

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

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

ENGL 1B Learning Outcomes

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

ENGL 1B Course Content

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

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

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

Reading: Reading and writing are inherently bound; you read to write and write to read. In addition to being writing intensive, ENGL 1B is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences. Some readings will be from the assigned texts (listed below), and some will be from sources you locate. All reading must be completed **before** class. Please bring the day’s reading to class. Canvas readings should be printed or ready on your phone or laptop.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretive lens.

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

Final Experience: Students are required to turn in a portfolio at the end of the semester that consists of selected examples of your writing. Required in every portfolio is:

- One writing assignment from a previous writing course (English 1A or the RCW)
- One formal writing assignment from this course (English 1B)
- A reflective essay examining what you have learned and how you have improved your writing in English 1B

ENGL 1B Course Requirements and Assignments

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

Assignment Word Count and Learning Goals

Assignment	Percent of Grade	Points	Word Count	GELO	CLO
2 In-Class Essays	5%	50 pts	1000	2-3	1-3, 5-6
Canvas Discussion Board posts	5%	50 pts	2500	1-3	1-6
Revised Analysis Paper	20%	200 pts	1500	1-3	1-6
Midterm Presentation	20%	200 pts	500	1-3	1-6
Research Paper	30%	300 pts	2000	1-3	1-6
Final: Portfolio	10 %	100 pts	1000+	1-3	1-6
Participation (warm-ups, reading quizzes, classroom protocol)	10%	100 pts	1000+	2-3	1-6
TOTAL	100 %	1000	9500+	-	-

EXTRA CREDIT: Extra credit is provided at the discretion of the instructor. A maximum of 50 points of extra credit can be assigned, usually in the form of an optional discussion post or reading response. Extra credit cannot be used in lieu of an assignment.

Grading Policies

Late Policy

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

Department/University Grading Policies

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

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

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

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

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

A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

Classroom Protocol

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

University Policies

Per University Policy S16-9, the following link contains university-wide policy information relevant to all courses, including academic integrity, student success resources, disability accommodations, and more.

[Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Academic Integrity

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

SJSU Writing Center

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

SJSU Counseling Services

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

Required Materials

Required Texts

- *Monsters: A Bedford Spotlight Reader* by Andrew J. Hoffman: ISBN 978-14576-9030-3

Other Readings

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

Other Materials

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

Library Liaison ~ English 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for English 1B.

Email: toby.matoush@sjsu.edu Phone: (408) 808-2096

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

— **Colson Whitehead**

English 1B: Argument and Analysis / Spring 2018

Course Schedule

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 1/24	Introduction: Syllabus Review and Discussion of Course Theme “Monsters and Myths” as a Lens to Understand Analysis, Argument,, and Writing
2	M 1/29	Read: <i>Monsters</i> Intro.(1), “Here Be Monsters” (130), “Alexander Fights Monsters in India” (156), “Cursed by a Bite” (164) DUE: Discussion Board #1 Analyze: What is a monster? What makes a monster? In-Class Essay #1: “Monster”
2	W 1/31	Read: “Why We Crave Horror Movies” (16), “Why Vampires Never Die” (36), <i>Popsy</i> (Canvas) “I’m Worried about my Grade” Steps of the Writing Process: Myths about Writing

3	M 2/5	Read: “The Battle of Lapiths...” (83), “The Monstrous and the Bestial...” (89), “My Zombie, Myself...” (40) Rhetorical Triangle and Rhetorical Analysis: Monsters of the Past and Present
3	W 2/7	Read: “Fear of the Monster...” (190), “from <i>Dracula</i> ” (196), “Sexuality and the Vampire” (202), “Romancing the Vampire” (211) DUE: Discussion Board #2 Revision Techniques: The Evolution of Monsters
4	M 2/12	Peer Review Workshop: Analysis Paper “Monster” Revised
4	W 2/14	Read: “from <i>Beowulf</i> ” (151), “Monsters and Messiahs” (46), <i>Bloodchild</i> (Canvas) Audience and Context: Monsters across Time and Space
5	M 2/19	DUE: Analysis Paper Final Draft (Revised In-Class Essay #1) Visual Analysis: Monsters from Different Angles
5	W 2/21	Read: “Japan’s Nuclear Nightmare...” (51), “Werewolves in Cinema” (108) DUE: Proposal of Midterm Presentation Visual Argument: Monsters on the Screen
6	M 2/26	Read: “from <i>Frankenstein</i> ” (20), “Conception” (23) DUE: Discussion Board #3 Purpose and the Perfect Introduction: Hello Monsters
6	W 2/28	Read: “The Doom That Came to Sarnath” (Canvas) Purpose, Style, & Clarity: <i>Hello, Monsters!</i>
7	M 3/5	Midterm Presentations
7	W 3/7	Midterm Presentations
8	M 3/12	Read: “Monsters and the Moral Imagination” (61), “The Origins of Half-Human, Half-Animal” (72) DUE: Discussion Board #4 Brainstorming and Where to Begin: Invention and Researching a Monster
8	W 3/14	Read: “Annoying Ways People Use Sources” (Canvas) Fleshing Out Ideas: Developing Monsters and Navigating Myths of Research
9	M 3/19	Read: “Why Modern Monsters Have Become Alien to Us” (266), “Unmasking the Monster...” (275) DUE: Proposal of Research Paper To Tame a Monster: Developing a Working Thesis
9	W 3/21	Guest Speaker and Workshop: Writing Center Tutor Presents on Selecting & Integrating Sources in Research Essays
10	M 3/26	~SPRING BREAK~

10	W 3/28	~SPRING BREAK~ Extra Credit: Discussion Board #Extra Credit#
11	M 4/2	Library Visit
11	W 4/4	Read: “Googlepedia: Turning Information Behaviors into Research” (Canvas) So Many Freakin’ Monsters: Navigating Sources & Developing Your Annotated Bibliography
12	M 4/9	DUE: Annotated Bibliography of Research Paper Academic Demon: Avoiding Plagiarism
12	W 4/11	Read: <i>The Cask of Amontillado</i> (Canvas) Academic Demon Cont.: Quoting, Citing, Paraphrasing, Summarizing
13	M 4/16	DUE: Rough Draft of Research Paper Peer Review Workshop
13	W 4/18	Read: “Inside a Murdering Mind” (289), “The Horror in the Mirror” (300) Revision Techniques Cont.: Strengthening Your Argument
14	M 4/23	TBD
14	W 4/25	In-Class Writing Workshop: ePortfolio Rough Draft Materials
15	M 4/30	Read: <i>There Will Come Soft Rains</i> (Canvas) DUE: Discussion Board #5 Looking Forward to Monstrous Futures: Applying Argument and Analysis
15	W 5/2	Looking to the Future Cont.
16	M 5/7	In-Class Essay #2: “Monsters Evolved”
16	W 5/9	Read: “Fantastic Beasts and How to Rank Them” (Canvas) Making Monsters
17	M 5/14	DUE: Final Draft of Research Paper Last day of class!
Final	Tues. 5/22	DUE: Final of all parts of ePortfolio on Canvas