ENGLISH 107: WRITING ABOUT LITERATURE
(Un) Learning Lessons Through the (Re) Reading Tales, Proverbs, and Rhymes: Teaching (Non) Conformity Through Reading and Writing Literature

| Class Time & Location      | Monday – Thursday  
|                           | 1:00pm-2:05pm    | AAH 233                  |
| Instructor                | Alison Walker Stromdahl | Ali                    |
|                           |                     | Ali WS                 |
|                           |                     | Ms. Walker Stromdahl   |
|                           |                     | Ms. Walker            |
|                           |                     | Ms. Stromdahl          |
| Contact Information & Office Hours | awalkerstromdahl@pierce.ctc.edu  
|                           | Canvas Inbox (Best)  | Office Hours           |
|                           | CRT 190P            | 11:30pm-12:45pm M-Th   |
|                           | Writing Center (left corner of library) | or by appointment |

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 importantly, 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 this 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://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 the genre rhetorically: 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 and the theories related to these concepts. 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:

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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 or Perpetua. 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.

ASSIGNMENTS AND EXPECTATION:

| Project 1: Exploring Literature Via Close Reading | 25% |
| Project 2: Exploring Literature Via Research and Theory | 25% |
| Project 3: Exploring Yourself as Literary Author | 20% |
| Preparation and Preparedness (Homework/Blogs/Discussion Board, Drafts) | 15% |
| Participation and Interactions (In-class groups, writes, activities, peer review, conferences) | 15% |

Participation and Interactions: Class will often be discussion, practice, and/or workshop based. We work on research, composition practices, and/or a current major assignment (individually or in groups) and discuss these as we go. These workshops help you brainstorm for your projects, unpack concepts, learn from others, and develop proficiency in how to develop and revise your own ideas into a piece of writing. Each of us is student and teacher in this class. Participating in class is key to this course and your success in it. Everything builds. Once you get behind on information, it is very difficult to catch up.

- 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 ways, like nodding, smiling, laughing, and/or illustrating through actions and expressions. Missed days result in 0 participation for that day, not matter what the circumstances.
- Interaction applies to your performance during these assignments. 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. 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.

• **Super Emergencies**: If you are a student who has attended most classes, turned in most assignments, and then you have something come up (an emergency, an illness, and accident) and need a little extra time on homework or an essay, I am more than happy to help out by granting as extension. But, you have to reach out to me asap about whatever is happening. Us making a “game plan” together is essential.

**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. As with most college classes, you are expected to put in **approximately 10 hours of outside work per week**. Deep critical reading and writing takes time. **You will have homework for every class meeting**. Homework is due at the beginning of the class, usually in class or via online submission (or both). I do not accept late homework. **But, if you do not have homework, please do not skip class**: come and participate in any way you can!

I try to never give you homework that is homework for homework’s sake. All assignments will prep you for your major and final projects. **All of these build on each other and you want to keep these ideas as organized and accessible as possible.** I suggest a binder or notebook to keep notes, handouts, and drafts organized.

**Major Essays and Projects**: You will receive specific prompts for each of these outlining the assignment, objectives, and other specifics. These must be submitted online **before Canvas closing time for full credit**. You have until midnight the following day to submit the project with a penalty deduction (usually 5%). I do not accept late major assignments after this time unless we have discussed an extension. I only award one extension (no lost points) on a major assignment per class and this is only if you contacted me before the assignment due date and we discussed an alternative due date.

**Conferences/Tutoring Bonus**: As noted, I do not accept late homework, nor do I give participation credit if you are not in class to participate, but I know life happens, so I offer a pretty big extra credit opportunity. If you come visit office hours and/or visit the writing center 2 times over the course of the quarter I will offer bonus points/extra credit (up to 1-2% added to your final grade). Yes, 1-2% added to your final grade. That is pretty big. Even if you do not miss class or homework, this bonus can help lift your grade if you earn a lower than hoped for essay grade. See rules around this noted below; these are important.

• While you can get the extra credit by visiting me in my office hours or by making a Writing Center appointment, **one of the two meetings must be with me**. These meeting can cover many topics: missed class concepts, upcoming papers, class or college concerns, what you have learned lately and find interesting, or successes in class or in college that you want to talk about. In order to receive credit, you must come prepared to discuss something specific. If you prefer, both meetings can be with me (no need to visit the WC).

• As noted, one meeting must be with me, but the other can be a Writing Center appointment. **This, however, must be a pre-booked appointment, not a drop in.** You can make appointments online. I will help you all learn how to do this during one of our classes the first week of the course. In the appointment, the tutor will fill out a sheet for you to take with you. Bring this with you to class to turn in for credit.

• You must fulfill one of your appointments (with me or with the WC) **in the first 5 weeks of the class**. You can do both in the first 5 weeks, but just be sure not to wait until the last 5 weeks of class to fit both in. The WC and I get very busy during this time and cannot guarantee a meeting.

**Major Project Rewrites**:

You may rewrite either or both of our first two major writing assignments to receive a higher grade. In order to rewrite a paper, you must first meet the following six conditions:

• The original assignment was **submitted on time**—unless you arrange to have an extension. Rewrites are not allowed for late assignments.

• You participated in the **draft and peer review** for the assignment.

• The rewrite must show evidence of **critical and substantial revision**—you must do more than merely correct sentence-level errors (spelling, grammar, etc.) in order to receive credit for a rewrite. You must attempt global revisions like reorganizing, re-structuring, or reconstructing paragraphs and sections, adding paragraphs, doing more research, etc.
You must include a ¼ to 1 page single-spaced cover letter explaining the revisions you have made, why you made them, and what you have learned from them. You must also in some way track the areas you have changed, added, or deleted in the revision text. You can do this with font color, font style, strike-through, etc. You must speak specifically to 5 changes you made in your essay via side shadow comments.

The rewrite must be submitted by the deadline that you and I agree upon. This is usually one week after the essay’s return. I do not accept late rewrites.

If you revise, your grade cannot go down. My revisions are based on putting in more effort and practice in an attempt to learn. Your revision grade is based on the amount of work and thought you put into the revision. Maybe your essay still isn’t “perfect” (whatever that means), what is important is you tried again. You can earn anywhere from 1-10 points on revision. Most students earn 4-7 additional points, which can lift your grade significantly.

You are encouraged to meet with me to discuss revision strategies, but you are not required to do so. In any case, you must send me an email stating that you plan to revise the assignment and some of the key areas/concepts you will be revising.

CLASS POLICIES:

Email: I am very available via email. I usually get back to you in a few minutes, if not a few hours. If I do not, it means I am very busy and cannot. If you do not hear back from me in 12 hours, feel free to email me again. Do know, I rarely if ever respond after 9pm, as I go to bed very early. Also, when you email me, please have a salutation (“Hello Ali or Ms. Walker Stromdahl,”) and 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. It is so hard to “read” a person through email, so being as polite and respectful as possible is a really good idea.

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 from your grade. If you stop the action, your grade will go right back up.

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
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 A115

Pierce Library
http://www.pierce.ctc.edu/library/
Tutoring Services
http://www.pierce.ctc.edu/dist/tutoring/
Counseling Services
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.

Key Course Dates:
Jan. 15th: No Classes (Martin Luther King Day)
Feb. 8th: No Classes (Faculty Assessment Day)
Feb. 19th: No Class (President’s Day)
Mar. 19th: Last Day Of Class

Civil Discourse AND Responsibility:

Classroom Behavior: 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.

Statement on Diversity: 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.

Conduct: 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.

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 large point deduction.
• If you intentionally plagiarize (most cutting and pasting falls under this), you will receive a zero for the assignment, which often means failure of the class if it is a major assignment. If you meet with me and we talk, we can discuss whether or not a revision opportunity is a possibility, but again, this will come with a severe point deduction, usually a grade of 50% even after revision.
• 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 cite 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 college and 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.

### In Sum

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<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 a habit of it, you will be fine.</td>
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| “I have a general question about class, homework, or the mysteries of the universe.” | 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. |
| “I’m going to miss class.” | 1. Upload or email me your homework BEFORE class time if you want credit for it.  
2. Follow the “I missed class!” directions below. |
| “I missed class!” | 1. Be sure to submit your hw before class for full credit.  
2. Check the homework for the next class period.  
3. Email me with any questions you have. |
| “I’m freaking out about ____.” | 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 or email Jennifer in counseling and make an appointment. Her number is 253-864-3115. She can help you with anything! |
| Do you offer extra credit? | 1. I only offer extra credit to the entire class, not on individual bases.  
2. I only offer extra credit in the way of the 1-2% added to your final grade for office hours and/or writing center meetings.  
3. While it is not quite extra credit, you can earn extra points on your first two essays via revision. |