

Argument and Analysis Section 15

ENGL 1B

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/24/2025

Contact Information

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

Classroom: Boccardo Business Center 122

Office Hours: Mondays from 12:00 - 2:00 p.m. (online: Zoom [link \(https://sjsu.zoom.us/j/81664584844?pwd=azY5MExVNGYzUm56NjE2WWpoUmwvZz09\)](https://sjsu.zoom.us/j/81664584844?pwd=azY5MExVNGYzUm56NjE2WWpoUmwvZz09)) and by appointment (in-person or online).

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

Late assignments will be graded down by 1/2 letter per class day late.

Exception: In some circumstances, if you contact me (preferably in advance) with a compelling reason and documentation, I will grant an extension.

Extra Credit

This course does not offer extra credit opportunities. To ensure fairness and consistency for all students, your final grade will be based solely on the essays, assignments, and participation outlined in this syllabus.

"Ghosting" the Class

As stated above, the instruction mode for this class is designated as "in person." This means that, despite our use of Canvas, Google, and other online platforms, this is not an "online" or a "hybrid" course. Consequently, classroom activities cannot be made up online at a later time and date.

If you are unable to attend class due to illness, injury, or other circumstances, please contact me as soon as possible.

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [Academic Integrity Policy F15-7 \(https://www.sjsu.edu/senate/docs/F15-7.pdf\)](https://www.sjsu.edu/senate/docs/F15-7.pdf) [pdf] requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development \(https://www.sjsu.edu/studentconduct/\)](https://www.sjsu.edu/studentconduct/) website for more information.

AI Policy

Using Artificial Intelligence (AI) to complete any of the writing assignments in this class will be a violation of SJSU's [academic honesty policy \(https://www.sjsu.edu/senate/docs/F15-7.pdf\)](https://www.sjsu.edu/senate/docs/F15-7.pdf).

Phones, Tablets, Computers

While we will use digital devices as work tools throughout the semester, please be respectful and courteous of others when they are speaking and/or presenting by giving them your undistracted and undivided attention.

If the inappropriate use of phones and other devices interferes with course work, then I will contact you via the Canvas messaging system. If the problem continues, then I will have no choice other than to give you an F for class Participation (15% of overall grade).

R.E.S.P.E.C.T. Clause

It is critical that everyone in the class feels comfortable enough to share their thoughts with others as we read and discuss a variety of texts. Thus, I implore everyone in the class, myself included, to show respect to everyone else.

Any signs of disrespect towards others, through words, actions, or some other manner, will be treated with the utmost severity, up to and including asking someone to leave the class for the day.

Other classroom protocols

Late arrivals to class

From time to time, due to traffic or other unforeseeable issues, you may find yourself arriving to class late. As long as you are not consistently tardy, this will not be a problem. I would rather you attend class than skip it altogether. However, if tardiness becomes a habit for you, it will begin to affect your Participation grade (15% overall course grade).

Bathroom breaks

You do *not* have to ask for permission to take a quick bathroom break. However, timing is everything. It is not a good time to leave the classroom when someone else is speaking or presenting. It can, in fact, be construed as rude and inconsiderate.

For more information, see the R.E.S.P.E.C.T. clause above.

Program Information

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 (available at Spartan Bookstores)

For purchase/rental

- Aeschylus, *Prometheus Bound*, Translator Joel Agee
- Mary Shelly, *Frankenstein: the 1818 Text*
- Philip K. Dick, *Do Androids Dream of Electric Sheep?*

You have the option of selecting either paperback or ebook editions of the texts above. For more information, see below.

Required Materials (available online)

For rental

- *Blade Runner*. Director's Cut (film)

For more information, see below.

For free

- Open Educational Resources (online database)
- *Ex Machina* (film)

For more information, see below.

Prometheus Bound (paperback)

Author: Aeschylus (trans. Joel Agee)

Publisher: New York Review Books Classics

Edition: paperback reprint 2015

ISBN: 978-1590178607

Availability: Spartan Bookstore (and online)

Price: For purchase: \$14.95 (new); \$11.20 (used). For rent: \$12.70 (new); \$7.10 (used).

Important! This paperback edition was translated by Joel Agee. If you choose to use another paperback edition of the play, your text will differ from the one used in class.

Prometheus Bound (ebook)

Author: Aeschylus (trans. Joel Agee)

Publisher: Start Publishing

Edition: Kindle

Availability: Amazon

Price: .99 cents

Important! This ebook edition was translated by Joel Agee. If you choose to use another ebook edition of the play, your text will differ from the one used in class.

Frankenstein: The 1818 Text (paperback)

Author: Mary Shelley

Publisher: Penguin Classics

Edition: paperback 2018

ISBN: 978-0143131847

Availability: Spartan Bookstore (and online)

Price: For purchase: \$11.00 (new); \$8.25 (used). For rent: \$7.70 (new); \$5.50 (used).

Important! Mary Shelley published two different versions of Frankenstein: one in 1818 and another in 1831. Be sure to obtain the 1818 text, which differs significantly from the 1831 edition.

Frankenstein: The 1818 Text (ebook)

Author: Mary Shelley

Publisher: Penguin Classics

Edition: ebook

ISBN: 978-1524705701

Availability: Spartan Bookstore (and online)

Price: \$9.99

Important! Mary Shelley published two different versions of Frankenstein: one in 1818 and another in 1831. Be sure to obtain the 1818 text, which differs significantly from the 1831 edition.

Do Androids Dream of Electric Sheep? (paperback)

Author: Philip K. Dick

Publisher: Del Rey

Edition: Reprint edition (2017)

ISBN: 978-1524796976

Availability: Spartan Bookstore (and online)

Price: For purchase: \$18.00 (new); \$13.50 (used). For rent: 12.60 (new); \$9.00 (used).

Do Androids Dream of Electric Sheep? (ebook)

Author: Philip K. Dick

Publisher: Ballantine Books

Edition: ebook

ISBN: 978-0345508553

Availability: Spartan Bookstore (and online)

Price: \$2.99

Required Viewing Materials

Blade Runner. Director's Cut. (dir. Ridley Scott; 1982)

Available to stream online for \$3.99 through Apple, Amazon, YouTube, and other services.

Ex Machina (dir. Alex Garland; 2014)

Available to stream for free on [Kanopy \(https://www.kanopy.com/en/sjsu/watch/video/5324498\)](https://www.kanopy.com/en/sjsu/watch/video/5324498)
(accessible through SJSU's MLK Library: <https://www.kanopy.com/en/sjsu>)

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 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 the Self-Reflection and the Annotated Bibliography, each major essay requires three full-length drafts.

- Rebuttal Essay (3 drafts)(3,000 drafted words; 1,000 words revised and edited; GELOs 1-4).
- Critical Essay (3 drafts) (3,000 drafted words; 1,000 words revised and edited; GELOs 1-4).
- Annotated Bibliography: (estimated 1,500 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 1,000 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.)

Annotated Bibliography

As you conduct research on the Prometheus myth and Artificial Intelligence (or other "Promethean" sciences such as nuclear power), you will encounter a variety of primary and secondary sources. The Annotated Bibliography requires you to do the following:

- Write a 300-500 introduction/overview of the research you conducted during the semester;
- Choose ten sources from your research during this semester and write 100-150 word evaluations of each of them;
- Create a visually engaging mini-publication that presents the above research and provides vital publication information (in APA format) for these sources.

You will have frequent opportunities during class throughout the semester to work on your Annotated Bibliography.

Participation

Each of the following activities contribute equally to your Participation score:

Two Peer Review Sessions: 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 Group Presentations: You will be presenting with the class during three 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 weeks before the spring break, is a creative project that asks you to describe the creative choices you would make when staging particular scene from *Prometheus Bound*. The third and final group presentation, 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. All 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.

Discussion Posts: Beginning with Week 2, I will assign Discussion posts on Canvas. These Discussion posts will be based on the readings that we engage with during class. They will ask you to provide your insights as a reader and to respond to those of others.

Reading/Viewing Quizzes: For reasons that we will discuss during class, I am not a big fan of using quizzes to motivate students to read a text or watch a film. On the other hand, quizzes can be fun and can encourage critical discussion. To this end, I will periodically schedule and announce reading/viewing quizzes based on the major texts and films assigned for this class.

In-class activities: In-class 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.)

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. 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 1B will be determined by the following criteria:

Assignment/Activity	Percentage of Course Grade
Rebuttal Essay: draft 1	10%
Rebuttal Essay: draft 2	10%
Rebuttal Essay: final draft	10%

Critical Essay: draft 1	10%
Critical Essay: draft 2	10%
Critical Essay: final draft	10%
Annotated Bibliography	15%
Participation	15%
Reading Leader	5%
Self-Reflection and Writing Portfolio	5%
Total:	100%

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. 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, 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, 1/23	Welcome to English 1B	<p>Introduction to course and overview of syllabus</p> <p>Review and discussion of this video (https://www.youtube.com/watch?v=U_u91SjrEOE) about the myth of Prometheus</p> <p>Free student access to Adobe Creative Cloud. Sign up here (https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php). (https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php).</p>
Week 2: Tuesday, 1/28	Establishing a learning community in English 1B	<p>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</p> <p>Workshop w/Adobe Representative: Digital Literacy</p> <p>Group Presentation #1: Stealing Fire from the Gods assigned</p>
Week 2: Thursday, 1/30	The Threat of AI	News readings to be announced.

When	Topic	Notes
Week 3: Tuesday 2/4	Stealing fire from the gods: myths from around the world + Argumentative/Rebuttal essay	Group Presentation #1: Stealing Fire from the Gods First major essay, Argumentative/Rebuttal, assigned (30% of overall grade)
Week 3: Thursday, 2/6	Superintelligence	Group Presentation #1: Stealing Fire from the Gods Before class, read Nick Bostrom, <i>Superintelligence: Paths, Dangers, Strategies</i> (book excerpt on Canvas)
Week 4: Tuesday 2/11	AI in the News	Group Presentation #1: Stealing Fire from the Gods
Week 4: Thursday 2/13	Prometheus Bound	Class will share recent AI-related news items and discuss two particular controversies: Before class read the Introduction (pages vii - xxxii) of <i>Prometheus Bound</i> , by Aeschylus.
Week 5: Tuesday, 2/18	Prometheus Bound + Argumentative/Rebuttal essay	Read <i>Prometheus Bound</i> . Post first draft of Argumentative/Rebuttal essay on Canvas by Midnight
Week 5: Thursday, 2/20	Argumentative/Rebuttal essay	Peer Review of first draft of Argumentative/Rebuttal essay.
Week 6: Tuesday, 2/25	Frankenstein	Group Presentation #2: Staging <i>Prometheus Bound</i>
Week 6: Thursday, 2/27	Frankenstein + Argumentative/Rebuttal essay	Second draft of Argumentative/Rebuttal due. Bring hard copy to class and upload to Canvas. Group Presentation #2: Staging <i>Prometheus Bound</i> Read introduction other material related to Mary Shelley's <i>Frankenstein</i> (found on Canvas). Caution: do not read "How to Read <i>Frankenstein</i> " on page 217 until after you have read the novel. It contains spoilers!
Week 7: Tuesday, 3/4	Frankenstein, continued	Group Presentation #2: Staging <i>Prometheus Bound</i> Before class read through page 21 of Mary Shelley's <i>Frankenstein</i> .

When	Topic	Notes
Week 7: Thursday, 3/6	Frankenstein, continued	Before class read through page 77 of Mary Shelley's <i>Frankenstein</i> .
Week 8: Tuesday, 3/11	Frankenstein, continued	Before class read though page 112 of Mary Shelley's <i>Frankenstein</i> .
Week 8: Thursday, 3/13	Final Review of Argumentative/Rebuttal essay	Prof. Dowdy will return hard copies of draft #2 of Argumentative/Rebuttal.
Week 9: Tuesday, 3/18	Frankenstein, continued	Before class read though page 141 of Mary Shelley's <i>Frankenstein</i> .
Week 9: Thursday, 3/20	Argumenative/Rebuttal essay + Critical essay	Before class read though page 178 of Mary Shelley's <i>Frankenstein</i> . Final draft of Argumentative/Rebuttal on Canvas by Midnight.
Week 10: Tuesday, 3/25	Critical Essay	Before class finish reading Mary Shelley's <i>Frankenstein</i> (through page 216). Second major essay, Critical Essay, assigned (30% of overall grade)
Week 10: Thursday, 3/27	Golem of Prague	Before class read "The Golem," by Avram Davidson (available on Canvas)
Week 11: 3/31 - 4/4	Spring Recesss	Monday, 4/1: Cesar Chavez Day, campus closed
Week 12: Tuesday, 4/8	Philip K. Dick	Before class read, read chapters 1-4 of Philip K. Dick's <i>Do Androids Dream of Electric Sheep?</i> Post first draft of Critical Essay by Midnight.
Week 12: Thursday, 4/10	Critical Essay	Peer Review of first draft of Critical Essay; upload draft to Canvas before class begins.
Week 13: Tuesday, 4/15	Philip K. Dick	Before class read, read chapters 5-10 of Philip K. Dick's <i>Do Androids Dream of Electric Sheep?</i>

When	Topic	Notes
Week 13: Thursday, 4/17	Critical Essay/Philip K. Dick	Before class read, read chapters 11-15 of Philip K. Dick's <i>Do Androids Dream of Electric Sheep?</i> Second draft of Critical Essay due. Bring hard copy to class and upload to Canvas.
Week 14: Tuesday, 4/22	Philip K. Dick	Before class read, read chapters 16-22 of Philip K. Dick's <i>Do Androids Dream of Electric Sheep?</i>
Week 14: Thursday, 4/24	Blade Runner	Before class watch the 1982 film <i>Blade Runner</i> (Director's Cut), which is available to rent on most streaming services.
Week 15: Tuesday, 4/29	Ex Machina	Before class watch the 2014 film <i>Ex Machina</i> , which is available free on Kanopy through the MLK Library.
Week 15: Thursday, 5/1	Group Presentations	Group Presentation #3: Promethean Figures in Contemporary Culture. Prof. Dowdy will return hard copies of draft #2 of Critical Essay.
Week 16: Tuesday, 5/6	Group Presentations/Annotated Bibliography	Group Presentation #3: Promethean Figures in Contemporary Culture. Annotated Bibliography due on Canvas by Midnight.
Week 16: Thursday, 5/8	Group Presentations/Critical Essay	Group Presentation #3: Promethean Figures in Contemporary Culture. Final draft of Critical Essay due on Canvas by Midnight.
Finals week	Self-Reflection and Writing Portfolio	Self-Reflection and Writing Portfolio due by 12 Midnight on Tuesday, May 20th.