

San José State University
College of Humanities and Arts/
Department of English & Comparative Literature
English 1A, First Year Writing, Section 25, Spring 2021

Course and Contact Information

Instructor:	Allison St. Dennis
Email:	allison.stdennis@sjsu.edu
Office Hours:	MW 10:30-11:30 a.m. and by appointment. Zoom link: https://sjsu.zoom.us/j/89601901341?pwd=WlpRK0ExTndBZU5JZHlhYW85VCszZz09
Class Days/Time/Classroom:	Section 25: MW 1:30-1:45 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 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 moral 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
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, 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 on Wed, May 19, 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				

Assignments

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	65*
	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:** 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, 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. 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 and recordings of our live classes, too.
- **Late work and make-ups:** You will need a documented (doctor's note, for example), 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.
- **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, create a sense of community, and project professionalism. 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.

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, Spring 2021, 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	W 1/27	<p>Live Zoom Class 1:30-2:45 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 before our next class.</p>
2	M 2/1	<p>Before class in Canvas:</p> <ul style="list-style-type: none"> • Complete “Start Here” Activities in Canvas • Watch: Monster/Horror Montage • Submit: Scariest Moment reflection • 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 PST In class: lecture and discussion</p>
2	W 2/3	<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 PST In class: lecture and discussion</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	M 2/8	<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 PST In class: lecture and discussion</p>
3	W 2/10	<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	M 2/15	<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 PST In class: Using sources, thesis statements, outline for essay</p>
4	W 2/17	<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	M 2/22	<p style="text-align: center;"><i>Asynchronous Class</i></p> <p>In Canvas: Submit: Essay 1 due: Definition of a Monster</p> <ul style="list-style-type: none"> • Read: Essay 2 prompt
5	W 2/24	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Fussell’s “Type-Casting” (in Canvas) • Read: Douglas’s “Intelligent Propaganda: Deliver Us from Evil” (in Canvas) • Submit: Reading Response 3 <p>Live Zoom Class 1:30-2:45 pm PST In class:lecture and discussion</p>
6	M 3/1	<p>Before Class:</p> <ul style="list-style-type: none"> • 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) • Submit: Cornell notes on Asma <p>Live Zoom Class 1:30-2:45 pm PST In class: lecture and discussion; Reading Response 4</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	W 3/3	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Asma’s “Instinctual Xenophobia” (239-246) • Read: Milgram’s “The Perils of Obedience” (in Canvas) • Submit: Cornell notes on Asma’s and Milgram’s texts <p>Live Zoom Class 1:30-2:45 PST</p> <p>In class: lecture and discussion; Reading Response 5</p>
7	M 3/8	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Asma’s OM: “Monsters from the Oppressed Classes” (246-254) • Read: “Zimbardo’s “The Stanford Prison Experiment” (in Canvas) • Submit: Cornell notes on Asma and Zimbardo’s texts • Live Zoom Class 1:30-2:45 PST <p>In class: lecture and discussion; Reading Response 6</p>
7	W 3/10	<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 • Grammar quiz: Sentence Fragments
8	M 3/15	<p>In class: Watch film: <i>Parasite</i>, Part One or in Full. See Canvas for times and Zoom links</p>
8	W 3/17	<p>In class: Watch film: <i>Parasite</i>, Part Two or in Full. See Canvas for times and Zoom links</p>
9	M 3/22	<p>In class: Essay 2 short-answer film reflection (timed writing)</p> <p>Live Zoom Class 1:30-2:45 PST</p>
9	W 3/24	<p>Before class:</p> <ul style="list-style-type: none"> • Read: Stoker’s “Excerpts from Dracula” (113-120) (in Canvas) • Read: Del Toro and Hogan’s “Why Vampires Never Die” (378-382) (in Canvas) • Submit: Cornell Notes on Del Toro and Hogan (one text) <p>Live Zoom Class 1:30-2:45 PST</p> <p>In class: Introduction to Essay 3; Reading Response 7</p>
10	3/29-4/2	<p>Spring Break—No Class</p>
11	M 4/5	<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 • Grammar quiz: Commas <p>Live Zoom Class 1:30-2:45 PST</p> <p>In class: lecture and discussion; Reading Response 8</p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	W 4/7	<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 PST In class: lecture and discussion</p>
12	M 4/12	<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 PST In class: Works Cited page</p>
12	W 4/14	<p>Before class:</p> <ul style="list-style-type: none"> • Rough Draft Essay 3 due <p>Live Zoom Class 1:30-2:45 PST</p> <p>In class: Peer review</p>
13	M 4/19	<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
13	W 4/21	<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 • Grammar quiz: Apostrophes <p>Live Zoom Class 1:30-2:45 PST In class: lecture and discussion</p>
14	M 4/26	<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 <p>Live Zoom Class 1:30-2:45 PST In class: lecture and discussion</p>
14	W 4/28	<p><i>Asynchronous Class</i></p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Complete: Working Thesis and Outline • Read: Greenberg’s “Transcendence and <i>Twilight</i>: Faith in Love.” • Submit: Reading Response 10

Week	Date	Topics, Readings, Assignments, Deadlines
15	M 5/3	Before Class: <ul style="list-style-type: none"> Rough draft Essay 4 due Live Zoom Class 1:30-2:45 PST In class: lecture and discussion
15	W 5/5	Essay 4 and Cover Letter due: The Allure of Monsters Live Zoom Class 1:30-2:45 PST In class: Introduction to self-reflection essay
16	M 5/10	Live Zoom Class 1:30-2:45 PST In class: Creating your ePortfolio
16	W 5/12	Live Zoom Class 1:30-2:45 PST In class: ePortfolio check
17	M 5/17	<p style="text-align: center;"><i>Last Day of Instruction</i></p> Live Zoom Class 1:30-2:45 PST In class: Drop-in class—Last minute help with final paper and eportfolio
Final Exam Date	W 5/19	➤ Submit Final Essay by Wed, 5/19 12:15-2:30 pm PST