Fantasy and Science Fiction Section 99
ENGL 22

Spring 2024   3 Unit(s)   01/24/2024 to 05/13/2024   Modified 01/21/2024

👤 Contact Information

INSTRUCTOR: Dr. Tanja Nathanael

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Office: Online

Office hours by appointment.

🕐 Course Information

LECTURE

ASYNCHRONOUS
CANVAS

REQUIRED: CHECK WEEKLY ANNOUNCEMENTS FOR DETAILS REGARDING LECTURES & ASSIGNMENTS.

🖥 Course Description and Requisites

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.

GE Area(s): C2. Humanities

Notes: No credit in the English major.

Letter Graded

✳ Classroom Protocols

Online Classroom Protocol
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 sample 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 be mistaken as "junk mail" and 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. Never use informal address like "Hey, Prof!"

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 prompt, 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. Include your student ID and course number as a courtesy if you are not messaging from Canvas.

Program Information

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).

◎ Course Goals

COURSE THEME:

American and British Fantasy and Science Fiction: Frontiers of Time and Space

"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.

📊 Course Learning Outcomes (CLOs)

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

Required Texts/Readings
Six novels plus selected short stories, poems, and articles. Some readings (short stories or articles) will be available via .PDF documents on Canvas or via the links available on Canvas. All of the novels listed below are available in e-book and paperback editions through the campus bookstore or other online venues. See Canvas course page for details.

NOTE: WEEKLY ANNOUNCEMENTS ARE REQUIRED READING.

Douglas Adams. The Hitchhiker's Guide to the Galaxy (1979)
Brian Aldiss. "Supertoys Last All Summer Long" (1969)
L. Frank Baum. The Wonderful Wizard of Oz (1900)
Terry Bisson. "They're Made Out of Meat" (1990)
Ray Bradbury. "The Million Year Picnic" (1946)
Robert Burns. "Tam O'Shanter" (1791)
C. J. Cherryh. "The Scapegoat" (1985)
Samuel R. Delany. "Driftglass" (1971)
William Gibson. "Johnny Mnemonic" (1981)
Lizz Huerta. "Mouths" (2018)
Washington Irving. "The Legend of Sleepy Hollow" (1820)
Ursula Le Guin. A Wizard of Earthsea (1968)
Ken Liu. "Mono No Aware" (2013)
H.P. Lovecraft. "Dagon" (1919)
Anne McCaffrey. "The Ship Who Sang" (1985)
C.L. Moore. "Shambleau" (1933)
Nnedi Okorafor. Binti (2015)
Deborah J. Ross. "Four Paws to Light My Way" (2021)
Rainbow Rowell. Carry On (Simon Snow Trilogy Book 1) (2015)
J.K. Rowling. Harry Potter and the Sorcerer's Stone (1998)
J.R.R. Tolkien. The Hobbit (1937)

NOTE: Additional readings such as articles, blogs, and videos will be assigned along with the above main readings.

See weekly assignments for details.

⠿ 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 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."

In other words, expect to dedicate about 10 hours per week to this 15 week course. See breakdown of grading and assignment descriptions below.

Course assignments (described in detail below) will consist of three module quizzes, one essay, one team project, one timeline project, module activities (Side Quests), participation credit (Citizen), and one final exam.

DESCRIPTION OF ASSIGNMENTS
RESEARCH ESSAY (10 points total; approx. 1000 words required)
Students will demonstrate their ability to critically evaluate literature and defend a position in a four or five page critical research essay. Some additional research will be required and essays must quote from credible academic sources 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 prompts and grading rubrics will be distributed at the time the essays are assigned. (GELO 2, 3)

TEAM PROJECT (10 points total; approx. 1000 words required, but may vary)
Design a Wizard School.
Working in teams of three or four, students will brainstorm and design their own wizard school. Wizard school designs may be inspired by but are expected to be creatively different from the wizard schools read in Module 2. Student teams will be expected to set up a regular meeting schedule to discuss a project plan, assigned roles, and expected outcomes. Student teams may utilize email, phone calls, and Zoom to conduct their meetings depending on individual schedules. Students will be graded individually on their roles as a team member and their contribution to the overall project. Grading criteria will include: 1) analysis of overall project; 2) analysis
of contribution to project; 3) analysis of another team project. Formal assignment prompts and grading rubrics will be distributed at the time the project is assigned. (GELO 3)

TIMELINE PROJECT (10 points total; approx. 1000 words, but may vary)

History of Subgenres in Fantasy & Science Fiction
Create an historical timeline of a fantasy/science fiction subgenre.

Students will select one subgenre from Module 3 to explore in more detail and create a timeline of its historical development. Students will present their findings in an audio/visual PowerPoint presentation (or equivalent). Students will explore and articulate their own subjective aesthetic and intellectual responses to their selected subgenre. Students will demonstrate the significance of their selected subgenre by making connections to why fantasy matters, by analyzing and assessing ideas of value, meaning, and knowledge, as produced within the humanistic disciplines.
(GELO 4)

MODULE QUIZZES (15 points; 3 quizzes at 5 points each)
Module quizzes will be taken online in Canvas and will be available during a seven day window at the conclusion of each module (see schedule for details). Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.)
Module quizzes will consist of 10 questions at one half point (0.5) each. Module quizzes will contain a selection of matching, multiple choice, short answer questions. Practice quizzes will be available. (GELO 1, 4)

SIDE QUESTS (Module Activities; 5 per module; 15 points)
Side Quests will consist of a selection small activities in which the student may demonstrate additional knowledge or skills based on the current module's assignments. The completion of one Side Quest = one badge, one point. Over the 15 week semester, students are required to achieve 15 badges. Activities include: illustrating a text, watching and responding to a TED Talk, responding to a scholarly article, and more. See Side Quests in Canvas for more details. (GELO 1-4)

CITIZEN (Participation credit; 20 points)
Citizen responses consist of specifically marked actions or activities that must be completed for success in the course. For example, attending a one-time Zoom meeting with the instructor or completing a series of essay workshops. Over the 15 week semester, students are required to achieve at least 20 points. For a complete list of Citizen assignments, see The Main Quest page (GELO 1-4)

FINAL EXAM (20 points)
The Final Exam will be taken online in Canvas and will be available during a seven day window during the final week of the course. Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) The Final will be cumulative and consist of a random selection of questions from the Module quizzes. The Final will contain a selection of matching, multiple choice, short answer questions. (GELO 1, 4)

EXTRA CREDIT POLICY: EASTER EGGS
Extra credit may be earned by responding to specially marked assignments called "Easter Eggs." These discussion board posts are available on a weekly basis but for a limited time. Easter Egg badges must be collected as a group to earn tiered rewards. See Canvas page for list of rewards.

LATE WORK POLICY: SPEND ONE EASTER EGG
At any time, one Easter Egg my be spent to gain an extension on a main module assignment like a project or quiz. Extensions are not granted for one-point assignments like Citizen or Side Quests. Message the instructor for details.

AI TOOLS USE POLICY
AI Tools, such as ChatGPT, are now a part of our reality, but their usefulness in education is still under debate. Throughout this course, we will engage with and analyze the efficacy of such tools.
IF YOU CHOOSE TO USE AI TOOLS AS A WRITING AID, an AI Use Statement must be included in completed assignments that explicitly states what the student used AI tools for.

For example:
Appropriate AI uses:
For review and editing
To think about key terms for research
To brainstorm and generate ideas
To organize or outline ideas

Do NOT use AI tools to:
Generate original work
USING AI TOOLS TO GENERATE ORIGINAL WORK IS A FORM OF CHEATING AND WILL NOT BE TOLERATED.

✔ Grading Information

Student progress will be assessed by means of essays and exams, along with a team project and some shorter assignments (Side Quests). 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 feedback on assignments along with a letter grade based on a 10-point scale per assignment. 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 must be arranged with the instructor. 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.

Determination of Grades
Grades are determined on a 100-point scale, as follows:
10 points = Research Essay (to be completed after Module 1)
10 points = Team Project (to be completed after Module 2)
10 points = Timeline Project (to be completed after Module 3)
15 points = Module Quizzes (3 quizzes; 5 points each)
15 points = Side Quests (Module Activities; 15 minimum required)
20 points = Citizen (Participation) credit
20 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 D- or better as a CSU graduation requirement

🏛 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

Please log into Canvas to view the updated course schedule.
Schedule is subject to change at instructor's discretion. Schedule adjustments will be announced via Canvas Announcements and email.

DAY 1: MODULE 0: GETTING STARTED ORIENTATION

MODULE 1: THE HERO'S JOURNEY

WEEK 1: INTRODUCTION TO COURSE & ARTICLES (Approx. 4 hours)

- WATCH: Lecture: Introduction to Fantasy & Science Fiction
- WATCH: Lecture: Course Theme: British & American Fantasy & Science Fiction
- READ: FOUR ARTICLES (See page for individual articles)

WEEK 2: THE HOBBIT (Approx. 6+ hours)

- WATCH: Lecture: The Hero's Journey & Tolkien's The Hobbit
- READ: Novel: Tolkien, J. R. R. The Hobbit. Ch. 1-12 (begin)

WEEK 3: THE HOBBIT (Approx. 6+ hours)

- WATCH: Lecture: Over Hill and Under Hill
- WATCH: Lecture: Tolkien & the North
- READ: Novel: Tolkien, J. R. R. The Hobbit. Ch. 13-19 (finish)

WEEK 4: OZ & "FOUR PAWS TO LIGHT MY WAY" (Approx. 6+ hours)

- WATCH: Lecture: Baum's The Wonderful Wizard of Oz
- READ: Essay: Rushdie's "Out of Kansas"
- READ: Novel: Baum, L. Frank. The Wonderful Wizard of Oz. (full text)
- WATCH: Lecture: Ross' "Four Paws to Light My Way"
- READ: Novella: "Four Paws to Light My Way" (approx. 25 pages)

WEEK 5: WORK WEEK (Approx. 6+ hours)

- MODULE 1 PROJECT: SHORT RESEARCH ESSSAY
- WATCH: ESSAY WORKSHOPS [REQUIRED]
- DUE: MODULE 1 QUIZ (7-day submission window)

MODULE 2: WIZARD SCHOOLS

WEEK 6: (Approx. 10 hours)

- RECOMMENDED: Short Story: Le Guin's "The Rule of Names" (NOW A SIDE QUEST)
- READ: Novel: Le Guin, *A Wizard of Earthsea.* (full book)
- READ: Essay: Le Guin's "Why Are Americans Afraid of Dragons?" (.PDF provided)
- WATCH: Lecture: Le Guin's A Wizard of Earthsea & The Rule of Names; also, YouTube videos.

WEEK 7: (Approx. 10 hours)

- READ: Novel: Rowling, Harry Potter and the Sorcerer's Stone. (begin)
- WATCH: Lecture: Rowling & Harry Potter & Wizard Schools

WEEK 8: (Approx. 10 hours)

- READ: Novel: Rowling, Harry Potter and the Sorcerer's Stone. (finish)

- READ: Terri Doughty's essay "Locating Harry Potter in the Boys Book Market"
- READ: Thomas Taylor's blog post "Me and Harry Potter"

WEEK 9: (Approx. 10 hours)

- READ: Novel: Rowell, Carry On. (begin)
- WATCH: LECTURE: Rainbow Rowell's Carry On

WEEK 10: (Approx. 10 hours)

- READ: Novel: Rowell, Carry On. (finish)
- READ: ESSAY: "Queer Wizards and the Magic of Neurodiversity"
- READ: ESSAY: "Beyond Dark Academia"

WEEK 11: (Approx. 10 hours)

- WORK WEEK: ALL TEAMS WORK ON YOUR PROJECTS
- DUE: MODULE 2 QUIZ (7-day submission window)

MODULE 3: NEW FRONTIERS

WEEK 12.p1: Introduction to GOTHIC & HORROR (approx. 2 hours)

- WATCH: LECTURE: GOTHIC LITERATURE
- WATCH: The Gothic (YouTube)

- READ: Short Story: Irving, Washington. "The Legend of Sleepy Hollow"

- WATCH: Top 10 Notes: The Legend of Sleepy Hollow (YouTube)

- READ: Narrative Poem: Burns, Robert. "Tam O'Shanter"

- WATCH: The Story of Tam O' Shanter (YouTube)

- WATCH: The Ultimate Tam O' Shanter (YouTube)

- READ: Short Story: Lovecraft, H. P. "Dagon"

- WATCH: What is Lovecraftian Horror? (YouTube)

WEEK 12.p2: Introduction to SCIENCE FICTION & THE MARTIAN FRONTIER (approx. 2 hours)

- WATCH: Lecture: Introduction to Science Fiction & The Martian Frontier

- READ: Short Story: Moore, C. L. "Shambleau" (links provided)

- READ: Short Story: Bradbury, Ray. "The Million Year Picnic" (links provided)

WEEK 12.p3: SPACE OPERA (approx. 2 hours)

- WATCH: Lecture: Space Opera

- READ: Novella: McCaffrey, Anne. "The Ship Who Sang" pp. 1-25. Book needs to be purchased.

   Please Note: We will only be reading the novella; that is, only the shorter work not the whole novel.

WEEK 12.p4: ANDROIDS & A.I. (approx. 1 hour)

- WATCH: Lecture: Androids, A.I. & Aldiss

- READ: Short Story: Aldiss, Brian. "Supertoys Last All Summer Long" (.PDF provided)

WEEK 12.p5: CYBERSPACE & CYBERPUNK (approx. 1 hour)

- WATCH: Lecture: Cyberspace & Cyberpunk

- READ: Short Story: Gibson, William. "Johnny Mnemonic" (link provided)

WEEK 12.p6: MILITARY SF (approx. 2 hours)

- WATCH: Lecture: Military SF

- READ: Novella: Cherryh, C. J. "The Scapegoat" (.PDF provided)

WEEK 13.p1: DIVERSE VOICES (Approx. 5 hours)

- WATCH: Lecture: Diverse Voices

- WATCH: TED Talk: Adichie "The Danger of the Single Story" (YouTube)

- LISTEN: Short Story: Delany, Samuel R. "Driftglass" (1971) Audio via podcast LeVar Burton Reads: February 5, 2019.

- READ: ESSAY: Delany's "Racism and Science Fiction"

- LISTEN: Short Story: Liu, Ken. "Mono No Aware" (2013) Audio via podcast LeVar Burton Reads: February 12, 2019.

- LISTEN or READ: Short Story: Huerta, Lizz. "Mouths" (2018) Audio via podcast *Lightspeed Magazine* (online)

WEEK 13.p2: AFRICANFUTURISM & NNEDI OKORAFOR (Approx. 5 hours)

- WATCH: Lecture: Orkorafor & Africanfuturism

- READ: Blog post: Orkorafor, Nnedi. What is AfricanFuturism?
- READ: Novella: Okorafor, Nnedi. *Binti* (whole book: book needs to be purchased)

WEEK 14.p1: COMIC SF (Approx. 10 mins)

- READ: Flash Fiction: Bisson, Terry. "They're Made Out of Meat" (author website)

WEEK 14.p2: COMIC SF (Approx. 5 hours)

- READ: Novel: Adams, Douglas. *The Hitchhiker's Guide to the Galaxy* (YouTube)

- WATCH: Lecture: Comic SF

WEEK 15: END MODULE 3: QUIZ & TIMELINE PROJECT

DUE: MODULE 3 QUIZ

DUE: MODULE 3 PROJECT

FINALS WEEK: FINAL EXAM AVAILABLE ALL WEEK.