

Argument and Analysis Section 14

ENGL 1B

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/23/2024

Contact Information

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Meeting days/times: Tu/Th 10:30-11:45 am PST

Classroom: Boccardo Business Center 221

Office Hours: Tuesdays and Thursdays, 12 -1 p.m., in FO 215 (or by appointment)

Course Description and Requisites

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

GE Area(s): C2. Humanities

Prerequisite: ENGL 1A or ENGL 1AS with a C- or better.

ENGL 1B is not open to students who successfully completed ENGL 2.

Letter Graded

Classroom Protocols

Course Theme

Stealing Fire: Artificial Intelligence & the Myth of Prometheus

All the work you complete in this section of English 1B this semester will be focused on a central theme: *Artificial Intelligence & the Myth of Prometheus*. Studies indicate that themes offer substance, context, and a sense of direction for writing classes. What this means for you is that all of readings, essays, and other activities assigned to you in this course will ask you to explore how the myth of Prometheus (or similar cautionary tales) has been used to examine the challenges and benefits that arrive with new breakthroughs in science and technology – in particular, Artificial Intelligence (AI).

(For general information about English 1B, see "ENGL 1B" and "ENGL 1B Course Content" below.)

In Greek mythology, Prometheus was a titan who stole fire from the gods and gave it to the human race. This enraged the mightiest of the gods, Zeus, who punished Prometheus by ordering him to be chained against a rocky cliff for eternity. Every day, an eagle would visit Prometheus and devour his liver, and every evening his liver would regenerate – only to have the eagle return to Prometheus the next day and repeat the torturous cycle. (This brief [animation \(https://youtu.be/U_u91SjrEOE?si=wfzYZNhkf4TDWISY\)](https://youtu.be/U_u91SjrEOE?si=wfzYZNhkf4TDWISY) tells the story of Prometheus).

Since the days of antiquity, this myth has often been invoked by writers and thinkers as a cautionary tale about the limits of scientific and technological knowledge. For example, the subtitle for Mary Shelley's *Frankenstein* – which describes the tragic consequences an ambitious scientist must face after discovering the secret of life – is "The Modern Prometheus." More recently, the subtitle for the biography (recently made into a critically acclaimed film) of J. Robert Oppenheimer, inventor of the atom bomb, is "an American Prometheus." Even more recently, the myth of Prometheus has been [invoked \(https://medium.com/@mattesmattes/the-prometheus-prompt-ff9d5b086e21\)](https://medium.com/@mattesmattes/the-prometheus-prompt-ff9d5b086e21) in debates over how to proceed ethically in the advancement and development of artificial intelligence.

This class will examine the story of Prometheus, as well as other myths and legends involving the theft/gift of fire from around the world. We will examine how people used these myths and legends in order to understand the world around them. We will also explore how many individuals today (writers, scientists, engineers, artists, and others) invoke similar cautionary tales. Finally, we will pay particular attention to the debate over the development of Artificial Intelligence (AI, also called "Superintelligence") during the past five years.

ENGL 1B

ENGL 1B is open to (1) students majoring in Marine Biology, Biochemistry, Geology, and Engineering (Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, General, Industrial and Systems, Mechanical, and Software); and (2) transfer students who have completed GE Area A3 (Critical Thinking) requirement and still need to take a second semester of English composition for GE Area C2.

This course is not open to students who have successfully completed ENGL 2.

Prerequisite: ENGL 1A or Stretch English (with a grade of C- or better)

Satisfies GE Area C2: Letters

ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, Writing, and oral assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different ethnicities, genders, and socio-economic classes.

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.

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.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Time Commitment

Success in ENGL 1B 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.

Final Examination or Evaluation

In ENGL 1B, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay

that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Program Policies

First-Year Writing policies are listed at the following website:

<https://www.sjsu.edu/english/frosh/program-policies.php>
(<https://www.sjsu.edu/english/frosh/program-policies.php>).

Course Policies

Instruction Mode: In-Person

Please note that the instruction mode for this course is listed as "In-Person" in the university catalog. In order to participate fully in this course, you will need to attend in person. Please contact me as soon as possible if there are any circumstances that prevent you from attending class on a regular basis.

Late Policy

First Drafts: I do not accept late submissions for first drafts for one simple reason: if you do not complete a first draft by the due date, you will not be able to participate in Peer Review.

Remember: your draft can be rough and unfinished. It does not need to meet the requirements for the final draft. As long as you have submitted something to work with during Peer Review, you will receive credit for it.

Drafts #2 and #3: Unlike first drafts, I do give extensions on the final, revised drafts of your major essays. If you need more time to tighten up the final version of your essay, simply send me a message letting me know by the deadline of the final draft of the essay.

Homework: You can still complete homework on Canvas as long it is still available. However, out of fairness to those who met the deadline, you will receive half-credit for late homework submitted on Canvas.

Extra Credit

I rarely accept extra credit, except on rare occasions (see Participation).

Phones, Tablets, Computers

Unless otherwise notified, and unless you have requested accommodations and received accommodations from the [Accessible Education Center \(https://www.sjsu.edu/aec/\)](https://www.sjsu.edu/aec/) (AEC), you will NOT need a phone, tablet, or computer to complete *most* in-class activities. Inappropriate usage of electronic devices during class will result in no credit for that day's assignments.

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area C2: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

GE Area C2 Learning Outcomes

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

Required Materials

- Packback Questions (available through First Day™ Solutions, for more information, see below)
- Aeschylus, *Prometheus Bound* (available at Spartan Bookstore; for more information, see below)
- Mary Shelly, *Frankenstein: the 1818 Text* (available at Spartan Bookstore; for more information, see below)

First Day™ Solutions

Please note that The First Day™ Solutions program only applies to your subscription to Packback Questions (see below). The other two required texts for this semester – Prometheus Bound by Aeschylus and Frankenstein: the 1818 Text by Mary Shelley – can be purchased or rented, new or used, from the Spartan Bookstore or online (see below).

To enhance your learning experience and provide affordable access to the right course materials, this course is part of an inclusive access model called First Day™. You may easily access the materials at a discounted price and benefit from single sign-on access with no codes required in Canvas. Please note, You should not be prompted to purchase the materials via canvas or the publisher. This will result in double billing (and at a higher cost).

You will see the first day billing on your student account via the Bursar's Office shortly after 2/20/24. However any questions regarding the materials should be directed to your professor or Spartan Bookstore 408-924-1820 or 408-924-1831.

It is not recommended that you Opt-Out, as these materials are required to complete the course. However, you may choose to Opt-Out on the first day of class and no later than 2/20/24. You will see the course materials charge on your Bursar's student account unless you have opted out prior to the deadline.

For more information and FAQs go to customercare.bncollege.com (<https://customercare.bncollege.com/hc/en-us>).

Student Tutorial Videos

Accessing Your eTextbook: <https://vimeo.com/304674236>

Opting Out of First Day for your eTextbook: <https://vimeo.com/304674616>

Opting Out of First Day for your courseware: <https://vimeo.com/304674959>

Other Features on the Course Materials page: <https://vimeo.com/304675344>

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 15% of your overall course grade.

There will be 10 semi-weekly Packback posts due throughout the semester. You can find the specific due dates for these posts in the Course Schedule below. In order to receive full credit, you should submit the following:

1. One question
2. Two responses

Both one the question and the two responses need to have a Curiosity score of at least 75%.

How to Register on Packback:

Note: Only access Packback through Canvas in order to ensure your grades sync properly

1. Click "Packback" within Canvas to access the community.
2. Follow the instructions on your screen to finish your registration.
3. In order for your grade to be visible in Canvas, make sure to only access Packback via Canvas.

Packback is included as part of First Day™ Solutions (see above). Unless you opt out of this program (also see above) do not have to pay for Packback in advance in order to access its features.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video:

<https://www.youtube.com/watch?v=OV7QmigrD68>

Prometheus Bound

Author: Aeschylus (trans. Joel Agee)

Publisher: New York Review Books Classics

Edition: paperback reprint 2015

ISBN: 9781590178607

Availability: Spartan Bookstore (and online)

Price: For purchase: \$14.95 (new); \$11.20 (used). For rent: \$13.25 (new); \$6.60 (used).

Unless you have made arrangements with the Accessible Education Center for special accommodations, you will need to bring the this paperback edition to class on days when we discuss this play (see Course Schedule below).

Frankenstein: The 1818 Text

Author: Mary Shelley

Publisher: Penguin Books

Edition: paperback 2018

ISBN: 9780143131847

Availability: Spartan Bookstore (and online)

Price: For purchase: \$11.00 (new); \$8.25 (used). For rent: \$7.50 (new); \$5.45 (used).

Unless you have made arrangements with the Accessible Education Center for special accommodations, you will need to bring the this paperback edition to class on days when we discuss this novel (see Course Schedule below).

Required Open Educational Resources

For readings about rhetoric, composition, and argumentation, we will be using open educational resources (OER). These are available online for free. While I may introduce other texts (and will provide you with the necessary access whenever I do), we will primarily use selections from the following:

- [Excelsior Online Writing Lab: Licensed under Creative Commons Attribution 4.0 International License: \(https://owl.excelsior.edu/\)](https://owl.excelsior.edu/) https://owl.excelsior.edu/
- [Purdue Online Writing Lab: Licensed under Creative Commons Attribution 4.0 International License: \(https://owl.purdue.edu/owl/purdue_owl.html\)](https://owl.purdue.edu/owl/purdue_owl.html) https://owl.purdue.edu/owl/purdue_owl.html

Availability: online

Price: free

Other reading materials

In addition to the above texts, I will sometimes assign additional readings from online sources such as news sites or academic journals or scanned from print sources. When I do so, I will make them available on Canvas.

Course Requirements and Assignments

Below are the major writing assignments for this course. With the exception of Packback questions and the Self-Reflection, each major essay requires three full-length drafts.

- Rebuttal Essay (3 drafts)(4,500 drafted words; 1,500 words revised and edited; GELOs 1-4).
- Critical Essay (3 drafts) (4,500 drafted words; 1,500 words revised and edited; GELOs 1-4).
- Packback Questions: (estimated 2,000 words revised and edited; GELOs 1-4).
- Self-Reflection & Writing Portfolio: (500-750 words revised and edited; GELOs 1-4).

In addition to the above essays, other assignments and activities in this course include class discussions and other in-class activities, Peer Review, group projects, quizzes, and online homework.

Grading Information

Major Essays

There are two major essays assigned to this course, an argumentative Rebuttal essay and an interpretive Critical essay, both of which require 3-full length drafts of 1,500 words each.

The review process for the Rebuttal and Critical essays: For each of these major writing assignments, I will post detailed directions and a scoring guide on Canvas. You will workshop draft #1 with your peers during Peer Review (see Course schedule below). Afterwards, the revised draft is due the following week. Using the scoring guide, I will evaluate the second draft and provide you with written feedback. For the third and final draft, you will need to submit the final revision of your major essays. Final drafts will be graded on the degree of progress achieved between drafts #1, #2, and #3. (For deadline for Peer Review as well as all of the drafts for the major essays, see Course Schedule below.)

Packback

There is a semi-weekly deadline (Mondays at 11:59 p.m.) for Packback submissions. In order to receive full credit each, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 75, worth 24 percent of each assignment grade.
- 2 Responses every week with a minimum Curiosity Score of 75, worth 66 percent of each assignment grade.

To receive full-credit for Packback (15% of the overall course grade), you will need to complete all 10 scheduled weekly submissions. Posts that receive a Curiosity Score less than 75 will receive 1/2 credit.

Deadlines for all 10 Packback posts can be found in the Course Schedule below.

Participation

In addition to the major essays and Packback Questions, your overall grade will be strongly influenced by your participation in the course (15% of overall course grade). The table below indicates how your Participation grade is calculated. Please note that earning extra credit is achieved by earning more than 100 points in Participation (see table below).

• Two Peer Review Sessions	(10 points each; 20 points total)
• Three distinct drafts of both major essays	(5 points each; 30 points total)
• Two group presentations	(10 points each; 20 points total)
• Active Participation during in-class activities	(1 point each; 25 points total)
• Online quizzes and activities	(10 points maximum)
	Maximum points: 105 points

Peer Review: We will be conducting peer review sessions both through Canvas and during class time. The process will begin with Canvas, where I will be assigning you into small groups. Please upload your respective first drafts to Canvas by the date listed on the schedule. Once you and your fellow group members have uploaded your essays, you will be able to review and respond to one another's drafts. Both the individual who wrote a particular essay and myself will be able to review your feedback via Canvas. Please provide feedback 24 hours prior to the scheduled in-class peer review session. On the class day devoted to peer review, you will have opportunity to give one another additional feedback and to ask follow-up questions. (For the specific dates for the Peer Review sessions, please see the Course Schedule below).

Three distinct drafts of each major essay: To receive Participation credit for the drafts for your major essays, submit full-length drafts (1,500 words) by their assigned due dates (see Course Schedule below).

Two Group Presentations: You will be presenting with the class during two group presentations. The first one, scheduled early in the semester, will ask you to share some examples of myths that are similar to the Prometheus story in that they involve the theft/gift of fire. The second one, scheduled during the second half of the semester, will ask you to present on a modern-day example of the Prometheus myth taken from popular culture. Both of these activities do require that the group produce and share multimedia materials. I will provide detailed instructions how to complete this assignment on Canvas.

Active Participation during in-class activities: In-class activities will vary greatly, and they will depend to a large extent on the stated preferences of the class. (We will discuss these options during class on Tuesday, 1/30). These activities may include games from platforms like Kahoot or Gimkit, the creation of group documents, or many other activities. They will frequently involve small group work. In most, if not all, cases, you will NOT need to post anything on Canvas to receive credit for in-class activities. You will simply need to be an active participant, which will require in-person attendance. It also means NOT allowing yourself to be distracted by your phone, tablet, or computer (see "Phones, Tablets, Computers" under Classroom Protocols.)

Online quizzes and activities: In the past, especially during the pandemic, I have used Canvas extensively to post quizzes and assignments. This semester, I believe it is more beneficial to students if they use their time outside of class to focus on the assigned readings, develop their major essays, and post on Packback. I will only post a few quizzes and assignments available on Canvas and will encourage student to participate actively in-class.

Reading Leader

This activity requires you to 1) sign up for one of the chapters from Mary Shelley's *Frankenstein*, to 2) post reading questions on Canvas by the date on which the class is scheduled to discuss the chapter, and to 3) lead the class discussion. This is an informal activity that does not require the creation of multimedia materials. I will provide detailed instructions how to complete this assignment on Canvas.

Self-Reflection and Writing Portfolio

In ENGL 1B, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Criteria

Your grade for English 1A will be determined by the following criteria:

Assignment/Activity	Percentage of Course Grade
Rebuttal Essay	30%
Critical Essay	30%
Packback Questions	15%
Participation	15%
Reading Leader	5%
Self-Reflection and Writing Portfolio	5%

Breakdown

Since this is a writing course, you will be expected to complete and submit all of the major essays assigned in this course. Along with each of these writing assignments, you will need to complete related in-class activities and homework, including weekly online discussion posts on Packback. Since our goal in English 1B is to establish a productive and supportive learning community, please come to class ready and willing to engage with others in class discussions as well as small group and individual activities.

A	94% - 100%
A-	90% - 93%
B+	87% - 89%
B	84% - 86%
B-	80% - 83%
C+	77% - 79%

C	74% - 76%
C-	70% - 73%
D+	67% - 69%
D	64% - 66%
D-	60% - 63%
F	≤59%

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Below are the due dates for the major assignments and readings for this semester. This does not include homework due on Canvas and Packback, for which you will be notified through the Canvas LMS. This schedule is subject to change with fair notice via the Canvas messaging system.

When	Topic	Notes
Week 1: Thursday, 1/25	Welcome to English 1B	Introduction to course and overview of syllabus.
Week 2: Tuesday, 1/30	Establishing a learning community in English 1B	Class discussion and debate over course policies for the Spring 2023 semester Before class, review video (https://www.youtube.com/watch?v=U_u91SjrEOE) about the myth of Prometheus
Week 2: Thursday, 2/1	The Threat of AI	Before class, read Stephen Hawking, Speech before the Leverhulme Centre for the Future of Intelligence (https://www.cam.ac.uk/research/news/the-best-or-worst-thing-to-happen-to-humanity-stephen-hawking-launches-centre-for-the-future-of) on October 19, 2016

When	Topic	Notes
Week 3: Tuesday 2/6	Stealing fire from the gods: myths from around the world + Rebuttal	Group Research Project: other myths and legends (besides Prometheus) involving the theft/gift of fire First major essay, Rebuttal, assigned (30% of overall grade) Post Packback #1 by class time
Week 3: Thursday, 2/8	Superintelligence	Nick Bostrom, <i>Superintelligence: Paths, Dangers, Strategies</i> (book excerpt on Canvas)
Week 4: Tuesday 2/13	AI in the News	Class will share recent AI-related news items and discuss two particular controversies: <ul style="list-style-type: none"> • The firing and re-hiring of Chat GPT CEO Sam Altman • The circumstances surrounding the abrupt departure of AI Ethicist Timnit Gebru from Google. Post Packback #2 before class time Post first draft of Rebuttal essay on Canvas by Midnight
Week 4: Thursday 2/15	First draft of Rebuttal + Peer Review	Peer Review of first draft of Rebuttal essay; upload draft to Canvas before class begins.
Week 5: Tuesday, 2/20	Prometheus Bound	Before class read <i>Prometheus Bound</i> , by Aeschylus. Bring print copy of play to class.
Week 5: Thursday, 2/22	Prometheus Bound/Draft #2 of Rebuttal	In-class dramatic reading of <i>Prometheus Bound</i> . Bring print copy of play to class. Second draft of Rebuttal due. Bring hard copy to class and upload to Canvas.
Week 6: Tuesday, 2/27	Frankenstein	Read introduction other material related to Mary Shelley's <i>Frankenstein</i> (found on Canvas). Bring print copy to class. Caution: do not read "How to Read <i>Frankenstein</i> " on page 217 until after you have read the novel. It contains spoilers! Post Packback #3 by class time
Week 6: Thursday, 2/29	Frankenstein	Before class read through page 21 of Mary Shelley's <i>Frankenstein</i> . Bring print copy to class.

When	Topic	Notes
Week 7: Tuesday, 3/5	Frankenstein, continued	Before class read through page 77 of Mary Shelley's <i>Frankenstein</i> . Bring print copy to class. Post Packback #4 by class time
Week 7: Thursday, 3/7	Final Review of Rebuttal	Prof. Dowdy will return hard copies of draft #2 of Rebuttal.
Week 8: Tuesday, 3/12	Frankenstein, continued	Before class read though page 112 of Mary Shelley's <i>Frankenstein</i> . Bring print copy to class.
Week 8: Thursday, 3/14	Rebuttal/Frankenstein, continued	Final draft of Rebuttal on Canvas by Midnight. Before class read though page 141 of Mary Shelley's <i>Frankenstein</i> . Bring print copy to class.
Week 9: Tuesday, 3/19	Frankenstein, continued	Before class read though page 178 of Mary Shelley's <i>Frankenstein</i> . Bring print copy to class. Post Packback #5 by class time
Week 9: Thursday, 3/21	Frankenstein, concluded	Before class finish reading Mary Shelley's <i>Frankenstein</i> (through page 216). Bring print copy to class.
Week 10: Tuesday, 3/26	Critical Essay	Second major essay, Critical Essay, assigned (30% of overall grade) Post Packback #6 by class time
Week 10: Thursday, 3/28	Golem of Prague	Before class read "The Golem," by Avram Davidson (available on Canvas)
Week 11: 4/1 - 4/5	Spring Recess	Monday, 4/1: Cesar Chavez Day, campus closed
Week 12: Tuesday, 4/9	Ex Machina	Before class watch the film <i>Ex Machina</i> (available free on Kanopy through the MLK Library) Post Packback #7 by class time Post first draft of Critical Essay by Midnight.

When	Topic	Notes
Week 12: Thursday, 4/11	Critical Essay	Peer Review of first draft of Critical Essay; upload draft to Canvas before class begins.
Week 13: Tuesday, 4/16	Writing about literature	Activities related to researching, drafting, and revising critical essays Post Packback #8 by class time
Week 13: Thursday, 4/18	Critical Essay	Second draft of Critical Essay due. Bring hard copy to class <i>and</i> upload to Canvas.
Week 14: Tuesday, 4/23	Group Presentations	Promethean Figures in contemporary culture Post Packback #9 by class time
Week 14: Thursday, 4/25	Group Presentations	Promethean Figures in contemporary culture
Week 15: Tuesday, 4/30	Group Presentations	Promethean Figures in contemporary culture Post Packback #10 by class time
Week 15: Thursday, 5/2	Critical Essay	Prof. Dowdy will return hard copies of draft #2 of Critical Essay.
Week 16: Tuesday, 5/7	Revision and Reflection	Activities related to Self-Reflection and Writing Portfolio
Week 16: Thursday, 5/9	Final Reflection + Final draft of Critical Essay	Final draft of Critical Essay due on Canvas by Midnight. In-class activity: final check for assembling writing portfolios
Finals week	Self-Reflection and Writing Portfolio	Self-Reflection and Writing Portfolio due by 12 Midnight on Tuesday, May 21st.