

# Argument and Analysis

## ENGL 1B

Spring 2026 Section 05 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/21/2026

### Contact Information

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Instructor: Allison Gregory

Email: [allison.gregory@sjsu.edu](mailto:allison.gregory@sjsu.edu)

Office hours: Wednesday, 10:30-11:30 am and by appointment

Zoom link for office hours: <https://sjsu.zoom.us/j/89971966419>  
(%20https%3A/sjsu.zoom.us/j/89971966419).

Class meeting days/time/classroom:

Please note the meeting times and place for our specific section:

Sect 2: T/TR 9:00-10:15 am in Engineering Bldg 401

Sect 3: T/TR 10:30-11:45 am in Engineering Bldg 401

Sect 4: T/TR 1:30-2:45 pm in Sweeney Hall 315

Sect 5: T/TR 3:00-4:15 in Sweeney Hall 315

### Course Information

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Section Specific Description:

*Weird Science:* In this section of English 1B, we will examine the literary and film responses to specific scientific developments and theories related to human biological and psychological life from the 19th century to the present. We'll read about the historical, philosophical, and political contexts to write about the artistic works and the ethical concerns they raise about the scientific interventions and advances in human biology and relationships.

### Course Description and Requisites

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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

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**Office Hours:** Visit my scheduled Zoom office hours or make an appointment if you would like extra help. See the contact information above for details.

**Email:** Please email me to inform me of an absence or to ask questions about assignments. Put our course name and section number or time/date of our course (for example: Sect 2, T/TR 9:00 am) in the Subject of your email. Also, include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Ms. Gregory*, or *Hello Professor Gregory*) in your email, and sign your emails with your name. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy to read. These are all professional courtesies and good practice for your future careers.

**Attendance:** To earn points in this class, attendance is crucial. Almost all the points will be earned in class, so you must attend regularly to pass the course.

**Absence Policy:** You are allowed two "freebie" absences; i.e., no questions asked, no excuse needed. That said, you're still responsible to meet with me in person to make up any lost points. You cannot make up the points remotely. If you are absent, email me so I can advise about missed instruction. Check Canvas for announcements too. See Make-Up Policy below.

Any absences not part of the "freebie" absences can be excused only with documentation: a doctor's note, a tow truck receipt, etc. You're still responsible to meet with me to make up lost points. See Make-Up Policy below.

**Make-Up Policy:** With excused absences, you have the choice of making up the points by meeting with me within two weeks of the absence. There are two options for meeting:

1. Come to my office in FOB 218 from 1:30-2:30 on Tue. or Thur.
2. Come to one of my other class meetings and make up the assignment. My schedule is as follows:
  - Tu/Th 9:00-10:15, 10:30-11:45, in Engineering Bldg 401 or
  - Tu/Th 1:30-2:45 pm and 3:00-4:15 in Sweeney Hall 315

Inform me of your make-up plan, so I can prepare any materials for you. There are no make-ups for any additional absences that are beyond the two freebies and that are without documentation.

**Extended Absences:** In the case that you become ill or injured, provide me documentation from county or university officials or healthcare professionals. If you will be out for a prolonged period due to serious illness or injury, it is your responsibility to withdraw from the course or to communicate with me regularly your intentions to stay in the course and to complete the assigned work throughout the semester. Writing courses operate on the premise to develop reading, writing, and critical thinking skills, students need to engage in consistent, rigorous, and collaborative practices for extended periods of time. And the grading system is set up to reward continual participation in the classroom. When circumstances prevent students from engaging in this process, students are not building their skills and their progress cannot be measured. Students who miss significant portions of in-class instruction will not pass the class. Students must keep up with the reading and homework posted in Canvas, and complete work throughout the semester in consultation with me.

**Electronic Device Policy:** This class is an almost completely phone-free, screen-free classroom. While Canvas will be used to post course instructional materials and assignments, we will complete most of the classwork during class, in group activities and independent writing on paper. Almost all written work will be submitted in person on paper. During our in-person classes, put away laptops and phones and remove headphones and earbuds unless otherwise permitted. **Students who take out their phones or laptops during class time and written assignments without permission will be asked to leave the class without turning in their work.** We will engage our minds with one another and our class materials.

**Courteous conduct:** Please be courteous in our in-person classes and in your spoken and written responses to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking. When critiquing one another's work, offer kind, yet constructive advice.

**Plagiarism:** You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in SJSU's Office of Student Conduct's [Academic Integrity Policy](#), and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content)--including the use of Grammarly--is regarded as another form of plagiarism. AI generated and assisted submissions cannot achieve a passing grade in this course. Your individual effort to master reading and writing is necessary to ensure you are competent to surpass generative AI in the future – whether in academia, research, the workplace, or other domains of society. If you are unable to perform the written work in this class independent of AI technology, you are jeopardizing your good standing in this class and in the university. Plagiarism of any kind will result in automatic failure of the assignment (with no possibility of a rewrite), and possible failure of the class. Plagiarism may be reported to the Office of Student Conduct for possible additional penalty.

If you are unsure about whether some portion of your work may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

The good news is that if you trust in the process--in learning new concepts and formulating your own ideas and expression--you will become a more capable and confident writer. Your independent work will be rewarded because I'm interested in your ideas and your growth.

## 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.

## 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

# Course 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 are 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.

## 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>).

## Program Information

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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)

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## 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

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### Required Texts/Readings

- English 1B Course Reader for Professor Gregory at Maple Press, right across the street from campus on 10th Street. You will need this hard copy of our materials to refer to during in-class writing assignments. No digital copies allowed.
  - Cost and Payment: You can pay for it ahead of time at <https://maplepress.net/readers/product/english-1b-gregory/> (<https://maplepress.net/readers/product/english-1b-gregory/>) or drop by and pay for it in person. The cost is \$18.95 with tax.
  - Location: Maple Press, 330 S. 10th Street, San Jose CA 95112
  - Phone: 408-297-1000
  - Hours: Mon-Thu 8:30 am - 4:45 pm, Fri 8:30 am - 4:00 pm
- Other Reading Materials: A few other reading assignments will be available to you in Canvas to download and print.

### Other technology requirements / equipment / material

- Writing Materials: You will be given college-lined paper to complete in-class writing assignments. You will need to supply your own favorite writing implements: pens, pencils, erasers, correction tape, etc.

- **Laptop and Computer Access:** You will need regular access to a computer to consult our Canvas course for assignment schedules, due dates, and grades. You will also need to bring a laptop to class on occasion for in-class writing. Laptops must be able to download LockDown Browser (Chrome Notebooks do not allow this). If necessary, borrow a campus laptop from Student Computing Services on the first floor of the King Library) before these work days in class so you are prepared to write.

## Course Requirements and Assignments

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**Major Writing Assignments** (CLOs 1-4): For each major writing assignment, you will be given a prompt with specific guidelines. The essay assignment in Unit 1 involves in-class drafting stages, including individual paragraphs, rough draft, and final draft. Points are distributed across in-class and final drafting stages. The final draft for Unit 1 must be typed, using MLA documentation style, and submitted to Turnitin.com via Canvas to check for plagiarism and use of AI. Writing assignments for Units 2 and 3 are in-class compositions. Because the majority of composition takes place in class for all three units, it's important to come to class on these writing days to get as many points possible.

Major Writing Assignments	Word Count
Unit 1: <i>Frankenstein</i> analysis	1000
Unit 2: In-class short answer response-- Genetic science and ethics analysis	1000
Unit 3: In-class short answer response--AI companions	1000
Final self-reflection essay and e-portfolio	750

**In-class Activities and Participation** (CLOs 1-3): In class, we will have class discussion and do a number of writing activities—some announced, some not—related to our lecture and reading for which you will receive participation points. These points cannot be made up so attendance is essential to receive credit. Point values for the writing activities are indicated in Canvas.

**Peer Review Workshops, Instructor Feedback, and Essay Revision** (CLOs 2-4): For one of the major writing assignments, you will write a complete rough draft to participate in a peer-review workshop. You will exchange rough drafts with a classmate and comment upon the strengths and weaknesses of each other's

essays and offer suggestions for improvement. You will be awarded points for both having the draft and reviewing your classmates' work. Additionally, I will be giving students feedback on rough drafts. Review your feedback to revise for the final draft.

**Reading Responses and Quizzes (CLOs 1-4):** For our reading assignments this semester, you will write responses and take in-class quizzes. Reading responses and quizzes will be graded on their specificity and development of ideas, demonstrating thoughtfulness and attentiveness to the prompt and assigned reading.

**Final Examination or Evaluation (CLO 2):**

In ENGL 1B, the semester's lessons culminate in a digital reflection and portfolio assignment. You will gather samples of your writing that demonstrate your learning and write a reflection essay that explains what you have learned, how you learned it, and how you will use it in future learning. Then you submit your portfolio to the first-year writing program. This is your chance to identify and articulate what you've learned and what you'll strive for moving forward as a reader and writer.

## Grading Information

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<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>98 to 100%</i>
<i>A</i>	<i>93 to 97%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>88 to 89 %</i>
<i>B</i>	<i>83 to 87%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>78 to 79%</i>
<i>C</i>	<i>73 to 77%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>68 to 69%</i>



<i>Grade</i>	<i>Percentage</i>
<i>D</i>	<i>63 to 67%</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>59% and below</i>

Major Assignments	Points
Unit 1 Writing Assignment (points include process drafts)	50 (~19%**)
Unit 2 Writing Assignment	60 (~23%)
Unit 3 Writing Assignment	60 (~23%)
Unit 4 Writing Assignment	25 (~10%)
Other Assignments	Points
Reading responses, quizzes, in-class activities, grammar exercises	50* (~19%)
Constructive class participation	15 (~6%)
<b>Total</b>	<b>260*</b>

Notes:

\*These points are approximate, depending on how many activities we do throughout the semester.

\*\*The percentages are approximate.

## 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

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Week	Date	Major Writing Assignments and Deadlines
		<ul style="list-style-type: none"> <li>• <i>Consult the Modules in Canvas for more detailed up-to-date, week-by-week assignments and deadlines.</i></li> <li>• <i>Assignment due dates are subject to change and students will be notified in advance.</i></li> <li>• <i>Most readings are in our Course Reader ("CR" below).</i></li> <li>• <i>Additional readings are available in Canvas to print or are given as handouts.</i></li> <li>• <i>"Before Class" are the assignments you should have completed before coming to class that day. "In Class" indicates the focus of the day's lecture, although we also do unannounced activities. "After Class" is an assignment due on a day other than a day our class meets.</i></li> <li>• <i>Days in blue text indicate in-class essay and exam writing days</i></li> </ul>
1	Th, 1/22	First Day of Instruction: <ul style="list-style-type: none"> <li>• Intro to course</li> <li>• Unit 1: Scientific Revolution and <i>Frankenstein</i></li> </ul>
2	Tu, 1/27	<b>In Class:</b> <ul style="list-style-type: none"> <li>• Essay Prompt 1</li> <li>• Enlightenment Slideshow</li> <li>• Brainstorm: Basis of Natural Law</li> </ul>
	Th, 1/29	<b>Before Class:</b> <ul style="list-style-type: none"> <li>• Read Key Concepts from the Era (CR: pp. 93-101):               <ul style="list-style-type: none"> <li>◦ Age of Reason and Deism</li> <li>◦ Enlightenment</li> <li>◦ Natural Philosophy (<i>Frankenstein and Natural Magic</i>)</li> <li>◦ Alchemy</li> </ul> </li> </ul> <b>In Class:</b> <ul style="list-style-type: none"> <li>• Understanding Key Concepts Reading</li> <li>• Write: Paragraph on Key Concepts</li> </ul>

3	Tu, 2/3	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Prereading for <i>Frankenstein</i>: Terms and People (Canvas)</li> <li>• Guided reading questions (Canvas)</li> <li>• Read <i>Frankenstein</i> Letters 3 &amp; 4 and Chs. 1-3 (<i>CR</i>: pp. 3-14)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Quiz and Group questions</li> </ul>
	Th, 2/5	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Guided reading questions (Canvas)</li> <li>• Read <i>Frankenstein</i> Chs. 4-8 (<i>CR</i>: pp. 14-32)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Quiz and Group questions</li> </ul>
4	Tu, 2/10	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Guided reading questions (Canvas)</li> <li>• Read <i>Frankenstein</i> Chs. 9-12 (<i>CR</i>: pp. 32-43)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Quiz and Group questions</li> <li>• How to quote</li> </ul>
	Th, 2/12	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Guided reading questions (Canvas)</li> <li>• Read <i>Frankenstein</i> Chs. 13, 15-17 (<i>CR</i>: pp. 43-55)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Quiz and Group questions</li> </ul>

5	Tu, 2/17	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read excerpts from Ellis's "Fictions of Science" (<i>CR</i>: pp. 102-112)</li> <li>• Re-read Smith's "Frankenstein and Natural Magic" (<i>CR</i>: pp. 96-98)</li> <li>• Bring your laptop to class</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Topic Sentences and Quotes Table--handout</li> <li>• Installing LockDown browser</li> </ul>
	Th, 2/19	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Bring your laptop to class with LockDown Browser installed</li> <li>• Bring your reader to class</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Draft Body Paragraph 1</li> </ul>
6	Tu, 2/24	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Bring your laptop to class with LockDown Browser installed</li> <li>• Bring your reader to class</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Draft Body Paragraph 2</li> </ul>
	Th, 2/26	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Bring your laptop to class with LockDown Browser installed</li> <li>• Bring your reader to class</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Peer Review</li> <li>• Draft Intro Paragraph and Revise Paragraphs 1 and 2</li> </ul>

7	Tu, 3/3	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Bring your laptop to class</li> <li>• Bring your reader to class</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Draft conclusion paragraph</li> <li>• Revise and finalize final draft</li> <li>• Works cited page</li> </ul>
	Th, 3/5	<p>Start Unit 2: Genetic Science and Ethics</p> <p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read about your upcoming in-class short answer response (Unit 2 exam)</li> <li>• Read: excerpts from Lombardo's "The Power of Heredity and the Relevance of Eugenic History" (<i>CR</i>: pp. 113-119)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Watch documentary: "The Eugenics Crusade"</li> <li>• Write a response to the reading and documentary</li> </ul> <p><b>After Class:</b></p> <ul style="list-style-type: none"> <li>• Final Draft of Essay 1 and Works Cited page due by midnight</li> </ul>

8	Tu, 3/10	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read excerpts from Stern's "Instituting Eugenics in California" (<i>CR</i>: pp. 120-140)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Quiz and Group discussion</li> </ul>
	Th, 3/12	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read prereading on the Tuskegee experiment in Canvas&gt;Modules&gt;Week 8</li> <li>• Read excerpts from Lombardo and Dorr's "Eugenics, Medical Education, and the Public Health Service" (<i>CR</i>: 141-148)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Group discussion and Slideshow review</li> <li>• Watch Huxley interview</li> </ul>

9	Tu, 3/17	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read Chs. 1 and 2 of Huxley's novel <i>Brave New World</i> (CR: pp. 56-66)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Read excerpts from "Designing a Brave New World"</li> <li>• Quiz and Group discussion <i>Brave New World</i> and Good Breeding</li> </ul> <p><b>After Class:</b></p> <ul style="list-style-type: none"> <li>• Watch <i>Gattaca</i> at home before our next class (Canvas&gt;Modules&gt;Week 9)</li> </ul>
	Th, 3/19	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Watch <i>Gattaca</i> (Canvas&gt;Modules&gt;Week 9)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Quiz and Group discussion</li> </ul>
10	Tu, 3/24	<p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Prep for in-class short answer response next class</li> </ul>
	Th, 3/26	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Bring your laptops to class</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Short answer response to <i>Brave New World</i> <u>or</u> <i>Gattaca</i></li> </ul>
11	Tu, 3/31 Th, 4/2	Spring Break--No Class

12	Tu, 4/7	<p>Start Unit 3: Artificial Intelligence and Bio-enhancements</p> <p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read Essay Prompt 3</li> <li>• Read Introduction to Unit 3 in Canvas&gt;Modules&gt;Week 12</li> <li>• Read the APA's "AI Chatbots and Digital Companions Are Reshaping Emotional Connection" (handout)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Quiz and Group discussion</li> <li>• Watch: "Rachels Don't Run"</li> </ul>
	Th, 4/9	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read "Digital Doppelgängers, Human Relationships, and Practical Identity" (CR: pp. 156-165)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Watch: "Be Right Back" from <i>Black Mirror</i></li> </ul>
13	Tu, 4/14	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read "Fondly Fahrenheit" (CR: pp. 81-92)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Quiz and Group discussion</li> </ul>
	Th, 4/16	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Read "They Fell in Love with AI Chatbots and Found Something Real" (CR: pp. 166-170)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Watch "I'm Not a Robot"</li> </ul>
14	Tu, 4/21	<p><b>Before Class:</b></p> <ul style="list-style-type: none"> <li>• Bring your laptops to class</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Researching topics</li> </ul>



	Th, 4/23	<b>Before Class:</b> <ul style="list-style-type: none"> <li>• Bring your article to class</li> </ul> <b>In Class:</b> <ul style="list-style-type: none"> <li>• Write: Summary of article</li> </ul>
15	Tu, 4/28	<b>Before Class:</b> <ul style="list-style-type: none"> <li>• Bring your laptops to class</li> </ul> <b>In Class:</b> <ul style="list-style-type: none"> <li>• Prep for short-answer response</li> </ul>
	Th, 4/30	<b>In Class:</b> <ul style="list-style-type: none"> <li>• Short-answer response</li> </ul>
16	Tu, 5/5	Start Unit 4: Self-Reflection and ePortfolio  <b>Before Class:</b> <ul style="list-style-type: none"> <li>• Accept the Invitation to Engl 1B Spring 2026 Assessment</li> <li>• Bring your laptops</li> </ul> <b>In Class:</b> <ul style="list-style-type: none"> <li>• Introduction to the Self-Reflection Essay and Drafting Help</li> <li>• Creating the ePortfolio--Bring your laptops</li> </ul>
	Th, 5/7	Last Day of Class  Final Draft of Unit 3 Assignment is due
Final ePortfolio due	5/14-5/19	All items for the final ePortfolio are due at the end of the final exam period for our class. <u>Please note <b>your</b> section's time and date below:</u>  Sect 02 (09:00 am class): Tu, May 19 at 10:30 am  Sect 03 (10:30 am class): Th, May 14 at 12:45 pm  Sect 04 (1:30 pm class): Tu, May 19 at 3:00 pm  Sect 05 (3:00 pm class): Th, May 14 at 3:00 pm

