“Beware; for I am fearless, and therefore powerful.”

— Mary Wollstonecraft Shelley, *Frankenstein*

**Course and Contact Information**

**Instructor:** Lisa Parham  
**Office Location:** FOB 224  
**Telephone:** 408-924-4025  
**Email:** lisa.parham@sjsu.edu  
**Office Hours:** Monday 12:00-1:00pm SU & by appointment  
**Class Days/Times:** MW 1:30-2:45pm  
**Classroom:** Clark 316  
**Prerequisites:** GE Area A2 with grade of C- or better. This course is not open to students who have successfully completed ENGL 2.  
**GE/SJSU Studies Category:** GE C2 Humanities—Letters

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**English 1B Course Description**

**General Course Description**

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

**Section-Specific Course Description**

*Monsters and Myths*

Monster / noun  
1. a legendary animal 2. any creature so ugly or monstrous as to frighten people  
3. any animal or human grotesquely deviating from the normal shape, behavior, or character

What makes a monster? What makes a person, animal, place, or thing “monstrous?” Why do some monsters persist over time and appear in

“Myth or not, people will always want something monstrous to fight.”

— Friedrich Nietzsche
many cultures while others do not? Is a serial killer a monster in the same way that a vampire is? In this course, we will explore these questions and use the theme of “Monsters and Myths” as a guiding lens through which to analyze texts, including fiction, nonfiction, and film, about monsters and the monstrous. We will consider the implications of employing the label “monster” and use this analysis to inform and enhance our critical thinking and writing.

PLEASE NOTE: Sometimes readings, assignments, and discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such material with the instructor.

ENGL 1B Learning Outcomes

GE A3 Learning Outcomes (GELO) Upon successful completion of the course, you will be able to 1. recognize how significant works illuminate enduring human concerns; 2. respond to such works by writing both research-based critical analyses and personal responses; 3. write clearly and effectively.

ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different cultural backgrounds, socio-economic backgrounds, ethnicities, genders, and abilities. Our classroom is a safe environment and a venue for open, respectful communication.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

This class will also include daily in-class informal writing assignments that count toward your Participation grade. Additional writing assignments include Canvas Discussion Board Posts, and group writing activities. Drafts of essays should be printed (MLA format Times New Roman, 12 point font, double spaced, 1 inch margins) AND uploaded to Canvas. They are due at the beginning of the class period.

Reading: Reading and writing are inherently bound; you read to write and write to read. In addition to being writing intensive, ENGL 1B is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences. Some readings will be from the assigned texts (listed below), and some will be from sources you locate. All reading must be completed before class. Please bring the day’s reading to class. Canvas readings should be printed or ready on your phone or laptop.
Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretive lens.

Multimodal and Oral Presentations: You will be presenting your arguments orally to class both as an individual and as part of a group. The midterm is an individual oral presentation that must include both visual and written elements.

Final Experience: Students are required to turn in a portfolio at the end of the semester that consists of selected examples of your writing. Required in every portfolio is:
- One writing assignment from a previous writing course (English 1A or the RCW)
- One formal writing assignment from this course (English 1B)
- A reflective essay examining what you have learned and how you have improved your writing in English 1B

ENGL 1B Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

### Assignment Word Count and Learning Goals

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Points</th>
<th>Word Count</th>
<th>GELO</th>
<th>CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Essays</td>
<td>5%</td>
<td>50 pts</td>
<td>1000</td>
<td>2-3</td>
<td>1-3, 5-6</td>
</tr>
<tr>
<td>Canvas Discussion Board posts</td>
<td>5%</td>
<td>50 pts</td>
<td>2500</td>
<td>1-3</td>
<td>1-6</td>
</tr>
<tr>
<td>Revised Analysis Paper</td>
<td>20%</td>
<td>200 pts</td>
<td>1500</td>
<td>1-3</td>
<td>1-6</td>
</tr>
<tr>
<td>Midterm Presentation</td>
<td>20%</td>
<td>200 pts</td>
<td>500</td>
<td>1-3</td>
<td>1-6</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
<td>300 pts</td>
<td>2000</td>
<td>1-3</td>
<td>1-6</td>
</tr>
<tr>
<td>Final: Portfolio</td>
<td>10%</td>
<td>100 pts</td>
<td>1000+</td>
<td>1-3</td>
<td>1-6</td>
</tr>
<tr>
<td>Participation (warm-ups, reading quizzes, classroom protocol)</td>
<td>10%</td>
<td>100 pts</td>
<td>1000+</td>
<td>2-3</td>
<td>1-6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>1000</td>
<td>9500+</td>
<td>-</td>
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</table>
EXTRA CREDIT: Extra credit is provided at the discretion of the instructor. A maximum of 50 points of extra credit can be assigned, usually in the form of an optional discussion post or reading response. Extra credit cannot be used in lieu of an assignment.

Grading Policies

Late Policy
All work must be submitted on time. While major assignments will be accepted up to one week after the due date, they will be penalized. Any late work will be graded down a full letter grade for each day it is late. If the assignment is turned in after the beginning of the class period on the day it is due, it will be graded down half of one letter grade. After one week, late work will not be accepted. If extenuating circumstances apply and you cannot meet the deadline, you must contact me before the due date in order to request an extension or make-up work. Missed Discussion Board posts, informal in-class writing assignments, and participation assignments cannot be made up.

Department/University Grading Policies
The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g., B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment. To receive credit for this course, you must receive a C- or higher.

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which is broken down into three major areas: 1) content (this includes maturity and sophistication of thought); 2) organization; and 3), expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

An “A” range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” range essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
An “F” essay does not fulfill the requirements of the assignment.

**Classroom Protocol**

Much of the learning for this course happens in class. Therefore, to succeed in this course, it is crucial that you come to class on time every day and actively participate. Active participation requires that you: demonstrate that you have done the readings, contribute to class discussions, actively and respectfully interact with me and your peers, participate in class activities, take notes as necessary, etc. This also means your cellphone/tablet/laptop should be out of sight unless specifically needed for the activity (e.g. in-class research). Participation is 10% of your final grade.

**University Policies**

Per University Policy S16-9, the following link contains university-wide policy information relevant to all courses, including academic integrity, student success resources, disability accommodations, and more. Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](http://www.sjsu.edu/gup/syllabusinfo/) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](http://www.sjsu.edu/gup/syllabusinfo/) website for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).

**Required Materials**

**Required Texts**

Other Readings

- Students will be responsible for locating other reading materials throughout the course in support of their writing projects.
- Other readings will be assigned via Canvas

Other Materials

- Lined notebook paper and writing utensils
- 1 large greenbook or other notebook to use exclusively for warm-ups

Library Liaison ~ English 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for English 1B.
Email: toby.matoush@sjsu.edu Phone: (408) 808-2096

“We never see other people anyway, only the monsters we make of them.”
— Colson Whitehead

English 1B: Argument and Analysis / Spring 2018

Course Schedule

- Calendar subject to change with fair warning; changes will be announced in class and on Canvas
  - Readings listed should be read BEFORE that class
  - Please bring all necessary materials related to the current major assignment and reading to class

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W 1/24</td>
<td>Introduction: Syllabus Review and Discussion of Course Theme “Monsters and Myths” as a Lens to Understand Analysis, Argument, and Writing</td>
</tr>
<tr>
<td>2</td>
<td>M 1/29</td>
<td><strong>Read:</strong> <em>Monsters</em> Intro.(1), “Here Be Monsters” (130), “Alexander Fights Monsters in India” (156), “Cursed by a Bite” (164) <strong>DUE:</strong> Discussion Board #1 Analyze: What is a monster? What makes a monster? In-Class Essay #1: “Monster”</td>
</tr>
<tr>
<td>2</td>
<td>W 1/31</td>
<td><strong>Read:</strong> “Why We Crave Horror Movies” (16), “Why Vampires Never Die” (36), <em>Popsy</em> (Canvas) “I’m Worried about my Grade” Steps of the Writing Process: Myths about Writing</td>
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<td>Week</td>
<td>Date</td>
<td>Read</td>
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<td>4</td>
<td>M 2/12</td>
<td>Peer Review Workshop: Analysis Paper “Monster” Revised</td>
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<tr>
<td>4</td>
<td>W 2/14</td>
<td>“from Beowulf” (151), “Monsters and Messiahs” (46), Bloodchild (Canvas)</td>
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<td>5</td>
<td>M 2/19</td>
<td>DUE: Analysis Paper Final Draft (Revised In-Class Essay #1)</td>
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<tr>
<td>6</td>
<td>M 2/26</td>
<td>“from Frankenstein” (20), “Conception” (23)</td>
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<tr>
<td>6</td>
<td>W 2/28</td>
<td>“The Doom That Came to Sarnath” (Canvas)</td>
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<tr>
<td>7</td>
<td>M 3/5</td>
<td>Midterm Presentations</td>
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<tr>
<td>7</td>
<td>W 3/7</td>
<td>Midterm Presentations</td>
</tr>
<tr>
<td>8</td>
<td>W 3/14</td>
<td>“Annoying Ways People Use Sources” (Canvas)</td>
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<tr>
<td>9</td>
<td>W 3/21</td>
<td>Guest Speaker and Workshop: Writing Center Tutor Presents on Selecting &amp; Integrating Sources in Research Essays</td>
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<tr>
<td>10</td>
<td>M 3/26</td>
<td><del>SPRING BREAK</del></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment</td>
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</tbody>
</table>
| 10   | W 3/28| ~SPRING BREAK~  
Extra Credit: Discussion Board #Extra Credit#                          |
| 11   | M 4/2 | Library Visit                                                             |
| 11   | W 4/4 | **Read:** “Googlepedia: Turning Information Behaviors into Research” (Canvas)  
So Many Freakin’ Monsters: Navigating Sources & Developing Your Annotated Bibliography |
| 12   | M 4/9 | **DUE:** Annotated Bibliography of Research Paper  
Academic Demon: Avoiding Plagiarism                                           |
| 12   | W 4/11| **Read:** The Cask of Amontillado (Canvas)  
Academic Demon Cont.: Quoting, Citing, Paraphrasing, Summarizing             |
| 13   | M 4/16| **DUE:** Rough Draft of Research Paper  
Peer Review Workshop                                                          |
| 13   | W 4/18| **Read:** “Inside a Murdering Mind” (289), “The Horror in the Mirror” (300)  
Revision Techniques Cont.: Strengthening Your Argument                        |
| 14   | M 4/23| TBD                                                                       |
| 14   | W 4/25| In-Class Writing Workshop: ePortfolio Rough Draft Materials                |
| 15   | M 4/30| **Read:** There Will Come Soft Rains (Canvas)  
**DUE:** Discussion Board #5  
Looking Forward to Monstrous Futures: Applying Argument and Analysis          |
| 15   | W 5/2 | Looking to the Future Cont.                                               |
| 16   | M 5/7 | In-ClassEssay #2: “Monsters Evolved”                                       |
| 16   | W 5/9 | **Read:** “Fantastic Beasts and How to Rank Them” (Canvas)  
Making Monsters                                                             |
| 17   | M 5/14| **DUE:** Final Draft of Research Paper  
Last day of class!                                                           |
| Final| Tues. 5/22| **DUE:** Final of all parts of ePortfolio on Canvas                      |