in your writing in this course.

Paragraph 2 needs these components:

Topic idea explains the first supporting idea ("We") – one or two sentences.

Provide context for example -- one or two sentences. (Use "I.")

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

Paint a picture and immerse the reader (at least one sentence per respect—ideally more than that). We should describe until the paragraph is over (USE "I").

Paragraph 3 needs these components:

Topic idea ("We") explains supporting point 2 from paragraph one. 1 or 2 sentences.

Now introduce the required author from Best American Essays 2019.

Put the title of the essay in quotation marks.

Explain (better yet *describe*) what the author means 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). Here is the model for what comes after the topic idea in paragraph three: 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 that you previewed in par. 1 (just one or two

sentences). Then we need dynamic description in at least THREE respects (at least one

sentence per respect—ideally, more than that). We should pile on the descriptive details

until the end of the paragraph. USE "I."

Paragraph 4 (no more than five sentences, please) needs these components:

Retrieve a sensory detail from either par. 2 or par. 3, and further develop (first three

sentences) with new descriptive details (Use "I"). 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

Monday January 10 through Monday February 14: W1 Pars. 1-2 and W2 Pars. 3-4 Do the Pre-Test and Q! In CONTENT see modules for Pre-Test (Bank A) & Quiz 1 (Q1). **Both Pre-Test for Grammar and Q1 open as of 10:00 AM Monday January 10 and close by 10:00 AM Monday January 31.** See LB BRIEF CH 21 Parts of Speech; LB CH 22 The sentence; LB 24 Sentence Types.

Quizzes 2, 3, and 4 open 10:00 AM Monday January 31 & close 10 AM Monday February 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; Find Quizzes under ASSESSMENTS on the navigation bar and click on TESTS. OR in CONTENT click on the appropriate Quiz module. **In the module are study aids including the PDF. Study the module's PDF before taking the Quiz.**

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 back porch, your garden, your bedroom at home, your dormitory, a collage of pictures, office—even a drawer in a desk.

DISCUSSION FORUM and TOPIC W1 Enclosed Spaces Pars. 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. **Suggestion: Start a thread with paragraphs 1 and 2 for my input.**

DUE DATE: W1 Enclosed Spaces Pars. 1-2 due in the drop box before 11 PM Monday January 31. The drop box is in CONTENT in the module for ASSIGNMENTS. OR on the navigation bar, go to ASSESSMENTS and then click on ASSIGNMENTS, and you will see the drop box. *The drop box will accept LATE work, but it will be penalized. The penalty is capped at minus 10 points out of 100.*

Discussion Forum and Topic W2 Enclosed Spaces Pars. 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. **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). **Par. 3:** After topic idea (and prior to quote), indicate author, title of essay, and describe in your words the relevant scenario in the essay. After the quote, provide description in three respects of your own personal 2nd example previewed in paragraph one—just like you did for the first example in par. 2. **Par. 4 (no more than 5 sentences, please):** Start with three sentences of descriptive details, pivoting from either your first or second example (using “I”). Conclude (one or two sentences) by revisiting your THESIS and refining it further (use “we” here in the last sentence or two).

DISCUSSION FORUM and TOPIC W1 Enclosed Spaces Pars. 3-4.

In CONTENT go to the module for DISCUSSIONS and open the Discussion Forum for W1. Click on arrow next to title for View Topic. **Suggestion:** Start a thread with paragraphs 3 and 4 for my input.

DUE DATE: W2 Enclosed Spaces Pars. 3-4 due in the drop box before 11:00 PM Monday February 14. The W2 drop box is in the module for WRITING ASSIGNMENTS in CONTENT. OR on the navigation bar, go to ASSESSMENTS and then click on ASSIGNMENTS. *The drop box will accept LATE work, but it will be penalized. The penalty is capped at minus 10 points out of 100.*

Monday February 14 through Monday March 7: W3 Losing Something.

Quizzes 5, 6, 7 open 10:00 AM Monday February 14 & close 10:00 AM Monday March 7. 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 W3 Losing Something: (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. Suggestion: 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: W3 Losing Something is due in the drop box before 11 PM Monday March 7. The W3 drop box is in the module for WRITING ASSIGNMENTS in CONTENT. OR on the navigation bar, go to ASSESSMENTS and then click on ASSIGNMENTS. *The drop box will accept LATE work, but it will be penalized. The penalty is capped at minus 10 points out of 100.*

Monday March 7 through Monday April 4: W4 Fitting In

Quizzes 8, 9, 10 open 10:00 AM Monday March 7 & close 10:00 AM Monday April 4.

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 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 topic idea (prior to quote), indicate author, title of essay, and describe in your words the relevant scenario in author's 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. Click on View topic (by the forum title). Suggestion: Start a thread.

DUE DATE: W4 Fitting In due in the drop box before 11 PM Monday April 4. The W4 drop box is in the module for WRITING ASSIGNMENTS in CONTENT. OR on the navigation bar, go to ASSESSMENTS and then click on ASSIGNMENTS. *The drop box will accept LATE work, but it will be penalized. The penalty is capped at minus 10 points out of 100.*

Monday April 4 – Monday April 25: W5 Not Fitting in

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). 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). Suggestion: start a thread.

DUE DATE: W5 NOT Fitting in due in the drop box before 11 PM Monday April 25. The W5 drop box is in the module for WRITING ASSIGNMENTS in CONTENT. OR on the navigation bar, go to ASSESSMENTS and then click on ASSIGNMENTS. *The drop box will accept LATE work, but it will be penalized. The penalty is capped at minus 10 points out of 100.*

Friday April 29: Practice Question for Requires Respondus Lockdown + Webcam. In CONTENT click on the module for Practice Exam—it's just ONE question (very brief).

Monday May 2: Final Grammar Exam opens at 7:00 PM Monday May 2; closes Tuesday May 3 at midnight - 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 May 4: Final Essay opens at 7:00 PM Wednesday May 4; closes Thursday May 5 at midnight - 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.

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-point 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. Phrasing should not be copied or adapted from threads of other students. | Exceptional in most respects. | Dynamic in some respect. | Phrasing is mostly effective. Starts example with situation and describes in three respects with sensory details. | Lacks sufficient description. | Profound concerns |
| [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 (5 sentences) revisits THESIS sentence. Starts with three sentences of new description; concludes with revised THESIS sentence in light of description. | Exceptional in most respects. | Dynamic in some respect | Conclusion re-develops descriptive detail(s) from par. two or three; revisits THESIS sent. In par. 1. | Problematic in some respect. | Conclusion does not follow directions. |
| Comments: In D2L, the attached rubric includes comments on strengths and weaknesses w. recommendations for improvement; see also feedback box. | | | | | |