ARIZONA WESTERN COLLEGE
SYLLABUS

ENG 220 SCIENCE FICTION
Credit Hours: 3 Lec: 3
General Education Course: WI (Writing Intensive)
                             H (Historical awareness)

PREREQUISITE: ENG 101 or 107

THIS COURSE IS DESIGNATED AS WRITING INTENSIVE: Arizona Western College believes writing provides a unique opportunity to learn disciplinary content while mastering writing skills. Writing-Intensive (WI) course at Arizona Western College integrate writing assignments in a way that help students learn both the subject matter of the courses and discipline specific ways of thinking and writing. Writing Intensive courses help develop students' identities as good writers by linking their writing proficiency with their desire to know more about the field of study, to engage in questions in the discipline, and to become a participant in academic discourse.

COURSE DESCRIPTION
The study of science fiction as literature, including historical development and related genres, through short stories, novels, and film.

1.   COURSE GOALS
       1.1   Define and identify science fiction and related genres, including fantasy, gothic romance, surrealism, magic realism, and mythology.
       1.2   Distinguish specific science fiction icons (robots, aliens) and sub-genres (time-travel, alternative history, utopia/dystopia).
       1.3   Explain the development of science fiction from its gothic roots (Mary Shelley's *Frankenstein*, 1831) to the present, as well as from proto-science fiction texts (Sir Thomas More's *Utopia*, 1516).
       1.4   Discuss basic literary concepts – plot, motive, theme, etc. – as applied to science fiction.
       1.5   Identify basic themes recurrent in science fiction: our place in the universe and the future of the human race, the ethical responsibilities of scientific discovery, the extrapolation of existing trends to their logical conclusions, etc.

2.   OUTCOMES
       Upon satisfactory completion of this course, students will be able to:
       2.1   recognize and distinguish science fiction, related genres, and subgenres.
       2.2   identify and write about major themes and creators of science fiction, their development, and their historical significance.
       2.3   apply, in discussion and writing, basic literary concepts to science fiction texts.
       2.4   generate appropriate writing discourse according to the AWC Writing Intensive Courses: General Education guidelines.

       WI OUTCOMES
       Upon satisfactory completion of this course, students will be able to:
       2.7   Demonstrate critical inquiry through the gathering, interpretation, and evaluation of evidence in writing.

2.8   Develop flexible strategies for generating ideas, revising, editing, and proofreading, using instructor and peer feedback on written discourse to guide improvement through revision.

2.9   Effectively compose discipline-specific writing, which includes overall organization, analysis, grammar, mechanics, punctuation, and style.

2.10   Develop strategies for composing both in class and out of class compositions.

2.11   Demonstrate through written discourse a sequence of increasing complexity/skill in knowledge of content as well as discipline specific discourse form.

3.   AWC GENERAL EDUCATION (GE) OUTCOMES

3.1   DIGITAL LITERACY
- Determine the extent of information needed
- Comprehend the basic components of a networked computer system
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Create content in a digital environment

3.2   COMMUNICATION
- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis
- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments
- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation
- Written discourse is embedded into the requirements of the GE course through multiple written assignments.
- Part of the written discourse emphasizes critical inquiry which includes the gathering, interpretation, and evaluation of evidence.
- Instructor evaluates the assignments in written discourse to guide improvement through revision for each assignment.
- Instructor evaluates written discourse for form, which includes overall organization, analysis, grammar, mechanics, punctuation, and style.
- Some assignments are completed in class and some are completed out of class.
- Assignments within each course are arranged in a sequence of increasing complexity/skill, where applicable.
- Total formal writing for the course consists of at least 3000 words, or about 12 pages.
- At least 33% of the student's grade in the course is based on revised written discourse.

3.3   QUANTITATIVE ANALYSIS
- Identify and extract relevant data from given mathematical or contextual situations

3.4   SCIENTIFIC LITERACY
- Describe the scientific method as a process

3.5   CIVIC DISCOURSE
- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Include contemporary subject matter.
- Study that is concerned with an examination of culture-specific elements of a region, country or culture group. (The area studied must be non-U.S. and contributes to understanding contemporary society)
- Study of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
- Offer views of humanity from a multitude of perspectives.
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.
- Have history as a major focus.
- Analyze sources of information that interpret human developments, ideas and institutions in the sequence or sequences of past events (example: a course that covers not only what happened in the past, but examines the historical influences that explain why this past occurred as it did or why present human developments have occurred).

4.   METHODS OF INSTRUCTION
   4.1   Lecture and discussion
   4.2   Group and independent reading assignments
   4.3   Student presentations
   4.4   Instructional technology

5.   LEARNING ACTIVITIES
   5.1   Participation in class lectures and assignments
   5.2   Reading independent and class texts, including on-line assignments
   5.3   Student presentations to the class on independent reading
   5.4   Writing in-class essays and exams, and writing/revising formal essays

6.   EVALUATION
   6.1   Written essays and revisions
   6.2   In-class essays and assignments
   6.3   Midterm and final exams
   6.4   Student presentations
   6.5   At least 33% of the student's grade in the course will be based on written discourse
consisting of a minimum of 3000 words or about 12 pages of revised writing.

7. STUDENT RESPONSIBILITIES

    7.1   Under AWC Policy, students are expected to attend every session of class in which they are enrolled.

    7.2   If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.

    7.3   Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.

    7.4   Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized "crib notes", plagiarism, stealing tests, or forging an instructor's signature—will be subject to the procedures and consequences outlined in AWC's Student Code of Conduct.

    7.5   Texts and Notebooks: Students are required to obtain the class materials for the course.

    7.6   Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for "No Show" reporting during the first 10 days of each semester.

Students who have enrolled but have never attended class may be issued a "No Show" (NS) grade by the professor or instructor and receive a final grade of "NS" on their official academic record. An NS grade may result in a student losing their federal financial aid.

For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):

- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course