

**San José State University**  
**College of Humanities and Arts/**  
**Department of English & Comparative Literature**  
**English 1A, First Year Writing, Sections 54 and 77, Fall 2021**

**Course and Contact Information**

Instructor:	Allison St. Dennis
Email:	allison.stdennis@sjsu.edu
Office Hours:	T/R 10:00-11:00 a.m. and by appointment. Zoom link: <a href="https://sjsu.zoom.us/j/81595870382?pwd=NllxTXdxV1JoQWtKNitCam4vaWN0dz09">https://sjsu.zoom.us/j/81595870382?pwd=NllxTXdxV1JoQWtKNitCam4vaWN0dz09</a> Password: 365283
Class Days/Time/Classroom:	Sect 77: Mon asynch online, Wed in person 4:00-5:15 pm in BBC 123 Sect 54: Mon asynch online, Wed in person 5:45 am-7:00 pm in BBC 121
Prerequisites:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	Satisfies GE Area A2 Written Communication I (with a grade of C- or better)

**Course Description**

General Description

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

Section Specific Description

In our section of English 1A, we will be developing our rhetorical abilities while focusing on the theme of monsters. Monsters have long haunted our stories to dramatize personal and cultural anxieties about real and imagined threats. Through their hyperbolic rage, tyranny, compulsions, and egotism, monsters transgress the bounds of decency and therefore help define what it means to be human. In a composition class, we can focus on any subject matter to develop our reading and writing, so why not monsters? From these fascinating embodiments of our greatest fears, we can learn about our social and personal values.

**GE Learning Outcomes (GELO)**

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

1. read actively and rhetorically;
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. use college-level language with clarity and grammatical proficiency.

## Required Texts/Readings

### Textbooks

- Asma, Stephen T. *On Monsters: An Unnatural History of Our Worst Fears*. Oxford UP. ISBN: 978-0-19-533616-0

### Other Required Readings

- Purdue Online Writing Lab website for grammar and documentation conventions
- Additional readings in our virtual classroom in Canvas

### Other technology requirements / equipment / material

- Regular access to the internet, Canvas, and a word processor.

## Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Assignments

- **Essay Assignment Word Count and Learning Goals (GELOs 1-5):** For each essay, you will be given a prompt with specific guidelines to write the essay. Both rough and final drafts must be typed, using MLA documentation style. All final essays must be submitted to Turnitin.com via Canvas to check for plagiarism.

Essay Assignment	Word Count	GELOs
<b>Essay 1: definition of monsters</b>	<b>1000</b>	<b>1, 2, 4, 5</b>
<b>Essay 2: film reflection—satire as social horror</b>	<b>750</b>	<b>1-5</b>
<b>Essay 3: monstrous desire</b>	<b>1000</b>	<b>1-5</b>
<b>Essay 4: argument—the appeal of monsters</b>	<b>1200</b>	<b>1-5</b>
<b>Final self-reflection essay and e-portfolio</b>	<b>750</b>	<b>1-5</b>

- **Peer Review Workshops and Essay Revision (GELOs 1, 2, 5):** For three of the essays, you will write a complete rough draft to participate in a peer-review workshop. You will exchange rough drafts with a classmate and comment upon the strengths and weaknesses of each other's essays and offer suggestions for improvement.
- **Reading Responses, Reading Notes, and Discussion Posts (GELOs 1, 4, 5):** For our reading assignments this semester, you will compose a reading response, take notes, and/or post to a discussion. They are usually due in Canvas before class on the day they are listed in the schedule; however, sometimes the Reading Response question will be given after class and you'll have until midnight to answer it. You can work ahead if you like. Responses and Discussion posts should be at least a healthy paragraph, around 200 words in length, and demonstrate thoughtfulness in response to the prompt and assigned reading. See the assignment rubric for reading notes criteria. At the end of the semester, if it helps your grade, I will "throw out" your two lowest Reading Responses and two lowest Reading Notes, just to cut you a little slack in the homework schedule.
- **Grammar and Writing Homework and In-class Activities (GELO 1, 2, 5):** Listed in the schedule are grammar exercises and writing practice homework that will help you to articulate your ideas clearly.
- **Final Exam (SLO 2, 3, 5):** The final exam will be an out-of-class (untimed) self-reflection essay to be submitted on or before the time slated for our final exam. Please note the exam schedule for your class section below:
  - Sect 77 (W 4:00-5:15): Final Exam is on Wed, Dec 8, 2:45-5:00 pm
  - Sect 54 (W 5:45-7:00): Final Exam is on Wed, Dec 8, 5:15-7:30 pm

## Determination of Grades

Grading: A-F. This class must be passed with a C- (70%) or better to fulfill GE Area 2. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

Percentage	Grade	Percentage	Grade	Percentage	Grade
97% +	A+	93-96%	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-
59% and below	F				

<u>Assignments</u>	<u>Points</u>
Essay 1	125
Film Response	80
Essay 3 and 4 (150 pnts each)	300
Final self-reflection essay	100
Reading Responses, Reading Notes, Discussion posts	100*
Peer review workshops (10 pnts each)	30
Grammar and writing homework and quizzes, in-class activities	<u>65*</u>
	800 points possible*

\*These points are approximate, depending on how many activities we do throughout the semester.

## Classroom Protocol

- **Office Hours:** Visit my scheduled office hours or make an appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments. **Put our course name and section number or time/date of our course (for example: 1A, MW 9am) in the Subject of your email.** Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in your email, and sign your emails with your name. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy to read. These are all professional courtesies and good practice for your future careers.
- **Attendance:** We will do activities in our live class sessions, for which you will receive points. There are no make-ups for these assignments. If you are absent, email me so I can advise you of any important class developments. Check Canvas for announcements too.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. Late papers without an excused absence will be marked down a letter grade for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. Provide documentation (doctor's note, etc.) to excuse an absence.
- **Classroom and online conduct:** Please be courteous in our live classes and in your written online responses to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking. When critiquing one another's work online, offer constructive and kind advice. During our in-person classes, **put away laptops and phones** unless otherwise permitted. These are distractions from the lecture and class activities.
- **Covid-19 protocols:** Please observe the [university's health and safety protocols](#) so we can have a healthy semester together:
  - Monitor your symptoms every day before coming to canvas; you must be free of any of the following symptoms potentially related to Covid-19: cough, shortness of breath, fever, chills, runny nose or sinus congestion, muscle pain, headache, sore throat, fatigue, nausea, vomiting, diarrhea, new GI symptoms, loss of taste or smell
  - Don't come to campus if you have tested positive for Covid-19. The university will contact you about when you may return
  - Get tested once a month if you live and/or work on campus
  - Practice social distancing, keeping 6-foot distance from others around you
  - Wear a mask or face covering while inside campus facilities, even if you have been vaccinated
  - No eating or drinking while in class
  - Vacate the classrooms during the ½-hour interval between classes to allow the air to clear out
  - Wash your hands frequently and use hand sanitizer

## University Policies

The Office of Graduate and Undergraduate Programs (GUP) 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](http://www.sjsu.edu/gup/syllabusinfo) web page at <http://www.sjsu.edu/gup/syllabusinfo>.

**Plagiarism:** To plagiarize is to use the language and thoughts of another author and represent them as one's own. When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's [Academic Integrity Policy](#). Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

## English 1A / First Year Writing, Fall 2021, Course Schedule

### Notes:

1. Assignments and due dates are subject to change. You will be notified of such changes at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below for both the asynch and in-person days of our class meets. Come to our live class meetings having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbooks are posted in Canvas. It is your responsibility to go to Canvas, download the reading, print it out, read it, and take notes.
4. You are not responsible for completing any exercises you encounter in your reading as homework if they are not listed in our schedule or assigned in class.

### Color Key

Holiday
Daily homework and in-class work
Paper assignment or project due

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 8/23	<b>Asynchronous Class</b> <b>In Canvas:</b> Introduction to the course and Canvas Complete the Start Here Module: Things You Need to Know about the Course and Week 1 Practices--due Wed, 8/25 before class.
1	W 8/25	<b>In-Person Class</b> <b>Before class:</b> <ul style="list-style-type: none"> <li>• Complete "Start Here" Activities in Canvas</li> <li>• Watch: Monster/Horror Montage</li> <li>• Submit: Scariest Moment reflection</li> <li>• Read: Lamott's "Shitty First Drafts" (in Canvas)</li> <li>• Submit: Cornell notes on "Shitty First Drafts"</li> </ul> <b>In class:</b> Essay prompt 1, rhetorical triangle, note taking, discussion

Week	Date	Topics, Readings, Assignments, Deadlines
2	M 8/30	<b>Asynchronous Class</b> <b>In Canvas:</b> <ul style="list-style-type: none"> <li>• Read: Asma’s <i>OM</i>: “Introduction: Extraordinary Beings” (1-15)</li> <li>• Read Gilmore’s “What Is a Monster” (6-9) and “What Monsters Have in Common” (12-13) (in Canvas)</li> <li>• Submit: Cornell notes on Asma and Gilmore</li> <li>• Submit: Reading Response 1</li> </ul>
2	W 9/1	<b>In-Person Class</b> <b>Before class:</b> <ul style="list-style-type: none"> <li>• Read: Blake’s “Introduction: Haunting Boundaries” (1-9)</li> <li>• Read: Booker’s “The Monster (II) and the Thrilling Escape from Death” (in Canvas)</li> <li>• Submit: Cornell notes on Blake and Booker</li> <li>• Submit: Reading Response 2</li> </ul> <b>In class:</b> lecture and discussion
3	M 9/6	<b>Labor Day—No Class</b>
3	W 9/8	<b>In-person Class</b> <b>Before class:</b> <ul style="list-style-type: none"> <li>• Read: Quoting Step-by-Step</li> <li>• Quiz: Practicing Model Quotes</li> <li>• Grammar quiz: Run-ons</li> </ul> <b>In class:</b> Using sources, thesis statements, outline for essay
4	M 9/13	<b>Asynchronous class</b> <b>In Canvas:</b> <ul style="list-style-type: none"> <li>• Read: <i>WPA</i>’s Statement on Plagiarism (Canvas)</li> <li>• Quiz: “What is Plagiarism?”</li> <li>• Read: Excerpts from SJSU’s Academic Integrity Policy</li> <li>• Quiz: “Identifying Plagiarism”</li> <li>•</li> </ul>
4	W 9/15	<b>In-person Class</b> <b>Before class:</b> <ul style="list-style-type: none"> <li>• Rough draft Essay 1 due in Google doc; bring laptop to class</li> </ul> <b>In class:</b> Peer review, Introduction to Criterion
5	M 9/20	<b>Asynchronous Class</b> <b>In Canvas:</b> Submit: <b>Essay 1 due: Definition of a Monster</b> <ul style="list-style-type: none"> <li>• Read: Introduction to Short-Answer Film Reflection</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
5	W 9/22	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>• Read: Fussell’s “Type-Casting” (in Canvas)</li> <li>• Read: Douglas’s “Intelligent Propaganda: Deliver Us from Evil” (in Canvas)</li> </ul> <p><b>In class:</b> lecture and discussion; Reading Response 3</p>
6	M 9/27	<p style="text-align: center;"><b>Asynchronous Class</b></p> <p><b>In Canvas:</b></p> <ul style="list-style-type: none"> <li>• Read: Asma’s <i>OM</i>: “Monster’s Are Nature’s Playthings” (26-27); “Monstrous Races” (36-38); and “Do Monsters Have Souls?” (mid 79-93)</li> <li>• Submit: Cornell notes on Asma</li> <li>• Submit: Reading Response 4</li> </ul>
6	W 9/29	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>• Read: Asma’s “Instinctual Xenophobia” (239-246)</li> <li>• Read: Milgram’s “The Perils of Obedience” (in Canvas)</li> <li>• Submit: Cornell notes on Asma’s and Milgram’s texts</li> </ul> <p><b>In class:</b> lecture and discussion; Reading Response 5</p>
7	M 10/4	<p style="text-align: center;"><b>Asynchronous Class</b></p> <p><b>In Canvas:</b></p> <ul style="list-style-type: none"> <li>• Read: Rice on Paragraphs (in Canvas)</li> <li>• Quiz: Paragraphs</li> <li>• Read: Lesson 9 “Concision” (in Canvas)</li> <li>• Quiz: Concision</li> <li>• Grammar quiz: Sentence Fragments</li> </ul>
7	W 10/6	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>• Read: Asma’s <i>OM</i>: “Monsters from the Oppressed Classes” (246-254)</li> <li>• Read: “Zimbardo’s “The Stanford Prison Experiment” (in Canvas)</li> <li>• Submit: Cornell notes on Asma and Zimbardo’s texts</li> </ul> <p><b>In class:</b> lecture and discussion; Reading Response 6</p>
8	M 10/11	<p style="text-align: center;"><b>Asynchronous Class</b></p> <p><b>In Canvas:</b> Watch film: <i>Parasite</i></p>
8	W 10/13	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>In class:</b> Prep for Short-Answer Response</p>
9	M 10/18	<p style="text-align: center;"><b>Asynchronous Class</b></p> <p><b>In Canvas:</b> Short-Answer film reflection (timed writing)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	W 10/20	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>• Read: Stoker’s “Excerpts from Dracula” (113-120) (in Canvas)</li> <li>• Read: Del Toro and Hogan’s “Why Vampires Never Die” (378-382) (in Canvas)</li> <li>• Submit: Cornell Notes on Del Toro and Hogan (one text)</li> </ul> <p><b>In class:</b> Lecture and discussion, introduction to Essay 3; Reading Response 7</p>
10	M 10/25	<p style="text-align: center;"><b>Asynchronous Class</b></p> <p><b>In Canvas:</b></p> <ul style="list-style-type: none"> <li>• Read: Asma’s <i>OM</i>: “Monstrous Desire” (51-60) and “Cold Detachment” (218-223)</li> <li>• Submit: Cornell Notes on Asma</li> <li>• Grammar quiz: Commas</li> <li>• Submit: Reading Response 8</li> </ul>
10	W 10/27	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read: Lyubansky’s “The Gestalt of <i>Twilight</i>” (193-112) (in Canvas)</li> <li>• Read: Potter’s “Four Attitudes” (5-10) (in Canvas)</li> <li>• Submit: Cornell notes on Lyubansky and Potter</li> </ul> <p><b>In class:</b> lecture and discussion; Reading Response 9, prep to draft Essay 3</p>
11	M 11/1	<p style="text-align: center;"><b>Asynchronous Class</b></p> <p><b>In Canvas:</b></p> <ul style="list-style-type: none"> <li>• Peruse Purdue OWL documentation styles: <u>MLA</u></li> <li>• Grammar Quiz: Subject-verb agreement</li> <li>• Watch Works Cited page video</li> </ul>
11	W 11/3	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>• Rough Draft Essay 3 due in Google doc; bring laptop to class</li> </ul> <p><b>In class:</b> Peer review</p>
12	M 11/8	<p style="text-align: center;"><b>Asynchronous class</b></p> <p><b>In Canvas:</b></p> <ul style="list-style-type: none"> <li>• Submit: <b>Essay 3 and Cover Letter due: Monstrous Desire</b></li> <li>• Read: Essay 4 prompt</li> </ul>
12	W 11/10	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>• Read: Cohen’s “Thesis VI: Fear of the Monster Is Really a Kind of Desire” (25-26)</li> <li>• Read: King’s “from <i>Danse Macabre</i>”</li> <li>• Read: Jones’ “Violent Media Is Good for Kids” (372-377)</li> <li>• Cornell notes on King and Jones</li> </ul> <p><b>In class:</b> lecture and discussion</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	M 11/15	<p style="text-align: center;"><b>Asynchronous class</b></p> <p><b>In Canvas:</b></p> <ul style="list-style-type: none"> <li>• Read: Asma’s <i>OM</i>: “Freud” (188-191)</li> <li>• Read: Gilmore’s “Ritual Monsters” (154-157)</li> <li>• Submit: Cornell notes on Asma and Gilmore</li> <li>• Grammar quiz: Apostrophes</li> </ul>
13	W 11/17	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>• Read: Greenberg’s “Transcendence and <i>Twilight</i>: Faith in Love.”</li> <li>• Submit: Reading Response 10</li> </ul> <p><b>In class:</b> Working thesis and outline for your essay</p>
14	M 11/22	<p style="text-align: center;"><b>Asynchronous class</b></p> <p><b>In Canvas:</b></p> <ul style="list-style-type: none"> <li>• Rough draft Essay 4 due—upload draft to Canvas and begin peer review due before the Thanksgiving break</li> <li>• <b>Submit: Peer Review due by Tuesday, 11/23</b></li> </ul>
14	W 11/24	<b>Thanksgiving holiday—No Class</b>
15	M 11/29	<p style="text-align: center;"><b>Asynchronous Class</b></p> <p><b>In Canvas:</b></p> <ul style="list-style-type: none"> <li>• <b>Essay 4 and Cover Letter due: The Allure of Monsters</b></li> <li>• Writing your final self-reflection essay</li> <li>•</li> </ul>
15	W 12/1	<p style="text-align: center;"><b>In-person Class</b></p> <p><b>Before Class:</b> Bring your laptop to class</p> <p><b>In class:</b> creating your ePortfolio and submitting it the link</p>
16	M 12/6	<p style="text-align: center;"><b>Asynchronous Class</b></p> <p style="text-align: center;"><i>Last Day of Instruction</i></p> <p><b>On Zoom:</b> Drop-in class for additional support for final paper via Zoom office hour link, 9:00 am-12:00 pm</p>
Final Exam Date	W 12/8	<p>Submit Final Essay by the following times for your section:</p> <ul style="list-style-type: none"> <li>➤ Sect 77 (W 4:00-5:15 pm): W, 12/8, 2:45-5:00 pm PST</li> <li>➤ Sect 54 (W 5:45-7:00 pm): W, 12/8, 5:15-7:30 pm PST</li> </ul>