

Argument and Analysis

ENGL 1B

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/25/2025

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.

Satisfies 3B. Humanities (Formerly Area C2).

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

Grading: Letter Graded

Note(s): ENGL 1B is not open to students who successfully completed ENGL 2.

* Classroom Protocols

Course Theme

Stealing Fire: Modern Science & 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 ChatGPT to complete assignments is like bringing a forklift into the weight room; you will never improve your cognitive fitness that way." — Ted Chiang

While the class will use AI applications for discussion and presentation purposes, the *use of AI to generate text for writing assignments is expressly forbidden*.

It is acceptable to use the AI features embedded in presentation tools such as Gamma, Canva, Prezi, and Adobe Express. In addition, the class will discuss and debate the use of chatbots such as ChatGPT, Google Gemini, and Claude for study purposes. Are such uses ethical? Do they have educational value? Students will be encouraged to reflect on these questions and share their perspectives.

All violations will be addressed in accordance with SJSU's academic integrity guidelines. Depending on the severity, this may involve a formal review, disciplinary action, or other institutional processes.

If you feel overwhelmed or stressed in this course or balancing other responsibilities, you're not alone. Many English 1A students experience similar challenges, and there are plenty of resources and support systems to help you succeed. Please reach out to me via email, during office hours, or after class, to discuss your situation. I'm happy to work with you on solutions, such as extending deadlines, adjusting assignments, or finding alternative approaches. Together, we can find a way forward that works for you.

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.

For more information about inappropriate use of phones and other devices interferes with course work, please see Participation.

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.

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 3B: Humanities

Across the disciplines in Area 3 coursework, students cultivate and refine their affective, cognitive, and expressive faculties by studying works of the human intellect and imagination. Area 3 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. In their intellectual and subjective considerations, students develop a better understanding of the interrelationship between the self and the creative arts and the humanities in a variety of cultures.

3B (Humanities) courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Students may take courses in languages other than English in fulfillment of 3B if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Theater and film courses may be approved if they emphasize historical, literary, or cultural considerations. Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in humanities disciplines.

GE Area 3B Learning Outcomes

Upon successful completion of a 3B 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 requirement

3B classes require a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

Required Materials (available at Spartan Bookstores)

Books for purchase/rental

- Aeschylus, *Prometheus Bound*, Translator Joel Agee
- 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.

For free

- Open Educational Resources (online database)

Required Viewing (available online)

For rental

- *2001: A Space Odyssey* (film)
- *Blade Runner: Director's Cut* (film)
- *Mary Shelley's Frankenstein* (film)

For more information, see below.

For free

- *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.

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

2001: A Space Odyssey (dir. Stanley Kubrick; 1968)

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

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

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

Frankenstein (dir. Kenneth Branagh; 1994)

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

Notebook and Pen

On most class days, you will need a notebook and pen to complete the daily activities. Please bring both to each class session.

Finally, 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.

CampusKnot

CampusKnot is the tool we'll use this semester to help you earn participation points, keep up with class updates, and ask questions anytime. Your participation not only prepares you for exams but also directly impacts your final grade.

Step 1: Create or Access Your Account

- In-app sign-ups are not supported. If you're new to CampusKnot, please log in from a web browser on a computer, tablet, or iPad to create your account.
- Use your school's .edu email
- Check our step-by-step account creation guide: https://intercom.help/campusknot-inc/en/articles/5322683-create-a-campusknot-account-get-started-students#h_ef67b4f9f9 (https://intercom.help/campusknot-inc/en/articles/5322683-create-a-campusknot-account-get-started-students#h_ef67b4f9f9)

Step 2: Download the Mobile App

- Download the app (iOS or Android) to get notifications related to class updates, polls, and attendance alerts.



Need Help? Contact support@campusknot.com (<mailto:support@campusknot.com>)

☰ 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.

- Critical Essay (3 drafts)(3,000 drafted words; 1,000 words revised and edited; GELOs 1-4).
- Persuasive 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 Critical essay and a Persuasive 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

In addition to the essays you write and the portfolios you produce, your overall grade will be influenced by your participation in the course. The following factors contribute to your Participation score: 1. Peer Review, 2. Group Presentations, 3. Homework/Outside Activities, 4. Classroom Discussion, and 5. Technology Etiquette.

Participation Rubric (A–F Scale)

The following rubric will be applied to class Participation.

A (Excellent Participation)

- Attends and **fully participates** in both peer review sessions.
- Actively contributes to both **group presentations** (present and prepared).
- Completes **80% or more** of homework assignments on time.
- Consistently engaged in class discussions, attentive to peers, and demonstrates preparedness.
- **Technology Etiquette:** No instances of inappropriate device use during class.

B (Strong Participation)

- Attends and participates in at least 1 **peer review session**.
- Contributes to group presentations with minor issues (e.g., present but less prepared).
- Completes **70–79%** of homework.
- Generally engaged and respectful in class discussions, though less consistent than “A.”
- **Technology Etiquette:** No more than **1 instance** of inappropriate device use.

C (Satisfactory Participation)

- Attends and participates in at partially in **1 peer review session**.
- Participates in group presentations, though with noticeable gaps (unprepared or minimal contribution).
- Completes **60–69%** of homework.
- Participation is minimal—responds when called on but rarely volunteers or contributes meaningfully.
- **Technology Etiquette:** No more than **2 instances** of inappropriate device use.

D (Weak Participation)

- Attends **0 peer review sessions**, or misses most of them.
- Little or no contribution to group presentations.
- Completes only **50–59%** of homework.
- Rarely participates in class discussions; presence is quiet or inconsistent.
- **Technology Etiquette:** **3+ instances** of inappropriate device use.

F (Unacceptable Participation)

- Fails to attend/participate in peer review sessions.
- Absent from or refuses to contribute to group presentations.
- Completes **less than 50%** of homework.
- Does not take part in class discussions or activities.
- **Technology Etiquette:** Repeated, ongoing inappropriate device use.

Group Presentations

We will hold two group presentations this semester. The first will ask you to work with a team to research and produce a multimedia presentation that teaches the class about a myth similar to the Promethean story of the theft of fire. The second one will ask you to work with another team and will ask you to present on modern-day Promethean myths in contemporary popular culture.

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
Critical Essay	30%
Persuasive Essay	30%
Annotated Bibliography	15%
Group Presentations	10%
Participation	10%
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, 8/21	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_u91SjrFOE), 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, 8/26	Establishing a learning community in English 1B	<p>Readings/Activities:</p> <ul style="list-style-type: none"> • "The Subtle Ways Colleges Discriminate Against Poor Students, Explained with Cartoons," (https://www.vox.com/2017/9/11/16270316/college-mobility-culture) by Alvin Chang. (https://www.vox.com/2017/9/11/16270316/college-mobility-culture) • Group Presentation #1: Stealing Fire from the Gods assigned
Week 2: Thursday, 8/28	The Threat of AI	<ul style="list-style-type: none"> • Critical Essay assigned (30% of overall grade) • 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 • In-class discussion: reading strategies • The class will pre-read excerpts from Nick Bostrom's <i>Superintelligence: Paths, Dangers, Strategies</i> (book excerpt on Canvas)
Week 3: Tuesday, 9/2	Jumpstart Digital Literacy	IMPORTANT! We will NOT meet in our usual location on Tuesday, 9/2. Instead, the class attend a special event in the Student Ballroom. This is the ONLY class session that will not take place in our usual location in BBC.
Week 3: Thursday, 9/4	Superintelligence	<p>Group Presentation #1: Stealing Fire from the Gods</p> <p>Choose a difficult text for Prof. Dowdy's "think aloud" activity</p>
Week 4: Tuesday, 9/9	AI in the News	<p>Group Presentation #1: Stealing Fire from the Gods</p> <p>Class Discussion: Nick Bostrom's <i>Superintelligence: Paths, Dangers, Strategies</i></p> <p>Think Aloud, Part 2: Prof. Dowdy will "think aloud" as he reads a student-selected text</p>

When	Topic	Notes
Week 4: Thursday, 9/11	Prometheus Bound	<p>Class will share recent AI-related news items and discuss two particular controversies.</p> <p>Think Aloud, Part 2: Students will "think aloud" as they read a challenging text.</p> <p>Before class read the Introduction (pages vii - xxxii) of <i>Prometheus Bound</i>, by Aeschylus.</p>
Week 5: Tuesday, 9/16	Prometheus Bound + Argumentative/Rebuttal essay	<p>Read <i>Prometheus Bound</i>.</p> <p>Research Activity: Using the MLK Library's resources to find books, news items, and peer-reviewed academic journal articles</p> <p>Post first draft of Argumentative/Rebuttal essay on Canvas by Midnight</p>
Week 5: Thursday, 9/18	Argumentative/Rebuttal essay	Peer Review of first draft of Argumentative/Rebuttal essay.
Week 6: Tuesday, 9/23	Prometheus Bound	Finish <i>Prometheus Bound</i> (pp. 36-68).
Week 6: Thursday, 9/25	Prometheus Bound	In-class Activity: Staging <i>Prometheus Bound</i>
Week 7: Tuesday, 9/30	Frankenstein + Argumentative/Rebuttal essay	<p>Second draft of Argumentative/Rebuttal due. Bring hard copy to class <i>and</i> upload to Canvas.</p> <p>Read introduction to Mary Shelley's <i>Frankenstein</i></p> <p>Caution: do not read "How to Read <i>Frankenstein</i>" on page 217 until after you have read the novel. It contains spoilers!</p> <p>Reader Leader Assignment Introduced</p>
Week 7: Thursday, 10/2	Frankenstein, continued	<p>Group Presentation #2: Staging <i>Prometheus Bound</i></p> <p>Before class read through page 21 of Mary Shelley's <i>Frankenstein</i>.</p>
Week 8: Tuesday, 10/7	Frankenstein, continued	Before class read through page 77 of Mary Shelley's <i>Frankenstein</i> .
Week 8: Thursday, 10/9	Frankenstein, continued	Before class read though page 112 of Mary Shelley's <i>Frankenstein</i> .

When	Topic	Notes
Week 9: Tuesday, 10/14	Frankenstein + Argumentative/Rebuttal essay	Prof. Dowdy will return hard copies of draft #2 of Argumentative/Rebuttal. Before class read though page 141 of Mary Shelley's <i>Frankenstein</i> .
Week 9: Thursday, 10/16	Frankenstein, continued	Before class read though page 178 of Mary Shelley's <i>Frankenstein</i> .
Week 10: Tuesday, 10/21	Frankenstein + Argumentative/Rebuttal 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, 10/23	Golem of Prague	Before class read "The Golem," by Avram Davidson (available on Canvas) <i>In-class Activity: Work on Annotated Bibliography.</i> Final draft of Argumentative/Rebuttal on Canvas by Midnight.
Week 11: Tuesday, 10/28	2001: A Space Odyssey	In-class Activities related to <i>2001: A Space Odyssey</i>
Week 11: Thursday, 10/30	2001: A Space Odyssey	In-class Activities related to <i>2001: A Space Odyssey</i> Post first draft of Persuasive Essay on Canvas by Midnight
Week 12: Tuesday, 11/4	Philip K. Dick	Peer Review of first draft of Critical Essay; upload draft to Canvas before class begins.
Week 12: Thursday, 11/6	Critical Essay	Before class read, read chapters 1-4 of Philip K. Dick's <i>Do Androids Dream of Electric Sheep?</i>
Week 13: Tuesday, 11/11	Philip K. Dick	Before class read, read chapters 5-10 of Philip K. Dick's <i>Do Androids Dream of Electric Sheep?</i> <i>Second draft of Critical Essay due. Bring hard copy to class and upload to Canvas.</i>
Week 13: Thursday, 11/13	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>
Week 14: Tuesday, 11/18	Philip K. Dick	Before class read, read chapters 16-22 of Philip K. Dick's <i>Do Androids Dream of Electric Sheep?</i>

When	Topic	Notes
Week 14: Thursday, 11/20	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. 11/25	Ex Machina	Before class watch the 1982 film <i>Ex Machina</i> , which is available free on Kanopy through the MLK Library. Prof. Dowdy will return marked-up copies of Draft 2 of Critical Essay.
Week 15: Thursday, 11/27	Thanksgiving Holiday	No classes scheduled due to the Thanksgiving holiday
Week 16: Tuesday, 12/2	Group Presentations/Annotated Bibliography	Group Presentation #3: Promethean Figures in Contemporary Culture. Annotated Bibliography due on Canvas by Midnight.
Week 16: Thursday, 12/4	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 Thursday, December 11th.