English 257-01
SciFi and Fantasy
Literature, Film, and Television
Fall Semester 2016    MWF 11:30-12:20    Clark Hall 320

Instructor: Sharon Kelly

Required Texts:
Richard Marsh *The Beetle*
Anne McCaffrey *Dragonflight*
Neil Gaiman *Smoke and Mirrors*
J. K. Rowling, *Tales of Beedle the Bard*
Robert Louis Stevenson *The Strange Case of Dr. Jekyll and Mr. Hyde*
Ursula K. LeGuin *The Dispossessed*
Jeff Lemire *Trillium*
William Gibson *Neuromancer*

Feel free to purchase texts as we go through the semester (as opposed to all at once).
PLEASE NOTE you will also be responsible for watching episodes of TV shows and a number of full-length films. I highly recommend that you subscribe to Netflix, which has some of the items, and that you set aside some money to either rent or purchase the rest (hard copies or digital). If WVU owns any of these media items, I will place them on hold at the front circulation desk.

Introduction:
English 257, Science Fiction and Fantasy, will focus on texts both classic and new, canon and non-canon. We will move through several distinct yet overlapping critical approaches to both scifi and fantasy writing, and analyze and evaluate similarities, differences, and reflections or critiques of our own society. My hope is that after this class you will be able to think critically and analytically about themes and topics in literature, film, and TV, and that you will have a good understanding of different genre conventions and modes.

Course Goals:
This course fulfills Objectives 4, 5, and 6 of the General Education Curriculum (GEC). These goals are defined as:

4. Contemporary Society: Students are expected to apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values. Successful completion of one course focused upon methods of critical thought and principles of inquiry concerning contemporary issues, ideas, and/or values as seen from a humanistic or scientific perspective. This course may also satisfy a major course requirement.

5. Artistic Expression: Students are expected to apply methods and principles of critical inquiry to the analysis of literary or artistic expression. Successful completion of one course focused upon critical inquiry in art, dance, literature, music, or theater. This course may also satisfy a major course requirement.
6. The Individual in Society: Students are expected to develop an awareness of human experience, including both personal and social dimensions. Successful completion of one course addressing at least one of the following: personality motivation, cognition, behavior, social interactions, critical reasoning, ethical judgment, psychological and physiological growth and development, health, and well-being. This course may also satisfy a major course requirement.

This course fulfills Foundation 6 of the new General Education Foundations program (GEF), which is defined as:

F6. The Arts & Creativity: Creativity, as expressed through works of art, is a defining human characteristic. Regardless of the medium, art communicates and connects us to human innovations and achievements of the past, present, and shared future. Artistic expression employs integrative and creative thinking that promotes transformative ideas capable of crossing disciplinary and cultural boundaries. Students will apply methods and principles of critical and creative inquiry to the production or analysis of works of art.

Office Hours and Email:
My office hours are MWF from 12:30-1:20 in Colson Hall room G23 and by appointment. Office hours provide you with an opportunity to come talk to me about your work outside the classroom. I will also be communicating with you regularly via eCampus and WVU email. It is your responsibility to check for updates or messages. If you need to email me, please give me 24 hours to respond to your email before emailing me again. Your email subject line should include the class section number and a concise, accurate subject (e.g. “ENGL 257 Presentation Handout”). **I expect you to use standard English and good manners when you email me.**

Grades will be based on the following criteria:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Tests</strong> (4 total)</td>
<td>Objective and short answer questions, non-cumulative</td>
<td>200 (50 each)</td>
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<tr>
<td>Text Response (2 total)</td>
<td>2-3 Page written response to any reading or TV/film (prompts listed below)</td>
<td>50 (25 each)</td>
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<tr>
<td>Presentation</td>
<td>5 minutes on an assigned topic</td>
<td>20</td>
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<tr>
<td>Reading Quizzes</td>
<td>12 quizzes, 2 dropped, pass/fail</td>
<td>10 (1 each)</td>
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<tr>
<td>Participation (twitter / in-class)</td>
<td>Class twitter account: @KellyENGL257 #WVUSFF</td>
<td>10 (1 point per tweet)</td>
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<tr>
<td></td>
<td></td>
<td>10 (in-class)</td>
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<td><strong>TOTAL</strong></td>
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<td>300</td>
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**Tests:**
There will be **four** tests, roughly dividing the semester into quarters, made up of standard objective question formats including but not limited to identification, matching, fill in the blank, and multiple choice, and possibly short answer subjective questions. Tests will not be rescheduled and cannot be made up unless you contact me **before** the scheduled date of the test (i.e. if you know you will be unable to come to class, tell me **in advance** and we may be able to work something out). Readings on the syllabus, class discussions, eCampus uploads, and any handouts circulated in class are all fair game for tests. Tests will not be cumulative. For each test, I will be holding an in-class review session. It is definitely in your best interest to attend the review sessions, and there may be candy involved.

**Text Responses:**
You will be required to electronically submit **two** reading responses **2-3 pages** in length, one due during each half of the semester **due on or before the second test and the fourth test**. Keep summary to a bare minimum. Be concise, and have a coherent thesis (main idea / opinion / claim). I would prefer that you
not use any outside resources, but you may refer to articles from class if necessary. You may also refer to
texts that are not on the syllabus if relevant. Choose any two of the following topics, and apply any topic
to any text on the syllabus.

Topics—please indicate on each of your papers which one you are addressing
  1. Analyze the text’s portrayal of gender, sexuality, or race.
  2. Analyze the text’s portrayal of non-humans (monsters, fantastic beasts, robots, etc.).
  3. Analyze the text’s portrayal of politics or psychology.
  4. Analyze the text’s participation in (or transgression of) genre norms.

The responses will be graded on the following characteristics:
  • Is your thesis interesting, unique, different, or novel in some way?—Please don’t just summarize
    what we talked about in class! I want to see evidence that you are thinking for yourself.
  • Are you engaging with the text and providing direct quotes or specific examples as evidence?
  • Are your tone, grammar, organization, and mechanics satisfactory?

Your reading responses MUST be in Times New Roman size 12 with 1” margins with a standard MLA
heading. I reserve the right to refuse papers which are not formatted correctly. Not understanding how to
change your default settings or not knowing what an MLA heading looks like are not good excuses.
Google it! Also, please don’t plagiarize. It’s unfair to the person you’re stealing from, it cheapens your
education, and I will catch you and there will be serious consequences.

Presentation:
You will be responsible for presenting for 5 minutes on a topic you will sign up for during the first week
of class. This could be an author, article, chapter, or context section. You are welcome to meet with me
in advance for guidance/feedback. Please create a short handout (not to exceed one page) for your
classmates. The handout should then be emailed to me at least 24 hours before class so that I can make
copies for your classmates. I would like you to use at least one scholarly resource other than the class
readings.

The presentation will be graded on the following characteristics:
Content: Is it concise? Is it informative? Is it accurate? Does it sufficiently cover the topic?
Delivery: Is your language appropriate? Are you comfortable with your topic? Do you look
professional? Are you able to take questions?

Reading Quizzes:
There will be 12 random “reading” quizzes throughout the semester. These are meant to encourage
attendance and reading/watching, and are a way for us to get a running start on the day’s discussion.
Reading quizzes will be very easy if you do the reading and impossible if you don’t. Grades will be
pass/fail, and I’ll drop two quiz grades. Quizzes may not be made up.

Attendance:
You will be most successful in this class if you attend regularly. I cannot stress that enough. Coming to
class will have a remarkable positive impact on your grade. Repeated or excessive tardiness, coming to
class unprepared, and/or being disruptive will not be tolerated and I may ask you to leave. Basically, if
you are going to be present, I expect you to be fully present.

Participation:
This is a small course that relies on discussion and working together as a class. You are expected to
attend every class and make a commitment to both me and your peers to actively participate in our
discussions. I assure you our readings are not boring, and so the more engaged you are the more you will
enjoy the class. Students taking good notes is one of my favorite things. (We can talk about how to take good notes if you want.)

Part of your participation grade will be active posting to our class Twitter account, @KellyENGL257, and class hashtag #WVUSFF. I would like you to post at least once before each class to get discussion started, and welcome livestweeting while you are doing homework watching/reading. Your tweets will be evaluated for frequency and quality.

**Extra Credit:**
There are several methods of getting extra credit in this class:
1. Get a passing score on all 12 reading quizzes: 2 points
2. Perfect attendance: 2 points
3. Attendance at a variety of movie screenings related to our readings throughout the semester (e.g. I’ll be showing *Hocus Pocus* at Halloween, one of the *Harry Potter* films when we cover Rowling, etc.) 1 point each

Other options for extra credit perhaps TBA.

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**Policies and Procedures**

**Reading and watching:** You will be asked to read a significant amount in this class. Readings include books AND selected articles I will post on eCampus which will complement our class discussions. You’ll also be asked to watch multiple episodes of TV shows and several full-length films. Hopefully some of it will be fun, and hopefully not much of it will be torture. Please remember to manage your time wisely and look ahead on the syllabus to make sure you are able to complete the readings and watch the TV episodes/movies.

**Cell Phones:** Cell phones must be turned off entirely or set to the silent function so as not to disturb the class. For excessive cell phone use, I reserve the right to ask you to leave. Please, no Pokémon catching during class.

**Classroom/Lab and Laptop Policy:** It is my belief that technology is an integral part of your education—not only because we all type papers, but also because print and visual media (largely accessible through the internet) are important outlets for the consumption and processing of information. Therefore, I encourage you to bring your laptop to class and will use technology aids for instruction whenever possible. I reserve the right to ask you to put away your laptop if I believe it has become a distraction to other students.

**Standard of Work:** You are expected to use appropriate grammar, mechanics, and writing conventions. It is important to remember that this is not a course in composition, and we will not have time to address writing methods in class. If you need help with writing, please go to the Writing Studio or see me in office hours. **Your two response papers must be in Times New Roman, size 12 font with one inch margins and double-spaced.** I reserve the right to refuse work that is not formatted correctly.

**Using Sources:** I prefer that you NOT use outside sources in your two short writing assignments, but you are required to include one scholarly resource in your presentation. Keep in mind that Wikipedia, Google and other tertiary sources (encyclopedias, dictionaries) are not acceptable sources in any college paper. However, due to the nature of the texts we will be studying, individual “wikis” will be permitted.

**Social Justice Policy:** In this class and in our discussions, readings, and writing throughout the semester, we will be examining ideas from diverse perspectives. Please always be mindful that our classroom will be a space of respect and collaboration. Challenging issues and ideas may arise, but none of these
should be expressed in an inappropriate manner either verbally or in writing. Racism, sexism, heterosexism, and other forms of discrimination (spoken or written) will not be tolerated.

**Academic Integrity:** Plagiarism is unacceptable. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, submitting work of another person or work previously used in other courses, or tampering with the academic work of other students. If you are caught plagiarizing or committing any other form of academic dishonesty (willful or accidental), disciplinary action will be taken and you may receive an “F” or an “unforgivable F” for the course.

**Office of Accessibility Services:** If you anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services. Accessibility Services has moved to Suite 250 at 1085 VanVoorhis Rd (beside Applebee’s and across from the Mountaineer Station transportation center). The phone number is 304-293-6700, and email is access2@mail.wvu.edu. Access the website at [http://accessibilityservices.wvu.edu/](http://accessibilityservices.wvu.edu/).

**Units at-a-glance**

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<thead>
<tr>
<th>Fantasy</th>
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<th>Scifi</th>
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<tbody>
<tr>
<td>1. Vampires and Monsters</td>
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<td>1. Human Potential</td>
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<td>2. Fantastic Creatures</td>
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<td>2. Out in Space</td>
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<td>3. (Re)Creating Myths and Legends</td>
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<td>3. Time Travel</td>
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<td>4. Great Quests</td>
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<td>4. Earth’s Future?</td>
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**Tentative Schedule of Work**

**Subject to change according to progress**

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<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tr>
<td>1</td>
<td></td>
<td>August 17</td>
<td>8/19</td>
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<td></td>
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<td>Introductions, planning</td>
<td><em>Fifth Element, Mendlesohn, “Toward a Taxonomy of Fantasy”</em></td>
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<td>2</td>
<td>8/22</td>
<td>8/24</td>
<td>8/26</td>
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<td>3</td>
<td>8/29</td>
<td>8/31</td>
<td>September 2</td>
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<td><em>Marsh The Beetle, Books III-IV</em></td>
<td><em>Miyazaki, Nausicaä of the Valley of the Wind, Mayumi, Solomon, Chang article</em></td>
<td><em>Anne McCaffrey, Dragonflight, Part I</em></td>
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<td>4</td>
<td>9/5 Labor Day, No Class</td>
<td>9/7</td>
<td>9/9</td>
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<td><em>Anne McCaffrey, Dragonflight, Parts II-III</em></td>
<td><em>Anne McCaffrey, Dragonflight, Part IV</em></td>
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<td>Week</td>
<td>Date</td>
<td>Assignment/Reading</td>
<td>Date</td>
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<td>5</td>
<td>9/12</td>
<td>Test Review</td>
<td>9/14</td>
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|      | 9/16   | Maleficent                                                                                            | 9/19   | Gaiman, selections from *Smoke and Mirrors*:  
|      |        | “Chivalry,” “Nicholas Was…,” “Bay Wolf,” “Snow, Glass, Apples”                                       | 9/21   | Gaiman, selections from *Smoke and Mirrors*:  
|      |        | Optional: S3E15 “Ember Island Players”                                                                | 9/26   | Rowling, *Tales of Beedle the Bard*, get sorted on Pottermore and Tweet your house (Hogwarts or  
|      |        |                                                                                                       |        | Ilvermorny or both!)                                                                                   |
|      | 9/28   |                                                                                                       | 10/1   | **TEST 2**                                                                                             |
|      | 10/4   | Paper 1 due                                                                                            | 10/7   | Test Review                                                                                           |
|      | 10/10  |                                                                                                       | 10/12  | Contact                                                                                               |
|      | 10/14  | No Class                                                                                            | 10/15  |                                                                                                       |
| 7    | 10/16  | Stevenson, *Dr. Jekyll / Mr. Hyde*                                                                    | 10/19  | Stevenson, *Dr. Jekyll / Mr. Hyde*, Gaughan, “Mr. Hyde and Mr. Seek”                                   |
|      | 10/28  | LeGuin, *The Dispossessed*                                                                              | 10/29  |                                                                                                       |
| 8    | 10/31  | *Firefly* eps 1 “Serenity,” 2 “The Train Job,” 4 “Shindig”                                            | 11/2    | November 2                                                                                             |
|      |        |                                                                                                       | 11/4    | Test Review                                                                                           |
|      | 11/7   | **TEST 3**                                                                                             | 11/9    | *Star Trek (The Original Series)* S1E28 “City on the Edge of Forever”                                  |
|      | 11/11  | Lemire, *Trillium*                                                                                     | 11/15   |                                                                                                       |
|      | 12/5   | **TEST 4**                                                                                             | 12/7   |                                                                                                       |
|      | 12/13  | Paper 2 due                                                                                            | 12/18   |                                                                                                       |

**Fall Break, No Class November 19-17**