

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1B: Argument and Analysis, Sections 6 & 14, Spring/2018**

**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>	T/R 10:30-11:30
<b>Class Days/Time:</b>	T/R 9:00-10:15, 12:00-13:15
<b>Classroom:</b>	Boccardo Business Center (BBC) 121 (section 6) and 221 (section 14)
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades 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

**Course Learning Management 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 to learn of any updates. Check Canvas frequently to get access to all necessary items!

**ENGL 1B Course Description**

General Course Description

ENGL 1B is a writing course that exposes you to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, you will examine the analytical and creative process 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. You will practice prewriting, drafting, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

Section-Specific Course Description

Monsters! That's the focus of our course. We will study monsters and monstrosity, what they mean to us and others, and why it's necessary to examine them and our own humanity. We will encounter provocative ideas in varied genres that may challenge your own ideas and beliefs, and you will be expected to maturely engage all viewpoints, even if you disagree with them.

## ENGL 1B 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. 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.

**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 Learning Objectives. The essays will go through at least one revision before receiving a grade.

Essays must be turned in on time and meet all requirements to receive credit, including the following items:

- 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%), 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 and instructor review must be uploaded to Canvas on time (48 hours prior to the in-class workshop for peer review and by the due date for a first draft for instructor review [see specific assignments for details]). Uploading essays for peer review or instructor review late or in the wrong place in Canvas will result in up to 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. Unstapled essays will NOT be accepted.
- All 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 essay assignments, which will be distributed via Canvas and discussed in class.

Reading: 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.

Always bring your books or printed copies of assigned readings to class. Read assigned readings BEFORE coming to class, and be prepared to discuss all readings.

Workshops: Workshops are mandatory and cannot be made up. They are also worth double participation points, which indicates how valuable they are. Workshops are a crucial part of the writing process wherein you give and receive valuable feedback on your essays in progress. My workshop process may be different from what you've experienced before, and I always receive feedback from my students that they are extraordinarily helpful. They encourage lateral learning, something students appreciate, and it's always good to receive feedback from several people on our writing. **If you miss a workshop, your essay grade will be graded down one full letter grade.**

Short Writing Tasks (SWTs)/Homework: Students will write several short assignments meant to strengthen skills, practice all steps in the writing process, and form the bases for formal writing assignments and projects. Some class activities will include short writing tasks, and other homework may be assigned throughout the semester, with fair notice, communicated in class and/or in Canvas. Examples of SWTs are reader responses, editing exercises, fast writes and other brainstorming activities, developing thesis statements, etc.

- Homework assignments will be graded on a point basis, varying by activity, but typically between 5-20 points each.
- These assignments will total about 1000 words over the course of the semester.
- In order to earn credit for SWTs and other homework, you must turn them in on time and must attend class the day they are due.

Participation: Students must participate in all class activities to earn full credit for participation. While SJSU does NOT use attendance as part of the course grade, many courses include participation. **\*\*Remember, the participation portion of your grade is NOT in Canvas, due to technical limitations.\*\***

- To earn full credit, be on time and stay the entire time.
- Engage all activities with enthusiasm and respect for others and the work.
- Prepare for each class by doing the assigned readings and any homework before we meet in class and have all required materials with you.
- Contribute to class discussions, actively listen to your peers, and take notes as necessary. I keep notes on your participation every day and am looking for behavior and engagement that shows maturity, curiosity, and active engagement.
- Class participation may NOT be made up if you are absent.
- Using electronic devices without prior permission or without an exception from the AEC will earn you zero points for that day.

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.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

Final Exam/Multimodal Assignment: As part of your final experience in the course, you will create a multimodal project to present to the class on the date of the final. Projects will be related to the self-reflection of

your progress as a writer, student, and in conjunction with GELO #1, but will be combined with others for a group project and presentation.

## **ENGL 1B Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, you are expected to 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.

### Assignment Word Count and Learning Goals

<b>Assignment</b>	<b>Word Count</b>	<b>GELO</b>
SWTs	~ 1000	1-3
Critical Essay	1500 X2	1-3
Visual Analysis Essay	1500 X2	1-3
Self-Reflection Essay	500-600 X2	1-3
Multimodal Project and Presentation	~ 500	1-3

## **Required Texts**

### **Textbooks**

*Monsters: A Bedford Spotlight Reader*, Andrew Hoffman, 2016, ISBN: 978-1-4576-9030-3

*Everything's an Argument*, brief 7<sup>th</sup> edition (without readings), Lunsford and Ruskiewicz, 2016, ISBN: 978-1-319-08575-9

*The Stepford Wives*, Ira Levin, with introduction by Peter Straub, 2002, ISBN: 978-0-06-008084-6

All books can be purchased online affordably. The bookstore at SJSU may also have the books. The King library may also have the books.

### **Other Required Materials**

Students are required to view three films for this class. They can be found online, and I have DVDs that students may check out from me.

*Get Out*, Directed by Jordan Peele, Universal Pictures, 2017.

*The Stepford Wives*, Directed by Bryan Forbes, Columbia Pictures, 1975.

*The Stepford Wives*, Directed by Frank Oz, Paramount, 2004.

### **Other technology requirements / equipment / material**

Students must have reliable access to a computer with word processing software to complete assignments and check Canvas frequently. Smartphones will NOT work as well; the Canvas app does NOT have full functionality that Canvas has. Students must have access to a reliable printer and plenty of paper. Hardcopies of assignments will be turned in, including copies of peers' essays.

Students are also required to complete Library Research Guides and Tutorials available in Canvas and online. The library research guides can be found here: <https://libguides.sjsu.edu/english1B>

## **Grading Policy**

- To receive credit for GE Area C2, you must receive a C- or higher in ENGL 1B.

- See the table below for how the course grade is determined by assignments.
- There is NO extra credit offered in this course.
- Homework and quizzes are graded on a point basis, usually from 5-20 points per assignment/quiz. 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. Homework and quizzes may NOT be made up. In order to earn credit for homework/SWTs, you must be in class the day they are due and turn them in on time.
- Participation is part of the overall course grade. See above description for class participation. The class participation part of the course grade will NOT appear in Canvas due to Canvas' limitations. Always feel free to ask me what your current grade is if you are unsure.
- Penalties for late assignments are listed under Formal Written Assignments and listed on the assignments themselves.
- All formal assignments (essays, portfolio, and multimodal assignment) must be completed and turned in in order to pass the course, regardless of the grade earned on the assignment.
- All formal assignments are graded on the traditional A-F scale, including plusses and minuses. The grade scale is in percentages: A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F = 0-59.

<b>Assignment</b>	<b>Percentage of Course Grade (out of 100% total)</b>
SWTs/Homework	10
Participation	10
Critical Essay	30
Visual Text(s) Analysis	25
Self-Reflection Essay (for Portfolio)	10
Multimodal Assignment	15

The department's standard grading scheme consists of the following: "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."

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

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" range essay does not fulfill the requirements of the assignment.

## My Professional Polices

Though I enjoy my work and like to have fun, I take my work seriously, and because I respect you and our work together, I will maintain the following policies:

- I maintain high academic standards and expectations, and offer you support and constructive criticism on your work in class and on your assignments to help you reach the high standards.
- I will be on time and give you and the subject my full attention.
- I respect the diversity of people and ideas, even when there are disagreements.
- I return graded work in a timely manner, before the next major assignment is due.
- I am available during office hours so that you may see me about your work or other issues with the class.
- I expect the same respect for the class and for your work from you. The following items listed in Classroom Protocol are some specific expectations.

## 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 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 class begins, 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 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.

The instructor reserves the right to change any policies as necessary with fair notice delivered in class or via Canvas, to be applied equally to all students and not retroactively.

All student work may be published (shared within the class for the semester) in the class for instructive purposes. Some students may be asked to publish individual work for future courses, for instructive purposes.

## University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. <http://www.sjsu.edu/gup/syllabusinfo/index.html>

## English 1B / Argument and Analysis, Spring 2018, Course Schedule

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

Legend: *EA*=Everything's an Argument, *M*=Monsters: A Bedford Spotlight Reader  
A=Class Activity, R=Readings, D=Discussion, SWT=Short Writing Task (Check Canvas for specific instructions), V=View films or modules in Canvas, underlined items=an assignment I owe you that is available in Canvas on or before that day, **bolded items**=Due Date of assignment or Workshop Day

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 25	A: Introductions, why study monsters, and conducting research
1	January 30	V: Library Tutorial Modules in Canvas AND complete quizzes for each tutorial (in assignments in Canvas) D: Questions about research, and What is a monster?
2	February 1	R: <i>EA</i> , Chapter 21 A: Citing sources, avoiding plagiarism, formatting SWTs and all SWT requirements. <b>SWT #1: Check assignment in Canvas for instructions</b>
2	February 6	R: <i>EA</i> , Chapter 1 and <i>M</i> : "Why We Crave Horror Movies," King A: Summarizing and analyzing argument elements
3	February 8	R: <i>EA</i> , Chapter 2 and <i>M</i> : "Why Modern Monsters Have Become Alien to Us," McCormick A: Analyzing pathos <u>Assignment: Critical Essay</u> : Read and print assignment in Canvas. Bring it and any questions you have to class.
3	February 13	R: <i>EA</i> , Chapter 3 and <i>M</i> : "Monstrous Beginnings," Poole A: Analyzing ethos <b>SWT #2: Check assignment in Canvas for instructions</b>
4	February 15	R: <i>EA</i> , Chapter 4 and <i>M</i> : "Here be Monsters," Genoways A: Analyzing logos
4	February 20	R: <i>EA</i> , Chapter 6 and <i>M</i> : "Fear of the Monster is Really a Kind of Desire," Cohen A: Analyzing audience, purpose, context
5	February 22	<b>DUE: 1<sup>st</sup> Draft Critical Essay</b> A: Editing, Reflecting, Revising
5	February 27	R: <i>M</i> , "(Un)safe Sex: Romancing the Vampire," Backstein A: analyzing audience and evidence
6	March 1	R: <i>M</i> , "Japan's Nuclear Nightmare: How the Bomb Became a Beast Called

Week	Date	Topics, Readings, Assignments, Deadlines
		Godzilla,” Brothers D: Visual analysis as argument, focus and evidence <b>SWT #3: Check assignment in Canvas for instructions</b>
6	March 6	<b>Workshop: Critical Analysis</b>
7	March 8	<b>DUE: Final Draft Critical Analysis</b> <u>Assignment: Visual Analysis</u> A: Reflecting, Editing
7	March 13	V: <i>The Stepford Wives</i> , 1975 D: Film as argument
8	March 15	V: <i>The Stepford Wives</i> , 2004 D: Adaptations
8	March 20	V: <i>Get Out</i> D: Monsters, the monstrous, seeing connections among works and social issues
9	March 22	<b>DUE: First Draft Visual Analysis</b> A: Editing and revising
9	March 27	<b>Spring Break! ** Read <i>The Stepford Wives</i> over spring break! **</b>
10	March 29	<b>Spring Break! Be prepared to discuss written vs. visual arguments</b>
10	April 3	D: Differences in written and visual works in <i>The Stepford Wives</i> <b>SWT #4: Check assignment in Canvas for instructions</b>
11	April 5	R: <i>EA</i> , Chapter 10 and <i>M</i> , “Unmasking the monster: Hiding and Revealing Male Sexuality in John Carpenter’s <i>Halloween</i> ,” Huddleston D: Determining criteria for evaluating films, finding a focus A: narrowing your focus for visual analysis/evaluation
11	April 10	<b>Workshop: Visual Analysis</b>
12	April 12	<b>DUE: Final Draft Visual Analysis</b> <u>Assignments: Self-Reflection Essay and Multimodal Project and Presentation</u> A: Reflection, Editing
12	April 17	A: Self-reflection, focus and evidence: Bring your written work to class to mine for evidence of progress.
13	April 19	<b>DUE: First Draft Self-Reflection Essay to Canvas only!</b> R: <i>EA</i> , Chapter 14 A: Planning the project, including visuals
13	April 24	<b>Workshop: Self-Reflection Essay</b>
14	April 26	R: <i>EA</i> , Chapter 13 A: Editing for style: bring a copy of your self-reflection essay to work with <b>SWT #5: Check assignment in Canvas for instructions</b>
14	May 1	<b>DUE: Final Draft Self-Reflection Essay</b> A: Presentations logistics
15	May 3	R: <i>EA</i> , Chapter 16

Week	Date	Topics, Readings, Assignments, Deadlines
		V: View all student samples in assignment in Canvas; make notes on their strengths and weaknesses to discuss in class A: Analyzing Multimodal Projects
15	May 8	A: Practicing and Evaluating Presentations
16	May 10	A: Practicing and Evaluating Presentations
Final Exam		<b>DUE: Multimodal Projects and Presentations and Written Defense</b> Section 6: Wednesday, May 16, 7:15-9:30 Section 14: Thursday, May 17, 9:45-12:00