

San José State University
College of Humanities and Arts
Department of English and Comparative Literature
English 1B, Argument and Analysis, Spring 2022

Sections 17, 21, 22, 25

Course and Contact Information

Instructor: Allison St. Dennis

Office Location: FO 218

Email: allison.stdennis@sjsu.edu

Office Hours: Wednesdays, 10:30-11:30 am or by appointment

Class Days/Time/Location: Section 17: T/TR 9:00-10:15 am, SH 411

Section 25: T/TR 10:30-11:45 am, SH 411

Section 21: T/TR 1:30-2:45 pm, SH 411

Section 22: T/TR 3:00-4:15 pm, BBC 221

Prerequisites: 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 Description

General 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.

Course Specific Description:

Weird Science: In this section of English 1B, we will examine the literary and film responses to specific scientific developments and theories from the 19th century to the present. We'll read about the historical, philosophical, and political contexts to examine the artistic works in a variety of genres and the ethical concerns they raise about the scientific advances of their day.

Course Format

Technology Intensive, Hybrid, and Online Courses

The mode for our class is in-person instruction; however, per university COVID protocols, we will begin the semester with online instruction via Zoom through our Feb. 10 class. Barring any extension of these precautions, we will meet in-person and have occasional asynchronous instruction in Canvas beginning Tue, Feb 15. All students need access to a computer and internet connection to participate in synchronous Zoom lectures and to access course materials and assignments in Canvas.

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions can be found in [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) and your student (or preferred) email account to learn of any updates. **For help with using Canvas see [Canvas Student Resources page](#).**

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 Learning Objective (CLO)

Upon successful completion of this course, students will be able to:

1. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
2. Use a critical lens to read a variety of literary, rhetorical, and professional works of the human intellect and imagination.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.
4. Explain how a text both frames and is framed by a variety of critical lenses: cultural, historical, socio-economic, political, and personal.
5. Demonstrate how humanistic methods of reasoning and arguing can prepare students to meet the global challenges facing scientists and engineers.

Required Texts/Readings

Textbook

All reading and other course materials will be available to you in our Canvas course. See individual assignments under Modules.

Course Requirements and Assignments

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

Reading: 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.

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.

Grading Information

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.

Assignments

- **Essay Assignments:** For each essay, you will be given a prompt with specific guidelines to write the essay. Final drafts must be typed, using MLA documentation style. All final essays will be run through *Turnitin.com* in Canvas to check for plagiarism.
- **In-class Activities and Participation:** In class, we will have class discussion and do a number of writing activities—some announced, some not—related to our lecture and reading for which you will receive participation points. These points cannot be made up so attendance is essential to receive credit. Point values for the writing activities are indicated in Canvas.
- **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. You will be awarded points for both having the draft and reviewing your classmates' work.
- **Reading Responses, Discussion Posts, Cornell Notes (GELOs 1, 4, 5):** For our reading assignments this semester, you will compose a reading response, discussion post, and/or take Cornell notes. Usually these are due before class to encourage you to read, but occasionally we'll do them during or after class. Reading 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 rubric in Canvas for the Cornell notes. At the end of the semester, if it helps your grade, I will "throw out" two of your lowest scores on these to cut you a little slack in the homework schedule.
- **In-class Activities (GELO 1, 2, 5):** We often do activities in class—for which you will earn points—that are not listed in the schedule and are not yet published in Canvas. If you come to class, you can earn these points.
- **Final Exam (SLO 2, 3, 5): Final Evaluation** Like all students enrolled in ENGL 1B, you will write a Self-Reflection Essay and create an e-Portfolio in Canvas for this course. This assignment will serve as your final project of the semester (instead of a traditional final exam). Please see the class schedule for due dates and times for your section.

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.

Essay Assignment	Word Count	GELOs	Points	% of grade (approx.)
Essay 1: literary analysis	750	1-3	75	12
Essay 2: film analysis	1000	1-3	100	16
“Essay 3”: timed short-answer response to novel	750	1-3	100	16
Essay 4: research argument	1500	1-3	150	24
Essay 5: self-reflection essay	500	1-3	75	12
Writing exercises: reading responses, discussion posts, cornell notes, and in-class activities	1000	1-3	100 (approx.)	16
Rough drafts and peer review	1000		30	5

Grade	Percentage
A	93% and above
A minus	90 to 92%
B plus	87 to 89 %
B	83 to 86%
B minus	80 to 82%
C plus	77 to 79%
C	73 to 76%
C minus	70 to 72%
D plus	67 to 69%
D	63 to 66%
D minus	60 to 62%

Classroom Protocol

- **Office Hours:** Visit my scheduled office hours or make an appointment if you would like extra help. The Zoom link is on the homepage of our Canvas course.
- **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 (both on Zoom and in person), 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.
- **Quarantined or Sick from Covid-19:** In the case that you are required to quarantine due to exposure to or illness from Covid-19, please provide me documentation from county or university officials. Advise me of the dates (if possible) you'll be out so that I can provide you with materials you miss from the in-person lectures and also adapt assignments as needed so you don't lose points. Beyond this, I advise you to keep up with the reading and homework you see posted in Canvas. I encourage you to create a course message board to request and share notes and information about our class meetings. And of course, email me with questions.
- **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-feet 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
 - Wash your hands frequently and use hand sanitizer

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Policy on 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 1B / Argument and Analysis, Spring 2022 Course Schedule

Notes:

1. Assignments and due dates are subject to change. You will be notified of such changes in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to our online and in-person class meetings having completed any assigned homework and/or reading and be prepared to participate in class.
3. Links to reading assignments are posted in Canvas. It is your responsibility to go to Canvas, download the reading, print it out, read it, and take notes.
4. The list below shows major reading, writing, and viewing assignments only. Consult Canvas>Modules for updates and more details about class activities.

Color Key

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

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/27	Synchronous—Live Zoom Class Introduction to the course and to Unit 1
2	Tu 2/1	Asynchronous—In Canvas—Complete Work on your own by midnight tonight In Canvas: <ul style="list-style-type: none"> • Read: Essay 1 Prompt and Key Concepts from the Era • Complete: Concept Activity • Read: Types of Plagiarism • Complete: Quiz on Identifying Plagiarism
2	Th 2/3	Synchronous—Live Zoom Class Before Class: Read Chs. 1-5 in <i>Frankenstein or the Modern Prometheus</i> In Class: Lecture and discussion
3	Tu 2/8	Synchronous—Live Zoom Class Before Class: Read Chs. 6-10 in <i>Frankenstein or the Modern Prometheus</i> In Class: Lecture and discussion

Week	Date	Topics, Readings, Assignments, Deadlines
3	Th 2/10	Synchronous—Live Zoom Class In Class: Paper resources—outlines, thesis, model paragraphs, in-text citations
4	Tu 2/15	In-Person Class Before Class: Rough Draft Essay 1 due In Class: Peer review
4	Th 2/17	In-Person Class Essay 1: Dark Romanticism and Modern Science <u>due by midnight</u> Before Class: Read Essay 2 Prompt and Introduction to Unit 2
5	Tu 2/22	In-Person Class Before Class: <ul style="list-style-type: none"> • Read: excerpts from “The Power of Heredity and the Relevance of Eugenic History” • Read: excerpts from “Instituting Eugenics in California” • Complete: Cornell Notes on Eugenics History
5	Th 2/24	In-Person Class Before Class: <ul style="list-style-type: none"> • Read: excerpts from “Eugenics, Medical Education, and the Public Health Service” • Complete: Cornell Notes on the Tuskegee Experiment
6	Tu 3/1	In-Person Class Before Class: <ul style="list-style-type: none"> • Read: Chapters 1 and 2 of <i>Brave New World</i> • Complete: Discussion in Canvas
6	Th 3/3	In-Person Class In Class: Watch <i>Gattaca</i>
7	Tu 3/8	In-Person Class In Class: Watch <i>Gattaca</i>
7	Th 3/10	In-Person Class Before Class: <ul style="list-style-type: none"> • Read: Introduction to Unit 3 and “The Golden Man” • Complete: Reading Response 1 In Class: Paper Resources and Introduction to Unit 3

Week	Date	Topics, Readings, Assignments, Deadlines
8	Tu 3/15	In-Person Class Before Class: Rough Draft of Essay 2 due In Class: Peer Review
8	Th 3/17	In-Person Class Essay 2: Genetic Science and Ethics <u>due by midnight</u> Before Class: <ul style="list-style-type: none"> • Read: “The Manhattan Phone Book (Abridged)” • Read: excerpts from “The Manhattan Project—A Part of Physics History” • Complete: Reading Response 2 • Complete: Cornell notes
9	Tu 3/22	In-Person Class Before Class: <ul style="list-style-type: none"> • Read: excerpts from “Joseph Rotlat; Moral Dilemmas and the Manhattan Project” • Read: Russell-Einstein Manifesto • Complete: Cornell notes
9	Th 3/24	In-Person Class Before Class: <ul style="list-style-type: none"> • Read Chapters 1-45 of <i>Cat’s Cradle</i> • Prepare for Literary Circle Role In Class: Literary Discussion Circles
10	Tu 3/29	Spring Break—no class
10	Th 3/31	Spring Break—no class
11	Tu 4/5	In-Person Class Before Class: <ul style="list-style-type: none"> • Read Chapters 46-90 of <i>Cat’s Cradle</i> • Prepare for Literary Circle Role In Class: Literary Discussion Circles
11	Th 4/7	In-Person Class Before Class: <ul style="list-style-type: none"> • Read Chapters 91-127 of <i>Cat’s Cradle</i> • Prepare for Literary Circle Role In Class: Literary Discussion Circles

Week	Date	Topics, Readings, Assignments, Deadlines
12	Tu 4/12	In-Person Class In Class: Prep for Short-Answer Response
12	Th 4/14	In-Person Class “Essay 3”: Weapons of Mass Destruction--Timed short-answer response to novel <u>taken in class</u>
13	Tu 4/19	In-Person Class Before Class: <ul style="list-style-type: none"> • Read “Introduction to Unit 4: AI and Cyborgs” • Read: “Deus Ex Machina,” • Read: “How the Enlightenment Ends” • Read: “What Will Our Lives Be Like as Cyborgs?” • Complete: Cornell notes
13	Th 4/21	In-Person Class Before Class: <ul style="list-style-type: none"> • Read: “The Metamorphosis” • Read: “Fondly Fahrenheit” • Complete: Reading Response • Complete: Cornell notes
14	Tu 4/26	In-Person Class Before Class: <ul style="list-style-type: none"> • Read: “The People of Sand and Slag” • Complete: Reading Response In Class: Paper Resources
14	Th 4/28	In-Person Class Before Class: <ul style="list-style-type: none"> • Read: “Why Tesla’s ‘Beta Testing’ Puts the Public at Risk” In Class: Paper and Argumentation Resources
15	Tu 5/3	In-Person Class Before Class: Rough Draft of Essay 4 due In Class: Peer Review
15	Th 5/5	In-Person Class Essay 4: Artificial Intelligence and Bio-enhancements Research Paper <u>due by midnight</u> In Class: Introduction to the Self-Reflection Essay and Drafting Help

Week	Date	Topics, Readings, Assignments, Deadlines
16	Tu 5/10	<p style="text-align: center;">In-Person Class</p> <p>In Class: Creating the ePortfolio and Check</p>
16	Th 5/12	<p style="text-align: center;">Synchronous Live Zoom Class</p> <p>Last Day of Instruction Drop-in Zoom Class (Optional) for help with the final self-reflection</p>
Final Exam Date	Note time and date for your section	<p>Submit Final Essay and ePortfolio by the following times for your section:</p> <ul style="list-style-type: none"> ➤ Sect 17 (MW 9:00-10:15 am): M, 5/23, 7:15-9:30 am PST ➤ Sect 25 (MW 10:30-11:45 am): F, 5/20, 9:45am-12:00 pm PST ➤ Sect 21 (MW 1:30-2:45 pm): M, 5/23, 12:15-2:30 pm PST ➤ Sect 22 (MW 3:00-4:15 pm): W, 5/18, 2:45-5:00 pm PST