

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B: Argument & Analysis**  
**Section 16, Spring 2017**

**“Gods, Monsters, Mad Scientists”**

**Course and Contact Information**

<b>Instructor:</b>	Leslie Jacoby
Office Location:	Faculty Offices 105 (FO 105)
Office Telephone:	(408) 924-4492
Email:	<a href="mailto:Leslie.Jacoby@sjsu.edu">Leslie.Jacoby@sjsu.edu</a>
Office Hours:	<b>Tuesdays/Thursdays 10:30 a.m. – 11:30 p.m.;</b> By Appointment
Class Days & Time:	Tuesdays/Thursdays 9:00 a.m. – 10:15 a.m.
Classroom:	Sweeney Hall 348 (SH 348)
Prerequisites:	GE Areas A2 (Written Communication) ~ with grade of C or better
Student Profile:	Restricted to students with GE A3 waivers (engineers, science majors) and transfer students with GE A3 credit
GE Category:	GE C2 Humanities & Arts – Arts & Letters

**Faculty Web Page and MYSJSU Messaging ~ <http://www.sjsu.edu/people/leslie.jacoby/>**

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 regularly checking with the messaging system through MySJSU to learn of any updates.

**GE C2 Course Description**

Courses in Arts & Letters should give students knowledge and understanding of significant works of the human intellect and imagination. Students 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 should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

**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

Often there exists a fine line between science and madness. Discovering an answer to a compelling mystery can lead to brilliance and fame or to the loss of the thing that makes us human in the first place. Students will read both nonfiction and fiction that convey past narratives of science, jump off from discussions of specific scientific breakthroughs, and explore the implications for the future of science. We will use creative authors, Amir Aczel, H. G. Wells, Andy Weir, and Patrick Süskind to explore this theme, namely *The Mystery of the Aleph*, *The Time Machine*, *The Martian*, and *Perfume: The Story of a Murderer*. We will read selected essays that enhance this exploration.

### English 1B Learning Outcomes and Course Content

<b>GE A3 Learning Outcomes (GELOs)</b>	
Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. Students will be able to:	
<b>Learning Outcome 1 (GELO1)</b>	Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
<b>Learning Outcome 2 (GELO2)</b>	Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
<b>Learning Outcome 3 (GELO3)</b>	Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in one's ideas.

<b>English 1B Course Learning Goals (CLOs)</b>	
Upon successful completion of the course, students will be able to:	
<b>Learning Goal 1 (CLO1)</b>	Discuss complex ideas clearly, logically, persuasively.
<b>Learning Goal 2 (CLO2)</b>	State a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate.
<b>Learning Goal 3 (CLO3)</b>	Identify the different kinds of argument and the kinds of evidence appropriate to each one.
<b>Learning Goal 4 (CLO4)</b>	Integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources.
<b>Learning Goal 5 (CLO5)</b>	Use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.
<b>Learning Goal 6 (CLO6)</b>	Control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

More details can be found at [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

## English 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 (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:** Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students 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. Students will receive frequent evaluations of their writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

**Oral:** Students will complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic (team of two persons) discussions; debates; and similar speaking events. 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.

**Reading:** English 1B will be an intensive reading and writing course. Students 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. Readings will also include useful models of writing for academic, general, and specific audiences.

**Research:** English 1B will include two (2) library orientations conducted or approved by a trained librarian to introduce and then hone the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

**Class size:** Enrollment shall normally be limited to 25 students.

### Textbooks/Readings ~ Required

- The Mystery of the Aleph: Mathematics, the Kabbalah, and the Search for Infinity* by Amir D. Aczel: ISBN: 978-0743422994
- Gods, Monsters, Mad Scientists: A Reader*, Edited by Leslie Jacoby, Maple Press
- Monsters: A Bedford Spotlight Reader* by Andrew J. Hoffman: ISBN 978-14576-9030-3
- The Martian* by Andy Weir ISBN: 978-0-553-41802-6
- The War of the Worlds* by H. G. Wells
- Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- A "Student Handbook" ~ see below for suggested version

### **Textbooks/Readings ~ Optional**

- ❑ *From Faust to Strangelove: Representations of the Scientist in Western Literature* by Roslynn D. Haynes: Print ISBN: 8018-4983-7 Available used at amazon.com or abebooks.com
- ❑ *Perfume: The Story of a Murderer* by Patrick Süskind ~ Extra Credit Reflection Essay
- ❑ A second book authored by Amir D. Aczel ~ Extra Credit Reflection Essay
- ❑ SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford: Print ISBN: 9781457667121 Available at the Spartan Bookstore / Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online <http://bcs.bedfordstmartins.com/everydaywriter5e/>

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code may be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support: Phone: 1.800.936.6899 – for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

Online: <http://www.macmillanhighered.com/techsupport>

### **Other Materials**

**Learning Management Tool: Canvas**

### **Other Resources and Material Requirements**

College-level Dictionary /Thesaurus

3-Holed Lined Paper – for in-class writing

Printed Hard Copies of Assigned Articles

**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](mailto:toby.matoush@sjsu.edu) Phone: (408) 808-2096

### **English 1B Section-Specific 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**

*AB Assignments:* Students will write 10 single entries about a source related to their essay topics over the course of the semester to provide practice analyzing and using sources effectively.

### **Short Writing Tasks**

Students will be assigned short tasks to facilitate writing essays and the revision process.

### **Formal Writing Assignments**

Throughout the course, students will write a variety of essays that *may* involve contextual analysis, classical argument, rhetorical analysis, and/or persuasive argument. The art of revision shall be applied to all essays written. Students will complete a number of informal and formal writing assignments.

### **Reading**

Reading is essential to this course. That is, in addition to being an intensive writing course, English 1B is *a reading course*. Reading is a crucial component of the class because one must read effective writing to become an effective writer. The assigned readings must be completed by the beginning of each class session, and all discussions and assignments will be based on the reading material. It will be impossible to be a successful student in this course if the daily reading is not completed *before class time*.

### **Class Participation**

Class participation is important to this class. We will share ideas and sources as well as write some discussion conclusions to share with others.

### **Reading Quizzes**

Quizzes will be given. They may not necessarily be announced prior to the date taken; they will be based on readings and lectures.

### **Multimodal Presentations**

As a culminating course activity, students will present in support of or in opposition to an issue discussed in class. Presentations must contain visual, written (power point), and audio design elements.

*Assignment Word Count, Learning Goals, Grade Percentage, and Point Value of Assignments*

**Final Grade will be determined as follows:**

### **Assignments, Word Counts, and Learning Goals**

Assignment	Grade Value	Word Count	GELO	CLO
Two (2) In-class Essays (including Diagnostic)	5% / 50 pts	1000	2-3	1-3, 5-6
One (1) Revised In-class Essay w/ Research	10% /100 pts	1000	1-3	1-6
One (1) Group Oral Presentation w/writing	20% /200 pts	1000	1-3	1-6
One (1) Research Paper (including multiple in-class workshops)	30% /300 pts	2000	1-3	1-6
Class Participation / Homework	20% /200 pts	1000	2-3	1-6
Final Exam	10% /100 pts	TBD	1-3	1-6
✚ <i>Extra Credit – Maximum of 50 points can be applied to Participation Points – at no point can extra credit points be used in lieu of an assignment.</i>				

Essential Projects	% Overall Points	CLOs
1. In-class Writing; In-class Workshops	20	1 – 6
2. Critical Analysis and Writing	20	2 – 5
3. Scholarly Research and Writing	30	2 – 5
4. Oral Communication	20	1 – 6
5. Competency Assessment (Quizzes /Final)	10	1 – 6
TOTAL POINTS	100 %	1 – 6
<i>Extra Credit – Maximum 50 Points Applied to Participation Points – at no point can extra-credit points be used in lieu of an assignment</i>		

### Final Examination or Evaluation

“There shall be an appropriate final examination or evaluation at the schedule time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.” See details under **University Policy S06-4** ~ <http://www.sjsu.edu/senate/docs/S06-4.pdf>

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

### English 1B Grading: A - F / Points 1000 - 0

**Completing this GE Area with a grade of C- is a graduation requirement.** *The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; 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.*

Points Framework - Maximum 1000								
<b>A</b>	=	930 plus	<b>B-</b>	=	800-829	<b>D+</b>	=	670-699
<b>A-</b>	=	900-929	<b>C+</b>	=	770-799	<b>D</b>	=	630-669
<b>B+</b>	=	870-899	<b>C</b>	=	730-769	<b>D-</b>	=	600-629
<b>B</b>	=	830-869	<b>C-</b>	=	700-729	<b>F</b>	=	600 minus

In the English Department courses, instructors comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

### Academic Standards for Assessment

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively

and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

**The “B” essay** will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weakness in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

**The “C” essay** will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

**The “D” essay** will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment – that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.

**The “F” essay** will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

### **Key Components in a Syllabus**

The [University Course Syllabi Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>, dated April 5, 2016, has identified the following key components to be included in all courses:

#### 1. Course Information

- a. Basic information such as, San José State University, course title, number, and section, days and times taught, location of class, semester and year course is being taught, Professor’s contact information
- b. Office hours, days and location
- c. Course or section information such as, course description from the University catalog augmented by section-specific description, prerequisites, required and recommended texts, readers, or other reading materials, any other necessary equipment/materials/fees
- d. Student Learning Outcomes for the course, and if applicable, for General Education (GE), American Institutions (AI), and Graduation Writing Assessment Requirement (GWAR) courses Information may be found in [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf), at <http://www.sjsu.edu/senate/docs/S14-5.pdf>, effective Fall 2014
- e. Course requirements, e.g. papers, projects, exams, quizzes, homework, assignments, laboratory work, fieldwork, participations, etc.
- f. Tentative course calendar including assignment due dates, exam dates and date of final exam
- g. Grading information

2. University, College, or Department Policy information  
Per University Policy S16-9, faculty members are no longer required to include university level policy information. Instead, the following statement is required: **“University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”**  
You may find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/)  
<http://www.sjsu.edu/gup/syllabusinfo/>

### **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:

- “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.” 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>

### **Classroom Policies, Protocols, and Procedures**

- NO in-class work can be made up**
- NO late papers will be accepted without an assessed penalty (minimum one grade level)**
- NO late homework will be accepted**
- NO work will be accepted via email**
- Out-of-class papers will follow MLA format
- Poorly presented papers will be returned unread with a grade of “NC”
- Work suspected of plagiarism will be returned with a grade of “NC”
- All homework and papers will be turned in at the beginning of class time and placed on a desk at the front of the class
- Course success depends upon good attendance, preparedness, completion of reading and writing assignments, and class participation.
- All cell phones will be turned **OFF/Silent Mode** during class time
- NO texting in class - if caught points will be taken away if becomes a problem

- ❑ All students must follow the English departmental policies
- ❑ All students must follow the SJSU policies, protocols, and procedures
- ❑ **You are responsible for understanding the policies, protocols, and procedures about add/drops, academic renewal, withdrawal**

### **Dropping and Adding**

Students are responsible for understanding policies and procedures - add/drop, grade forgiveness. The [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section: <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [Current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located: [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available: <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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>

### **University Policies**

#### **Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at SJSU. Find the [University's Academic Integrity Policy](http://www.sjsu.edu/senate/S07-2.htm) at <http://www.sjsu.edu/senate/S07-2.htm>, which 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.

Find the Student Conduct and Ethical Development website at <http://www.sa.sjsu.edu/judicialaffairs/index.html>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

#### **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 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. For more information, please contact the office at (408) 924-6000 (v) or (408) 924-5990 (TTY).

#### **Student Technology Resources (Optional)**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center (Optional)**



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](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### **SJSU Peer Connections (Optional)**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **Plagiarism**

The word “plagiarism” comes from a Latin word meaning a *kidnapper* or *thief*. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

Sometimes it is tempting to copy, cut-and-paste, other people's ideas from the Internet, textbooks, magazines, lectures, or even from other student papers, incorporating them into our

own writing. Plagiarism can include “self-plagiarism” as well; that is, you cannot present work as “new” if it has been presented elsewhere.

As a result, it is very important to give credit where credit is due. If we don’t give credit, we are taking these words and passing them off as our own. To avoid an accusation of plagiarism, you must give credit whenever you:

- ❑ **Use someone’s *direct or exact words* (use quotation marks around exact words that you are quoting and give source at end of quotation marks). See the full reference at the end of the report, using APA format.**
  - ❑ “In the midst of Silicon Valley and all over the globe, SJSU engineers are designing and building high impact innovations, with a particular focus on challenges to global sustainability” (Wei, 2011).
- ❑ **Use someone else’s ideas, in your words, that are not common knowledge. See the full reference and website at the end of the report, using APA format.**
  - ❑ Through the Global Technology Initiative at SJSU, 25 students are selected each year to travel for two weeks to India or China, all expenses paid by GTI (College of Engineering, 2013). (Note this is not the exact words, so there are no quotation marks.)
- ❑ **Use specific statistics, graphs, drawings, that you did not discover or create**
  - ❑ San José State University is ranked 8th overall among the West’s top public universities offering bachelor’s and master’s degrees according to the 2013 edition of "American's Best Colleges" (U.S. News & World Report, 2013).
- ❑ **Self-work**
  - ❑ One should cite his or her own (or co-authored with a partner or team) work. If your company has copyrighted work that you or your team have written as part of your job, or you share a patent, or have previously published material that you have written, credit must be still given. There are times when permission from the company must be given. Please check with both your company and your instructor.

**Plagiarism will result in a grade of F in English 1B. Papers with plagiarism cannot be rewritten for credit. Your Department Chairperson will be notified.** We will work on this in class. **Remember, plagiarism is a serious issue.** Learning proper documentation is one of the key goals of English 1B.

### Course/Assignment Schedule\*\*\*

A detailed schedule of assignments and activities is attached. Days listing readings means **you need to read the assigned pages PRIOR** to class. Occasionally, the schedule may change with **fair notice**, so please keep informed.

**\*\*Participation** is defined as being present to respond to any unannounced quizzes and writing exercises, un-announced in-class writing assignments and projects, and class conversation/discussion groups.


#### Calendar and Course Schedule:

1. A detailed schedule of assignments and activities is stated above;
2. Days listing readings means you **must** read the assigned pages **PRIOR** to class; and,
3. Occasionally, the schedule may change with fair notice, so please keep informed.

### Course Schedule\_English 1B\_Spring 2017

Week	Topics, Readings, Assignments, Deadlines
Week1	<p><b>Thursday, January 26</b>            First day of instruction: Introductions; Syllabus and Schedule Overview; Explanation of Canvas; Texts; "Hard Copies" [HC]; Library Support; Signature of the "Contract"; Extra-credit Policy</p>
Week2 Gods	<p><b>Tuesday, January 31</b>  <b>In-class Essay ~ Diagnostic Writing (500 words) GELOs 2-3 5%-50pts</b>  <b>Thursday, February 2</b>            "Writing for College (Research)" ~ PPP            "Writing a Good Research Question" ~ PPP w In-class Writing  <b>Reading:</b>  <input type="checkbox"/> Haynes ~ "Introduction"; "Evil Alchemists and Doctor Faustus" (1-22 [email])</p>
Week3 Gods	<p><i>Tuesday, Feb 7 - Last day to drop course without record on Student Transcript (D)</i>  <b>Tuesday, February 7 ~ Assignment Due ... per explanation last week</b>            "Critical Reading, Thinking, and Arguing" ~ PPP w In-class Writing  <input type="checkbox"/> GMMS Prometheus           <ul style="list-style-type: none"> <li>o Rubens, Peter Paul. "Prometheus Bound"</li> <li>o Baldwin, James. <i>Old Greek Stories</i>, "The Story of Prometheus"</li> <li>o Hunt, J.M. "The Story of Prometheus"</li> </ul> <b>Reading:</b>  <b>Thursday, February 9</b>            "The Telescopic Topic" ~ PPP w In-class Writing  <b>Reading:</b>  <input type="checkbox"/> GMMS Bullfinch, Thomas. "Prometheus and Pandora"  <input type="checkbox"/> Aczel ~ <i>The Mystery of the Aleph</i> (Chapters 0 - 2, pp. 1 - 44)</p>
Week4 Gods	<p><b>Tuesday, February 14</b>            "Writing a Good Research Question" ~ Revision  <b>Reading:</b>  <input type="checkbox"/> GMMS Sisyphus           <ul style="list-style-type: none"> <li>o Titian. "Sisyphus"</li> <li>o Camus, Albert. "The Myth of Sisyphus"</li> </ul>           In-class Reading and Writing  <b>Thursday, February 16</b>  <b>Reading:</b>  <input type="checkbox"/> GMMS (Continued) Camus, Albert, "The Myth of Sisyphus"  <input type="checkbox"/> Aczel ~ <i>The Mystery of the Aleph</i> (Chapters 3 - 6, pp. 45 - 98)</p>

Week	Topics, Readings, Assignments, Deadlines
<p><b>Week5</b> Gods</p>	<p><b>Tuesday, February 21</b>  <b>In-class Essay ~ (500 words) GELOs 2-3   5% 50 Points</b>  <b>In-class research and writing</b>  <b>Reading:</b>  <input type="checkbox"/> Aczel ~ <i>The Mystery of the Aleph</i> (Chapters 7 – 12, pp. 99 – 156)  <b>Thursday, February 23</b>  <b>Reading:</b>  <input type="checkbox"/> GMMS Pygmalion and Galatea <ul style="list-style-type: none"> <li>o Gérôme, Jean-Léon. “Pygmalion and Galatea”</li> <li>o Pygmalion and Galatea</li> </ul> <input type="checkbox"/> <i>Monsters</i> “Intro for Students” (1-12)  . . . In-class Reading and Writing re: above reading</p>
<p><b>Week6</b> Monsters</p>	<p><b>Tuesday, February 28</b>  MLK Library ~ <b>Room 219</b>  <b>Research Session ~Arts and Humanities database navigation: JSTOR</b>  <a href="http://libguides.sjsu.edu/content.php?pid=59467&amp;sid=498005">http://libguides.sjsu.edu/content.php?pid=59467&amp;sid=498005</a>  <i>Read and prepare before library session</i>  <b>Reading:</b>  <input type="checkbox"/> <i>Monsters</i> Cohen, Daniel. “The Birth of Monsters” (134-139)  <input type="checkbox"/> Aczel ~ <i>The Mystery of the Aleph</i> (Chapters 13 – End, pp. 157 – 235) ~ Final Words  <b>Thursday, March 2</b>  Quiz ~ on “Gods”  <b>Reading:</b>  <input type="checkbox"/> GMMS Bullfinch, Thomas, <i>Bullfinch’s Mythology (Chapter XVI)</i> “Monsters: Giants, Sphinx, Pegasus, and Chimaera, Centaurs, Griffin, and Pygmies”  <input type="checkbox"/> GMMS Harpies (half woman and half beasts)  <input type="checkbox"/> GMMS Ovid (Publius Ovidius Naso), <i>Metamorphoses (Bk 12)</i> “The Battle of the Lapiths and Centaurs”  <input type="checkbox"/> Composition Exercise ~ Plagiarism and Original Ideas (email attchmt)  <b>Peer Workshop</b> – Revision of in-class reading and writing</p>
<p><b>Week7</b> Monsters</p>	<p><b>Tuesday, March 7</b>  <b>Reading:</b>  <input type="checkbox"/> GMMS Fantastic Beasts at the British Library, blog, 2 December 2016  <input type="checkbox"/> GMMS Gerald of Wales, “Ox-man” (Half-man)  <input type="checkbox"/> GMMS Werewolves (transmuted man) <ul style="list-style-type: none"> <li>o 4.1. Marie de France, “Bisclaret”</li> </ul> <input type="checkbox"/> <i>Monsters</i> “Is the Monster Animal or Human” + Myths (69-71)  <b>Peer Workshop – Revision</b> – In-class reading and writing  <b>Thursday, March 9</b>  <b>Oral Presentation #1 – (1000 words) GELOs 1-3 CLOs 1-6 (20%/200 pts)</b>  <b>In-class reading and writing</b></p>
<p><b>Week8</b> Monsters</p>	<p><b>Tuesday, March 14</b>  <b>Reading:</b>  <input type="checkbox"/> <i>Monsters</i> Brothers, Peter H. “Japan’s Nuclear Nightmare: How the Bomb Became a Beast Called Godzilla”  <input type="checkbox"/> <i>Monsters</i> Shelley, Mary “From <i>Frankenstein: The Modern Prometheus</i>” (20-22)  <input type="checkbox"/> <i>Monsters</i> Hitchcock, Susan “Conception” (23-35)  <b>Peer Workshop – Revision</b>  In-class reading and writing  <b>Quoting, Paraphrasing, and Summarizing</b></p>

Week	Topics, Readings, Assignments, Deadlines
	<p>Thursday, March 16</p> <p><b>Oral Presentation #2 - (1000 words) GELOs 1-3 CLOs 1-6 (20%/200 pts)</b></p> <p><b>In-class reading and writing</b></p>
Week 9 Monsters	<p>Tuesday, March 21</p> <p>Reading:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Monsters</i> Lawrence, Elizabeth A. "Werewolves in Psyche and Cinema" (108-126)</li> <li><input type="checkbox"/> Composition Exercise ~ Quoting, Summarizing, and Paraphrasing</li> </ul> <p>Peer Workshop - Revision - In-class reading and writing</p> <p>Thursday, March 23</p> <p><b>Oral Presentation #3 - (1000 words) GELOs 1-3 CLOs 1-6 (20%/200 pts)</b></p> <p><b>In-class reading and writing</b></p>
Week 10	<p><input type="checkbox"/> Wells, H.G. "The Island of Dr. Moreau" (pdf)</p> <p>Extra Credit Reading</p> <div style="text-align: center;">  <p><b>~ No Class</b></p> </div> <p><i>Monday - Friday, March 27-31 Spring Recess</i></p> <p><i>Friday, March 31, Cesar Chavez Day (Observed) - Campus Closed (CC)</i></p>
Week 11 Monsters	<p>Tuesday, April 4</p> <p><b>MLK Library ~ second research session with Geetali B.</b></p> <p><b>Meet in Room 219</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stevenson ~ <i>Dr. Jekyll and Mr. Hyde</i> ~ Read the entire work</li> <li><input type="checkbox"/> GMMS Cohen, Jeffrey Jerome, "Monster Culture: Seven Theses"</li> </ul> <p>Thursday, April 6</p> <p><b>Oral Presentation #4 - (1000 words) GELOs 1-3 CLOs 1-6 (20%/200 pts)</b></p> <p><b>In-class reading and writing</b></p>
Week 12 Mad Scientists	<p>Tuesday, April 11</p> <p>Reading:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GMMS Shuster, Evelyne. "Fifty Years Later: The Importance of the Nuremburg Code"</li> <li><input type="checkbox"/> GMMS Bullfinch, Thomas. "Pythagoras"</li> <li><input type="checkbox"/> Wells ~ <i>The War of the Worlds</i> ~ (Book One: Chapters 8 - 13)</li> </ul> <p>Peer Workshop - Revision - In-class reading and writing</p> <p>Thursday, April 13</p> <p><b>Oral Presentation #5 - (1000 words) GELOs 1-3 CLOs 1-6 (20%/200 pts)</b></p> <p><b>In-class reading and writing</b></p>
Week 13 Mad Scientists	<p>Tuesday, April 18</p> <p>Reading:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GMMS Marlowe, Christopher. Excerpt from <i>The Tragical History of Doctor Faustus</i></li> <li><input type="checkbox"/> Wells ~ <i>The War of the Worlds</i> ~ (Book Two: Chapter 14 - End)</li> </ul> <p><b>Revised In-class Essay w/ Research - (1000 words) GELOs 1-3 CLOs 1-6 (10%-100pts)</b></p> <p>Peer Workshop - Revision - In-class reading and writing</p> <p>Thursday, April 20</p> <p><b>Oral Presentation #6 - (1000 words) GELOs 1-3 CLOs 1-6 (20%/200 pts)</b></p> <p><b>In-class reading and writing</b></p>
Week 14 Mad Science	<p>Tuesday, April 25</p> <p>Reading:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Monsters</i> "Is the Monster in Us?" (257-259)</li> </ul>

Week	Topics, Readings, Assignments, Deadlines
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Monsters</i> Hitler “Nation and Race” (260-265)</li> <li><input type="checkbox"/> <i>Monsters</i> Schwartz, Anne E. “Inside a Murdering Mind”</li> <li><input type="checkbox"/> Weir ~ <i>The Martian</i> ~ Chapter 1 - 11, pp. 1 - 131</li> </ul> <p><b>Peer Workshop - Revision</b> - In-class reading and writing  <b>Thursday, April 27</b></p> <p><b>Peer Workshop - Revision</b> - In-class reading and writing  <b>Draft - Research Paper Due - (500-750 words) GELOs 1-3; CLOs 1-6 (10%/100 points)</b>  Work on Research Paper</p>
Week 15 Mad Scientists	<p><b>Tuesday, May 2</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GMMS Farley, Jonathan David, “Kurt Gödel: What Is Truth?”</li> <li><input type="checkbox"/> GMMS Composition Exercise ~ Strategies for Editing, Revising, and Proofreading</li> <li><input type="checkbox"/> Weir ~ <i>The Martian</i> ~ Chapter 12 - 19, pp. 132 - 256</li> </ul> <p><b>Thursday, May 4</b></p> <p><b>Oral Presentation #7 - (1000 words) GELOs 1-3 GLOs 1-6 (20%/200 pts)</b>  <b>In-class reading and writing</b></p>
Week 16 Mad Scientists	<p><b>Tuesday, May 9</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weir ~ <i>The Martian</i> ~ Chapter 20 - End, pp. 257 - 369</li> </ul> <p><b>Peer Workshop - Revision</b> - In-class reading and writing  <b>Thursday, May 11</b></p> <p><b>Oral Presentation #8 - (1000 words) GELOs 1-3 CLOs 1-6 (20%/200 pts)</b>  <b>In-class reading and writing</b></p>
Week 17	<p><b>Tuesday, May 16 ~ Last Day of Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lee, Stan and Jack Kirby, <i>The Incredible Hulk</i> (Banner, awkward physicist)  Mavel Comic inspired by <i>Frankenstein</i> and “Dr. Jekyll and Mr. Hyde”</li> </ul> <p><b>Recap ~ Pulling all the nonfiction and fiction together ...</b>  Extra-credit “Reflection Essay” Due</p> <p><b>Research Paper Due (including evidence of multiple in-class workshops) ~ (2000 words)</b>  <b>GELO 1-3, CLOs 1-6   30%-300pts</b></p>
Final	<p><i>Final ~ Venue and Time ~ TBD</i></p> <p><i>Wednesday, May 17, Study/Conference Day (no classes or exams) (SC)</i></p> <p><i>Thursday - Friday, May 18-19, Final Examinations (exams)</i></p> <p><i>Monday - Wednesday, May 22-24, Final Examinations (exams)</i></p>

TEW ~ *The Everyday Writer (Handbook)*

Haynes ~ *From Faust to Strangelove: Representations of the Scientist in Western Literature ~Optional*

GMMS ~ *Gods, Monsters, Mad Scientists*

Monsters ~ *Monsters: A Bedford Spotlight Reader*

Aczel ~ *The Mystery of the Aleph*

Stevenson ~ *The Strange Case of Dr. Jekyll and Mr. Hyde*

Wells ~ *The War of the Worlds* and (Optional Extra Credit) *The Island of Dr. Moreau*

Weir ~ *The Martian*

**Contract Agreement: Any composition/ writing class requires a substantial amount of reading, critical thinking, researching, writing, revising, editing, and proofreading. Your qualitative and quantitative composition will depend upon your personal commitment to working hard in this class. . . . therefore:**

“With my signature below I hereby state that I commit to work hard, and I affirm that I have read and understood the English 1B “Green Sheet” Contract\* in its entirety. Thus, I agree to comply and adhere to the Policies as outlined in the following English 1B, Section 16, Spring 2017 documents [please acknowledge each document read and understood]:

- Green Sheet
- Class Schedule

If I cannot follow these guidelines for any reason, I will contact Professor Jacoby as soon as possible.”

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Printed Name** \_\_\_\_\_ **Section** \_\_\_\_\_

Please return your completed form to Professor Jacoby by Thursday, February 2 (at the beginning of the class period).

*\*If you have any questions, please ask prior to signing this document. Thx.*