**ENGLISH 107: WRITING ABOUT LITERATURE**

**SPRING 2017**

*(Un)* Learning Lessons Via *(Re)* Reading Tales, Proverbs, and Rhymes: Teaching *(Non)* Conformity Through Literature

| Class Time & Location | Monday –Friday  
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<tr>
<td></td>
<td>8:00am - 8:50am</td>
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<td>CTR 250</td>
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<table>
<thead>
<tr>
<th>Instructor</th>
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<tbody>
<tr>
<td>Alison Walker Stromdahl</td>
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<table>
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<tr>
<th>Contact Information &amp; Office Hours</th>
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<tbody>
<tr>
<td><a href="mailto:awalkerstromdahl@pierce.ctc.edu">awalkerstromdahl@pierce.ctc.edu</a></td>
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<tr>
<td>Canvas Inbox (Best)</td>
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<td>CRT 190P</td>
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**INSTRUCTION:**

The purpose of English 107 is to **help you begin developing** your skills around the reading of and writing about literature. This course emphasizes reading strategies appropriate to literature (in distinction to other kinds of texts), drawing on models of literary criticism and theory; we will begin with a foundation in close reading and textual analysis and eventually broaden our scope to connect literary texts with the readers who read them, the authors who write them, and the world in which they are written and read. The ultimate goal of this course is not merely to broaden students’ reading but, more important, to equip students with strategic approaches to literature that will allow them to read, discuss, analyze, and interpret literary texts intelligently and articulately.

**COURSE TEXTS AND MATERIALS:**

- Canvas, Pierce email account, and Printer/Paper
- A notebook for notes and a folder to store class notes, handouts, and writing assignments.
- To check email daily!
- Most of the texts for his class will be housed online: either on Canvas or linked online sites. This does mean you need a functioning internet connection to do many of the activities in this course.
  - [http://writingspaces.org/essays](http://writingspaces.org/essays)
  - [http://www.gutenberg.org/ebooks/subject/131](http://www.gutenberg.org/ebooks/subject/131)
COURSE THEME:

This quarter, we will evaluate, analyze, and interpret folktales, fairy tales, nursery rhymes, and proverbs using a critical cultural lens. We will be reading, writing, researching, and discussing these works at length. We will first learn about genre: how these works were/are composed (conventions), who they were/are written for (intended audiences), and why they were/are written (purpose). From here, we will consider the many ways history, culture, time, gender, race, sex, and socio-economic power structures influence these works and how these works influence history, culture, time, gender, race, sex, and socio-economic power structures. Finally, we will take what we have learned and compose our own tales.

Throughout the quarter, we will attempt to come to a fuller, more comprehensive understanding of this genre by exercising rhetorical readings of the texts, mixing and matching modes, like compare and contrast, cause and effect, argumentation, personal narrative, definition, classification, and example (to name a few). These modes will not longer function in isolation, but together to help you learn to compose college level writing. You will demonstrate your learning competencies for this class and for the college through your execution and completion of quizzes, class assignments, homework assignments, essays, and through your attendance and participation.

At the end of this class, I hope we will all have a better understanding of why and how reading, writing, and speech is a powerful tool, consciously crafted by individuals to express particular ideas in given situations for particular purposes.

*If you have never read fairy/folk tales or have little exposure to them, DON’T WORRY. You do not have to have much experience with these tales to do well in this class. Just bring with you a readiness to learn 😊

We will blend the course theme of tales, rhymes, and proverbs with exploration and development of our identities as writers to begin our forays into literary and academic writing. We will interrogate, question, and challenge the standards, norms, and traditions related to the production of tales. Then, using these same lines of inquiry we will interrogate, question, and challenge the standards, norms, and traditions related to education more broadly.

GRADE CONVERSION SCALE:

<table>
<thead>
<tr>
<th>95 - 100 = 4.0</th>
<th>89 = 3.4</th>
<th>83 = 2.8</th>
<th>77 = 2.2</th>
<th>71 = 1.6</th>
<th>65 = 1.0</th>
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<tr>
<td>94 = 3.9</td>
<td>88 = 3.3</td>
<td>82 = 2.7</td>
<td>76 = 2.1</td>
<td>70 = 1.5</td>
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<tr>
<td>93 = 3.8</td>
<td>87 = 3.2</td>
<td>81 = 2.6</td>
<td>75 = 2.0</td>
<td>69 = 1.4</td>
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<tr>
<td>92 = 3.7</td>
<td>86 = 3.1</td>
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<td>91 = 3.6</td>
<td>85 = 3.0</td>
<td>79 = 2.4</td>
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<td>90 = 3.5</td>
<td>84 = 2.9</td>
<td>78 = 2.3</td>
<td>72 = 1.7</td>
<td>66 = 1.1</td>
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LEARNING OUTCOMES: ENGL 107

Course Content:
A. 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)
B. Application of literary theory and critical approaches in the interpretation and appreciation of texts
C. Literary terminology
D. Writing critical analytical essays responding to assigned literary works
E. Composition process in writing critical literary and research essays
F. Information competency

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

FORMATTING

Most teachers will have different formatting rules and regulations. Papers must be typed in Garamond, Perpetua, or Cambria, 12-point font, double space, no extra spaces between words and lines, and follow MLA formatting rules and regulations. All assignments must be done using MLA formatting rules.

<table>
<thead>
<tr>
<th>YOUR NAME</th>
<th>TEACHER NAME</th>
<th>CLASS</th>
<th>DUE DATE</th>
<th>NUMBER YOUR PAGES</th>
<th>TITLE OF ESSAY (INFORMATIVE AND CATCHY)</th>
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ASSIGNMENTS AND EXPECTATION:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Project 1: Exploring Literature Via Close Reading</td>
<td>20%</td>
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<tr>
<td>Project 2: Exploring Literature Via Research and Theory</td>
<td>20%</td>
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<tr>
<td>Project 3: Exploring Yourself as Literary Author</td>
<td>20%</td>
</tr>
<tr>
<td>Preparation and Preparedness (Homework/Blogs/Discussion Board, Drafts)</td>
<td>15%</td>
</tr>
<tr>
<td>Participation and Interactions (In-class groups, writes, activities, peer review, conferences)</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
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Essays: We will write and turn in an essay approximately every 3 weeks. I usually offer some form of extra credit on each essay. Frequently this is additional readings and incorporating supplementary materials, doing a bit of extra research, extra peer reviews with a study group, or visiting the one of the writing services on campus and reflecting upon your experience.

Preparation and Preparedness: This encompasses all of the prep and practice work you will be doing with regard to the class: this is work done outside of the classroom. This includes (but is not limited to) reading work, annotated texts, essay preparation, revisions, metacognitive practices, and any discussion boards, wiki's, or blogs we may do individually and as a class. As with most college classes, you are expected to put in approximately 10 hours of outside work per week. WARNING: deep critical reading and writing takes time. You will have homework for nearly every class meeting.

- I accept homework up to 24 hours late, but with a penalty. You can upload this (if there is an upload box attached to the assignment) or you can email this to me via Canvas Inbox.
- Do not skip class if you do not have homework; come, participate in any way you can! It is okay.

Participation and Interaction:

- Participation applies to attending class on a regular bases and participating in discussions, group work, and individual in-class assignments throughout the quarter. If you miss class often, your participation grade will suffer because you are not present to join in on class activities. Participation includes talking (in class discussion, in groups, in partners). Participation can also mean positively engaging in other way, like nodding, smiling, laughing, and/or illustrating though via actions and expressions. You get three missed class freebees this quarter; that is all, so use them wisely. Other missed days result in 0 participation for that day, not matter what the circumstances.
- Interaction applies to your performance during in class activities. I do not expect any interruptions, disruptive talking during lectures and discussion, cell phone or technology use. These will also result in deductions from your grade. (See electronics section.) If there is some issue I find that is impacting this grade, I will send a casual message to you about what issue is beginning to affect your grade: if you adjust your classroom demeanor, your grade will go back up; if you do not, it will continue to affect the grade.
- Hand Raising: Please raise your hand before answering in class. While I love an active classroom that jumps from one idea to the next, if we don’t raise hands, often some students get left out of the discussion, a few students dominate discussion, or students talk over each other and we descend into chaos 😔 Just hold your hand up if you want to contribute. Keep it up until I get to you and simply lower it if your comment was made.
- Drifting Off Topic: In the past, I have found some of the best class conversation sometimes feel a bit off topic or organically emerge. I love to see where our ideas take us. I ask that you please be patient if this seems to be happening. I promise I am aware we have drifted a bit, but I have chosen to remain in the conversation for some educational purpose. However, if I do feel some conversations are a bit too off topic or we simply need to address some other information first, I might guide us back toward the subject at hand. If you would like to continue the conversation, I am more than happy to talk after class or pick that conversation up in another class session.

Drafts and Peer Review: throughout the quarter we will be doing peer review. You will consult the ongoing work and drafts of other students. You are not expected to be an expert (no one is) but you are expected to discuss and practice together new and ongoing skills, critical thinking, and processes.

Reflection and Meta-Work: Throughout the quarter we will often write about our thought processes. You will spend time on reflecting on how you write, read, and think. Most times we just do work automatically without really thinking in-depth about why we wrote or read a certain way. The most successful college students are the ones that can describe why they did a task the way they did. This is a good habit to develop, and is called something educational researchers call metacognition. These same researchers say this practice of metacognition is essential for mastering literacy skills—or any skill for that matter. Grades in this section are based largely upon hard work and engagement with the assignment.

Quizzes: We will have a few quizzes over the course of the quarter to be sure you are trying to learn key concepts, like composition terms or literary theories. Most of these will be definition based.
CLASS POLICIES:

Email: I am very available via email. I usually get back to you in a few hours. If I do not it means I am very busy and cannot. Give me at least 24 hours. If you do not hear back in this time, feel free to email again. If you email me (awalkerstromdahl@pierce.ctc.edu), please give me at least 12 hours to respond. I rarely if ever respond after 9pm but rise very early. When you email me, it would do you well to have a salutation (“Hello Ali or Ms. Walker Stromdahl,”) and to sign your email (“Thanks, [your name]”). Believe me, this has more of an impact on my mood when responding than I’d like to admit! If you write a gracious and well thought out email, I will send you back equally gracious and well thought out response. It’s a great habit to form for business and life.

Email me only from Canvas or your Pierce email; outside email is not considered secure for privacy reasons and often times, email from non Pierce accounts is tossed into the junk box.

Electronics: Please do not use cell phones/smart phones /Ipods, or earbuds in class (unless specificity for certain days). It is a distraction to others and especially to me. It is also proven students cannot multitask and learn new skills while doing so. Inconsiderate usage of devices will factor into your final participation grade. If you are not disruptive, but texting continually throughout the class, it will be noted and deducted form your grade (after a warning).

CIVIL DISCOURSE, CONDUCT, AND RESPONSIBILITY

General Conduct: This is a college course, and therefore this institution, your classmates, and I have high standards for your behavior during this quarter. Any conduct that makes our learning environment less safe or impedes another student’s learning is absolutely unacceptable. There is a zero-tolerance policy in place in this class; if I believe any student is infringing upon another student’s right to learn in this class, s/he will be removed from the class period, and his/her place in our class will be up for discussion.

Diversity Statement: I recognize and respect diversity of ethnicity and race, gender, sexual identity, class, age, religion and disability. Differences provide us with opportunities to learn new things, compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes engender conflict. In the midst of that conflict, I ask everyone to maintain a language and an attitude of respect.

When you come to college you bring yourself, your personal history, your beliefs, your prior schooling, your regional or national origins, and your rich cultural heritage. You are not expected to check your individual identity at the door. So while this course will help you develop facility with writing, rhetorical reading, and critical thinking, it is also about the intersection of the personal and public, the private and the social in your thinking, your reading, your writing, and your life. The coursework will push you to explore what you know about communication, civic participation, democratic learning, and yourself.

In order for the class to function as a fruitful learning environment, all participants need to feel valued and respected. Please treat each other with respect during discussion, no matter what the opinions voiced; listen respectfully when others are talking and take notes during course lectures and discussions.

Any conduct that makes our learning environment less safe or impedes another student’s learning is absolutely unacceptable. There is a zero-tolerance policy in place in this class; if I believe any student is infringing upon another student’s right to learn in this class, s/he will be removed from the class period, and his/her place in our class will be up for discussion.

Learning Statement: Also, remember this is a 100 level course. This means there are people in this class with varying level of writing and research experience. What we also want to keep in mind this quarter is that we are all here to learn, and often that happens best in a supportive environment where we learn with and from each other. We all bring with us different educational strengths, weaknesses, and goals. Let’s be considerate of this. At times, you might feel like we are moving a bit too slow or what we are doing is too easy. In these moments, I ask you please be patient and try your best to help others. Some students might need a little extra time and practice. And as I always say, a little more practice and time has never hurt anyone. At other times, you might feel like we are moving a bit too fast or what we are learning is difficult. In these moments, I ask you to be patient and don’t be afraid to ask for help, from fellow classmates, from student services like the Writing Center, or from me. I am always happy to help. Always!
This class is designed to be challenging and hold you to high expectations. **People often think 100 level means easy. This is not the case!** If at any time you feel like you are bored or like you are struggling come to me and we can come up with strategies together to help you succeed in this class. I am happy to complicate this class for anyone who feels it is below their learning capabilities, and I am happy to help those who need a little extra support.

Finally, learning can be quite fun, and I do my best to make it as exciting and enjoyable as possible. I bring a positive attitude with me into the classroom each and every day. And while I know not every day is a good day, I have noticed the more I interact and engage with others on these days, the better I feel. Let’s come to class ready to learn, ready to engage with others, and ready to grow 😊

**SUPPORT SERVICES:**

**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  
[ssaccess@pierce.ctc.edu](mailto:ssaccess@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 A115

**Pierce Library**  
[http://www.pierce.ctc.edu/library/](http://www.pierce.ctc.edu/library/)

**Tutoring Services**  
[http://www.pierce.ctc.edu/dist/tutoring/](http://www.pierce.ctc.edu/dist/tutoring/)

**Counseling Services**  
[http://www.pierce.ctc.edu/dist/counseling/staff](http://www.pierce.ctc.edu/dist/counseling/staff)

**GENERALLY GOOD TO KNOW:**

**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.

**Withdrawing From Course:**  
The last day to withdraw from spring quarter is May 18th. Students do not need the instructor’s permission to withdraw from the class.

April 7th: Last Day to Withdrawal from classes with 100% tuition refund  
April 14th: Last Day to Withdrawal from classes so they don’t show up on your transcript.  
May 5th: No Class, In-Service Day  
May 18th: Last Day to Withdrawal from class  
May 29th: No Classes, Memorial Day  
June 13th: Last Day of Instruction
PLAGIARISM AND ACADEMIC DISHONESTY

Academic dishonesty in all of its forms will not be tolerated. Plagiarism occurs when you knowingly (or accidentally) submit someone else's ideas, thoughts, or words as your own. Plagiarism is an act of deception that is not only dishonest, but robs original authors of credit where credit is due. If you put as much work into a piece of scholarship as they did, wouldn't you want credit for that work?

Should I suspect that you have plagiarized:

- I will talk with you one-on-one and ask you to prove that the work in question is your own or that you used it ethically. Or we will work on making sure you know how not to plagiarize.
- If you unintentionally plagiarize, I will often offer you a chance to revise but with a severe point penalty.
- If you intentionally plagiarize, you will receive a zero for the assignment, which often means failure for the class if it is a major assignment.
- If you are caught plagiarizing again in the same quarter, you will fail the class with a 0.0 and be reported to the school.

Academic dishonesty is defined as:

- The act of stealing or passing off (either intentionally or unintentionally) the ideas and/or words of another as one’s own. Whether you are summarizing, paraphrasing, or quoting, you must site the source you gleaned this information from. Even if you feel like we have discussed ideas to such an extent that they feel like ours, they came from somewhere (a reading, a source, an authority) and must be cited accordingly.
- Failure to cite the ideas, the research, and/or the words (whether intentionally or unintentionally) from other sources via footnotes, endnotes, contextually, or parentheticals AND in a works cited or works referenced. Also, in terms of summary and paraphrase, changing a few words in a sentence does NOT make it your own. You must change the word choice, style, and sentence structure AND cite it. When you quote, you must do so precisely with a attribution and quotation marks. Do not alter the quotation in any way, shape, or form by adding information or taking it away without documentation. **Whether you do this accidentally or purposefully**, it is still plagiarism and highly frowned upon. It is up to you to be sure you do not plagiarize and use the support across the college campus to ensure you do not.
- Submitting the same paper twice or fulfilling the requirements of two subjects with one paper (unless approved beforehand by BOTH instructors).
- The manufacture or deliberate alteration of data submitted in connection with lab reports, term papers, or essays (creating/altering statistics, names, sources, facts; claiming an erroneous source, etc.) This can also mean taking ideas out of context to suit your own purposes or argument. We see people in the media do this all the time (take information out of context) and they often do so maliciously or with the intent to mislead. This is very wrong despite it popularity and you are better than this 😎 In university, you want to build respected arguments that are ethical and sound.

Please check with me, the Writing Center, or Tutoring Center if you believe you might plagiarizing or being academically dishonest in any way.
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<thead>
<tr>
<th>Situation</th>
<th>What to do…</th>
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<tbody>
<tr>
<td>“I didn’t do my homework.”</td>
<td>Still come to class! You can still participate in many ways and earn participation credit. If you don’t make it a habit of it, you will be fine.</td>
</tr>
<tr>
<td>“I did my homework late.”</td>
<td>It happens. Don’t worry too much about it if it is occasional.</td>
</tr>
<tr>
<td>“I have a general question about class, homework, or the mysteries of the universe.”</td>
<td>1. Poke around our Canvas page to see if you can find the answer. 2. Reread the assignment 3. Ask a classmate 4. Maybe Google it 😊 5. Email me on Canvas. 6. Meet with me via appointment or during office hours.</td>
</tr>
<tr>
<td>“I’m going to miss class.”</td>
<td>1. Email me your homework BEFORE class time if you want credit for it. 2. Follow the “I missed class!” directions below.</td>
</tr>
<tr>
<td>“I missed class!”</td>
<td>1. Be sure to submit your hw before class for full credit or within 24 hours for a point deduction. 2. Check the homework for the next class period. 3. Email me with any questions you have.</td>
</tr>
<tr>
<td>“I’m freaking out about ____.”</td>
<td>1. Email me or drop by office hours. Let me know what’s up! 😊 I am always happy to help. Sometimes we just need to work through stuff through talking, making a plan, etc. Breathe! It will be OK. 2. Call Jennifer in counseling and make an appointment. Her number is 253-864-3115. She can help you with anything!</td>
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