

San José State University
Department of English & Comparative Literature
English 22-3: Fantasy & Science Fiction – Spring 2013

Instructor:	Balance T. Chow
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Office Hours:	M/W 10:30– 11:45 & By Appointment
Class Days/Time:	M/W 13:30--14:45
Classroom:	BBC 120
Prerequisites:	None
GE/SJSU Studies Category:	GE Area C2 (Arts and Letters)

Course Description

In this course, students will examine works of literary fantasy and science fiction to understand them as expressions of human intellect and imagination; to comprehend their historical and cultural contexts; and to recognize their diverse cultural traditions. Both contemporary and historical works will be studied, with an emphasis on critical appreciation. Assignments include extensive reading, oral and written responses, presentations, research papers, and exams. No credit in the English major.

Course Goals

GE Goals

1. To examine the interaction of analytical and creative processes in the production and perception of significant works of the human intellect and imagination [GE];
2. To examine the significance of the historical and cultural contexts in which such works are created and interpreted [GE];
3. To prepare students to participate in social and cultural communities associated with artistic and literary endeavors to enrich their personal and professional lives. [GE].

Course Goals

1. To examine, in relevant historical, social, technological, and philosophical contexts, works of fantasy and science fiction literature;
2. To explore significant as well as recurrent themes in the works of literature studied;
3. To address, by way of works of fantasy and science fiction, topics related to important aspects of the world's past, present, and future with regard to the well-being of the globe;
4. To study a variety of texts representative of the different kinds of fantasy and science fiction writing;
5. To appreciate, through exposure to and analysis of the formalistic and stylistic aspects and literary and aesthetic qualities of the works of fantasy and science fiction studied;
6. To understand and recognize the relevance and importance of speculative fantasy, scientific thinking, and technological imagination in the study of literature.

Student Learning Objectives & Outcomes

Upon successful completion of this course, students will be able to:

SLO 1. *Recognize how significant works illuminate enduring human concerns --*

To this end, students will read, examine, and study a representative variety of important texts in World Literature, with a focus on recurrent themes such as war and peace, self and other, love, quest for meaning, etc.;

SLO 2. *Respond to such works by writing both research-based critical analyses and personal responses --*

To this end, students will write analytical / response statements based on the reading, with at least one of these assignments ALSO incorporating critical and / or reference materials derived from library research;

SLO 3. *Write clearly and effectively --*

To this end, students will learn about the principles and methods of writing effective response statements and professionally constructed critical research papers from library workshops and in-class presentations on writing and research, as well as, where appropriate, additional exercises in revising and peer-editing;

SLO 4. *Develop a habit of critical appreciation for literature, with an awareness of its many forms, its rich contexts, and its relevance to one's life-long education --*

To this end, students will play the role of active learners by seeking connections between the literature studied in the course and the world outside, as for instance by researching into the great works of literature in their own cultural heritage.

Course Content

The following contents and activities will be incorporated into the course as you engage in the subject matter of the course:

1. **Issues of diversity** such as race, language, culture, and gender will be addressed in this course.
2. **Active learning** activities such as discussions, presentations, and the sharing of experiences and perspectives will be used to help students to appreciate topics and issues from different perspectives and to value individual experiences and views.
3. **Writing assignments** exceeding 1500 words in a language and style appropriate to the subject area of this course include a series of written assignments, as well as exercises and tests/exams where appropriate; writing will be assessed for the quality of ideas, correctness, clarity, and conciseness.
4. **Other assignments, class activities, and take-home projects** involving critical thinking skills, information competency, critical writing and reading skills, effective group interactions, and Community Service Learning may be included where appropriate.

Overall, this course opens up a set of unique opportunities for GE students in the following manner:

1. The reading materials examined and studied in this course **provide students an opportunity to experience significant works of the human intellect and imagination;**
2. The lectures, discussions, presentations, projects, and assignments **provide students an opportunity to understand the historical and cultural contexts in which such specific texts were created;**
3. Representing many aspects of the world's traditions and civilizations, the range of authors and texts selected for this course, by addressing a broad variety of topics and recurrent themes, **provides students an opportunity to recognize the accomplishments of and issues related to women and diverse cultures reflected in such texts.**

Required Texts / Readings / Materials

Textbook

Garyn Roverts, ed. *Printice Hall Anthology of Science Fiction and Fantasy*. 2003

Recommended

An online account for streaming movies (e.g., Netflix or Amazon Prime) so that you can watch motion pictures related to the course.

Assignments and Grading Policy*

Course Grading Guidelines**

Students are graded on the following matrix of credits involving their critical thinking, reading, writing, research, discussions and presentations, quizzes/tests and exams, group projects, and overall performance:

Exams: Midterm 200 points + Final Exam 200 points	= 400 points
Writing -- 400 points based on 2 assignments, as follows:	
2 Reading Analyses & Responses: 2 X 200 points	= 400 points
Presentation Project 1 X 100 points	= 100 points
Overall Performance (Quizzes, Participation, Effort, etc.)	= 100 points

TOTAL:	1000 POINTS

* For numerical score and grade equivalents see the following tables:

Table One: Essays

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99

B- = 80 – 83; B = 84 – 86; B+ = 87 - 89

C- = 70 – 73; C = 74 – 76; C+ = 77 – 79

D- = 60 – 63; D = 64 – 66; D+ = 67 – 69

F or below = 0 for essays.

Table Two: Course Grade

A- = 900 – 933; A = 934 – 966; A+ = 967 – 999

B- = 800 – 833; B = 834 – 866; B+ = 867 - 899

C- = 700 – 733; C = 734 – 766; C+ = 767 – 799

D- = 600 – 633; D = 634 – 666; D+ = 667 – 699

F = 599 or below.

** Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance:

A=Excellent;

B=Above Average;

C=Average;

D=Below Average;

F=Failure.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern,

except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets."

In addition, in English Department courses, "instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs."

Departmental Policy on Grading Written Assignments

"In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. *Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:*

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Class Policy on Late Assignments and Incompletes

1. Assignments shall be turned in when due. Penalty applies to late take-home assignments at the

rate of –10%/day overdue of the actual grade earned; maximum penalty up to 100% deduction of grade earned for the work assigned. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.

2. Essay assignments and research papers must be printed to receive credit.

3. Incomplete course work will result in actual grade earned based on points accumulated; an "I" course grade will not be given without signing a contract with the instructor at least two weeks prior to the last instruction day.

Class Policy on Record Keeping

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature--are advised to preserve essays/papers graded and returned to them until graduation.

Classroom Protocol

[1] Participation is understood to be an essential aspect of learning in this class. Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be considered in my evaluation of the your participation.

[2] The use of cell phones without permission is prohibited.

[3] The use of laptops for purposes inconsistent with class activities is prohibited.

[4] Ingestion of food inside the classroom is prohibited.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23	Introduction to the course; Presentation project; see movie, <u>Frankenstein</u> and / or <u>The Island</u> ; Read Roberts pp. 1127-1174
2	1/28 1/30	Archetypal stories by Mary Shelley & Edgar Alan Poe (7-28) Dark fantasies by Hawthorne (33-40), Harriet B. Stowe (62-68) See movie, <u>Dracula</u>
3	2/4 2/6	Dark fantasies by R. L. Stevenson (69-79), Bram Stoker (86-93) Continued: Mary E. Counselman & Robert Bloch (120-134) See movie, <u>The Shining</u>
4	2/11 2/13	Continued: Stephen King & Robert R. McCammon (174-192) Continued: Robert McCammon (193-206)
5	2/18 2/20	High fantasy: George MacDonald & Abraham Merritt (2071-223) Continued: Robert Howard & JRR Tolkien (256-282)
6	2/25 2/27	Continued: Neil Gaiman & James Blaylock (325-342) Essay writing workshop; Essay 1 Due 3/11
7	3/4 3/6	Review MID-TERM EXAM
8	3/11 3/13	SciFi, Classics: Jules Verne , H. G. Wells, H E P Spofford (370-390) SciFi: E. R. Burroughs, <i>A Princess of Mars</i> (390-494)
9	3/18 3/20 3/25-3/29	Continued Continued Spring Break, No Class. Time to watch some Sci-Fi movies!
10	4/1 4/3	Cesar Chavez Day: Campus closed; no class More SciFi: Clare Winger Harris, Leslie Stone (501-524)
11	4/8 4/10	Issac Asimov (574-586) Ray Bradbury (718-722)
12	4/15 4/17	Arthur C Clark (745-750) Kurt Vonnegut (864-867)
13	4/22 4/24	P. K. Dick (800-893) Essay Writing / Research Workshop Essay 2 WITH RESEARCH Due 5/6
14	4/29 5/1	Larry Niven (907-914) Harry Harrison (930-945)
15	5/6 5/8	Octavia Butler (1035-1047) & Kim Robinson (1107-1115) Jack Williamson (1116-1126)
16	5/13	Review; Conclusion to the course FINAL EXAM TBA

