

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 22: Fantasy and Science Fiction, Section 99, SPRING 2020**

**Course and Contact Information**

Instructor:	Tanja Nathanael
Office Location:	Canvas/Online
Telephone:	Contact via email, Canvas messaging, and Zoom will be utilized.
Email:	Tanja.Nathanael@sjsu.edu (Please use Canvas messaging when available).
Office Hours:	By Appointment
Class Days/Time:	Online
Classroom:	Canvas/Online
Prerequisites:	None.
GE/SJSU Studies Category:	English 22 fulfills the lower division GE requirement in Arts and Letters (C2)

**Course Format**

**Online Course**

*This course adopts an online delivery format. Video lectures will be posted weekly on Canvas. To keep pace with the course, students are required to view the lectures online in a timely manner in order to gain mastery of the material. While viewing the recorded lectures, students are strongly recommended to listen carefully, pay attention, and take notes just as you would in class. To best view and access the online content, students must have consistent, reliable, high-speed internet access, using a PC or MAC or other compatible device. Please note that it is the student's responsibility to check for compatibility. Technical issues will not be considered a valid excuse for failure to view lectures or submit assignments on time. That being said, students who diligently seek help from technical support and communicate clearly with me will be allowed a certain amount of grace. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.*

**Canvas 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](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.*

**Course Description**

*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.*

## Course Theme

### American and British Fantasy and Science Fiction: Frontiers of Inner and Outer Spaces

*"In England, 100 miles is a long way. In America, 100 years is a long time. In England, you have to go back [in time] to find [a good story]. In America, you have to drive to find it."*—Neil Gaiman

*During this course we will examine texts that explore the frontiers of the imagination in both fantasy and science fiction. As British fantasy author Neil Gaiman has observed, the British tend to be more successful fantasists due to their comparatively long mythic history, while American writers have excelled in the genre of science fiction, due in part perhaps from an inherited historical ideal to explore the frontier. And yet, as we will discover, there are exceptions to this understanding in both cases. Additional themes of subgenre, gender, and diverse voices will also be explored.*

### GE Learning Outcomes (GELOs) Letters courses will enable students to...

Recognize how significant works illuminate enduring human concerns; respond to significant works by writing both research-based critical analyses and personal responses; write clearly and effectively; and recognize the role of diversity in culture and society. Thus, upon successful completion of this course, students will be able to:

1. Explain how major works of Fantasy and Science Fiction illuminate enduring human concerns, satisfied by responses orally and in writing, including in- and out-of-class discussions, quizzes, free responses, and tests.
2. Link personal and research-based responses to the content and style of major works of Fantasy and Science Fiction, by writing both responses and a research-based essay.
3. Write more effective academic arguments, through essays written for this class.
4. Explain their views of the role of diversity in culture and society by reflecting orally and in writing on this aspect of works of Fantasy and Science Fiction.

### Course Learning Outcomes (CLOs)

In addition to the General Education Learning Outcomes, English 22 has the goals of enlarging students' awareness of the possibilities of language and literature to enrich their lives, and to find pleasure as well as challenge in the activity of interpretation—to see interpretation as a creative response to the stimulus of the works being read and discussed. Thus, upon successful completion of this course, students will be able to:

1. Respond creatively to literary texts.
2. Compare and contrast a work's effectiveness when it is translated from one genre (book) to another (film).

### Required Texts/Readings

*Six novels plus selected short stories and essays. Some readings (short stories or articles) will be available via .PDF documents on Canvas or via the links available below. All of the novels listed below are available in online and paperback editions.*

Fiction:

Adams, Douglas. *The Hitchhiker's Guide to the Galaxy* (1979)

Paperback: ISBN-13: 978-0345391803

Or on Kindle [here](#).

Aldiss, Brian W. "Supertoys Last All Summer Long" (1969) (.PDF provided)

Baum, L. Frank. *The Wonderful Wizard of Oz* (1900)

Paperback: ISBN-13: 978-1985261808

Or on Kindle [here](#).

Bisson, Terry. "[Meat](#)" (1990)

Bradbury, Ray. "[The Million Year Picnic](#)" (1946)

Burns, Robert. "[Tam O'Shanter](#)" (1791)

Cherryh, C. J. "The Scapegoat" (1985) (.PDF provided)

Delany, Samuel R. "Driftglass" (1971)

Audio via podcast LeVar Burton Reads: [February 5, 2019](#).

McCaffrey, Anne. "The Ship Who Sang" (1985)

Paperback: ISBN-13: 978-0345334312

On Kindle [here](#).

Gibson, William. "[Johnny Mnemonic](#)" (1981)

Irving, Washington. "[The Legend of Sleepy Hollow](#)" (1820)

Le Guin, Ursula. "[The Rule of Names](#)" (1964)

---. *A Wizard of Earthsea* (1968)

Paperback: ISBN-13: 978-0547722023

Or on Kindle [here](#).

Liu, Ken. "[Mono No Aware](#)" (2013)

Audio via podcast LeVar Burton Reads: [February 12, 2019](#).

Lovecraft, H. P. "[Dagon](#)" (1919)

Moore, C. L. "[Shambleau](#)" (1933)

Okorofor, Nnedi. *Binti* (2015)

Paperback: ISBN-13: 978-0765385253

Or on Kindle [here](#).

Rowling, J. K. *Harry Potter and the Sorcerer's Stone* (1998)

Paperback: ISBN-13: 978-0439708180

Or on Kindle [here](#).

Tiptree, Jr., James (Alice Sheldon). "[The Girl Who Was Plugged In](#)" (1974)

Tolkien, J. R. R. *The Hobbit* (1937)

Paperback: ISBN-13: 978-0345339683

Or on Kindle [here](#).

Non-fiction essays and TED Talks as assigned. See Weekly Assignments for more details.

### **Other technology requirements**

*You will be required to create a [Zoom](#) account to participate in one-on-one conferences and group discussions. Creation of a Zoom account is free of charge.*

### **Course Requirements and Assignments**

NOTE: Success in this course 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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities.

#### **Reading Logs (10 points total; one point each; 200-250 words per post)**

*As this is an online class, your class participation will be measured by the quality and timeliness of your posts on the Discussion Board in Canvas. Regular posts in response to the weekly lectures and reading assignments are expected. Discussion Board posts need to be thoughtful and engaging, but they needn't be perfect. Students should consider the Discussion Board as a low-stakes environment to ask questions and explore ideas about what they know or what they think they know about the texts under discussion. Weekly prompts will be provided by the instructor. A total of 10 posts are required (but you may respond to as many as you wish). (GELO 1, 2, 4)*

#### **Class Participation & Meetings with Instructor (10 points total; )**

*Another measure of class participation will be via responses to other students on the Discussion Board in Canvas and Zoom meetings with the instructor. Weekly announcements will be sent to direct students to respond to the previous week's posts utilizing a variety of digital media, including Twitter, Instagram, Gifs, Memes, and other standard written formats. Points will be distributed at the end of the semester based on best responses. Students will also meet with the instructor to discuss a collaborative project. (GELO 1, 2, 4)*

#### **Film Review (10 points total; 2-3 pages, or 600-750 words) [May be exchanged for Film Adaptation Pitch]**

*Discuss an approved film adaptation of a Sci-Fi or Fantasy text. Students will select one text from the course reading list that has been adapted into a movie (if there is more than one movie adaptation, you may use the film of your choice). Answer this question: "What has been lost or gained in the movie version?" Grading Criteria: 1) demonstrated knowledge of the Science Fiction or Fantasy movie and the text through citing examples and making logical arguments, 2) correct English usage and style, clear and coherent writing. MLA style bibliography and citations. (GELO 3, CLO 2)*

*Students \*MUST\* confirm their selected text and movie no later than Week 2 of the semester. The film review assignment must be turned in no later than ONE WEEK after the class discussion of the text. For example, if the text/film selected is *The Wizard of Oz*, then the film review would be due no later than Week 6. Students will be excused from completing the weekly Reading Log on the Discussion Board on the week they turn in their Film Review.*

**OR**

**Film Adaptation Pitch (10 points total; 2-3 pages, or 600-750 words) [May be exchanged for Film Review]**

*Pitch a film adaptation of a Sci-Fi or Fantasy text. Students will select one text from the course reading list to pitch as a film adaptation of their own design. To pitch the adaptation of the selected text, the student will write a synopsis, establishing the setting, and then describe the main characters physically, emotionally, and intellectually. Cast each character with a real TV or Film actor (consider cross-gender and diverse casting). What stylistic or artistic choices would you make as the director of this film? Especially consider what different choices you could make if this text has already been adapted to film. Grading Criteria: 1) Original adaptation idea, 2) Vivid description of characters and setting, 3) Good synopsis, 4) Correct usage and style, 5) Creative response to possibilities of “adaptation” (updating) and justification of those choices—not just a simple transfer of the story to the visual medium, 6) Any added features like images or storyboards. (GELO 3, CLO 1)*

*Students \*MUST\* confirm their selected text no later than Week 2 of the semester. The film adaptation assignment must be turned in no later than ONE WEEK after the class discussion of the text. For example, if the text/film selected is *The Hobbit*, then the film adaptation would be due no later than Week 5. Students will be excused from completing the weekly Reading Log on the Discussion Board on the week they turn in their Film Adaptation Pitch.*

**Creative Arts Project: A Collaboration (10 points)**

*Create a combined audio or visual or creative writing project. Students will be assigned a partner to collaborate with on a creative arts project. Students will meet together with the instructor in Zoom to discuss their project ideas and settle on a plan. (GELO 4, CLO 1, 2)*

*Choose any combination of the following:*

- 1. Create a podcast. Choose a text from the course reading list and perform a dramatic reading of the text. Select a single, shorter work, or select one or two chapters from a longer text. Reading will be graded on pronunciation, enunciation, and dramatic emphasis.*
- 2. Illustrate a text. Choose a text from the course reading and create three to five illustrations for the text. Illustrations will be graded on originality, craft, and attention to detail. OR one student could provide original illustrations for their partner to create a story about.*
- 3. Write a short story or a narrative poem (3-5 pages). Create a work of fantasy or science fiction in the style of one of the texts in this course. You may set your story in one of the worlds of the texts discussed, or you may create an entirely original work of your own. Stories will be graded on originality, attention to detail, and correct English usage and style. Students may collaborate on creating the story or one could write and the other could provide the illustrations.*

*Students will confirm their project plan after meeting with the instructor. Meetings will be coordinated at the beginning of the semester. The Creative Arts assignment will be due at an agreed upon date decided at the time of the conference. Students will be excused from completing the weekly Reading Log on the Discussion Board on the week they turn in their Creative Arts Project.*

**Research Essay (10 points total; 3-4 pages, or 750-1000 words required)**

*Students will demonstrate their ability to research and critically evaluate literature in a three to four page critical essay based on library research into the background of an author and/or work on the syllabus, including biography, critical analysis (in essays or books), or historical background that illuminates the literary work. Essay must quote from research with citations. Successful essays will have a clear thesis, present ideas in an organized, logical, and coherent form, and use Standard English grammar, punctuation, spelling, and usage. Formal assignment sheets and grading rubrics will be distributed at the time the essays are assigned. Grading criteria: 1) at least three academic (refereed) items in your MLA format bibliography, 2) citation of sources using the MLA*

parenthetical system, 3) knowledge and understanding of texts demonstrated by clear writing, logical paragraphing, and correctness of English usage. Calendar lists due dates. Note: Library Liaison for the Department of English is Toby Matoush. Selection of Research Essay topic must be confirmed no later than Midterm. (GELO 2, 3)

Written assignments will be submitted in Word .doc, .docx, or Adobe .pdf format in Canvas. As with the exams, a submission window of three days will be available. Late papers will not be accepted after the window has closed unless provided with a university accepted excuse (illness, etc.). Assignments will typically be scored within two to three weeks of the due date.

### **Midterm Examination (25 points)**

The Midterm Exam will be taken online in Canvas and will be available during a seven day window during Week 8. Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) The Midterm will consist of 25 questions at one point each. The Midterm will contain a selection of matching, multiple choice, short answer questions. I will provide a study guide for the Midterm and expectations for the Midterm will be discussed in a recorded lecture. (GELO 1, 4)

### **Final Examination (25 points)**

The Final Exam will be taken online in Canvas and will be available during a seven day window during Finals Week. Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) The Final will consist of 25 questions at one point each. The Final will contain a selection of matching, multiple choice, short answer questions. I will provide a study guide for the Final and expectations for the Final will be discussed in a recorded lecture. (GELO 1, 4)

### **Extra Credit**

To be fair, no extra credit will be offered to individuals only, but to the class as a whole. Some extra credit will be available in the form of additional Discussion Board posts or as additional questions on quizzes. Extra credit will only be offered while the semester is in progress. No extra credit will be available after the final week of classes. Requests for extra credit on an individual basis (i.e. to boost one's course grade once the semester has ended) will be denied.

### **Grading Information (Assignments linked to CLOs and GELOs)**

Student progress will be assessed by means of reading logs, essays, and exams. Students will receive assignment sheets and rubrics—posted to Canvas and discussed in lectures—that will outline the specific expectations of the assignments. Students will receive written and verbal feedback on assignments along with a letter grade based on the point scale outlined below. As this is an online class, students are encouraged to stay in regular contact with the instructor with regard to any questions about assignments or class expectations.

Specific grading criteria for assignments are indicated in the descriptions. Late papers and make-up exams will normally be lowered one full grade unless you make prior arrangements or provide evidence of an emergency. By department policy, in all 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. 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. For further details on essay grading, please check the [grading criteria page](#) of the English 22 website.

## Determination of Grades

Grades are determined on a 100-point scale, as follows:

10 points = Reading Logs

10 points = Class Participation = Responses to Fellow Students, Meeting with Instructor

10 points = Film Review OR Film Adaptation Pitch (Choose One)

10 points = Creative Arts Project

10 points = Research Essay

25 points = Midterm

25 points = Final

100 points total

Grading Scale:

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

This course must be passed with a C- or better as a CSU graduation requirement.

## Classroom Protocol

### Instructor Office Hours and Email Contact

For this online class, I will keep weekly online office hours where I will be available in Canvas Chat to answer your questions. Please note that the Canvas Chat feature is public, allowing many students to join at once. While this is a convenient way to answer questions common to many of you, it is not the place to have a private conversation. Should you have need for a private conversation, say to discuss your grade, please email me and make an appointment where we can discuss other arrangements (for example, Zoom).

### Email and Electronic Communication Etiquette

For this online course, we will do all of our writing in digital spaces—some formal, some informal. An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation. An email to me, to any other faculty or staff member on campus, or to anyone in any position of authority must be respectful and professional in tone, should come from your official SJSU email account or Canvas message board, and should follow this format:

Subject: Request to schedule an appointment

*\*A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may not be read.*

Dear Professor Nathanael,

*\*Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person's first name unless you have been given explicit permission to do so.*

I am a student in your ENGL 22 class, and I would like to schedule an appointment with you to discuss my essay draft. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon?

*\*State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment sheet, such as “When is our paper due?” or “What is our homework for tomorrow?” Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.*

Thank you,

*\*Use a formal closing, such as “Sincerely,” “Respectfully,” “Thank you,” or “Best regards.”*

Martha Jones

*\*Always sign your full name at the end of your email.*

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available [here](#). Information about late drop is available [here](#). Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Recording of Class and Public Sharing of Instructor Material**

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. 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**

Students should know that the University’s [Academic Integrity Policy](#) is available on the university website. 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](#). 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 DRC (Disability Resource Center) 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.

## **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.

## **Peer Mentor Center**

[The Peer Mentor Center](#) is located on the 1st floor of Clark Hall in the Academic Success Center and Room 600 in the Student Services 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, and provide a variety of academic support through mentoring, tutoring, and workshops. Programs provided focus on holistic student development as well as content knowledge acquisition. Peer Connections serves all undergraduate students with priority emphasis on transitional students.

## ENGL 22: Fantasy and Science Fiction SPRING 2020 Course Schedule

Schedule is subject to change at instructor's discretion. Schedule adjustments will be announced via email and will be updated on Canvas.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1 GETTING STARTED	Jan 23-25	<p>WATCH: Video: (On the Home Page) Welcome to English 22            WATCH: Video: (On the Home Page) How to Read Like an English Professor            WATCH: Video: (On the Home Page) How to Succeed in an Online Course            WATCH: Video: (On the Syllabus Page) Review of the Syllabus            WATCH: Video: Elizabeth Chapin, "Why Fantasy Matters"</p> <p>READ: Genre: A Short Introduction (handout; .PDF provided)            READ: Essay: Neil Gaiman, "<a href="#">Why our future depends on libraries, reading and daydreaming</a>"</p> <p>DUE: Discussion Board: Coffee Shop: Introduce Yourself!            DUE: Weekly Reading Log: See prompt on Discussion Board</p> <p>Please check the Registrar's calendar regularly to review add/drop dates:  <a href="https://www.sjsu.edu/registrar/calendar/Spring-2020.php">https://www.sjsu.edu/registrar/calendar/Spring-2020.php</a></p>
2 INTRO TO FANTASY & COURSE THEME	Jan 26 – Feb 1	<p>WATCH: Video: Introduction to Fantasy &amp; Science Fiction            WATCH: Video: Course Theme: British &amp; American Fantasy &amp; Science Fiction            WATCH: Video: Terry Brooks, "Why I Write About Elves"            WATCH: Video: Watch audio/video walk-throughs of assignments: Film Review or Adaptation (choose one); Creative Project (collaborative); and Research Essay.</p> <p>READ: Essay: Ursula Le Guin: "Why are Americans Afraid of Dragons?" (.PDF provided)            READ: Short Story: Le Guin, Ursula. "<a href="#">The Rule of Names</a>"</p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>
3 THE HERO'S JOURNEY Part I	Feb 2-8	<p>WATCH: Video: The Hero's Journey &amp; Tolkien's The Hobbit</p> <p>READ: Novel: Tolkien, J. R. R. <i>The Hobbit</i>. Ch. 1-12 (first half)</p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>
4 THE HERO'S JOURNEY Part II	Feb 9-15	<p>WATCH: Video: About the Author</p> <p>READ: Novel: Tolkien, J. R. R. <i>The Hobbit</i>. Ch. 13-19 (finish)</p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5 THE HERO'S JOURNEY Part III	Feb 16-22	<p>WATCH: Video: Baum's <i>The Wonderful Wizard of Oz</i></p> <p>WATCH: Video: About the Author</p> <p>READ: Novel: Baum, L. Frank. <i>The Wonderful Wizard of Oz</i>. Ch. 1-24</p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>
6 WIZARD SCHOOLS Part I	Feb 23-29	<p>WATCH: Video: Le Guin's <i>A Wizard of Earthsea</i></p> <p>WATCH: Video: <a href="#">About the Author</a></p> <p>WATCH: Video: <a href="#">About the Author's works</a></p> <p>READ: Novel: Le Guin, Ursula. <i>A Wizard of Earthsea</i>. Ch 1-10</p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>
7 WIZARD SCHOOLS Part II	Mar 1-7	<p>WATCH: Video: Rowling &amp; Harry Potter</p> <p>WATCH: Video: About the Author</p> <p>READ: Novel: Rowling, J. K. <i>Harry Potter and the Sorcerer's Stone</i>. Ch. 1-17</p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>
8 GOTHIC & HORROR	Mar 8-14	<p>READ: STUDY GUIDE: Preparing for the Mid-Term</p> <p>NOTE: The material below looks like a lot, but I promise all the videos are short, as well as the works—two short stories and one poem. This should give you time to study for the Mid-Term.</p> <p>WATCH: The Gothic <a href="https://www.youtube.com/watch?v=gNohDegnaOQ">https://www.youtube.com/watch?v=gNohDegnaOQ</a></p> <p style="text-align: center;">WASHINGTON IRVING</p> <p>READ: Short Story: Irving, Washington. <a href="#">"The Legend of Sleepy Hollow"</a></p> <p>WATCH: Top 10 Notes: The Legend of Sleepy Hollow <a href="https://www.youtube.com/watch?v=hEAoBaot7OU">https://www.youtube.com/watch?v=hEAoBaot7OU</a></p> <p>WATCH: Washington Irving Biography <a href="https://www.youtube.com/watch?v=nR7DaVYeQZI">https://www.youtube.com/watch?v=nR7DaVYeQZI</a></p> <p>WATCH: Irving Documentary Jayme Smith <a href="https://www.youtube.com/watch?v=BP5I-aez0pc">https://www.youtube.com/watch?v=BP5I-aez0pc</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p style="text-align: center;"><b>ROBERT BURNS</b></p> <p>READ: Narrative Poem: Burns, Robert. <a href="#">“Tam O’Shanter”</a> (Please note that this link above contains <b>both</b> the old Scottish and a translation into modern English. I recommend the English! 😊 ).</p> <p>WATCH: The Story of Robert Burns <a href="https://www.youtube.com/watch?v=qMxIBqpryG0">https://www.youtube.com/watch?v=qMxIBqpryG0</a></p> <p>WATCH: Top 10 Interesting Facts about Robert Burns <a href="https://www.youtube.com/watch?v=S4U2iaNN0Sy">https://www.youtube.com/watch?v=S4U2iaNN0Sy</a></p> <p>WATCH: The Story of Tam O’ Shanter (short film) (This short silent film illustrates the similarities between Tam’s ride and Ichabod’s.) <a href="https://www.youtube.com/watch?v=3nKXaoMQDdc">https://www.youtube.com/watch?v=3nKXaoMQDdc</a></p> <p>WATCH: The Ultimate Tam O’ Shanter (This is read in the original Scottish, but the illustrations should get you through it.) <a href="https://www.youtube.com/watch?v=dkiZbpd9stw">https://www.youtube.com/watch?v=dkiZbpd9stw</a></p> <p style="text-align: center;"><b>H.P. LOVECRAFT</b></p> <p>READ: Short Story: Lovecraft, H. P. <a href="#">“Dagon”</a></p> <p>WATCH: Why is Lovecraft So Important? <a href="https://www.youtube.com/watch?v=0APF-1f5pc0">https://www.youtube.com/watch?v=0APF-1f5pc0</a></p> <p>WATCH: Titan of Terror: the dark imagination of H.P. Lovecraft <a href="https://www.youtube.com/watch?v=3M3L4VIZv-U">https://www.youtube.com/watch?v=3M3L4VIZv-U</a></p> <p>WATCH: What is Lovecraftian Horror? <a href="https://www.youtube.com/watch?v=vyBkjLCwtNg">https://www.youtube.com/watch?v=vyBkjLCwtNg</a></p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board DUE: MIDTERM EXAM (Submission Window will be open for 7 days)</p>
9 INTRO TO SF & THE MARTIAN FRONTIER	Mar 15-21	<p>WATCH: Video: Introduction to Science Fiction &amp; The Martian Frontier</p> <p>READ: Essay: Sawyer: <a href="#">“The Purpose of Science Fiction”</a> READ: Short Story: Moore, C. L. <a href="#">“Shambleau”</a> READ: Short Story: Bradbury, Ray. <a href="#">“The Million Year Picnic”</a></p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10 SPACE OPERA	Mar 22-28	<p>WATCH: Video: Space Opera</p> <p>READ: Essay: Emily Asher-Perrin's <a href="#">Is Space Opera Merely Fantasy Set in Space? (Hint: No, Of Course Not)</a></p> <p>READ: Novella: McCaffrey, Anne. "The Ship Who Sang" pp. 1-25. Please Note: We will only be discussing the novella. You are welcome to read the whole book, but the required reading is pages 1-25; that is, only the shorter work.</p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>
SPRING BREAK	Mar 29- Apr 4	<p style="text-align: center;">*****SPRING BREAK *****</p>
11 ANDROIDS, A.I. & CYBER SPACE	Apr 5-11	<p>WATCH: Video: Androids, A.I. &amp; Aldiss</p> <p>READ: Short Story: Aldiss, Brian. "Supertoys Last All Summer Long" (.PDF provided)</p> <p>WATCH: Video: Cyberspace &amp; Gibson &amp; Tiptree</p> <p>READ: Short Story: Gibson, William. <a href="#">"Johnny Mnemonic"</a></p> <p>READ: Novella: Tiptree, Jr., James (Alice Sheldon). <a href="#">"The Girl Who Was Plugged In"</a></p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>
12 MILITARY SF	Apr 12-18	<p>WATCH: Video: Military SF &amp; Cherryh</p> <p>READ: Essay: Resnick, Mike. "<a href="#">MILITARY SCIENCE FICTION: A BRIEF HISTORY</a>"</p> <p>READ: Novella: Cherryh, C. J. "The Scapegoat" (.PDF provided)</p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>
13 DIVERSE VOICES & AFRICAN FUTURISM Part I	Apr 19-25	<p>WATCH: Video: Diverse Voices</p> <p>READ: Essay: Delany: "<a href="#">"Racism and Science Fiction"</a>"</p> <p>LISTEN: Short Story: Delany, Samuel R. "<a href="#">"Driftglass"</a>" (1971) Audio via podcast LeVar Burton Reads: February 5, 2019.</p> <p>LISTEN: Short Story: Liu, Ken. "<a href="#">"Mono No Aware"</a>" (2013) Audio via podcast LeVar Burton Reads: February 12, 2019.</p> <p>DUE: Weekly Reading Log: See prompt on Discussion Board</p>

Week	Date	Topics, Readings, Assignments, Deadlines
14 DIVERSE VOICES & AFRICAN FUTURISM Part II	Apr 26- May 2	WATCH: Video: Orkorafor & Africanfuturism  READ: Blog post: Orkorafor, Nnedi. <a href="#">What is AfricanFuturism?</a> READ: Essay: Okorafor, Nnedi: <a href="#">“Stephen King’s Super-Duper Magical Negroes”</a> READ: Novella: Okorafor, Nnedi. <i>Binti</i>  DUE: Weekly Reading Log: See prompt on Discussion Board
15 COMIC SF Part I	May 3-9	WATCH: Video: Comic SF  READ: Novel: Adams, Douglas. <i>The Hitchhiker’s Guide to the Galaxy</i>  DUE: Weekly Reading Log: See prompt on Discussion Board
16 COMIC SF Part II	May 10-11	READ: Flash Fiction: Bisson, Terry. <a href="#">“Meat”</a>  DUE: Weekly Reading Log: See prompt on Discussion Board  DUE: RESEARCH ESSAY
FINAL EXAM	May 13-19	Due: FINAL EXAM (Submission Window will be open for 7 days)