

San José State University
College of Humanities and Arts/
Department of English & Comparative Literature
English 1A, First Year Writing, Section 25, Fall 2020

Course and Contact Information

Instructor:	Allison St. Dennis
Email:	allison.stdennis@sjsu.edu
Office Hours:	MW 10:30-12:30 a.m. and by appointment. Zoom link: https://sjsu.zoom.us/j/91132248069?pwd=dHpSVTBXUH0lcmdlZVJ5MmIxVVozQT09
Class Days/Time/Classroom:	Section 25: TTh 1:30-2:45 PST Online
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

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.

In our section of English 1A, we will be developing our rhetorical abilities while focusing on the theme of monsters. Monsters have long haunted human mythology and literature, and more recently, film—all genres of storytelling that reflect cultural anxieties about real and imagined threats, often symbolizing our wish for control, dominance, and self-indulgence. In a composition class, we can focus on any subject matter to develop our rhetorical skills, so why not monsters? They are fascinating embodiments of our cultural and psycho-social fears and wishes. In the process of writing about their varieties and their attendant theoretical explanations, we'll discover what our fears can tell us about ourselves.

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 must be downloaded from our virtual classroom in Canvas

Other technology requirements / equipment / material

Regular access to the internet and 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
Essay 1: definition of monsters	1000	1, 2, 4, 5
Essay 2: film reflection—satire as social horror	750	1-5
Essay 3: monstrous desire	1000	1-5
Essay 4: argument—the appeal of monsters	1200	1-5
Final self-reflection essay and e-portfolio	750	1-5

- **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 and Discussion Posts (GELOs 1, 4, 5):** For our reading assignments this semester, you will compose a reading response or discussion post. They are due in Canvas before class on the day they are listed in the schedule. 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.
- **Grammar and Writing Homework and In-class Activities (GELO 1, 2, 5):** Listed in the schedule are some 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 a self-reflection essay. Please note the exam schedule for your class section below:
 - Sect 25 (TTh 9:00-10:15): Final Exam is on Wed, Dec 9, 12:15 pm-2:30 pm, PST

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 by 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 and keeping your mic muted when you are not speaking to cut out background noises. I hope you will turn your video cameras on so we associate a face with a name and create a sense of community. I encourage you to turn on your mics when you have a question or comment, too. When critiquing one another's work online, offer constructive and kind advice.
- **How You'll Use Your Work for the Final Self-Reflection Essay:** You will use the archive of your work to write your self-reflection essay at the end of the semester. This archive will consist of any writing, drafting, instructional videos or handouts, reading, and feedback. You'll refer to important pieces of this archive to discuss your progress over the semester and evaluate the tools you found most useful.

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>.

English 1A / First Year Writing, Fall 2020, 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 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	Th 8/20	<p>Live Zoom Class 1:30-2:45 pm PST: Introduction to the course and Canvas</p> <p>After Class on Canvas: Complete the Start Here Module: Things You Need to Know about the Course and Week 1 Practices--due Mon, 8/24 by midnight, PST.</p>
2	T 8/25	<p>Before class in Canvas:</p> <ul style="list-style-type: none"> • Complete “Start Here” Activities in Canvas • Submit: Scariest Moment • Watch and Respond: Monster Montage by Decade • Read: Lamott’s “Shitty First Drafts” (in Canvas) • Submit: Cornell notes on “Shitty First Drafts” • Read: Essay 1 Prompt <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>
2	Th 8/27	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Asma’s <i>OM</i>: “Introduction: Extraordinary Beings” (1-15) • Read Gilmore’s “What Is a Monster” (6-9) and “What Monsters Have in Common” (12-13) (in Canvas) • Submit: Cornell notes on Asma and Gilmore • Submit: Reading Response 1 <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	T 9/1	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Blake’s “Introduction: Haunting Boundaries” (1-9) • Read: Booker’s “The Monster (II) and the Thrilling Escape from Death” (in Canvas) • Submit: Cornell notes on Blake and Booker • Submit: Reading Response 2 <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>
3	Th 9/3	<p style="text-align: center;"><i>Asynchronous class</i></p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Submit: Scariest Moment Revisited • Read: <i>WPA’s Statement on Plagiarism</i> (Canvas) • Quiz: “What is Plagiarism?” • Read: Excerpts from SJSU’s Academic Integrity Policy • Quiz: “Identifying Plagiarism”
4	T 9/8	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Quoting Step-by-Step • Quiz: Practicing Model Quotes • Grammar quiz: Run-ons <p>Live Zoom Class 1:30-2:45 pm PST In class: Using sources, thesis statements, outline for essay</p>
4	Th 9/10	<p>Before class:</p> <ul style="list-style-type: none"> • Rough draft Essay 1 due <p>Live Zoom Class 1:30-2:45 pm PST In class: Peer review, Introduction to Criterion</p>
5	T 9/15	<p style="text-align: center;"><i>Asynchronous Class</i></p> <p>In Canvas:</p> <p>Submit: Essay 1 due: Definition of a Monster</p> <ul style="list-style-type: none"> • Read: Essay 2 prompt
5	Th 9/17	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Coming soon! • Grammar quiz: Sentence Fragments • Submit: Reading Response 3 <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>
6	T 9/22	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Coming soon! • Submit: Reading Response 4 <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	Th 9/24	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Asma’s <i>OM</i>: “Monster’s Are Nature’s Playthings” (26-38); “The Descent of Monsters” (84-93); and “Instinctual Xenophobia” (239-254) • Submit: Cornell notes on Asma • Submit: Reading Response 5 <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>
7	T 9/29	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Milgram’s “The Perils of Obedience” • Read: “Zimbardo’s “The Stanford Prison Experiment” • Submit: Reading Response 6 <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>
7	Th 10/1	<p style="text-align: center;"><i>Asynchronous Class</i></p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Read: Rice on Paragraphs (in Canvas) • Quiz: Paragraphs • Read: Lesson 9 “Concision” (in Canvas) • Quiz: Concision
8	T 10/6	In class: Watch film Part One or in Full. See Canvas for times and Zoom links
8	Th 10/8	In class: Watch film Part Two or in Full. See Canvas for times and Zoom links
9	Tu 10/13	<p>In class: Essay 2 short-answer film reflection (timed writing)</p> <p>Live Zoom Class 1:30-2:45 pm PST</p>
9	Th 10/15	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Stoker’s “Excerpts from Dracula” (113-120) • Read: Del Toro and Hogan’s “Why Vampires Never Die” (378-382) • Submit: Cornell Notes on Del Toro and Hogan (one text) • Submit: Reading Response 7 <p>Live Zoom Class 12:00-1:15 am PST In class: Introduction to Essay 3</p>
10	T 10/20	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Asma’s <i>OM</i>: “Monstrous Desire” (51-60) and “Cold Detachment” (218-223) • Submit: Cornell Notes on Asma • Submit: Reading Response 8 • Grammar quiz: Commas <p>Live Zoom Class 1:30-2:45 am PST In class: lecture and discussion</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	Th 10/22	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Lyubansky’s “The Gestalt of <i>Twilight</i>” (193-112) (in Canvas) • Read: Potter’s “Four Attitudes” (5-10) (in Canvas) • Submit: Cornell notes on Lyubansky and Potter • Submit: Reading Response 9 <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>
11	T 10/27	<p>Before class:</p> <ul style="list-style-type: none"> • Peruse Purdue OWL documentation styles: MLA • Grammar Quiz: Subject-verb agreement <p>Live Zoom Class 1:30-2:45 pm PST In class: Works Cited page</p>
11	Th 10/29	<p>Before class:</p> <ul style="list-style-type: none"> • Rough Draft Essay 3 due <p>Live Zoom Class 1:30-2:45 pm PST In class: Peer review</p>
12	T 11/3	<p><i>Asynchronous class</i></p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Submit: Essay 3 and Cover Letter due: Monstrous Desire • Read: Essay 4 prompt
12	Th 11/5	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Cohen’s “Thesis VI: Fear of the Monster Is Really a Kind of Desire” (25-26) • Read: King’s “from <i>Danse Macabre</i>” • Read: Jones’ “Violent Media Is Good for Kids” (372-377) • Cornell notes on King and Jones • Submit: Reading Response 10 due in Canvas • Grammar quiz: Apostrophes <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>
13	T 11/10	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Asma’s <i>OM</i>: “Freud” (188-191) • Read: Gilmore’s “Ritual Monsters” (154-157) • Submit: Cornell notes on Asma and Gilmore • Submit: Reading Response 11 • Submit: Notes on Asma and Gilmore <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion</p>
13	Th 11/12	<p><i>Asynchronous Class</i></p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Complete: Working Thesis and Outline

Week	Date	Topics, Readings, Assignments, Deadlines
14	T 11/17	Before Class: <ul style="list-style-type: none"> Rough draft Essay 4 due Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion
14	Th 11/19	Essay 4 and Cover Letter due: The Allure of Monsters Live Zoom Class 1:30-2:45 pm PST In class: Introduction to self-reflection essay
15	T 11/24	<p style="text-align: center;"><i>Asynchronous Class</i></p> <ul style="list-style-type: none"> Plan your self-reflection essay
15	Th 11/26	Thanksgiving Holiday—no class
16	T 12/1	Live Zoom Class 1:30-2:45 pm PST In class: creating your ePortfolio
16	Th 12/3	<p style="text-align: center;"><i>Last Day of Instruction</i></p> Live Zoom Class 1:30-2:45 pm PST In class: Final ePortfolio check
Final Exam Date	Wed, 12/9	➤ Sect 25 (MW 1:30-2:45): Final Exam is on Wed, Dec. 9, 12:15-2:30 pm PST