

San José State University
Department of English & Comparative Literature
English 22-1: Fantasy and Science Fiction – Fall 2014

Instructor:	Balance T. Chow
Office Location:	Faculty Offices 224
Telephone:	(408) 924-4430
Email:	balance.chow@sjsu.edu
Office Hours:	Monday/Wednesday 12:00-1:00 PM & By Appointment
Class Days/Time:	Mondays & Wednesdays 10:30 AM – 11:45 AM
Classroom:	Sweeney Hall 413
Prerequisites:	None
GE/SJSU Studies Category:	GE Area C2 (Arts and Letters)

Course Description

In this course, Great Works of Literature representing different forms and genres from various cultures, traditions, and historical periods will be studied, with an emphasis on critical appreciation. Assignments include extensive reading, oral and written responses, presentations, research papers, and exams.

Learning Outcomes and 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].

GE Learning Outcomes

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

GELO 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 the literature of Fantasy and Science Fiction, with a focus on recurrent themes such as the boundaries of nature, the meaning of humanity, the significance of technology in civilization, alternative forms of intelligent life, travels in time and space, the relationship between knowledge and imagination, etc.

GELO 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;

GELO 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.

Course Goals

1. To examine, in relevant contexts, works of fantasy and science fiction from a variety of sources and backgrounds;
2. To explore significant as well as recurrent themes in the literature studied;
3. To address, by way of the literature of fantasy and science fiction, topics related to important questions about nature, technology, and humanity.
4. To study a variety of texts representative of the various genres in the literature of fantasy and science fiction;
5. To appreciate, through exposure to and analysis of the formalistic and stylistic aspects of the works studied, the literary and aesthetic qualities of fantasy and science fiction;
6. To understand and recognize the relevance and importance of science, technology, and other disciplines in the study of literature.

Course Learning Outcomes (CLO)

Upon successful completion of this course, as demonstrated in their class discussions, presentation projects, written assignments, and quizzes and exams, students will be able to:

1. Recognize and identify common genres in fantasy and science fiction from a variety of sources;
2. Understand and articulate how the common themes expressed in fantasy and science fiction relate to well-being of the world by shaping its environment, society, politics, and culture.
3. Analyze texts intelligently and critically to illustrate their appreciation of their unique aesthetic qualities and their universal or significant themes.

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

Textbook

The Prentice Hall Anthology of Science Fiction and Fantasy, edited by Garyn G. Roberts. (2003). ISBN 0130212806.

This text is out of print but is available from Amazon.com.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities,

completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

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 designed to satisfy GELO 1 and CLO1,2,3:	
Midterm 200 points + Final Exam 200 points	= 400 points
Writing assignments designed to satisfy GELO2,3 & CLO2,3:	
400 points based on 2 assignments—	
2 Reading Analyses & Responses: 2 X 200 points	= 400 points
Presentation Project designed to achieve GELO1 & CLO3:	
1 in-class presentation X 100 points	= 100 points
Participation: CLO1,2,3 (Quizzes, Discussion, In-class Writing)	= 100 points

Grading Policy

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Students will earn up to 1000 points upon completion of the course. The following table represents the grades corresponding to the numbers of points earned:

967 –1000	A+	934-966	A	900-933	A-
867-899	B+	834-866	B	800-833	B-
767-799	C+	734-766	C	700-733	C-
667-699	D+	634-666	D	600-633	D-
0-599	F				

Students are also 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 your participation.
2. The unauthorized use of cell phones is prohibited.
3. The use of laptops for purposes inconsistent with class activities is prohibited.
4. Ingestion of food inside the classroom is prohibited.

University Policies

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 year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - Students may not record the course without the instructor's explicit written consent.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each

semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information,

follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

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.

Course Schedule for English 22-1, Fall 2014

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25 8/27	Introduction. Presentation project; Read Roberts 1127-1174 Archetypal stories by Mary Shelley & Edgar Alan Poe (7-28)
2	9/1 9/3	Labor Day, no class Dark fantasies by Hawthorne (33-40), Harriet B. Stowe (62-68)
3	9/8 9/10	Dark fantasies by R. L. Stevenson (69-79) Continued: Bram Stoker (86-93)
4	9/15 9/17	Continued: Mary E. Counselman & Robert Bloch (120-134) Continued: Stephen King & Robert R. McCammon (174-206)
5	9/22 9/24	High fantasy: George MacDonald & Abraham Merritt (208-223) Continued: Robert Howard & JRR Tolkien (256-282)
6	9/29 10/1	Continued: Neil Gaiman & James Blaylock (325-342) Essay writing workshop
7	10/6 10/8	Review; Essay 1 Due [GELO 3] Midterm Exam [GELO 1]
8	10/13 10/15	SciFi, Classics: Jules Verne , H. G. Wells, H E P Spofford (370-390) SciFi: E. R. Burroughs, A Princess of Mars (390-494)
9	10/20 10/22	Continued: A Princess of Mars Continued: A Princess of Mars
10	10/27 10/29	Continued: A Princess of Mars More SciFi: Clare Winger Harris, Leslie Stone (501-524)
11	11/3 11/5	Issac Asimov (574-586) Ray Bradbury (718-722)
12	11/10 11/12	Arthur C Clark (745-750) Kurt Vonnegut (864-867)
13	11/17 11/19	P. K. Dick (800-893) Essay Writing / Research Workshop
14	11/24 11/26	Larry Niven (907-914) Harry Harrison (930-945) Essay 2 WITH RESEARCH due [GELO2]
15	12/1 12/3	Octavia Butler (1035-1047) & Kim Robinson (1107-1115) Jack Williamson (1116-1126)
16	12/8 12/10 12/15	Supplementary text TBA Review Final Exam [GELO 1] Monday, December 15 0945-1200