Pierce College
English 107: English Composition-Writing about Literature
Syllabus: Winter 2016
Item Number: 8558

Location: ADM 141
Instructor: Michael Roberts
Contact: Mdroberts@pierce.ctc.edu or through Canvas

Times: MW 2:15-4:25 p.m.

Catalog Course Description: Writing expository and argumentative essays based upon literary readings and studies.

Prerequisite: ENGL& 101 with a grade of 2.0 or better.

Course Content:
- Readings of literary texts—designed within the course to create a unifying whole, whether the unity be based upon genre approaches, authorial studies, thematic content, or historical context(s)
- Application of literary theory and critical approaches in the interpretation and appreciation of texts
- Literary terminology
- Writing critical analytical essays responding to assigned literary works
- Composition process in writing critical literary and research essays
- Information competency

Student Outcomes
- Appreciate value and meaning of literature
- Write unified, coherent analytical essays that develop and support a thesis statement
- Critically analyze literary works through the application of theoretical approaches
- Explicate literary works through the appropriate use of literary terminology
- Practice the skills of information competency in research
- Apply the writing process in the composition of expository and argumentative essays
- Recognize historical, social, philosophical, psychological, and cultural contexts for literature

Degree Outcomes
Effective Communication:
- Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Communication:
- Graduates identify, analyze, and evaluate rhetorical strategies in one’s own and other’s writing in order to communicate effectively.
**General Course Information:**

**Textbook:**

**Use of Canvas:**
This quarter, Canvas will be used for the following:

- Course Syllabus
- Assignment Schedules
- Rubrics
- Posting of All Final Drafts of Essays
- Posting of All Short Position Papers
- Exemplary Student Papers
- Grade Posting
- Communication via Canvas email.
- Supplemental Resources.

If you have not done so, please gain access to Canvas and log in regularly during the course. See instructions below for first time login.

- Students are auto-enrolled and will login at: [http://pierce.instructure.com](http://pierce.instructure.com)
  Username: SID (925XXXXXX)
  Password: first six letters of your last name . . . all lowercase.

If you have fewer than six letters in your last name, start over at the beginning and continue until six characters are reached – ex. Ron May = maymay, Ron Paul = paulpa, Zing Tu = tututu.

**Supplemental Materials:**
Purdue OWL: For required essay, you will be asked to access Purdue OWL, Purdue University’s Online Writing Lab ([https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)), which includes guides for writing development, grammar, and research styles, including MLA style.
Course Assignments and Grading:

Assignments:
Six Short Interpretive Papers: 25 pts. ea.  
Three Longer Interpretive Essays: 100 pts. ea.  
Total: 450 pts.

*Note: The number of assignments may vary, depending on the pace of the class. If necessary, I may eliminate one short position paper. I will never add assignments.

Grading Policies:

All grades are recorded in Canvas and based upon percentages from earned points on the assignments. Your final course grade will be based on all your work in the course. Please contact me if you are concern about a grade.

Grading Scale:

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<th>C to C-</th>
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<td>95-100%: 4.0</td>
<td>89%: 3.4</td>
<td>79%: 2.4</td>
<td>69%: 1.4</td>
<td>0-64%: 0.0</td>
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<td>94%: 3.9</td>
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Assignment Descriptions:

Short Interpretive Papers:

Length: 2-3 pages  
Style: MLA—Interpretive argument (See Purdue OWL on style requirements)

Each week, you will be assigned a selection of readings from one of the genres in the textbook (fiction, poetry, drama). You are to choose one of those readings and write a short (2-3 page) paper interpreting one aspect of the writer’s piece. Aspects may include the following: message or theme, style, use of language, point of view. In writing these, it will be important to use literary terminology appropriate to each particular genre, as per class instruction.

Topics:

Essays 1-2: Fiction  
Essays 3-4: Poetry  
Essays 5-6: Drama

Grading Rubric: Content—60% (15 pts.) Grammar/Style—40% (10 pts.)

Longer Interpretive Essays:

Length: 4-8 pages  
Style: MLA—Interpretive argument with research (See Purdue OWL)

Every three to four weeks, you will write a longer, more analytical argument on one of the genres in the text. You may select one of your shorter essays and extend it into a longer essay, or you may begin from scratch and write a new essay. If possible, essays should include research on the selected work. You may also compare two works by the same writer or between similar themes or modes of expression. When using outside research, it is expected that you utilize the library databases (EbscoHost or Proquest).

Grading Rubric: Content—60% (60 pts.) Grammar/Style—40% (40 pts.)

Note on Rubrics:

More detailed rubrics will be distributed during the class sessions and will be posted as a part of the grading under assignments in Canvas.
Course Policies:

Attendance and Participation:
Class discussions, lectures, and activities all play an important role in succeeding in college. Plan on attending each class with necessary homework completed. Daily attendance is a necessary part of the course.

Attendance Rules:
• The tenth (10th) day of the quarter is the last day to drop the class without a grade.
• If you miss five (5) consecutive days or the accumulation of five (5) day of the course, measures may be taken to drop or withdraw you from the course.

Please maintain ongoing contact with me (email is best) throughout the quarter to notify me of any days you must be absent from the class, so that I can work with you to insure your success.

Late Assignments:
A 10% point deduction will be given to each day an assignment is submitted after the due date (e.g. 10 pts. for a 100 pt. essay).  

Post-Grade Revision Rule:
You may revise one of the first three 100 point essays for a better grade, if it is turned in on time. You have one week from the date that the essay is returned to complete the revision for a better grade.

Pierce College Policies:

Student Rights and Responsibilities:
Students are expected to conduct themselves in a professional manner that is timely, respectful of others, and positive to the learning process. Because we discuss controversial topics from the readings, it is important to show mutual respect for all viewpoints being expressed and to conduct ourselves professionally and courteously. Copies of Pierce College’s code of “Student Rights and Responsibilities” are available in the Student Programs Office.

Anti-Discrimination Policy
It is a violation of Washington state law for a person to be discriminated against on the basis race, color, creed, national origin, sex, sexual orientation, gender identity, age, disability, use of a dog guide or trained service animal due to disability, familial status, marital status, honorably discharged veteran or military status, or status as a breastfeeding mother. Discrimination in any form will not be tolerated in this class. If a student uses discriminatory language in class, the student will be asked to leave and will be counted absent for the day. If a student uses discriminatory language in
an assignment including major papers, the student will be required to redo the assignment. Students will treat each other and the instructor with courtesy and respect.

**Academic Dishonesty:**
All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. In cases of clearly established plagiarism, the award of F for the final course grade is the standard practice of the college. Please e-mail me if you have any questions about your use of sources.

**Access and Disability Services (ADS):**
Pierce College supports an integrated learning experience for students with disabilities by promoting an environment that is free from physical and attitudinal barriers. Students are encouraged to develop successful learning strategies in collaboration with faculty and staff. Students with permanent or temporary disabilities may be eligible for services. Please contact Access & Disability Services (ADS) for more information on required documentation and the process for eligibility.

**Fort Steilacoom ADS Contact:**
Voice: (253) 964-6468
TTY: (253) 964-6228
Fax: (253) 964-6449
dssaccess@pierce.ctc.edu Located in the Welcome Center

**Puyallup ADS Contact:**
Voice: (253) 840-8335
TTY: (253) 840-8474
Fax: (253) 864-3159
PuyDSSAccess@pierce.ctc.edu
Located in A11
**Emergency Procedures:**
Call 911 and then Campus Safety (253-840-8481) in response to an imminent threat to persons or property. In the event of an evacuation (intermittent horns & strobes), gather all personal belongings and leave the building using the nearest available safe exit. Be prepared to be outside for one hour and stay a minimum of 200 feet from any building or structure. So long as it is safe to do so students are expected to stay on campus and return to class after evacuations that last less then 15 minutes. Do not attempt to re-enter the building until instructed by an Evacuation Director (identified by orange vests) or by three horn blasts or bell rings. Please notify the nearest Campus Safety Officer or Evacuation Director of any one left in the building or in need of assistance.

**Academic Calendar: Key Dates to Remember:**
- January 4 (M): First Day of Instruction
- January 15 (F): Drop Deadline
- January 18 (M): Martin Luther King Day, No Class
- February 15 (M): Presidents Day, No Classes
- February 16 (T): All District
- February 22 (M): Last Day to Withdraw
- February 26 (F): Assessment/Faculty Day-No Classes
- February 29 (M): Spring Quarter Registration Begins
- March 17 (Th): Last Day of Instruction
- March 18 (F): No classes
- March 21-23: (M-W) Finals