Hello, and welcome to English 107! I am Dr. Randee Voss, your guide and host for our evening adventures in talking and writing about literature. I’m really looking forward to meeting you.

I think it’s a rare treat in life to meet with interesting people a couple of times a week to discuss short stories, poems, and plays. Besides being an enjoyable experience, this class will help you hone your academic writing skills, practice giving presentations, gain experience leading discussions, and learn to express yourself other genres of your choice.

**Attendance and participation:** Both matter a great deal in this class. This class will actually be a writing workshop—very active and interactive. We will be reading, writing, talking, and doing various learning activities in class. I try to keep class lively so that folks don’t get bored. That means you have to attend to learn, and you have your heart and mind in participating in whatever is on the agenda for the day. If everyone commits, the class will be great. If some people drag their feet, it will drag down the community. Don’t be that person.
Participation, engagement, and in-class work will count for ten percent of your grade. After two absences, I will begin to deduct two points per absence.

Please note: If you miss a class, you MUST get notes from a classmate. Take a minute to exchange email addresses with a few of your classmates. I will not re-teach a class by reviewing what was done in class. If anyone asks me, “What did we do in the class I missed?” I will simply refer him or her to this paragraph.

Arriving late and leaving early is disruptive. Two instances will equal one absence.

Classroom environment:

In the interest of creating the best course experience that we can, I also require that everyone treat each other, me, and the class itself with respect. Please do not talk when someone has the floor and try also not to interrupt.

Electronic devices need to be put away, except when we are using them to do some quick research. It is NEVER acceptable in class to text, tweet, Facebook, etc. If you are using technology other than for a specified class activity (like research), I will ask you to leave. Other distracting behaviors include eating loud, smelly, or messy food in class, whispering while someone has the floor, attending to personal hygiene, having poor personal hygiene, and so on. Remember that this is college.

Email: rvoss@pierce.ctc.edu. I try to respond within 24 hours, usually sooner.

The work, what it’s worth, and when it’s due:

- Warm-up essay: 5%; due Jan. 11 in class, 2 pages.
- Project 1: One Little Change: 15%; due Jan. 30 in class, 3+ pages.
- Project 2: How a work is (or isn’t) a product of its historical or literary period (Research Project) 20%, due Feb. 22 in class, 6+ pages.
- Presentation of research: 10%, weeks 7, 8, 9; 10 minutes.
- Reading reflections and Upon-arrival writings: 20%; several, less than one page.
- Project 3: A thoughtful reflection or creative response to a work: 20%; due March 16 in class, 3+ pages.
- Participation and engagement with the class: 10%
Turning in work: Work is due at the beginning of class on the due date. I require a hard copy as well as a copy on Canvas, usually posted under Assignments.

Late work: Late work is a major inconvenience for any teacher. If you must turn something in late, I will accept it up to two days after the due date and deduct 10% for each day it is late. I will occasionally accept late work without a penalty, but it will be at my discretion, when there is a very good reason. Plan to finish your work at least a day ahead of time so that you are not caught in a bind.

Revisions: This course includes opportunities for drafting and revision. On classmate review days, you must bring three hard copies of your essay at the beginning of class. If you do not, you will not receive credit for the review. I may offer the opportunity for the class to revise an essay after I have graded it. I will not raise a grade for simply inputting the corrections that I have made on your paper. You have to actually re-think aspects of the essay and significantly rewrite in order to get credit for revision.

Pierce College Resources: Pierce College has a wonderful library with very helpful librarians who are happy to aid you in finding appropriate sources. Be sure to take your assignment with you (or pull it up electronically) so that they can help you more effectively. Likewise, the Writing Center (LSC 207) is a terrific resource. Why go it alone? And, of course, I am always available after class, by email, and by appointment to help you! And finally, if you’re feeling stressed or blue, do go to the Student Success Center in Gaspard to talk with someone about your situation.

Grading scale: Here is the scale for final grades for the quarter:

95-100%: 4.0, 94%: 3.9, 93%: 3.8, 92%: 3.7, 91%: 3.6, 90%: 3.5, 89%: 3.4, 88%: 3.3, 87%: 3.2, 86%: 3.1, 85%: 3.0, 84%: 2.9, 83%: 2.8, 82%: 2.7, 81%: 2.6, 80%: 2.5, 79%: 2.4, 78%: 2.3, 77%: 2.2, 76%: 2.1, 75%: 2.0, 74%: 1.9, 73%: 1.8, 72%: 1.7, 71%: 1.6, 70%: 1.5, 69%: 1.4, 68%: 1.3, 67%: 1.2, 66%: 1.1, 65%: 1.0, 0-64%: 0.0

Student outcomes expected for all versions of English 107:
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

**Academic Honesty:** I do not expect any cheating in this class. Nevertheless, I must say this: 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. Since everyone has taken English 101, I expect that you already know what plagiarism is.

Please talk to me or e-mail me if you have any questions about your use of sources.

**Disabilities:** 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. Voice: (253) 840-8335; TTY: (253) 840-8474; Fax: (253) 864-3159; PuyDSSAccess@pierce.ctc.edu (Located in A115)

**Emergency Procedures for Classrooms:**

Call 911 and then Campus Safety 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 than 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.

Puyallup Campus Safety: (253) 840-8481.