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## English 200C: Reading Literary Forms

The Shape of Elsewhere: Reading Literary Forms in Sci-Fi and Fantasy  
University of Washington, Winter 2021

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Instructor: Dr. Krista Daniel

Email: [kzd0008@uw.edu](mailto:kzd0008@uw.edu)

Class website: Canvas, English 200C <https://canvas.uw.edu/courses/1434380>

Course Time & Zoom link: // Wednesday 1/6; Mondays 10:30am-12:20pm //

<https://washington.zoom.us/j/94633006477>

Virtual Office Hours: Wednesdays // 12:30-2:30 OR BY APPOINTMENT //

<https://washington.zoom.us/j/94633006477> (same as class discussion link)

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Welcome to English 200! This literary forms course is loosely organized around science fiction and fantasy. We will explore a variety of forms—short stories, films, drama, and a novel—using literary techniques such as close reading and comparative analysis. Our goal will be to pleurably and thoughtfully read, discuss, and write about texts. This course will cover works by Ursula Le Guin, N.K. Jemisin, Octavia Butler, Philip K. Dick, and C.S. Lewis. There will a strong emphasis on collaborative teamwork and student-driven discussion.

Both science fiction and fantasy consider topics that are relevant to our historical moment, such as living well in the midst change and suffering. We will focus on the personal in relation to the interstellar and the limits of what it means to be human in relation to technology. For instance, can knowledge be a bad thing? We will also consider topics as diverse as nature, gender, innocence and experience, and good in relation to evil.

We will focus mainly on the texts themselves, rather than historical or political context of individual works or the development of these genres. We will consider questions such as: what concerns do the genres of fantasy and sci-fi enable authors to highlight? Which aspects of being human, the social, and the new come up repeatedly? What questions do these genres drive readers to consider?

### COURSE VITALS:

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#### COURSE MEETINGS:

**\*MONDAYS:** instruction and class time; video and audio required

**\*WEDNESDAYS:** After Wednesday 1/6, we will NOT meet on Wednesdays as a class. Instead, you will meet (synchronous or asynchronously) with your assigned groups for discussion, peer review, etc.

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#### WEEKLY DUE DATES AND POSTINGS:

##### WEEKLY READINGS, ASSIGNMENTS, AND VIDEOS:

WILL BE POSTED BY THURSDAYS AT MIDNIGHT PT IN THE MODULE ON CANVAS FOR THE UPCOMING WEEK.

##### SHORT ESSAY AND MISCELLANEOUS ASSIGNMENTS:

SHORT ESSAY ASSIGNMENTS AND DRAFTS FOR PEER REVIEW ARE DUE SUNDAY AT 11:59PM PT<sup>1</sup>

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<sup>1</sup> (EXCEPTIONS: IN-CLASS, 10<sup>TH</sup> WEEK, AND FINALS WEEK ASSIGNMENTS)

### DISCUSSION POSTINGS:

INITIAL WEEKLY DISCUSSION POSTING ARE DUE FRIDAY AT 11:59PM PT

REPLIES ARE DUE BY SUNDAY AT 11:59PM PT

### COURSE OBJECTIVES

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**This course will develop students' critical reading, thinking, and writing skills through class discussions, low-stakes weekly blogging, and three short essays.**

**Successful completion of this course means that:**

1. Students perform competent close readings of course texts and similar texts.
2. Students thoughtfully discuss course-related topics during the class and group sessions.
3. Students work collaboratively, efficiently, and effectively in group contexts.
4. Students form complex, well-organized, and analytical claims supported with textual evidence in writing about literature.

### REQUIRED TEXTS

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- Short stories by Ursula Le Guin, N.K. Jemisin, Octavia Butler, and Philip K. Dick posted to Canvas
- *Forbidden Planet* (1956), dir. by Fred M. Wilcox (<https://www.imdb.com/title/tt0049223/> rent/purchase; available on Amazon Prime)
- *Perelandra*, by C. S. Lewis (ISBN: 978-0743234917)

\* Other **required** materials will be made available electronically on Canvas.

\* I ask that everyone use these specific editions so that we're all on the same page

\* I will expect you to check Canvas daily during the week. I, in turn, will respond to your Canvas messages and emails within 24 hours, 48 if it is not urgent.

### ASSESSMENT OVERVIEW

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**VIRTUAL IN-CLASS ENGAGEMENT (15%)**

**DISCUSSION GROUP PARTICIPATION AND REFLECTION (15%)**

**GROUP-MAINTAINED GOOGLE DOC (7.5%, GROUP)**

**END-OF-THE-QUARTER REFLECTION (7.5% INDIVIDUAL)**

**SHORT ESSAYS (3 ESSAYS, 15% EACH, 45% TOTAL)**

**WEEKLY DISCUSSION POSTS: (15%)**

**PRE-WRITING/MISCELLANEOUS ASSIGNMENTS/PEER-REVIEW (10%)**

**ASSESSMENT: THE NITTY-GRITTY DETAILS****VIRTUAL IN-CLASS ENGAGEMENT (15%): PARTICIPATION**

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Active in-class participation means:

- Attending Zoom sessions in their entirety on **Wednesday 1/6 and all Mondays**
- Volunteering comments regularly in discussions and questions (via chat, poll, etc.)
- You will be able to makeup one missed class session during the quarter. The details can be found on Canvas > Assignments > Virtual In-Class Engagement > Absence Policy

**VIRTUAL IN-CLASS ENGAGEMENT (15%) ALTERNATIVE: ASYNCHRONOUS PARTICIPATION**

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A number of you will be in various time zones and will find it very difficult to attend the Zoom sessions on Mondays and 1/6. I'm offering an alternative for you to make up the 15% of your grade for assigned to virtual in-class engagement. **You will still be required to participate in your weekly group discussion, which will meet during a time decided on by your group (see below).**

Active participation in the virtual classroom requires far more engagement than watching a recording afterwards. To make these points equitable, this option entails an additional assignment. To receive the full 15% you would otherwise receive for in-class engagement, you will:

- Watch the recorded Zoom sessions which are posted online.
- Schedule and attend two 30-minute progress updates with Dr. Daniel (I'm happy to meet outside of regular office hours based on your time zone; you may also schedule these in pairs). These meetings should be at least 3 weeks apart.
- Read N.K. Jemisin's *The Fifth Season* (ISBN: 978-0316229296). The book is a dazzling, enjoyable read. It is also approximately 500 pages.
- Write a 6-9 page analysis essay of the novel. It will be graded and should be submitted by **FRIDAY 3/12 at 11:59pm**.

If you want to take the asynchronous participation option, I will post a poll during week 1.

**DISCUSSION GROUP PARTICIPATION AND REFLECTION (15%): CLASS TEAMS: DISCUSSION AND PEER REVIEW GROUPS**

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Beginning 1/13, our class will not meet via Zoom on Wednesdays. Instead, you will meet in your assigned discussion and peer review group **each week**. When you meet remotely will be up to your group; meetings for the week must be completed after Monday and by Friday at midnight PT.

- Groups will be made up of 6-8 people and will discuss class topics, brainstorm assignments, peer review each other's essays, and complete any miscellaneous assignments.
- Each person will be assigned a role; we will discuss this during week 1.
- **GRADING:** Groups will maintain a google doc, which they will share with me, which will briefly describe what was accomplished each week.
- **GRADING:** At the end of the quarter, each person will submit a 3-5 page reflection on his/her/their group participation and experiences.

Group work in your assigned teams will be vital to your success and growth; many students ultimately come to find peer discussion and feedback as the most productive and transformative aspects of this course.

**SHORT ESSAYS (3 ESSAYS, 15% EACH, 45% TOTAL)**

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During the quarter, you will submit 3 short essays of approximately 800-1200 words each. You will be given multiple prompts to choose from for each essay, and you will have the option to revise and resubmit Essays 1 & 2. Essays will make a claim about course text(s); these claims will be supported with close readings.

### **WEEKLY DISCUSSION POSTS: (15%)**

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Our weekly course discussion postings will enable you to track your reading process and work through thoughts, reactions, and questions in informal, low-stakes writing. Your posts should be coherent and proofread, but you don't need to have a fully formed thesis. You'll also find that your classmates' ideas and interpretations can serve as catalysts for your own analysis later in our formal writing assignments. I will give more details during Week 2. Discussion postings will start at the end of Week 2.

## **COURSE POLICIES**

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### **Participation: Virtual Engagement in class and in groups**

Because reading and commenting on the work of your peers, discussing ideas, and engaging with the classroom community are all important parts of this course, a significant portion of your grade will be determined by your level of participation in class activities. Your questions and comments are as integral to the course as the required readings and assignments are.

- Commenting thoughtfully on online discussion postings
- Listening actively to your classmates' ideas during synchronous class and asynchronous group discussion
- Making a sincere contribution to the success of this course

Keep in mind that team sessions and peer-review sessions cannot be made up. When you miss any of these, you miss the opportunity to be a member of the class and your team community.

### **CLASSROOM COURTESY**

Competing ideas and dissenting opinions are often part of healthy discussions, but all actions and words should be governed by courtesy, respect, and kindness. If a colleague voices an opinion with which you do not agree, **give the other person the benefit of the doubt!** Listen. Ask questions. Act and speak with integrity and regard others as doing so as well. No bullying will be tolerated.

### **OFFICE HOURS**

Attending virtual office hours are one of the best ways to succeed in a course, get the most out of a class, prepare for future internships or graduate school (letters of rec, anyone?!), and get helpful feedback on your ideas. It is in your best interest to attend office hours. I STRONGLY ENCOURAGE YOU TO SEND ME AN EMAIL IF YOU PLAN TO ATTEND OFFICE HOURS.

### **FORMAT**

All short essays and the end-of-the quarter reflection should be computer-generated in 12-point Times New Roman font. They should be double-spaced with standard, one-inch margins, with 0 pt. spacing before and after, page numbers with Last Name in document header, and MLA-style citation/Works Cited page. At the

top of the first page, include the following heading in the left-hand corner (do not place it in the document's header) :

[Your Name]

Dr.. Daniel

ENGL 200C

[Date]

Title

All of your assignments will be submitted electronically via Canvas.

NOTE: 4 pages means **4 COMPLETE pages**, not 3 page and the first four lines of the next. Make sure they are double-spaced with **0 pt. spacing before and after each paragraph**

### **LATE WORK**

Unless you have worked out a prior arrangement with me, all assignments are due on the date specified.

- For each day an assignment is late, one-tenth of a point will be deducted (for example, if your paper earned a 3.5 but was submitted two days late, the grade would be reduced to a 3.3). No assignment will be accepted more than one week late unless you have extenuating circumstances.
- **I will not give written feedback on any assignments that are turned in late, though I am more than happy to provide verbal feedback during office hours (appointment must be scheduled ahead of time).**
- That being said, you have lives outside of our virtual classroom and are a part of communities that extend beyond UW's campus. If something comes up, let me know. I am much more inclined to be merciful (i.e. flexible) if you come talk to me before the assignment is due or as soon as possible.

**Learn now how to take advantage of time-sensitive opportunities** like this one. Email me the name of a film or TV show that you think I would enjoy on the Wednesday of finals dead week (i.e. 10<sup>th</sup> week). Those who do will receive 2 points added to their Pre-Writing assignments grades. Do NOT message me via Canvas for this assignment; emails only will be accepted, 12am-11:59pm, Pacific Time.

### **PLAGIARISM**

Plagiarism, or academic dishonesty, is counterproductive to the aims of this course, which is about you and your writing. In this class, you are encouraged to refer to the work of other people, for inspiration and support, so quote and cite liberally but never present someone else's ideas or writing as your own.

In order not to plagiarize, you must:

- Cite sources of ideas
- Cite sources of paraphrased material
- Cite sources of specific language and/or passages
- Not submit someone else's work as your own

Plagiarized work will not count as submitted on time, receive feedback, or be eligible for inclusion in the guide as a revised piece of work. In a case of plagiarism, you will have to write a new paper to be eligible to pass the class. Policy requires that any student found to have plagiarized any piece of writing in this class be reported to the College of Arts and Sciences for review.

It is extremely difficult to get away with plagiarism in a situation, like this course, where I will have multiple examples of your real writing to compare to your turned-in texts. **If you find yourself in a situation where you feel like plagiarism is your only option – either out of fear of not doing well enough, or lack of**

**time, or other outside issues – talk to me. If you are ever uncertain as to how you might appropriately and productively use the work of others, talk to me.** For more information, refer to UW's Student Conduct Code at: [www.washington.edu/students/handbook/conduct.html](http://www.washington.edu/students/handbook/conduct.html)

## **COURSE RESOURCES AND ACCOMMODATIONS**

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### **CONCERNS**

If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the following Expository Writing Program staff in Padelford A-11: Director Candice Rai, (206) 543-2190 or [crai@uw.edu](mailto:crai@uw.edu) or Associate Director of Writing Programs, Michelle Liu, [msmlu@uw.edu](mailto:msmlu@uw.edu). If, after speaking with the Director of the EWP, you are still not satisfied with the response you receive, you may contact English Department Chair, Anis Bawarshi; [bawarshi@uw.edu](mailto:bawarshi@uw.edu), (206) 543-2690.

### **CAMPUS SAFETY POLICY**

Preventing violence is everyone's responsibility. If you're concerned, tell someone.

- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at [www.washington.edu/alert](http://www.washington.edu/alert).

For more information visit the SafeCampus website at [www.washington.edu/safecampus](http://www.washington.edu/safecampus).

### **ACCOMMODATIONS**

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at <http://www.washington.edu/students/drs/>.

### **RELIGIOUS ACCOMMODATIONS**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <http://registrar.washington.edu/students/religious-accommodations-request/>.