COURSE TITLE: English Composition...Writing About Literature

ABBREVIATION: ENGL 107

CREDIT HOURS: 5  INSTRUCTIONAL HOURS: 50

INSTRUCTOR: CLAUDIA MINTON

INSTRUCTOR INTRODUCTION:
I have been an instructor with Pierce College for 21 years. For the last fifteen years I’ve been teaching online courses. I graduated with a degree in French and English from Southwestern Oklahoma University. I earned my Masters in Education with a focus in English and accounting. I’ve owned my own business and taught both middle school and high school in Kansas and Maryland. Along the way I’ve written three novels. I enjoy teaching online and look forward to working with you. Welcome. ☺

COMMUNICATIONS: All course communications will be through the Canvas course inbox.

PREREQUISITE: Completion of ENGL& 101 with grade of 2.0 or better

CATALOG DESCRIPTION: Writing expository and argumentative essays based upon literary readings and studies.


COURSE GUIDANCE:
1. Proctoring: This course does not have online proctoring.
2. Course Expectations: As a student, you can expect that I will respond to your e-mail within 48 hours and will grade assignments/tests/quizzes within four (4) days. Exceptions will be announced in advance. Please contact me immediately if you have not heard from me within these timelines.
3. Introductions: Students are expected to post a short (one paragraph) introduction to the course Discussions Area during the first week of the course. I have guidelines within the course for the introduction located in the first Module.
4. Discussions: This course uses discussions as part of the curriculum. Students may also desire to discuss topics with other students in an unscheduled manner. I, as part of the course, may publish discussion questions/topics and require your input. Should you desire to hold a discussion with other students enrolled in your course, you are authorized to create your own discussion topics.
5. Course Incompletes: Incompletes are not automatic and must be approved and arranged with me. 50% of course assignments must be completed to request an extension.
6. Student Responsibilities: Please remember that it is your responsibility to notify me of major changes in your circumstances (e.g. deployment) that affect your ability to complete all course work within the course timeline.
7. Plagiarism software: Plagiarism software is used during this course. Plagiarism is grounds for failing the course so don’t take short cuts. I am here to help you grow and learn. I want to see
progress as you move through assignments. Don’t take chances; produce your own work. 
http://www.pierce.ctc.edu/library/plagiarizing

8. **Etiquette:** Etiquette for classroom and online courses is the same. Treat others as you would like to be treated, respectfully and compassionately.

9. **Instructor reserves the right to change assignments based on the needs of the students.**

10. **In the last assignment for this course, many students offer this advice to new students.**
    Start early, keep on track with assignments, and ask questions if you need clarification. I want you to succeed, but if I don’t know you are having issues in life or in the course, I cannot help.

**STUDENT OUTCOMES:** Upon successful completion of this course, you should be able to:
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

**COURSE REQUIREMENTS:** Students have 9 weeks to complete this course.
Recommended Schedule: This course is self-directed but if structure is helpful follow the dates below. **STAY ON TRACK. WORK TO COMPLETE A MODULE A WEEK TO FINISH THE COURSE ON TIME AND WITH LESS STRESS. ☺**

Week One: Documentation exercise  
Week Three: Chopin Essay  
Week Four: Character Essay  
Week Five: Theme Essay  
Week Six: Author Research  
Week Seven: Essay Analysis  
Week Eight: Poetry Analysis  
Week Nine: Drama Analysis

There is two (2) author/historical research assignments (100 pts), six (6) essays (650 pts), six (6) Reader’s Responses (60 pts), one documentation exercise (50 pts) and six (6) discussion topics (90 pts) worth a total of 950 points. Do not be overwhelmed. The discussion postings and reader response journal entries are your own opinion and provide you opportunities to think quickly and respond thoughtfully to real life situations. These informal writing exercises help you learn to organize your thoughts and will pay dividends in short answer and essay exams that follow in other courses. Students are required to submit at least two drafts with each essay.

**TIPS FOR SUCCESS:** Develop a consistent study time. Create a study space. Your education will put money in your pocket so pay yourself first by making sure you complete this course on time and earn a good grade. Developing the study habit will reap great rewards. A recommended schedule is provided, but this course is self-paced and there is no penalty for submission of work on your own timeline. You will be expected to stay in contact with your instructor via email.

**GRADING:** Grading criteria: As I grade each essay and discussion postings, I will be looking for a paper with few construction flaws and will be grading specifically on:
- Stimulating introduction
- Focused message/thesis stated early in the paper
- Effective organization
- Transitions to provide unity.
Sentence variety and introductory sentence variety
Paragraph development. (examples, facts, details, statistics, etc)
Fresh, original ideas
Good mechanics (punctuation, spelling, etc.)
Correctly formatted parenthetical citations and bibliography
Completing assignment requirements. (Don’t forget to review the rubric.)

Literary essays require several skills. Among these skills are note-taking, synthesis of ideas, logic, organization, documentation, and analysis.

A WORD ABOUT PLAGIARISM: Plagiarism is the misrepresentation of someone else’s work as your own. Deliberate copying will result in failure of the course. Sloppy note taking and documentation practices can lead to unintentional copying and can result in a serious drop in your grade if not failure in the course. This class is designed to teach you how to prepare a quality research paper; a skill you will use in other classes as you work toward your degree. Shortcuts are never worth it. Plagiarism software is used in this course.

Important English& 107 Course & Assignment information:
1. Submit an outline and two drafts with each essay.
2. Essays and papers need to be double-spaced with one inch margins.
3. Please use MSWord if possible and if not available, Save your material as .rtf (richtext file).
4. Include your last name and the title of the assignment when you save your documents.
   • Example: MintonNarrative.doc OR without MSWORD, MintonNarrative.rtf
5. To review instructor feedback, from the HOMEPAGE click on GRADES, then on the name of the assignment and then on View Feedback. Please ask if you have questions about finding the link.
6. Follow the sample heading below for all papers.

Christine Harvey
Eng 107
Character Analysis
4 December 2018
“Title Your Work”

Each assignment and assessment will be given a specific point value. The earned value of all possible points will determine grade, per Pierce College published policy (see the Policies and Procedure section)

WEIGHT OF ASSIGNMENTS/ASSESSMENTS:

<table>
<thead>
<tr>
<th>Category</th>
<th># per module</th>
<th># per course</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays: 650 pts</td>
<td>1</td>
<td>6</td>
<td>100-150 pts</td>
</tr>
<tr>
<td>Documentation exercise:</td>
<td></td>
<td>1</td>
<td>50 pts</td>
</tr>
<tr>
<td>Discussion postings (6): 90 pts</td>
<td>1</td>
<td>6</td>
<td>10-15 pts</td>
</tr>
<tr>
<td>Reader response journal entries (6): 60 pts</td>
<td>1</td>
<td>6</td>
<td>10 pts</td>
</tr>
<tr>
<td>Author research (2): 100 pts</td>
<td>2</td>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>950 pts.</td>
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</tbody>
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In order to calculate your final grade, divide your total points by the total points possible (or 950). Note: Multiple your total points by .1 to calculate your %.

GRADE SCALE: See http://www.pierce.ctc.edu/grading for District Grading Policy)

| Grade Point: | 4.0 - 3.7 | Letter Grade: | A | Percentage: | 100 – 94% |
**COURSE SCHEDULE:**
You will accomplish each module’s learning objectives, which align with the course outcomes, by completing the readings and assessments as listed in the schedule, below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module 1</th>
<th>Documentation Exercise</th>
<th>Library research, Reading Introduction post</th>
<th>Outcomes 5,7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Module 2</td>
<td>Chopin Essay</td>
<td>Complete literary essay, Discussion Post</td>
<td>Outcomes 1,2,3,6,7</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 3</td>
<td>Character Essay</td>
<td>Complete literary essay characterization, Discussion Post</td>
<td>Outcomes 1,2,3,6</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 4</td>
<td>Theme Essay</td>
<td>Literary Essay, Discussion Post</td>
<td>Outcomes 1,2,3,6</td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 5</td>
<td>Author Research</td>
<td>Historical background research</td>
<td>Outcomes1,2,3,5,6,7</td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 6</td>
<td>Essay Analysis</td>
<td>Literary essay, Discussion Posts</td>
<td>Outcomes 1,2,3,6,7</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module 7</td>
<td>Poem Interpretation</td>
<td>Poetry explication, Discussion Posts</td>
<td>Outcomes 1,2,3,4,6</td>
</tr>
<tr>
<td>Week 8</td>
<td>Module 8</td>
<td>Drama Characterization and Response</td>
<td>Drama Essay, Discussion Posts</td>
<td>Outcomes 1,2,3,6,7</td>
</tr>
</tbody>
</table>

**CONSENT AGREEMENT:**
A Pierce College course requires frequent interaction with your instructor. It is, therefore, essential that you agree to the conditions set forth in the course syllabus. After you have read the course syllabus, let us know (do not wait) if you do not agree with the course conditions and requirements. If we do not hear from you within three (3) days from the start of the course, we will assume you agree with the conditions set forth in this syllabus.

**POLICIES AND PROCEDURES:**
Access Pierce College at Joint Base Lewis-McChord and Pierce College District here: [https://www2.pierce.ctc.edu/military/canvas/Policies/index.html](https://www2.pierce.ctc.edu/military/canvas/Policies/index.html)
Your experience in this class is important to me, and it is the policy and practice of Pierce College to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Access and Disability Services (ADS) manager to discuss and address them. If you have already established accommodations with the ADS manager, please bring your approved accommodations (green sheet) to me at your earliest convenience so we can discuss your needs in this course.

Pierce College values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, inclusive, and welcoming. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact Access and Disability Services at ADS@pierce.ctc.edu or (253) 912-3606 (Ft. Steilacoom) or (253) 864-3383 (Puyallup and JBLM) to see if you are eligible to receive services. If you are already approved for accommodations through the ADS and would like to use your accommodations in my class please provide me with your Letter of Accommodations.

Pierce College at JBLM advising contact information:

You can direct all advising questions to miladvising@pierce.ctc.edu.