

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1B: Argument and Analysis, Section #8, Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Professor Williams
<b>Office Location:</b>	Faculty Offices Building 116
<b>Telephone:</b>	408-924-4579 USE EMAIL
<b>Email:</b>	mary.williams@sjsu.edu
<b>Office Hours:</b>	TR 12:00-13:00
<b>Class Days/Time:</b>	TR 9:00-10:15
<b>Classroom:</b>	Boccardo Business Center 124
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE/SJSU Studies Category:</b>	GE C2 Humanities—Letters

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU and Canvas frequently to learn of any updates.

**ENGL 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, you will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. You 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

Our course will explore monsters and monstrosity in literature, arguments, American culture, politics, really anywhere we can find it! We will examine arguments that try to explain the creation, popularity, and function of monsters; how monsters reflect our culture; and how we define monsters and monstrosity. We will read brief literary excerpts that are emblematic of issues in society that propagate monsters and our reaction to monsters. And you will be expected to make connections between monsters, monstrosity, and current events.

**ENGL 1B Learning Outcomes (CLO)**

Upon successful completion of the course, you will bring into your personal and professional life the abilities needed to participate in social and cultural communities:

1. reading literature and related texts purposefully to establish contexts for analysis;
2. reading texts rhetorically, taking into account a writer's purpose, audience, and context;
3. using critical thinking skills—such as synthesis, interpretation, response, and evaluation—to write essays that integrate ideas with those from appropriate primary and secondary sources;
4. integrating and documenting quotations, summaries, and paraphrases;
5. identifying and using strategies for drafting, revising, collaborating, and editing essays;
6. controlling syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

## **GE C2 Course Description**

ENGL 1B fulfills general education area C2 Letters. Courses in Letters give students knowledge and understanding of significant works of the human intellect and imagination. You will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses will enable you to participate in social and cultural communities associated with artistic and literary endeavors, enriching your personal and professional life.

## **GE C2 Learning Outcomes (GELO)**

In addition to the learning objectives stated above, ENGL 1B also measures the learning goals of GE Area C2, 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. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

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.

Reading: English 1B is a reading intensive course. Readings will focus on both writing and rhetoric in creating arguments and on thematic content.

Readings from *Everything's an Argument* will include content on developing and analyzing arguments, the writing process, and research and documentation. These readings are intended to help students develop and refine strategies for analyzing and creating effective arguments, both written and multimodal. Students are expected to keep up with readings and independently use them in analyzing and creating arguments.

Readings from *Monsters* and supplemental texts available via Canvas or online will focus on monsters, monstrosity, and our interpretation of them in historical and cultural contexts. These readings are intended to help students develop a sophisticated understanding and appreciation of the creation of monsters and monstrosity, and an understanding and appreciation of the historical and cultural contexts that inform our creation of monsters. These readings are intended to be synthesized into the students' thinking and arguments.

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 interpretative lens.

Research: ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: Students must complete oral communication assignments. In our course, this assignment will be a multi-modal presentation. Please see assignment sheet and calendar for further details. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

## **Required Texts/Readings**

### **Textbooks**

*Everything's an Argument*, Sixth Edition, Andrea A. Lunsford and John J. Ruszkiewicz, Bedford/St. Martin's, 2013.  
ISBN: 978-1-4576-0606-9.

*Monsters: A Bedford Spotlight Reader*, Andrew J. Hoffman, Bedford/St. Martin's, 2016. ISBN: 978-1-4576-9030-3.

*The Everyday Writer*; Lunsford, electronic version available for free via your Canvas account.

### **Other Readings**

Check the calendar and Canvas for additional readings and videos to view online.

Amy Cuddy, Body Language, Tedx on YouTube: [https://www.youtube.com/watch?v=Ks-\\_Mh1QhMc](https://www.youtube.com/watch?v=Ks-_Mh1QhMc)  
Don MacMillan, PowerPoint, YouTube: <https://www.youtube.com/watch?v=MjcO2ExtHso>

## **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 about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **Written Assignments**

**Formal Writing Assignments:** Students will write three formal essays: see the table below for types of essays, word count requirements, and how each essay aligns with the GE C2 and ENGL 1B course learning outcomes. Two essays will be written out of class in several drafts, and one will be written in class. The out-of-class essays will go through at least one revision before receiving a grade. **All essays must be written in order to pass the course.**

In-class essays must be written in class, on the day they are assigned. In-class essays may not be made up without at least one week's prior notice of the student's inability to attend class that day. Any request for a make-up is at the instructor's discretion. Requests must be made in writing at least one week in advance.

Out-of-class essays must be turned in on time.

- Out-of-class essays will be turned in on paper (hard copy) and uploaded to Canvas and routed through turnitin.com via Canvas.
- Late hard-copy essays will lose 10 points (10%) for each calendar day late, until the next class meeting. After the next class meeting, essay grade will automatically be F.
- Uploading essays late will result in up to a 10 point deduction (10%) in the essay grade, until the next class meeting. After the next class meeting, essay grade will automatically be F.
- All first drafts of essays for peer-review or instructor review must be uploaded to Canvas on time (48 hours prior to the in-class workshop or by the due date for a first draft [see specific assignments for details]). Uploading essays for peer review or instructor review late will result in a 10 point (10%) deduction in the essay grade.
- All peer-edited essays and first drafts must be turned in with the final draft. Failure to turn them in will result in a 10 point (10%) deduction in the essay grade.
- All pages of each essay must be stapled. Failure to staple pages of each essay will result in a 5 point (5%) deduction in the essay grade.
- All out-of-class essays will follow MLA guidelines for formatting and citations, which are included in *Everything's an Argument*, *The Everyday Writer* (available through Canvas), and at OWL online. (Find

OWL's MLA resource here: <https://owl.english.purdue.edu/owl/resource/747/01/>. Failure to follow MLA guidelines will result in point deductions on the essay grade.

- Read and closely follow all instructions for out-of-class essay assignments, which will be distributed via Canvas and discussed in class.

**Short Writing Tasks:** Students will write several informal assignments, both in class and as homework, designed to provide practice in all the parts of the writing process and to provide bases from which to develop the formal writing assignments. These tasks will be assigned throughout the semester and will vary in content and length, but will add up to 1500-2000 words over the course of the semester. Some examples of short writing tasks are developing thesis statements; analyzing the structure of arguments, rhetorical appeals, and logic; identifying audiences and evidence for arguments; creating outlines for essays; reader responses and summaries of assigned readings and readings students find in research; and sentence and paragraph revisions. Most short writing tasks will be on readings, both assigned and ones found by students in independent research.

### **Reading Assignments**

Readings are listed on the calendar section of the syllabus. Students are expected to complete the readings BEFORE coming to class on the day the readings are listed. There are two different types of assigned readings we will focus on: writing skills and argument development, and thematic content. Students are expected to ALWAYS bring their books to class from which there are assigned readings for that class meeting. If students are using ebooks, students must print and bring to class the reading selection(s) for that day. Students should be prepared for quizzes and active discussion of all assigned readings. Readings from *Everything's an Argument* will be used for in-class and independent practice in analyzing and creating arguments, even if readings are not discussed in class. Students are expected to keep up with and understand all readings and are encouraged to always ask questions on all readings.

For this course, students are also expected to contribute to the reading content by choosing, reading, analyzing, and synthesizing sources from academic and news articles found in independent research. Students will write responses on these readings, summarizing content and analyzing specific rhetorical strategies, in the short writing tasks. These readings will constitute the research necessary to create and support the formal writing and multimodal assignments.

### **Workshops**

The out-of-class essays will have workshops wherein students will offer valuable feedback to each other on the essays in progress. Feedback will include content, organization, and expression, and will be guided by the assignments' requirements.

- Workshops are mandatory.
- Workshop days are worth more in participation points than other class days and activities.
- A workshop protocol will be distributed and discussed prior to the first workshop.
- Workshops cannot be made up.

### **Homework**

Homework will vary each week and will largely be made up of short writing tasks (see above description). Homework will be assessed on a point basis (1-10 points per assignment) that will vary by type of assignment, and homework points will be part of the participation portion of the course grade. See the calendar for more details. Some homework that is not included on the calendar will be assigned via Canvas or in class.

## **Class participation**

Class participation is crucial to the learning experience. The better students participate in all activities, the more students will learn and the more interesting the class will become for all of us. I expect to hear from all students, even shy ones, so I will prod and expect students to engage in all activities. And while SJSU does not grade on attendance, participation is a part of the course grade.

- Your presence in class is necessary for participation, and all class activities count as participation.
- Class participation points cannot be made up.
- Points vary by activities, typically from 5 to 10 points per day, and are cumulative over the semester. The number of points earned will be divided by the total number of points available to be turned into a grade at the end of the semester.
- Points are earned by quality of participation: respectfully asking pertinent questions, offering insightful comments on readings, and equally sharing discussion with peers will earn maximum points. Occasionally asking questions or offering comments will earn points equivalent to a grade of a C. Remaining silent, being distracted, or distracting others will earn the least number of points.
- Using an electronic device without prior permission will result in zero points earned in participation for that day, whether or not students realize they were caught.

## **Presentations**

Students will create a multimodal presentation by which they present their arguments. The arguments presented will be different in mode and purpose than the written argument essay. The multimodal presentation will be assessed on content (argument in a different mode from the written argument) and presentation. Please see the assignment and calendar for pertinent information.

### Assignment Word Count and Learning Goals

<b>Assignment</b>	<b>Word Count</b>	<b>GELO</b>	<b>CLO</b>
Rhetorical Analysis (in class essay)	350-500	1-3	1, 2, 3, 6
Critical Essay (first and final drafts, out of class)	1500 x2	1-3	1-6
Argument Essay (first and final drafts, out of class)	1500 x2	1-3	1-6
Multimodal Presentation and Script (in and out of class)	500	1-3	1-6
Short Writing Tasks (in and out of class)	1500-2000	1-3	1-6

## **Grading Policy**

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: content (this includes maturity and sophistication of thought), organization, and expression.

- All essays and the oral presentation are graded on a traditional A-F scale, including +/-.
- Homework and participation are graded on a point basis, usually from 1-10 points per assignment and class activity. Points are cumulative and will be turned into a letter grade at the end of the semester based on the total number of points earned divided by the total number of points available.
- There is no extra credit in this course.
- Penalties for late assignments are listed under Formal Written Assignments and listed on the assignments themselves.
- Homework and participation may not be made up.
- Students must earn a C or higher to pass the course; a C- is not a passing grade.

## **Grading System to Determine Course Grade**

<b>Assignment</b>	<b>Word Count</b>	<b>Percent of Course Grade (out of 100% total)</b>
Rhetorical Analysis (in class)	500-750	15
Critical Essay (out of class)	1500	20
Argument Essay (out of class)	1500	25
Multimodal Presentation with Script (in and out of class)	500	20
Homework (Short Writing Tasks) and Participation	1500-2000	20

Grading A-F Scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=F.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” 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.

An “B” 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” 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” 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**

In order to promote an atmosphere of inclusion that is supportive of all students and the learning process, these are my policies and expectations of students:

- You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings and ideas, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.
- You will be on time to class and stay the entire time. Arriving late or leaving early will result in decreased participation points.
- All electronic devices will be turned off and stowed before entering class, unless you have an exception from the AEC. Using electronic devices during class without prior permission will result in zero participation points for the day.
- You will not talk or text while someone else is speaking. Not only is this rude, but it is distracting to me and those around you. This behavior will earn you zero points for the day, and you may be asked to leave.
- You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.
- You will bring your book(s) or printed excerpts from which we have assigned readings for the day to class, or you may be asked to leave class. Relying on others for material you are responsible for is an unfair imposition on your colleagues and will not be tolerated. (If you have difficulty in obtaining the required materials, let me know immediately.)

- If you miss a class, ask a classmate what you missed, including assignments, before contacting me.
- If you miss two or more consecutive classes due to illness or other serious issues, please contact me to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed too long.

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **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>.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> 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>.

## English 1B / Argument and Analysis, Spring 2016, Course Schedule

*The schedule is subject to change with fair notice that will be communicated via Canvas or in class.*

Legend: R=Readings, V=Video online, D=Discussion, A=Activity, SWT=Short Writing Task, Bolded items=Assignment  
Due Dates, Underlined items=Assignments you receive that day, *M*=*Monsters*, *EA*=*Everything's an Argument*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 28	R: <i>EA</i> , introduction and <i>M</i> , introduction D: Monsters and monstrosity in literature and life A: Brainstorming a topic for research and argument
2	February 2	R: <i>M</i> , Introductions to all chapters: 13-15, 69-71, 127-29, 187-89 and also read, <i>EA</i> , 453, 456-59 on documenting sources. D: Citations and SWT requirements SWT: Diagnostic exercise: grammar, punctuation, diction, and brief writing sample
2	February 4	R: <i>EA</i> , Chapter 1: Argument, and <i>M</i> , "Why We Crave Horror Movies," King D: Finding and arguing about monsters and monstrosity in current events; stasis, kairos, and audience; narrowing topics
3	February 9	<u>Informal Assignment: Proposal for Argument and Research, out-of-class, 250 words</u> R: <i>EA</i> , Chapter 2: Pathos, and <i>M</i> , "My Zombie, Myself: Why Modern Life Feels Rather Undead," Klosterman SWT: Summarize the thesis and analyze the use of pathos in "My Zombie, Myself: Why Modern Life Feels Rather Undead," and post to Canvas under the SWT assignment, and be prepared to share in class. D: Pathos
3	February 11	R: <i>EA</i> , Chapter 3: Ethos, and <i>M</i> , "Monsters and the Moral Imagination," Asma D: Today's monsters SWT: Summarize the thesis and analyze Asma's ethos in "Monsters and the Moral Imagination." Cite it and post to Canvas.
4	February 16	Library Day: Meet in the library, room to be announced. <i>EA</i> , Chapters 17-19: Research and evaluating sources
4	February 18	<b>Proposal for Argument and Research Due as SWT:</b> Post the SWT to Canvas before class. <u>Assignment: Rhetorical Analysis Essay, 500-750 words, in class</u> R: <i>EA</i> , Chapter 4: Logos and <i>M</i> , "Here Be Monsters," Genoways SWT: Summarize the thesis and analyze logos in Genoways' "Here Be Monsters." Cite and post to Canvas. D: Logos and evidence
5	February 23	R: <i>EA</i> , Chapter 6: Rhetorical Analysis SWT: Find an article on monsters or the monstrous in current events (or that arguably connects a current event to monstrosity or monsters) in a reputable news source. Summarize the thesis and analyze audience and purpose, and cite the source. Post to Canvas and bring a printed copy to class to discuss.

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		A: Conducting a rhetorical analysis and making analysis explicit
5	February 25	R: <i>M</i> , "From Frankenstein: The Modern Prometheus," Shelley and "From Beowulf," Anonymous A: Analyzing literary arguments, language, form, and character
6	March 1	<b>Rhetorical Analysis Essay, in-class essay:</b> Bring the reading, a large examination booklet, pens, and a non-electronic dictionary.
6	March 3	<u>Assignment: Critical Essay, 1500 words</u> R: <i>EA</i> , Chapter 10: Evaluations, and <i>M</i> , "(Un)safe Sex: Romancing the Vampire," Backstein A: Determining criteria for evaluation
7	March 8	R: <i>M</i> , "Cursed by a Bite," Kaplan V: View the brief videos on Zombies on You Tube at these links: <a href="https://www.youtube.com/watch?v=nX9tIxam6cQ">https://www.youtube.com/watch?v=nX9tIxam6cQ</a> <a href="https://www.youtube.com/watch?v=APPoY_yKLJU">https://www.youtube.com/watch?v=APPoY_yKLJU</a> D: Monstrous representations as reflections of cultural anxieties and realities
7	March 10	R: <i>EA</i> , Chapter 19 and 20: Plagiarism A: Quoting, citing, and synthesizing sources; making analysis explicit. Bring an outline of your Critical Essay to class to work with.
8	March 15	R: <i>EA</i> , Chapter 16: Academic Arguments SWT: Find an article arguably on monsters or the monstrous in current events. Summarize the thesis, cite it, and post to Canvas. Bring a copy to class to work with.
8	March 17	Workshop: Critical Essay
9	March 22	<b>Critical Essay, First Draft, DUE</b> <u>Assignment: Argument Essay, 1500 words</u> R: <i>EA</i> , Chapter 7: Structuring Arguments, and <i>M</i> , "Monstrous Beginnings," Poole SWT: Critical Essay Reflection, in-class
9	March 24	R: <i>M</i> , "Why Modern Monsters Have Become Alien to Us," McCormick SWT: Write a working thesis for your argument and post to Canvas. Make it as specific and narrow as possible. D: Making monsters out of Others, and acknowledging the opposition
10	March 29	<b>**Spring Break**</b> Keep working on the Critical Essay; look for my feedback on your first draft in Canvas.
10	March 31	<b>** Spring Break**</b> Start work on your Argument Essay. Check Canvas for feedback on your working thesis.
11	April 5	R: <i>EA</i> , Chapter 5: Fallacies, and <i>M</i> , "Nation and Race" Hitler D: Fallacies of reasoning, bias, and qualifications A: Identifying and eliminating bias
11	April 7	<b>Critical Essay, Final Draft, DUE</b> SWT: Find an article arguably on monsters or the monstrous or that presents a monstrous

Week	Date	Topics, Readings, Assignments, Deadlines
		opinion (perhaps a fallacious opinion?) that opposes a view you hold. Summarize the thesis, explain the opposing view, cite it, and post to Canvas. Bring the thesis and opposing to view to class to work with. A: Dealing with the opposition and/or fallacious arguments
12	April 12	R: EA, Chapter 9: Definition, and M, "Ethical Aliens: The Challenge of Extreme Perpetrators to Humanism," Myers <u>Assignment: Multimodal Argument, Presentation and Script, 300 words</u>
12	April 14	Workshop: Argument Essay A: Focusing on structure and organizing claims, premises, and evidence
13	April 19	<b>Argument Essay, First Draft, DUE</b> R: EA, Chapter 13: Style SWT: Revise sentence structure and/or diction, and edit for punctuation, in class A: Revising for clarity and style
13	April 21	R: EA, Chapters 14 and 15: Visual and multimedia arguments <b>V: View the "Life After Death by PowerPoint," video by Don MacMillan on YouTube at this link: <a href="https://www.youtube.com/watch?v=MjcO2ExtHso">https://www.youtube.com/watch?v=MjcO2ExtHso</a> and view Amy Cuddy's Ted Talk here: <a href="https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en">https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en</a></b> D: Presentation skills and effective multimodal arguments A: Developing criteria to evaluate presentations. Sign up for presentations.
14	April 26	R: M, "Life Among the Undead: An Interview with Neil Jordan," McGrath SWT: Find a source that is either a visual argument or uses visuals in the argument that's on your topic. Summarize the thesis, cite it, and post to Canvas. Bring a copy of the argument, or the visual component in the argument, to class to work with. A: Analyzing visual images and using them in your own argument.
14	April 28	SWT: Find another source on your topic that you plan to use for your argument. Summarize the thesis and say precisely how you plan to use the source. Cite it and post to Canvas. A: Explaining your thinking, defending your rhetorical strategies
15	May 3	A: Practice your presentation! No class meeting. Use this time to perfect your presentation. Time yourself, test your equipment, prepare for the unexpected.
15	May 5	Presentations! Turn in script the day you present.
16	May 10	Presentations! Turn in script the day you present.
16	May 12	Presentations! Turn in script the day you present.
Final Exam	Thursday, May 19, 7:15-9:30	<b>Argument Essay, Final Draft, DUE</b>