

**San José State University**  
**Department of English**  
**ENGL 22: Science Fiction and Fantasy, Section 1**

**Spring 2015**

<b>Professor:</b>	Dr. Adrienne L. Eastwood
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<b>Office Hours:</b>	Wednesdays, 2:30-6:30 p.m.. and by appointment
<b>Class Days/Time:</b>	Mondays and Wednesdays, 10:30 a.m. – 11:45 a.m.
<b>Classroom:</b>	Washington Square 109
<b>Prerequisites:</b>	None

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page: [www.sjsu.edu/faculty/eastwood](http://www.sjsu.edu/faculty/eastwood)

**Canvas:** Some of the lectures and assignments for this course will be presented in an online format using SJSU's Canvas system. You must ensure that you have an active SJSU account up and running by the first week of class, and you need to familiarize yourself with the system. You will be required to participate in on-line discussions and some assignments will be posted to the site and graded online.

**Course Description**

This course will explore utopian and dystopian worlds as they manifest in Science Fiction from Plato's *Republic* to Alan Moore's *V for Vendetta*. Specifically, we will look at the ways in which the creation of fantasy worlds operates as a means for both social critique and as a device to bring about social change. I have selected readings from a range of historical periods, as well as authors from a variety of cultural backgrounds, to give us an opportunity to compare diverse perspectives. I also include units on video games and graphic novels, both of which make significant contributions to the genre of Science

Fiction and Fantasy. I am looking forward to reading and discussing these texts each week, and I welcome students of all levels and backgrounds!

## **Course Goals and Student Learning Objectives**

### **GE Learning Objectives:**

**Students who complete the General Education curriculum should be able to**

GE SLO 1 – Recognize how significant works illuminate enduring human concerns.

GE SLO 2 – Respond to significant works by writing both research-based critical analyses and personal responses

GE SLO 3 – Write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness

### **Required Texts/Readings**

Abbott, Edwin, *Flatland*. Broadview ISBN 9781551116907

Gilman, Charlotte Perkins. *Herland*. Broadview ISBN 9781551119878

Wells, H.G. *The Island of Dr. Moreau*. Broadview ISBN 9781551113272

Orwell, George. *1984*. Signet Classics. ISBN 9780451524935

Dick, Philip K. *Do Androids Dream of Electric Sheep?* ISBN 9780345404473

Butler, Octavia. *Parable of the Sower*, Hachette. ISBN 9780446675505

McCarthy, Cormack. *The Road*. Vintage. ISBN 9780307387899

Moore, Alan and Lloyd, David. *V for Vendetta*. Vertigo. ISBN 9780930289522

Editions matter! You will not be able to participate using Ebooks or other electronic editions.

### **Classroom Protocol**

**Classroom Etiquette:** Laptops, cell phones, or other computer devices have no place in this classroom. You must keep these devices put away while you are here. Bring the assigned texts to each class meeting and please arrive on time.

### **Assignments and Grading Policy:**

**Course Requirements:** Have the materials read in full by the time we begin to discuss them in class. Active class participation is required. Unless otherwise indicated, you should read the whole book. Bring the book under discussion with you to class. Read actively, taking notes in the margins, and jotting down things you notice and questions you have.

**Essay:** You will be asked to write 1 essay (3-4 pages, 1,000 words each) during the semester responding to a specific question about the texts we are studying. These essays will be uploaded to Canvas. You will be evaluated on the depth of your engagement with the texts. GE SLO 1, GE SLO 2, GE SLO 3

**Research Essay:** A 3-4 page essay (1,000 words) is required based on library research that you conduct on a real utopian society that you are able to find somewhere in the world in the 19<sup>th</sup> or 20<sup>th</sup> century. I will provide a prompt for this assignment later in the semester. GE SLO 2, GE SLO 3

For both essays, you should generally follow MLA style guidelines which are available here: <https://owl.english.purdue.edu/owl/resource/747/01/>

**Late Papers:** Turning in assignments late is unfair to the other students; therefore, I will lower your grade one full letter for each day the paper is late. In the case of emergencies, please see me.

**I will not accept emailed assignments.**

**Midterm Exam:** At week 6, you will be given a midterm exam. This will be a fact-based, multiple-choice exam and a short, comparative essay. Bring blue books. GE SLO 1, GE SLO 2

**Final Exam:** The final exam will consist of several short-answer questions and one long (4-5 page) essay. Bring blue books. GE SLO 1

**Quizzes:** You will be given several quizzes during the semester to encourage you to keep up with the reading. These will comprise 10% of your overall grade. They will be given on the days indicated on the schedule. There will be no opportunity to make up missed quizzes.

**Participation:** During week 1, you will be assigned to a team with several other students. A portion (10%) of your grade will be based on the performance of you and your teammates on in-class discussion/group assignments. Repeated failure to participate with your team--r passive participation—will result in a zero for this portion of your grade.

In order to receive an A or a B in participation, you must do more than just attend class. You must also demonstrate to me that you have been keeping up with the readings and thinking about the questions raised by the lectures. I expect each of you to engage in the class discussions, participate in group activities, and come to class with the relevant materials.

## **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](#) section at

<http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop 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](#) at <http://www.sjsu.edu/advising/>.

## **Grading Policy**

### **Grading Breakdown:**

Participation: 10%

Quizzes: 5%

Essay 1: 10%

Essay 2: 15%

Research Essay: 10 %

Midterm: 25%

Final Exam: 25%

### **Department Grading Policy:**

*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 descriptably 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.

“The Department of English reaffirms its commitment to the differential grading scale as defined in the 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 shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students’ GPA.”

## **University Policies**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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/>.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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.

## **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/>.

### Reading Schedule (Subject to Change):

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26 1/28	Introductions  Plato's "Allegory of the Cave," <a href="http://www.historyguide.org/intellect/allegory.html">http://www.historyguide.org/intellect/allegory.html</a>  Why Science Fiction Matters
2	2/2 2/4	Bacon's "New Atlantis," <a href="http://www.thomasmorestudies.org/docs/Bacon.pdf">http://www.thomasmorestudies.org/docs/Bacon.pdf</a>
3	2/9 2/11	Abbott's <i>Flatland</i> , Part I (Intro – 96)  <i>Flatland</i> , (96-end) QUIZ [Prompts for Essay 1]
4	2/16 2/18	Gilman, <i>Herland</i> (Chapters 1-8)  <i>Herland</i> , (Chapters 9-end) QUIZ
5	2/23 2/25	Wells, <i>Dr. Moreau</i> (Chapters 1-10)  Wells, <i>Dr. Moreau</i> (Chapters 11-16)
6	3/2 3/4	MIDTERM Orwell, <i>1984</i> . Part 1
7	3/9 3/11	NO CLASS – Online assignment  Orwell, <i>1984</i> . Part 2
8	3/16 3/18	Orwell, <i>1984</i> , Part 3 QUIZ  On-line Team Assignment
SPRING BREAK 3/23 – 3/27		
9	3/30 4/1	Dick, <i>Androids</i> QUIZ  Dick, <i>Androids</i>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	4/6	SCREEN <i>Blade Runner</i>
	4/8	SCREEN <i>Blade Runner</i>
11	4/13	McCarthy, <i>The Road</i> . Pages 1-131
	4/15	McCarthy, <i>The Road</i> . Finish the book QUIZ
12	4/20	Butler, <i>Parable of the Sower</i>
	4/22	Butler, <i>Parable of the Sower</i> QUIZ
13	4/27	Moore, <i>V for Vendetta</i>
	4/29	Moore, <i>V for Vendetta</i>
14	5/4	SCREEN V
	5/6	Screen V – Research Essay Due
15	5/11	TBD
	5/13	Last day of instruction
Final Exam	May 19 9:45-12	Bring Blue Books