

English 372, Science Fiction and/or Fantasy  
GEC Rationale  
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English 372 course goals:

- (1) to introduce the student to speculative writing, i.e., science fiction and/or fantasy
- (2) to examine these works comparatively
- (3) to apply this knowledge to the understanding of the tradition and practice of speculative writing.

GEC Rationale:

(a) How the course goals address the general and specific expected learning outcomes in literary studies.

Specifically, students will be able to understand:

- (1) The impact of speculative fiction in the field of English literary arts.
- (2) Will have the opportunity to practice various forms of critical frameworks and interpretation.
- (3) Will have the opportunity to practice their writing and critical skills.

(b) How the assigned readings address the general and specific expected learning outcomes stated above.

(1) Each iteration of the course, as seen in the multiple syllabi attached, explore a particular emphasis in speculative writing.

(2) Each iteration requires written essays, discussion, and analysis of the literature.

(c) How course topics address the general and specific expected learning outcomes stated above.

Methods in interpretive frameworks, literary analysis, and the genre are addressed throughout the course, both in class and in individual sessions with students.

(d) How the written assignments address the general and specific expected learning outcomes. Specifically,

(1) Students gain significant writing experiences and other related skills involving effective written and oral communication through exams and participation. Students are given feedback on their writing, both at the structural and analytical level.

(2) Opportunities for feedback and revision come from the students, who fill out a discursive evaluation in addition to the standard SEI. Students are also given the email addresses of the instructor at the beginning of the quarter and are encouraged to tell us how they think the course is going.

(3) Students are encouraged to develop literacy both through their reading, writing, and discussion. They are better able to understand and evaluate literature because they have been provided with (a) conceptual frameworks, (b) a representative body of the genre, and (c) instructional guidance in interpretive skills.

(e) How students sharpen communication skills through the preparation of essays and through participation in discussions.

Essays and written work are designed around guided themes and topics as designated by the instructor. Instructors work with students individually to choose a topic, choose the literary work(s) they are to focus on, and to deploy critical frameworks in order to analyze the literature.

Students sharpen their communication skills by participating in class discussion in which questions are raised. They receive input from fellow students and the instructor. They also receive constructive feedback on all written work.